



Schola Europaea

Office of the Secretary-General

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**Europa School UK**  
**Dossier of conformity – Nursery and Primary cycles.**

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**BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS**

**Meeting in Sofia (Bulgaria) on 8 to 10 April 2014**

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*Europa School UK Culham*

**Dossier of Conformity and Proposal for  
European Schools Accreditation**

**On behalf of Europa School UK Trustees  
Supported by UK Department for Education**

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## 1. Introduction

Following the approval of our General Interest File by the Board of Governors in April 2013, the Trustees of Europa School UK (ESUK) now submit our Dossier of Conformity as the second stage of our application to become an accredited European School.

In considering our application, we respectfully ask board members to be aware of the following :

- ESUK is already up and running as a state-funded UK Free School, having opened September 1<sup>st</sup> 2012.
- ESUK currently has only four operational year-groups (N1-N2, P1-P2). By September 2017 the school will be running full nursery, primary and secondary cycles (N1-S7) – with the primary section growing one year at a time until fully populated with pupils from September 2016. The entire secondary cycle will be open and available en masse in September 2017.
- In 2017-2018, pupils entering S1 will have previously been pupils at ESUK in the primary cycle. All other secondary year groups (S2-S7) will have previously been pupils at the European School Culham (ESC), which will close on 31<sup>st</sup> August 2017. All ESC pupils are following a European Curriculum, in anticipation of sitting their Baccalaureate at the end of S7. Their parents/carers are understandably keen to receive assurance as soon as possible that their children will be able to continue their studies uninterrupted.
- Parents/carers of pupils already enrolled in the ESUK nursery/primary cycles are also seeking reassurance that their children will be able to derive the full benefits of attending an accredited European School, as they move into secondary education in a few years' time.
- Pupils at ESUK will follow the European Schools' Curriculum, as set out in our proposals (see later). It is this curriculum for which we are primarily requesting accreditation, as it will be the curriculum followed by the majority of pupils who will attend the school over its lifetime.
- However, for pupils transferring over from ESC, special arrangements will apply, whereby they will be able to continue as nearly as possible with the same curriculum that would have been available to them, had ESC not had to close.
- The main differences between the two curricula – both of which follow a European model, leading to final examination in the European Baccalaureate – are as follows :
- The ESC curriculum assumes three language sections – German, French, and English – with 90% of teaching in the section language, with pupils following a European Curriculum that is already accredited and regularly inspected.
- The ESUK curriculum assumes two forms of entry to each year group (N1-S7), with pupils learning in two languages, either German-English or French-English, with time divided equally between the two languages 50/50 – with pupils following a European curriculum enhanced by certain compulsory UK requirements (see later).
- ESUK has already modelled the costs of supporting the transition curriculum from 2017 through to summer 2024 – at which point the last transfer year group will have worked its way through the system – and is entirely confident

of being able to fund it within a balanced budget. This is based on an assumption that a reasonable majority of pupils transfer over, as it is expected they will, provided accreditation as a European School is forthcoming in the near future.

- Were accreditation not achievable, it is our expectation that only a minority of pupils will transfer over, with many pupils opting to pursue their education elsewhere. This will still leave the school having to run the full transfer curriculum for the small number of pupils that do transfer – albeit without the funds to do it – making the school financially non-viable and putting the whole vision of a UK base for European Education in jeopardy.
- With respect to the above point, it needs to be remembered that as a state-funded Free School, ESUK is not allowed to charge fees: its funding comes from the UK government via the Department for Education (DfE) and is largely driven by pupil numbers.

## 2. Background

ESUK was established by a group of Trustees united in their belief in the benefits of a European Education, in most cases having experienced it directly and/or through their children, particularly via the European School Culham (ESC). When it became known that ESC would close, there was naturally a very strong desire on the part of these and other parents/carers/teachers to see European Education continue in the area. Led by the people who eventually formed the ESUK Charitable Trust, a determined drive began to establish a new school in the area – state-funded not fee-paying, so as to be accessible to a much wider range of local families than would otherwise likely be the case – resulting eventually in the founding of ESUK.

ESUK currently shares - with the European School Culham - the site previously occupied solely by ESC alone. Under the site-sharing agreement, between now and summer 2017, ESUK will gradually take over more and more of the buildings and site from ESC - which ceased admitting pupils in 2010, so is shrinking in size on a year-by-year basis. At the point where ESC closes completely in September 2017, the ESUK will take responsibility for the whole site. All pupils still enrolled at ESC (S2-S7) will have the right of transfer across to become pupils at ESUK and complete their education. This right of transfer was granted in the founding of the Free School by the UK Department for Education.

Despite its imminent closure, ESC continues to be over-subscribed. ESC and its parents/carers are extremely keen for their children to be able to continue their education at ESUK – provided they can be sure of their children being able to sit their European Baccalaureate, which is in turn dependent on the school receiving an accreditation. Parents/carers of children newly enrolled at ESUK naturally want to have assurance on the accreditation issue as soon as possible, in order to be able to plan sensibly for their children's future education.

The reasons for the continuing popularity of ESC and the enthusiasm of its parents/carers for the ESUK approach are well documented. There are excellent links with a wide range of institutions and agencies locally, including EFDA-JET, European Commission, European Medicines Agency, European Space Agency, European Agrosciences, BG Group plc, BMW, COFACE, DHL International, Dow Agrosciences, European Centre for Medium Range Weather Forecasts, Land Rover, Peugeot Citroen Automobiles UK Ltd, Randstad Holding NV, Reckitt Benckiser, Volvo Financial Services.

The proximity of Oxford University is also very influential and has attracted numerous research institutes to the area. Many staff from the university and from Harwell Science Park, nPower, European Centre of Medium Range Weather Forecasts and Science Vale UK have expressed interest in seeing European School Education made available for their children.

However, the state-funded nature of the education available at ESUK has also attracted interest from local residents with no previous multi-lingual experience but with a strong desire to obtain a diverse linguistic and cultural education for their children. This was one of several considerations that led ESUK to develop its bilingual approach, which

sees children learning 50% of the teaching week in one language (either German or French) and 50% in English. The goal is to ensure that, by the end of the primary cycle, pupils will have acquired an ease of communication and proficiency of understanding in both languages – opening the door to various possible models for continuing secondary education in a way that will ultimately meet the requirements of the European Baccalaureate, without incurring unsustainable costs. This goal is being pursued under favourable conditions in England, in which the DfE has recently announced a target of all primary age pupils learning a language other than English from age 7 onwards.

The new school will also prioritise science education – focusing through the early years on providing pupils with a solid grounding in mathematics, then in later years supplementing this through the encouragement of critical thinking skills, the acquisition of sound research techniques and a high level of competence in ICT programming skills. We anticipate that local employers will see the school not only providing a first-class education for the children of their employees but also a future workforce capable of furthering scientific research and cultural understanding. We also anticipate that local employers will want to support the school, particularly with respect to investment in facilities.

With respect to assessment, the school's preferred final examination for pupils will continue to be the European Baccalaureate. However, the school also recognises that this may not be the preferred route for all pupils and will work with the Department for Education to identify appropriate routes to other qualifications, consistent with the requirements of the English national framework. The national framework is, in any case, undergoing further review at the moment, including changes to the system of examining pupils at the end of the UK Key Stage 4 – i.e. at age 16 for most pupils - and the raising of the age of compulsory schooling to 18.

The English context also demands certain (entirely manageable) adjustments to the European Schools Programme – which should be seen as curricular enhancements, rather than as any kind of compromise – notably to ensure the offer for all pupils includes religious education (from which parents/carers have the right to withdraw their children, should they wish to), to actively develop pupils' ICT skills to a high level and to meet specific assessment requirements for Early Years pupils. We foresee no difficulty in balancing the largely complementary requirements of the European system and these few compulsory elements of the national system – particularly given the very high calibre of teaching and other staff we have already succeeded in recruiting.

Whilst the legislation relating to Free Schools in the UK does permit the appointment of teaching staff who do not have a formal teaching qualification, the Trustees of ESUK nevertheless have insisted throughout that all our teachers should have QTS (qualified teacher status) or equivalent and at least C2 competence in the language in which they will teach. We also already employ a considerable and growing number of well-qualified teaching assistants, who also speak the relevant languages, reinforcing the immersion approach to language learning. These assistants work in classrooms alongside teachers, providing general support to all pupils and specific support to pupils with special needs. The school also receives additional support, including training, for any pupil with a

statement of special educational need from Oxfordshire County Council and other agencies as appropriate.

We also expect all staff to enrich the pedagogical experience of the school by actively offering pupils a profound experience of the culture in which the relevant language is spoken – supporting our ultimate aim of maintaining a challenging and stimulating curriculum for all, whilst remaining truly inclusive. The school is fully compliant with national admissions policies and procedures. Pupils are admitted according to strict non-selective criteria and all costs are funded by the state.



### 3. Dossier of Conformity

#### I. DESCRIPTION OF SCHOOL

##### A. General information

###### A1-2. School data

Name of the school	Europa School UK (ESUK)
Address	Thame Lane, Culham, Abingdon, OX14 3DZ
Phone	+44 1235 524060
Fax	N/A
e-mail	info@europaschooluk.org
Web site	www.europaschooluk.org
Status	State Free School
Funding	Mixed – see Note 1 below

**Note 1:** *ESUK is a state-funded Free School: it receives funding directly from the UK government equivalent to what any English state school of a similar type and size would expect to receive through its Local Authority. It does not charge fees and is not permitted to do so. Like many other state schools, ESUK is aware that regular fund-raising activities may support supplementary opportunities for the pupils. A lively and innovative Parents' Association has already started to run community events to assist in building up the school's resources and extra-curricular programme. Other permissible routes of donation will be explored.*

### A3-A4. Structure of school

Nursery	2 year groups : N1 (Reception) and N2 (Year 1)
	4-6 years
	56 pupils in total
Primary	5 year groups : Years P1-P5 (Years 2-6)
	6-11 years
	336 pupils in total
Secondary	7 year groups : Years S1-S7 (Years 7-13)
	11-18 years
	392 pupils in total
<b>Total number of pupils in the school</b>	<b>784</b>

**Note 2:** *The details set out above describe the school as it will be once fully open (Sept 2017). At the time of writing, the school is open only to pupils in N1-N2 and P1-P2 (Reception and Years 1-3 in the English system). By Sept 2016, all primary year groups will have opened. In September 2017, the entire secondary section will open – Years S1-S7 (Years 7-13 in the English system). Unlike in the European system, pupils in Year 1 (N2) in the English system normally experience some formal schooling. Whilst awaiting accreditation, the school has, therefore, included some elements of formal schooling in its programme of activities for pupils in Year 1 (N2). Once accreditation has been granted – and the school is able to follow fully the European model - the arrangements as they currently apply may be revisited. However, the ESUK is mindful of the importance of ensuring its pupils a broad and balanced curriculum, such as that experienced by those following the Early Years Foundation Stage (EYFS) guidance.*

**Note 3:** *Once fully open, the school expects to be able to provide a broad and balanced curriculum within the European framework for all academic levels and year groups. However, in any cases where this proves not possible (for instance, where option groups might be economically non-viable), the school will look to operate consortia arrangements with other schools offering the European Baccalaureate – or other creative solutions, such as vertical grouping.*

## A5. Management

Head	Peter Ashbourne (Principal)
Deputy Head(s)	Pascal Marechau (Head of Primary)
	TBA (Head of Secondary)
Administrator(s)	Nicola Tanner (Finance & Admin Manager)
	Desi Correia (Principal's PA)
Other	See note (4) below

**Note 4 :** *With only four year groups currently operational, whilst the school has a fully worked-out staffing structure, it has not yet made appointments to many leadership/management posts and will not do so until closer to the time when the secondary section will open in its entirety (Sept 2017). When the structure is fully operational, all subject areas will have a subject coordinator: oversight of the whole curriculum and teaching and learning within their cycles will rest with the two Headteachers (Primary and Secondary), reporting ultimately to the Principal. Educational advisors and other professionals will be consulted as needed.*

## A6. Administrative Bodies

ESUK Trust	ESUK Governing Body
Andrew Parker (Chair),	Andrew Parker
Jutta Weber	Jutta Weber (Chair)
Antonella Shorrock	Antonella Shorrock
Karin Loudon	Karin Loudon
Paul Adams	Peter Ashbourne (Principal)
Clara Della Croce	Jane Dymock (Clerk)
Jackie Holderness	Jackie Holderness
	Benedicte Yue (Vice-Chair)
	Damian Hickman
	Sarah Kynoch (Teacher),
	Pascale Smith (Support Staff)
	Simon Purves

## B. European Schooling

Whole school devoted to European schooling?	Yes
Section or part of school devoted to European schooling?	N/A
Prior existence in the school of international and/or bilingual education other than European schooling?	N/A

### **School development plan objectives in relation to criteria for European Accreditation**

Short-term objectives	To establish a sound foundation in early education, from which success in the European Schools' programme will be a realistic prospect for all pupils
	To establish a system of assessment appropriate for the European Schools' assessment model, which also ensures appropriate recognition of pupils' achievements within the UK system
	To continue to recruit outstanding and appropriately qualified teachers and support staff as the school continues to grow in size; to provide appropriately targeted continuing professional development for all staff.
	To ensure all year groups continue to be fully-subscribed as each additional primary year group opens
	To secure additional sources of funding to be used to further enrich the learning experiences on offer to pupils, particularly with respect to tuition in first languages not offered in the mainstream timetable of ESUK
	To become an accredited European School
	To develop a robust and comprehensive plan to ensure a smooth and trouble-free transfer from a two form entry primary school (2016) to a two form entry 4-18 'all-through' school (2017)

Long-term objectives	To aid pupils to become reflective, life-long learners in line with the European Framework on Key Competences
	To promote a culture of plurilingualism and provide multicultural, multilingual European Education – including pupils achieving C2 competence in at least two European languages at age 18.
	To encourage applications to the school, reflecting the broad range of social and linguistic backgrounds of those interested in a multilingual European education.
	To create systems to engage support and investment from the local community, business and research and effectively involve pupils and parents in the development of the school
	To recruit outstanding teachers, notably for our specialisms in languages and science.
	To develop a healthy living approach for all pupils.
	To actively develop pupil voice in the organisation of the school
	To provide guidance for choice of options, career path and formal education beyond school

On-going pedagogical priorities	Teaching is based on sound subject knowledge and appropriate pedagogy.
	The primary focus of all school activity will be on learning and broadening of experience
	Assessment should measure attainment and progress and should be used primarily to inform the teacher and pupil in formulating plans for future educational steps
	Learners should be actively involved in their own learning and develop abilities of self-assessment
	Data are collected and analysed to aid learning and to verification against external measures of achievement and progress
	A wide range of learning styles and strategies is employed
	Differentiation is employed in lessons to ensure that each pupil is challenged at an appropriate level
	Parents are informed of and involved in their children's learning
	Pupil behaviour is founded on good role models and positive reinforcement.
	Pupils are given a voice in the running of the school and encouraged to develop as mature, responsible adults
	Individual needs are recognised and directly catered for
On-going European dimensions	The curriculum is that of the European Schools, enhanced to take account of English national requirements
	Pupils are made aware of the rich cultural heritage of their own backgrounds and those of their peers.
	Teachers and support staff provide role models of multicultural and multilingual learning
	Contact and exchange with other schools in Europe is actively pursued
	All pupils to be fluent in at least two of English, French and German
	Other languages to be supported within the means of the school and the aspirations of the school community

## B1. Organisation of European Schooling

### B1(a)-(b) Teaching levels planned and numbers of pupils

		German-English Stream*			French-English Stream*				
		enrolled	cat. I	other	enrolled	cat. I	other		
Nur sery	N1 (Reception)	27			28				
	N2 (Year 1)	28			28				
	<b>TOTAL :</b>	<b>55</b>			<b>56</b>				
Pri mar y									
	P1 (Year 2)	27			29				
	P2 (Year 3)	29			28				
	P3 (Year 4)	28			28				
	P4 (Year 5)	28			28				
	P5 (Year 6)	28			28				
	<b>TOTAL :</b>	<b>140</b>			<b>141</b>				
Sec ond ary	S1 (Year 7)	28			28				
	S2 (Year 8)	28			28				
	S3 (Year 9)	28			28				
	S4 (Year 10)	28			28				
	S5 (Year 11)	28			28				
	S6 (Year 12)	28			28				
	S7 (Year 13)	28			28				
	<b>TOTAL :</b>	<b>28</b>			<b>28</b>				
<b>TOTAL:</b>	<b>196</b>			<b>196</b>					
<b>TOTAL (N1-S7)</b>	<b>391</b>			<b>393</b>			<b>OVERALL TOTAL</b>	<b>784</b>	

**Note 5:** Figures for N1-P2 (Reception, Years 1-3) reflect actual numbers. Figures for P3-S7 (Years 4-13) – year groups which are not yet operational - assume full year groups and seek to spread the distribution of pupils in broadly equal numbers across the language streams\*. Figures for S2-S7 (Years 8-13) specifically DO NOT attempt to reflect the position as it will be in 2017 - when pupils currently on roll in P3-S3 (Years 4-9) at the European School will transfer over into Years 8-13 at ESUK, as these groups are anomalous.

\* The term 'language section' is not appropriate here, as ESUK classes are all taught 50/50 in their two languages – German/English or French/English.



**B1(c) Pupils whose first language\* is different from the language stream in which they are enrolled.**

\* It needs to be noted that ESUK uses the term ‘first language’ in preference to ‘mother tongue’.

	Languages															
	ARA	BUL	CHI	DAN	DUT	ENG	FIN	FRN	GER	GRE	HGR	ITA	PNJ	POL	RUS	SPA
<b>Nursery</b>	1	1			1	69	1	17	10	1	1	5	1	1		3
<b>Primary</b>			2	2	3	58	2	15	18	1		4	2	3	1	1
<b>Secondary</b>																
<b>TOTAL</b>	1	1	2	2	4	127	3	32	28	2	1	9	3	4	1	4

**B1(c) Pupils receiving first language tuition.**

	Languages		
	EN	FRN	GER
<b>Nursery</b>	69	17	10
<b>Primary</b>	58	15	18
<b>Secondary</b>			
<b>TOTAL</b>	127	32	28

**Note 6:** The figures above reflect the actual situation at the time of writing – i.e. they relate to N1-P2 only. As a UK state-funded school, ESUK does not charge parents/carers a fee for their child’s admission to the school or tuition of the school’s main curriculum. As a result, the school runs a restricted number of language streams, which broadly reflect the range of languages spoken by its pupils. Parents/carers understand that, at present, the school can only sustain two streams – German/English and French/English. As the school grows and begins to be able to deploy its funds more flexibly, the school will endeavour to invest in first language tuition for pupils who are being taught within a language stream that does not allow for tuition in their first language.

### B1(c) First foreign language of students (L2)

	<i>Languages</i>			
	French	English	German	Other
<b>Nursery (Reception/Year 1)</b>	39	32	40	0
<b>Primary (Years 2-3)</b>	42	34	37	0
<b>Primary (Years 4-6)</b>	57 (est.)	54 (est.)	57 (est.)	0
<b>Secondary (Year 7)</b>	19 (est.)	18 (est.)	19 (est.)	0
<b>Secondary (Years 8-13)</b>	114 (est.)	108 (est.)	114 (est.)	0
<b>TOTAL</b>	<b>271</b>	<b>246</b>	<b>267</b>	

**Note 8:** *All pupils study English as a compulsory subject. It is not possible to predict at this point what proportion of the final school roll will comprise pupils for whom English is their first language.*

## B1(d) Curriculum

Syllabuses in primary education	European Schools' Curriculum
	Required elements of the English National Curriculum, specifically ICT and Religious Education not otherwise in European curriculum– see note 9.
Syllabuses in secondary education up to secondary year 5 (inclusive)	European
	Required elements of the English National Curriculum, specifically ICT and Religious Education not otherwise in European curriculum– see note 9.
Anticipated date of opening of Year 6 (S6 i.e. Y12)	September 2017
Intention of organising the European Bacculaureate in the school	Yes
Anticipated date of organisation of the first European Bacculaureate (examination)	June 2018 – see note 10

**Note 9:** *The school should make provision for the teaching of religious education and a daily act of collective worship. This is compulsory under UK law and must be provided to all pupils – however, parents/carers have the absolute right to withdraw their children from religious education, should they wish to. In practice, few parents/carers choose to do so, recognising that what is being provided is ‘education’ not ‘instruction’ – i.e. pupils learn about other faiths, in the same way that they learn about other countries and ways of life in geography.*

**Note 10:** *When the secondary section opens in September 2017, a cohort of pupils, previously on roll at the European School Culham, will transfer across into what will be S7 (Year 13). These pupils will have already completed year one of the Bacculaureate – so will sit their final examination in June 2018.*

## B1(e) Additional information

Weekly timetables	See Annex 2
School calendar	See Annex 3
Assessment of pupils	The school will assess against the criteria of the European Schools' curriculum, making use of the proposed reporting arrangements of the European Schools.
	Within the UK there are also specific assessment expectations for pupils across the age range - though these are currently under review. Whatever requirements emerge, ESUK will ensure full adherence to these – including assessing both attainment and progress for formative purposes, in line with English national practice.
	Internal assessment will be evidence-based, including a portfolio of pupil work. Teachers will involve pupils in the assessment of their own work.
	Under current national arrangements, the school is required to establish an entry point for pupils into formal education through the UK Early Years Foundation Stage Profile. This is currently working well but it is anticipated that we may decide to merge or replace this with the proposed European Schools' Entry Profile.
	Currently the school also uses NFER standardised tests to confirm internal assessment of progress and provide an externally verified measure of attainment. We anticipate continuing some such form of standardised testing, related as closely as possible to the European Schools' programme.
	For reporting to parents, the Europa School UK will use the proposed reporting arrangements of the European Schools, augmented where necessary to reflect local relevance within the ESUK curriculum and include compulsory national reporting.
	For the purposes of accountability to the national authorities and to provide motivation and involvement in learning for pupils, we measure individual pupil progress as well as attainment at fixed points. This will be facilitated by the European Schools' 'inclusion of a learning continuum in order to demonstrate the pupil's development' – adapted to translate into the points scores currently in use in the UK system - supported by detailed mapping of the European Curriculum against the English National Curriculum.
Provision for pupils with special educational needs	The ESUK has a Special Educational Needs (SEN) policy, which is fully in line with the most up-to-date UK national requirements. The school will also adhere to all special

	arrangements for pupils with special needs relating to examinations in the European School System.
Career guidance for pupils at secondary level	This will be provided.
Extra-curricular activities	These will be offered, in some cases free of charge; in others an optional charge will be requested – see Note 11.
Communication with parents	Communication with parents/carers will be regular and detailed – see Note 12.
Links with the European Schools system	ESUK at present maintains very close links with The European School Culham, with whom it currently shares a site until the end of August 2017. ESUK also holds membership of the Associated European Schools Network and will be proactive in further developing robust partnerships with other schools within the European Schools system.

**Note 11:** *Under the English state system, parents/carers cannot be required to pay for curriculum-based activities within the school day but may be asked to contribute to activities outside the school day, such as class visits. The school has developed a sensitive and optional charging policy consistent with good practice in other English state schools.*

**Note 12:** *ESUK uses a variety of means to ensure parents/carers are fully informed about the European education of their children:*

*Twice-yearly school reports which detail pupils' progress based on the European Schools' reporting system.*

*Meetings both individually with parents, to discuss the progress of their child or children, and at class level to outline the planning for the school year (minimum two per year)  
Information posted on the Europa School UK website [www.europaschooluk.org](http://www.europaschooluk.org).*

*Regular electronic (and, if necessary, paper-based) updates both from class teachers and school management on class-related matters as well as whole school issues.*

*Day to day communication between parents and class teachers via each pupil's bag/wallet.*

## B2. Staff

Management	Principal
	Primary Headteacher
	Secondary Headteacher
	Subject Coordinators
	Finance & Admin Manager
	Principal's PA
Teachers	C50FTE (full-time equivalent)
Teachers' remuneration	School itself is responsible, paying the salaries of all its teachers and other staff out of monies allocated to it by the UK government (Department for Education).
Recruitment of teachers	All posts are advertised on the Times Educational Supplement website and in various international publications around Europe, as well as being made known to possible applicants through diverse other channels, drawing on the school's well-established links with educational and business interests across Europe.
	An application pack and form are then made available through the school's website, setting out the aims and vision of the school - particularly its commitment to delivering a European Education for all its pupils – and including a detailed job description and person specification. All person specifications set out minimum language requirements for the post, to ensure pupils can be sure of experiencing teaching and learning of any foreign language supported by teachers and other staff operating at a minimum C2 level of competence.
	Applications are then marked against the person specification, with the applicants who best fit the specification being called to interview. Wherever practicable, activities include a mix of panel question & answer interviews and practical activities – teaching a lesson, responding to various real-life scenarios etc. – plus time set aside for candidates to get a real feel for the school. At the end of the process, the position is offered to the candidate who demonstrates the best fit against the person specification and therefore seems most likely to prove an asset to the school.

Evaluation of teachers' performance	The Principal and Heads of Primary and Secondary will be the lead persons for evaluation. However, subject coordinators will lead day-to-day, on-going evaluation. This will take various forms, including direct observations, peer observation etc.
	OFSTED inspections (on behalf of the UK government) take place as for other schools. Other professionals will be involved as appropriate.
In-service training of teachers	At least 5 days a year (standard UK training days) and at others time, according to need and as practicable.

**Note 13:** *As ESUK will operate language streams, not sections – i.e. pupils will be taught 50% in either French or German and 50% in English - the management structure will not include any heads of language sections, but will include subject coordinators. Otherwise, the school will operate managerially broadly in line with the standard European School model.*

### **B3(a). Equipment and facilities**

N1-P2	In respect of the needs of the pupils already enrolled (Reception and Years 1-3), the school already has all the books, textbooks, computers and equipment necessary to deliver a high quality European Education – enhanced to meet the additional requirements of the English National Curriculum. This includes the Intermath course, which at present is a specific requirement at primary level. As the school grows in size year-on-year, between now and summer 2017 – at which time, all year groups in the primary section will be fully operational – it will supplement these materials as needed to ensure that all pupils at primary level will be fully equipped, including any individually-specified teaching/learning materials or equipment.
P3-S7	From 2017, when the whole secondary section becomes fully operational in a single step, the school will continue to purchase materials etc. as needed, out of its increasing funds. These funds will rise substantially in 2017, due to the simultaneous influx of a large number of pupils from the European School. However, it may be that many parents/carers of pupils who have previously been attending The European School – and have been used to having personally-owned copies of textbooks etc. – may prefer their children to continue with this arrangement, in which case they will have the option of purchasing copies individually, should they wish to. Either way, the school will ensure that all materials and equipment necessary for pupils – for following the European Curriculum and ultimately sitting the European Baccalaureate – will be available on free loan or for purchase.

	<p>The school will also ensure that all materials and equipment, as necessary for compliance with the English National Curriculum – for instance, materials and equipment related to the study of ICT – will be available.</p>
Other	<p>It is anticipated that large quantities of materials and equipment currently lodged with the European School will transfer over to ESUK – in the same way that, as per the current site-sharing agreement, more sections of the building will transfer across with each succeeding year, as ESUK grows in size and the European School reduces in size as it follows its phased closure programme.</p>
	<p>As a state-funded Free School, ESUK cannot require parents/carers to directly purchase books etc.: all these materials are owned and retained by the school. Pupils are expected to come “properly equipped” to school – with pens, pencils, rulers etc. – however, the school also holds a reserve stock of necessary equipment, for use as needed by pupils.</p>



### B3(b) Buildings

**Note 14:** As part of the arrangements for its opening, ESUK entered into a site-sharing agreement with the European School Culham. Under this agreement (document 2012-01-D-47-en-3, approved by the Board of Governors in April 2012), ESUK already occupies several buildings around the site and will continue to take over additional buildings/spaces with each succeeding year up to 2016-2017. Thereafter, with the European School closing at the end of August 2017 - at which point all remaining pupils will transfer across to ESUK - current planning assumes that the remainder of the site will also transfer across to ESUK. However, it needs to be noted that the arrangements are not yet finalised. If things go ahead as planned, the premises that ESUK will occupy in 2017, therefore, will effectively be the exact same premises that the European School occupied in their entirety through to the end of the academic year 2011-2012.

Area	5065 sq. meter
Classrooms (Nursery)	As in document 2012-01-D-47-en-3
Classrooms (Primary)	As in document 2012-01-D-47-en-3
Classrooms (Secondary)	As in document 2012-01-D-47-en-3
Science labs	As in document 2012-01-D-47-en-3 and current ESC
Specialist accommodation	Libraries
	Gymnasia
	ICT rooms
	Art rooms
	Music rooms
	Drama studio
	External sports/athletics facilities
No of computers in classrooms	Two per classroom plus ICT facilities

#### **B4. Funding of European Schooling**

*As a state-funded Free School, ESUK is not permitted to charge fees. It has a charging policy, consistent with good practice in other UK state schools, which permits parents//carers to be asked to contribute to the cost of activities that take place outside the normal school day.*

*The school does not currently have any substantial reserve school fund to draw on for major projects and extra-curricular activities, but expects this situation to change significantly as the school grows in size, through fund-raising activities and/or donations from parents/carers and other supporters of the school.*

*A number of pupils currently on roll at the European School Culham are designated Category 1 pupils. Some additional funding may possibly accrue to ESUK as a result, should a bi-lateral agreement be forthcoming. Also, regarding the responses below, the school intends to be very proactive in pursuit of additional funding, once it is up to full size.*

*As mentioned previously, there is a formal site-sharing agreement between The European School and ESUK. (Ref: 2012-01-D47-en-3).*

## II. Criteria and rules for European schooling

**Note 15:** Please note, in the responses below, the word ‘section’ has been replaced by the word ‘stream’. This is because the term ‘section’ is not applicable to ESUK, since it is commonly used to denote a group of classes taught close to 100% of the time in ONE language – e.g. German OR French OR English – whereas the ESUK approach splits teaching approximately 50/50 between TWO languages (German/English or French/English).

<b>Reason for the introduction of European schooling</b>	As set out in the introduction to this document.
<b>Languages</b>	Two language streams: German-English & French-English.
	Currently formal first language tuition only for pupils whose stream/working language is German, French or English (83% of pupils). However, as the school grows and funds can begin to be deployed more flexibly – and in cooperation with national authorities and cultural institutions - the school will look into how to support pupils with first language not covered by the language streams.
	Subjects taught in L2 (English) up to S5 (Year 11): Mathematics, Sciences, ICT, Religious Education, and PE.
	Subjects taught in L2 from S6 (Year 12) onwards: History and Geography.
	Language 3 compulsory from S1 (Year 7) onwards.
	Schooling up to S5 (Year 11) follows the European Schools’ primary and secondary syllabuses – and also the English national syllabuses for RE and ICT.
	Teaching in S6-S7 (Years 12-13) organised in cooperation with a fully-fledged European School – and following the European Schools’ syllabuses exactly - in preparation for all pupils sitting the European Baccalaureate.
	All subject options offered in the European Schools’ system offered by ESUK.
<b>Teachers</b>	Teachers are all native-equivalent (C2) speakers of the languages in which they teach.
	ESUK will use the same criteria as other European Schools, when those schools appoint locally-recruited teaching staff, to ensure expected requirements for qualifications are fully met.

<b>SEN</b>	Arrangements in place to support the admitting and catering for SEN pupils, including organisation of learning support.
<b>Religion/ethics courses</b>	It is compulsory for the school to make provision for the teaching of religious education and a daily act of collective worship. Parents/carers have the right to withdraw their children from religious education, should they wish to. In practice, few parents/carers choose to do so, recognising that what is being provided is 'education' not 'instruction' – i.e. pupils learn about other faiths, in the same way that they learn about other countries and ways of life in geography. Current provision follows the agreed Oxfordshire religious education syllabus.

## 4. Annexes

### Annex 1 : Teaching Staff

**Note 16 :** *With respect to the table that follows, please note the following :*

*Firstly, because of the unusual and innovative approach to teaching at ESUK, teachers at primary level are not and will not necessarily be confined to teaching in just one cycle, except where they work only part-time. Someone working full-time will usually work across two classes, one in the Nursery/Reception cycle and one in the Primary cycle. This is why some teachers' names appear twice in the table below.*

*Secondly, even where teachers are bi-lingual in both the working languages of a class – e.g. German/English or French/English – the policy of the school is that, in most normal circumstances, they will only communicate with pupils in any given class in one of those languages, to support the immersion method and to avoid pupils becoming confused. The table below therefore includes details of which language each teacher will usually communicate through. NB Teachers who teach and communicate through the language of English will sometime work with a German/English class in one year and a French/English class in another. Also, teachers who are employed full-time but teach across different cycles, are shown as part-time in both sections – e.g. 0.5 Reception (German/English) + 0.5 Year 1 (French/English) = 1FTE.*

*Thirdly, as the school is currently operational only in Reception through to Year 3, only the names of those teachers already formally employed at the school are provided. The school will be continuing to recruit teachers through to September 2017, at which point it will be operational across all years from Reception through to Year 13 – at which point, it expects to be employing a core teaching force of c50FTE (full-time equivalent). However, through 2017-2023 – i.e. for as long as pupils who will have transferred across from The European School continue in any year group – the school will take appropriate steps to ensure that additional specialist teaching is available, as needed, to ensure as far as practicable that all these pupils are able to continue with options chosen whilst still on roll at The European School.*

Nursery course (N1-N2) (Reception/Year 1)

<b>Name</b>	<b>Full-time Equivalent</b>	<b>Language Stream</b>	<b>Teaching Through</b>	<b>Nationality</b>	<b>Qualifications</b>	<b>Hiring Date</b>
Miriam Slade	1 FTE	French/English German/English	English	British	QTS 9642294	01/09/2013
Esther Rodriguez -Clark	0.5 FTE	German/English	English	British	QTS 1146977	01/09/2012
Eliza Majchrzak	1 FTE	German/English	German	Polish	QTS 0631165	01/09/2012
Amelie Toubhantz	0.6 FTE	French/English	French	French	Professeur des Ecoles	01/09/2012
Sarah Kynoch	0.8 FTE	German/English	English	British	QTS	01/09/2012
Francoise Yates	0.5 FTE	French/English	French	French	CAP Instituteur	01/09/2012
<b>TOTAL</b>	<b>4.4</b>					

Primary course : (P1-P2)

(Years 2-3)

Name	Full-time Equivalent	Language Stream	Teaching Through	Nationality	Qualifications	Hiring Date
Pascal Marechau	1 FTE	Primary Headteacher	French/English	French	Maitrise Sciences de l'Education, 2004 Certificat d'Aptitude Pédagogique d'Instituteur, 1980 Liste d'aptitude aux fonctions du directeur d'école, 1986	01/09/2012
Daniela Havenstein	0.6 FTE	German/English	German	German	QTS	01/09/2012
Jessica Linsley	0.6 FTE	German/English	English	British	QTS 0640586	01/09/2013
Joelya Marechau	0.6 FTE	French/English	French	French	CAPES	07/01/2013
Sandra McClimont	0.6 FTE	French/English	English	British/Italian	QTS 0962548	01/09/2012
Hannah Murray (mat cover)	0.6 FTE	French/English German/English	English	British	QTS 1241783	01/09/2013
Cheryl Sanchez (mat leave)		French/English German/English	English	British	QTS 0458230	01/09/2012
Esther Rodriguez-Clark	0.3 FTE	French/English	English	British	QTS 1146977	01/09/2012
Matina Weller	0.6 FTE	German/English	German	German	QTS 0559989	01/09/2013
Francoise Yates	0.5 FTE	French/English	French	French	CAP Instituteur	01/09/2012
<b>TOTAL</b>	<b>5.4</b>					

**Primary course : (P3-P5)**

**(Years 4-6)**

**(To be appointed)**

<b>Name</b>	<b>Full-time Equivalent</b>	<b>Language Stream</b>	<b>Teaching Through</b>	<b>Nationality</b>	<b>Qualifications</b>	<b>Hiring Date</b>
German-speaking	2 FTE	German/English	German	TBC	TBC	TBC
French-speaking	2 FTE	French/English	French	TBC	TBC	TBC
English-Speaking	3.6 FTE	French/English German/English	English	TBC	TBC	TBC
<b>TOTAL</b>	<b>7.6 FTE</b>					
<b>TOTAL PRIMARY</b>						
	<b>17.6</b>					



Secondary course (S1-S7) (Years 7-13) (Appointed)

Name	Full-time Equivalent	Language Stream	Teaching Through	Nationality	Qualifications: Teaching	Hiring Date
Peter Ashbourne	1 FTE	Principal	English/French	British	BSc (Hons) Mathematics, Bristol University 1978 MSc Mathematics, Open University 2004 Teaching: PGCE Bristol University 1979 QTS (DfE number): 78/54270	01/09/2012
<b>TOTAL</b>	<b>1</b>					

Secondary course (S1-S7) (Years 7-13) (To be appointed)

Name	Full-time Equivalent	Language Stream	Teaching Through	Nationality	Qualifications	Hiring Date
Secondary Headteacher	1 FTE	Secondary Headteacher	TBC	TBC	TBC	TBC
Teachers	28 FTE	TBC	TBC	TBC	TBC	TBC
<b>TOTAL</b>	<b>29</b>					

<b>TOTAL SECONDARY</b>	<b>30</b>					
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## First language teachers

**Note 17:** *Teachers of first languages other than German, French or English would be appointed as necessary, subject to financial viability. At present, the school has only four year groups operational – Reception and Years 1-3 (N1-N2, P1-P2) – and receives the overwhelming bulk of its funding from the British government through the national educational funding formula for Free Schools. As it grows in size – and particularly when the secondary section is operational, it expects to be in a position to deploy its resources more flexibly. Securing regular weekly first language tuition, for any pupil enrolled in a language stream that does not provide tuition directly in the first language, will be a high-level priority for the school.*

Name	Full-time Equivalent	Language Stream	Teaching Through	Nationality	Qualifications	Hiring Date
TBC	TBC	TBC	TBC	TBC	TBC	TBC

**Teachers with other duties**

**(Appointed)**

Name	Full-time Equivalent	Language Stream	Teaching Through	Nationality	Qualifications	Hiring Date
Belinda Durkin	1 FTE	N/A	British	QTS 0533259	Learning support	16/09/2013

**Teachers with other duties**

**(To be appointed)**

Name	Full-time Equivalent	Language Stream	Teaching Through	Nationality	Qualifications	Hiring Date
Secondary SEN Coordinator	1 FTE	N/A	TBC	TBC	TBC	TBC
<b>TOTAL</b>	<b>1</b>					

<b>TOTAL OTHER DUTIES</b>	<b>2</b>					
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**Total number of teachers = about 50FTE**

<b>TOTAL SCHOOL</b>	<b>49.6</b>					
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## **Annex 2: Timetables**

### Approach to the European Curriculum

The normal entry point for the Europa School UK is to the Reception class at age four. Our admission rules are governed by UK national policy and selection for the entry point by linguistic competence or background is not permitted. It was foreseen that the school would be popular among families living or choosing to live in the area with a wide spread of home languages. In practice we already have 16 different first home languages among our pupils.

The choice of method for accessing the European curriculum in primary school has been made in the light of this situation combined with the requirement to keep within a typical UK school budget.

A number of other key points shape our policy:

- respecting the programme of the European schools
- providing a foundation which will lead to success at the European baccalaureate
- ensuring that the school includes significant teaching in all three European Schools' vehicular languages: English, French and German
- meeting UK Department for Education expectations that all children should have some regular teaching in English with an expectation of fluency in the language
- having a structure that will facilitate the addition of other languages in the future
- placing language learning within a cultural context
- giving primary pupils a sound foundation in the vocabulary, culture and pedagogy of two languages, sufficient to allow study of a secondary subject in either language

The last point recognises the importance of building secondary subject specialisms on a broad base of education, for example mastery of primary mathematics is important not only in the subject itself but in virtually all areas of the secondary curriculum.

The Europa School UK has therefore decided to offer a bilingual approach to the primary curriculum, which offers a range of subjects spread over the two languages.

On entry into the school, pupils enter either the French/English or the German/English stream. English is referred to as the working language and French or German as the stream language.

Teachers, and where appropriate teaching assistants, are native equivalent speakers in the relevant language. Therefore each class has two principal teachers, changing half way through each week, so that pupils spend around 50% of lesson time in each language. Most subjects are taught through both languages, with equal time given to each.

The weekly primary timetable consists of five full days and breaks down as follows:

	P1&P2		P3, P4&P5	
	Stream L	Working L	Stream L	Working L
Stream Language (FR/DE)	06:30		06:30	
Working Language (EN)		06:30		06:30
Mathematics	02:30	02:30	03:00	03:00
Music	00:30	00:30	00:30	00:30
Art	01:00	01:00	00:30	00:30
PE	01:00	01:00	00:45	00:45
DoW	01:45	01:45	02:00	02:00
RE		01:00		01:00
Recreation	03:20		03:20	
<b>Total</b>	<b>30:50</b>		<b>30:50</b>	

Shape of day	
08:25	1st Session
10:00	Break
10:20	2nd Session
11:30	Lunch
12:30	3rd Session
14:00	Break
14:20	4th Session
15:35	End

## Weekly Secondary Timetable

**S1 to S3 - Subjects and number of periods per week per Year Group (Period = 45 minutes)**

<b>YEAR GROUP</b>	S1 (Y7)	S2 (Y8)	S3 (Y9)
<b>SUBJECT</b>			
Stream Language	5	5	4
Mathematics*	4	4	4
Working Language (EN)	5	5	4
Third Language (L3)	2	3	3
Science*	4	4	4
Human Science*	3	3	3
Art*	2	2	2
Music*	2	2	2
Religion/Ethics*	2	2	2
Physical Education*	3	3	3
ICT*	1	1	2
Latin*	/	2	2
Supervised study/support	5	3(+2)	4(+4)
Assembly	1	1	1
* in Working Language (EN)			
* in Stream Language			
Optional Subject			

**S4 and S5 - Subjects and number of periods per week per Year Group (Period = 45 minutes)**

<b>YEAR GROUP</b>	<b>S4 (Y10) + S5 (Y11)</b>
<b>SUBJECT</b>	
Stream Language	4
Mathematics*	4
Working Language (EN)	4
Third Language (L3)	3
Biology*	2
Chemistry*	2
Physics*	2
History*	2
Geography*	2
Religion/Ethics*	1
Physical Education*	2
Latin*	4
Mathematics+*	2
Fourth Language (L4)	4
Economics*	4
Art*	2
Music*	2
ICT*	2
Supervised study/support	4(+4)
Assembly	1
* in Working Language (EN)	
* in Stream Language	
Optional Subject	

**S6 and S7 - Subjects and number of periods per week per Year Group (Period = 45 minutes)**

<b>YEAR GROUP</b>	<b>S6 (Y12) + S7 (Y13)</b>
<b>SUBJECT</b>	
Stream Language	4
Mathematics*	3 or 5
Working Language (EN)	4
Biology* ( a )	2
History*	2
Geography*	2
Religion/Ethics*	1
Physical Education*	2
Philosophy*	2
Mathematics++* ( b )	3
Stream Language+	3
Working Language+	3
Biology* ( c )	4
Chemistry*	4
Physics*	4
History* ( c )	4
Geography* ( c )	4
Latin* ( d )	4
Third Language (L3)	4
Fourth Language (L4)	4
Philosophy+* ( c )	4
Economics* ( d )	4
Art*	4
Music*	4
* in Working Language (EN)	
* in Stream Language	
Optional Subject	
( a ) compulsory unless Physics or Chemistry is chosen	
( b ) Maths++ can be chosen only together with Maths 5	
( c ) Instead of the 2-period course in compulsory subjects	
( d ) This subject can be chosen only if already selected in S5	



## Annex 3 : School Calendar

EUROPA SCHOOL UK - SCHOOL YEAR CALENDAR 2013-2014																					
	SEPTEMBER					OCTOBER					NOVEMBER				DECEMBER						
Monday	2	9	16	23	30		7	14	21	28		4	11	18	25		2	9	16	23	30
Tuesday	3	10	17	24		1	8	15	22	29		5	12	19	26		3	10	17	24	31
Wednesday	4	11	18	25		2	9	16	23	30		6	13	20	27		4	11	18	25	
Thursday	5	12	19	26		3	10	17	24	31		7	14	21	28		5	12	19	26	
Friday	6	13	20	27		4	11	18	25		1	8	15	22	29		6	13	20	27	
Saturday	7	14	21	28		5	12	19	26		2	9	16	23	30		7	14	21	28	
Sunday	8	15	22	29		6	13	20	27		3	10	17	24		1	8	15	22	29	
	JANUARY					FEBRUARY					MARCH					APRIL					
Monday		6	13	20	27		3	10	17	24		3	10	17	24	31		7	14	21	28
Tuesday		7	14	21	28		4	11	18	25		4	11	18	25		1	8	15	22	29
Wednesday	1	8	15	22	29		5	12	19	26		5	12	19	26		2	9	16	23	30
Thursday	2	9	16	23	30		6	13	20	27		6	13	20	27		3	10	17	24	
Friday	3	10	17	24	31		7	14	21	28		7	14	21	28		4	11	18	25	
Saturday	4	11	18	25		1	8	15	22		1	8	15	22	29		5	12	19	26	
Sunday	5	12	19	26		2	9	16	23		2	9	16	23	30		6	13	20	27	
	MAY					JUNE					JULY										
Monday		5	12	19	26		2	9	16	23	30		7	14	21	28					
Tuesday		6	13	20	27		3	10	17	24		1	8	15	22	29					
Wednesday		7	14	21	28		4	11	18	25		2	9	16	23	30					
Thursday	1	8	15	22	29		5	12	19	26		3	10	17	24						
Friday	2	9	16	23	30		6	13	20	27		4	11	18	25						
Saturday	3	10	17	24	31		7	14	21	28		5	12	19	26						
Sunday	4	11	18	25		1	8	15	22	29		6	13	20	27						

20/10 to 03/11 - Autumn Half-term  
 20/12 to 07/01 - Christmas Break  
 21/02 - Inset Day - no school  
 22/02 - 02/03 - Spring Half-term

12/04 - 27/04 - Easter Break  
 05/05 - May Bank Holiday  
 24/05 - 01/06 - Summer Half-term  
 04/07 - Last day of school

N.B.: ALL DATES ARE INCLUSIVE

### OPINION OF THE JOINT TEACHING COMMITTEE

During its meeting of 13 and 14 February 2014, the Joint Teaching Committee examined the conformity file presented by the Europa School UK for its project of European schooling at the nursery and primary cycles and their assessment of the document was favourable.

The Committee recommends that the Board of Governors should accept it as the second phase of the accreditation procedure.