



Schola Europaea

Office of the Secretary-General

General Secretariat

Ref.: 2017-01-D-8-en-2

Orig.: En

Audit report (Nursery, Primary) - Europa School UK

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting on April 4-6, 2017 in Berlin (Germany)

TABLE OF CONTENTS

1. GENERAL INFORMATION	3
2. METHODOLOGY OF THE AUDIT	6
3. SUMMARY OF MAIN FINDINGS, RECOMMENDATIONS	7
4. FINAL CONCLUSION	7
5. FINDINGS	8

1. General information

A. Current audit

Aim of audit	Renewal of Accreditation Agreement (Nursery and Primary)
Inspectors	Mrs Dana MUSILOVA and Mrs Jasna ANICIC
Dates of audit	November 14 - 18, 2016

B. General information about the school

Name of the school	Europa School UK	Organization (School provider)	Educational Funding Agency UK
Street address	Thame Lane	Postal address	Sanctuary Building Great Smith Street London SW1P 3BT GB
Postal address	Abingdon	Telephone	+44 (0)20 7340 8193
	OX143DZ	Contact person	Aleksandra (Ola) Wasik-Hyde
Telephone	01235 524060	E-mail	Aleksandra.WASIK-HYDE@education.gov.uk
Contact person	Peter Ashbourne		
Telephone	01235 524060		
E-mail	p.ashbourne@europaschooluk.org		
Website	Europaschooluk.org		
Legal status of the school (independent / public; funding of school etc.)	Public, state founded school		
Reason for the introduction of European schooling	<p>Popularity of existing European school</p> <p>Ongoing high local demand</p> <p>European profile, employment policy and outlook of local business and research</p>		

Language sections	Nursery En/De En/Es En/Fr	Primary En/De En/Fr	Secondary	Total number of different language sections 1 (English section)
Number of classes	Nursery	Primary	Secondary	Total
	6	10	0	16
Number of pupils	Nursery	Primary	Secondary	Total
	168	280	0	488
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
	0	0	0	0
Number and (%) of SWALS pupils	Nursery	Primary	Secondary	Total
	N/A	N/A	N/A	N/A
L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	4	3	0	4
Subjects taught in L2 in S 3-5	N/A			
Subjects taught in L2 in S 6-7	N/A			
Tuition in the language of the country (compulsory / optional)	Compulsory Since English is compulsory for all, studies are organised so that all pupils have half of their teaching in English and half in French, German or Spanish (Spanish in Nursery only at present)			

Composition of management and middle management staff	Principal (= Director of the School) Head of the Primary (= Deputy Director for Primary) Business manager		
Number of teachers	Nursery / Primary	Secondary	Total
Full time	6	0	6
Part time	21	0	21
Number and (%) of qualified teachers	Nursery/Primary 100%	Secondary	Total 100%
Full time	100%		100%
Part time	100%		100%

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

Dates of first accreditation of the school	26.01.2015
Dates of first accreditation of years 6 and 7	Not relevant
Dates of previous audit	16-20 June 2014
Recommendations from the last audit	See document 2014-09-D-1-en-2

2. Methodology of the audit

The audit was carried out according to the document Accredited European Schools, Ref.: 2013-01-D-64-en-4.

Before the audit, the school forwarded to the inspector the following documents:

- Self-evaluation report
- Dossier of Conformity, Ref.: 2014-02-D-6-en-2

- Report of the last audit, Ref.: 2014-09-D-1-en-2
- Agenda for the visit

Audit activities included:

- **Meeting with**
 - members of the school management
 - subject coordinators
 - coordinator for early education
 - EdSup coordinator
 - coordinator for gifted and talented pupils
 - teachers' representatives
 - pupils' representatives (Pupils' Council)
 - representatives of Parents' and Teachers' Association
 - members of the Governors' Body
 - head of the ES Culham

- **Scrutiny of relevant documents:**
 - School self-evaluation form
 - School development plan
 - Educational priorities
 - Teacher's long-term, middle-term and short term plans and lessons preparations
 - Teachers' files
 - documents for teachers' evaluation
 - documents for pupils' evaluation and school reports
 - documents related to the quality assurance
 - documents related to educational support
 - minutes of the meetings
 - class timetables

- **Lesson observations**
 - 5 lessons in the nursery classes
 - 11 lessons in the primary classes

3. Summary of main findings, recommendations

The Europa school UK (ESUK) became the first state funded bilingual school in Great Britain. Its establishment was initiated by parents who wished to secure further possibility of the European education after the closure of the European School Culham. The school is well received in the community and well supported by the Governing Body, which includes some founders of the school, parents, staff and local academics.

The ESUK offers bilingual education starting already from nursery. All subjects except Religion are taught 50% in English and 50 % in French, German or Spanish. There are two teachers who are assigned to the same class or year group. The teachers and languages swap in the middle of each week. They cooperate very closely to harmonize long term, short term and weekly planning which has to meet both the objectives of the European Schools' and those of the British Department for Education. All teachers are qualified and have appropriate knowledge of the languages of the tuition. The school organises in-service trainings for the teachers in order to support their ability to teach in bilingual classes.

The school is well equipped with books, methodical materials, teaching aids and ICT facilities which are effectively used by teachers and pupils. The classrooms are stimulating for teaching in both languages.

It should be emphasized that there is a very positive school climate, unusual commitment of the teachers and interest and active involvement of the pupils. Development of individual potential of each pupil is supported by early identification of their needs, by use of differentiated methods of teaching and learning and also by support given to pupils with special educational needs and to talented pupils.

Even if bilingual tuition is challenging, the children adapt with surprising ease to this way of learning. Assessment of pupils is both formative and summative, including pupil's self and peer assessment.

The school uses a variety of tools for evaluation of the processes and results of teaching and learning and for quality assurance. Both European Schools and British assessment tools are combined.

The audit team recommends:

- to create more transparent system of running of the school including responsibilities of the members of the school management, delegation of competences to the staff members and time frame for achievement of the tasks,
- to continue in teachers' professional training according to the needs of the bilingual school,
- to continue the harmonised development process of planning based on shared experience,
- to prepare opening of the secondary cycle and admission of the pupils from the ES Culham (staff, curriculum, processes for cooperation between the cycles in order to ensure smooth transition of the pupils).

4. Final conclusion

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

I. 5. Findings

I. Pedagogical equivalence	
I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5	
<ul style="list-style-type: none"> ● Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system. ● Syllabuses used in different subjects (nursery, primary, secondary S1–5) correspond to the ES system. ● Three vehicular languages as L2 are offered. ● L3 tuition is offered. 	<p>The subjects taught respect the allocation of areas, organisation and time of the ES programme.</p> <p>The European School syllabuses are used throughout Nursery and Primary cycles, but supplemented to meet the requirements of the official UK curriculum. Specifically, in the nursery cycle children are expected to achieve the learning objectives of the UK Early Years programme. Therefore, in N2 pupils start formal education a little earlier to meet numeracy and literacy requirements and in P1 they have a few maths topics added to prepare for the Key Stage 1 assessment.</p> <p>P2 and beyond the ES Culham follows the ES syllabuses more closely.</p> <p>The one exception throughout the school is obligatory use the Locally Agreed Syllabus for Religious Education.</p> <p>L1 and L2 assume similar status, but the three vehicular languages are offered at a standard of at least L2.</p> <p>L3 will be offered in the secondary cycle.</p>
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>Not relevant.</p> <p>The Secondary school is not yet open in any year group.</p> <p>The School intends to offer the Baccalaureate from September 2017 with the opening of the secondary cycle and the integration of pupils formerly attending the European School Culham.</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. 	
---	--

II. Management and Organisation

II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology

<ul style="list-style-type: none"> • There is a plan for continuous pedagogical development both at school and personal level. • Records of activities of continuous pedagogical development are kept at school and personal level. 	<p>The inspection team didn’t receive a plan for continuous pedagogical development, but there is a good evidence that teachers attend a range of different types of individual and group trainings corresponding to the needs of the school and of the individual teachers. They also profit from twilight sessions and from mutual class observations.</p> <p>Recommendation from the previous audit concerning training in bilingual teaching is followed.</p> <p>A log is kept of the continuous professional development.</p>
---	--

II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles

<ul style="list-style-type: none"> • There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles. • There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc. • There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles. 	<p>The audit team had access to the minutes of the staff meetings which take place on a weekly base. Also meetings across streams are organised, particularly for harmonisation.</p> <p>There is a permanent contact and cooperation between those teachers who share a class or a year group in order to ensure harmonised planning, teaching and learning and ongoing assessment in bilingual classes. Also cooperation between teachers and assistants functions quite well.</p>
--	---

	<p>Some of the teachers assume specific coordination roles to cover subject areas, leading planning and mapping of the curriculum.</p> <p>However, more transparent system of the organisation and running of the school, responsibilities of the members of the school management and delegation of competences to the staff members are recommended.</p> <p>Formal Pupil Progress Meetings are held quarterly between teachers of each class with management involvement to ensure harmonised approach.</p>
<p>II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary</p>	
<p>There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.).</p>	<p>There is a range of activities supporting transition from nursery to primary. The school organizes transition meetings between teachers of all consecutive year groups. Pupils meet new teachers in advance through exchange of classes. Common school events and celebrations also support smooth transition. Common projects of pupils from nursery and primary supporting common work and learning are recommended.</p> <p>Measures and procedures for transition between primary and secondary should be set down for oncoming start of the secondary cycle.</p>
<p>II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section</p>	
<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>Pupils enter the school into one of the three possible bilingual streams: English-French, English-German or English-Spanish. In this way the school caters for the dominant languages of the majority of the pupils with the aim to have all pupils working effectively in two languages at an early stage of their education.</p> <p>The L1 programme of the European Schools is used for English, complemented by components needed to meet assessment requirements of the national system. For French, German and Spanish the school uses</p>

	<p>the European School L1 programme where appropriate and move towards it for all pupils.</p>
<p>II.5 The school management ensures an effective use of teaching time</p>	
<ul style="list-style-type: none"> ● Timetabling ensures an equitable distribution of subject time through the week/half term. ● Measures are taken to make best use of teaching time (including replacements). 	<p>The classes timetables were checked. They cover all subjects of the curriculum which are equitably distributed through the week and term.</p> <p>The pupils have five full days – so they are longer in their school than is the norm in the ES.</p> <p>Timetable is carefully planned to ensure effective use of teachers, including cover for sickness and regular slots. Teaching assistant support is built into the timetable and kept under review.</p>
<p>III. School Ethos and Climate</p>	
<p>III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting</p>	
<ul style="list-style-type: none"> ● The European dimension is integrated in subjects’ syllabuses, teachers planning and lessons. ● A rich provision of European language courses and high standards in them is ensured (L3, L4). ● Pupils work together across language sections. ● There is evidence of celebration of national festivals and reference to national current affairs. ● School organises communal events which bring together pupils and teachers (and parents) from different language sections. 	<p>The European dimension is integrated in subjects’ syllabuses, so lessons ensure that all pupils are culturally aware of their own backgrounds and those of their peers.</p> <p>The European dimension is visible in the classrooms and corridors as well.</p> <p>Teachers and support staff provide role models of multicultural and multilingual learning.</p> <p>There is a clear evidence of the celebration of National festivals and various cultural events are marked throughout the year (St. Martin, St Nicholas, Christmas Concert)</p>
<p>III.2 The physical environment reflects the purpose of teaching and learning</p>	
<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. 	<p>There is an adequate number of rooms. It is questionable whether the sizes of the rooms are appropriate for regular classes of 28 pupils. The quality of the classroom activity is very high, though. It seems like the small-size classrooms</p>

<ul style="list-style-type: none"> • There are displays of work and other materials in corridors and classrooms related to the European dimension. 	<p>don't affect the teachers and the pupils who seem well adapted to teaching and learning in the given environment which is, in general, clean and safe and so are the public areas.</p> <p>The corridors are well decorated with pupils' work and all classrooms represent the mixed use for two languages in displays.</p> <p>There is a courtyard for Nursery as well as a large playground for Primary and Nursery. Both are used not only for pupils' relaxation, but also very effectively as a space for learning (e.g. for work in groups, movement activities etc.).</p>
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>Safe and friendly environment in the school contributes to a positive learning atmosphere.</p> <p>Pupils are given a voice in the running of the school and encouraged to develop as responsible future citizens (Pupils' council).</p> <p>Class teachers are consulting other teachers, parents or the school management whenever there is a misbehavior. There is an ongoing anti-bullying campaign which is done through an awareness-raising programme.</p> <p>Pupils attendance is recorded systematically.</p>
III.4 Communication is rapid and appropriate	
<ul style="list-style-type: none"> • There are formal and informal communication channels within the school community. • There are formal and informal communication channels with stakeholders outside the school. 	<p>Teachers very often communicate directly with each other and with the school management.</p> <p>A lot of information is displayed in the teachers' room.</p> <p>There is a communication on regular basis between Europa Management and European School management, too.</p> <p>The school also regularly communicate with the Governors, the founding body.</p>

III.5 Co-operation with the society

There is evidence of co-operation with

- local community,
- local schools,
- trade and industry,
- schools abroad (including European Schools, international co-operation).

Cooperation with the local community is active and diverse and results in a great local interest in the school.

School organizes communal events which bring together pupils, teachers and parents from different language sections.

The school communicates well with the local authority in order to be accountable within the national as well as the European system.

IV. Curriculum and Planning

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

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

The audit team had access to the long-term and short term planning.

Schemes of work for all areas of the curriculum exist. They are shared between the teachers and together with the management team. Schemes are kept up to date and improved through experience.

Long-term planning takes into account the expectations that all pupils will communicate and learn competently through two languages.

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

- There is evidence of transfer of planning documents from teacher to teacher.
- Planning is easily accessible to the substitute teachers.

Teachers are mutually aware of their planning. Systematic cooperation in planning has been recognised especially between the two class teachers and their assistants in bilingual classes. There is also good horizontal and vertical cooperation within and across year groups and language streams. Cooperation is based on regular meetings in order to plan, review and develop policies and resources.

Planning is easily accessible. Hand-over meetings between teachers are held each year.

Regular meetings between two teachers and teaching assistants of the class, teachers across the year group, teachers within language streams to plan, review and develop policies and resources.

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

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

The school has started harmonising of the planning across the year levels and streams. There are teacher coordinators for each language and for other subjects and learning areas. Teachers meet for planning within language, class, year and level groupings. Long-term planning templates are standardized and in use. A harmonised long term plan for mathematics has been developed in accordance with the objectives of both European School and British national syllabus. The audit team recommends to continue in this work also for other subjects taking into account also the cross-curricular learning areas. Mostly well-developed lesson plans correspond with the actual composition of the class, needs of the pupils and individual teachers' competences and approaches.

IV.4 Individual needs of pupils are respected in planning

- Differentiation is taken into account in planning.

Emphasis is placed on a differentiated approach to learning. Teachers plan for differentiation by outcome, task, pace. Resources identified in advance. Differentiation is built into preparation at all levels, taking into account many factors such as language comprehension, previous attainment, disadvantaged groups, special educational needs.

V. Resources

V.1 Human resources are managed efficiently

- Teachers are appropriately qualified.

All teachers are appropriately qualified. UK authorities were consulted in recruitment and

<ul style="list-style-type: none"> • 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. 	<p>they have confirmed the appropriateness of the qualification of the teaching position as well as EU state authorities that have carried out checks on all teaching qualifications to ensure they meet the requirements of the certifying EU state for the post.</p> <p>Most of the L1 teachers are native speakers and the rest have a proficient level of the language they teach. All subject teachers have the required language skills as well.</p>
--	--

V.2 A range of adequate equipment is available

<ul style="list-style-type: none"> • There is an adequate supply of subject-related equipment. • There is an adequate supply of ICT equipment. • There is a school library / media centre with adequate range of relevant books and ICT-material. 	<p>The school has an adequate supply of equipment. Interactive smartboards are used in the classrooms. Each classroom has some didactical material displayed or resources that can be used.</p> <p>There is an adequate supply of ICT equipment, and ICT room is available and in use. There is a school library covering the range of languages of the school. Facilities for PE and sport can be further developed.</p>
--	---

V.3 A range of European dimension resources is used

<p>European, multicultural and national resources are used appropriately and integrated into the teaching.</p>	<p>There is a lot of material related to Europe and European issues, namely maps and other artefacts. There is an evidence of using a range of contents related to European, multicultural and national perspectives in the classrooms and during the lessons.</p>
--	--

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>Lesson visits give evidence that teachers are aware of the European School syllabuses and that those are the basis of their plans. The European dimension is integrated in subject curricula and visible in the lessons.</p> <p>Lessons are well planned and start on time.</p> <p>Good examples of cross curricular and cross sections were noticed for example in Discovery of the World and Art or in L1, L2 and Music.</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 awareness of broadened context outside the classroom or the particular lesson. ● Teachers use variable methods (work in pairs, groups, teams, individually etc). ● Teachers involve all pupils actively. ● Teachers integrate ICT into their lessons. 	<p>In most of the visited classes teachers have communicated the objectives at the beginning of the lessons.</p> <p>A wide range of learning styles and strategies are employed and all pupils are actively involved. We have seen examples of pair work, group work and even team work with the whole class fully cooperating in order to solve a riddle.</p> <p>ICT is mostly used in the form of smartboards and there are computers in every classroom for pupils to use.</p>
---	---

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>Pupils take an active part, they are motivated and eager to learn. Teachers encourage all sorts of collaborative learning and they are fully focused on pupils' participation and involvement.</p> <p>Individual learning methodology is used as well and pupils are given many opportunities to express their attitude, ideas and how work was accomplished.</p>
VI. 4 Teachers take care of pupils' individual needs in their teaching	
<p>Differentiation is practiced in lessons.</p>	<p>Differentiation is completely integral in the school, used in practise, well visible and concerned at the planning stage. It is an integral part of teaching and learning in the school. The aim is not only to help with the basics of acquired knowledge but also ensure challenge and stimulus. Work with small group of pupils, either with those who need help or with the talented pupils in order to support development of their potential, is highly appreciated.</p>
VI.5 Teachers show effective classroom management	
<ul style="list-style-type: none"> ● Teachers create a stimulating learning environment. ● Teachers use resources effectively. ● Teachers use teaching time effectively. 	<p>Teachers along with their assistants are very dedicated and therefore create stimulating learning environment. Classes are managed effectively and pupils are fully engaged in all the activities.</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 has well elaborated system of formative and summative assessment which is a combination of the national assessment system and that of the European Schools.

There are regular assessment periods every half-term in which core subjects and learning areas are tracked. Expectations are based on measures of attainment and progress over time. Pupils attainments are recorded and analysed for all pupils' population, but also by class, by 1st language and by gender.

Progress in language acquisition is measured against the Common European Framework of Language (CEFR). Assessment is made age-appropriate.

Teachers use a wide variety of assessment methods which altogether provides a broad picture of pupils' competences.

Pupils' learning is regularly monitored. Records of pupil progress are entered.

There is monitoring by nation-wide tests.

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.

Record of the child's development and Early Year Portfolio are used in the nursery classes.

Teachers of the primary cycle use ES four-point scale and ES criteria for achievement of subject objectives.

ES primary school report model is used with a few adjustments to accommodate national requirements.

VII.3 Assessment methods are valid, reliable and transparent

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

Teachers ensure pupils are aware of the learning objectives, steps which should be taken to achieve goals, assessment criteria and feedback on achievement.

Pupils progress is recorded over time while quick feedback allows assessment of individual items.

Each class has two class teachers, one for each language. Grading is agreed on the basis of evidence of both sources.

Pupils summative results are analysed four times a year and reported to parents twice a year, with additional information as needed.

There are two official parent meetings each year and weekly opportunities to meet teachers during consulting hours.

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.

Pupils are aware about learning objectives and criteria. Their self-reflection, self-assessment and peer-assessment are natural part of the learning process.

VIII. Educational Support

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

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

The school management in cooperation with the SENCo have developed a functional and well operating policy of educational support.

Clear processes, leading to provision for support of individuals and groups have been established. There are harmonised procedures to identify pupils' individual learning needs.

Both individual support and support in small groups is offered for pupils with special educational needs and for those who need help in languages. The interventions are mapped throughout the school.

Learning plans are maintained and shared with parents to ensure consistency of approach between home and school.

	Progress of the pupils receiving support is monitored, measured against learning objectives and also compared with whole group.
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>Time allocation of educational support is transparent and flexible. Number of hours given is regularly reviewed and accounted for.</p> <p>Teachers and assistants have at their disposal appropriate resources in classrooms and in small group intervention areas.</p> <p>External specialists are brought in or consulted as appropriate.</p>
IX. Quality Assurance and development	
IX.1 The school has described its vision and its areas of improvement in the school development plan or related document	
<ul style="list-style-type: none"> ● The school has clearly stated its aims and objectives. ● The school development plan is compiled in consultation with the different stakeholders of the school. ● The development activities are linked to the objectives and to the short and long term plans on areas of improvement. 	<p>The school has a clear vision and purpose.</p> <p>Priorities are established from the overall aim of the school, review of performance and developments in the European Schools and UK systems, along with educational research. Plans are reviewed by the governing body who hold management accountable for progress.</p> <p>Pupils are represented by a pupils' council and parents are involved in development through the parent teacher association.</p> <p>A self-evaluation process leads to identification of priorities in teaching and learning, including resources and professional development.</p> <p>The necessary first steps to meet the requirements of the all-through school starting from September 2017 have been done, however. There is still need</p>

	to continue this process by concretisation the responsibilities, procedures and actions.
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 has to follow a clear path towards its further development, taking into account governance, its educational offer, site issues and financial considerations.</p> <p>All key stakeholders (national authorities, government body, management, staff, pupils and parents) are, according to their concrete responsibilities, involved in evaluation. The members of the management regularly observe classes, there is also a practice of class visits of the coordinators and mutual visits of the teachers.</p> <p>It is highly appreciated that especially pupils are engaged in ongoing review of work, establishing a step-by-step approach with encouragement and support towards ownership of the process.</p> <p>The school participates in summative assessment at national level including:</p> <ul style="list-style-type: none"> ● Early Years Profile at age 5 (personal and physical development, communication, language and specific areas of skills and knowledge, ● Phonics check at age 6 (early reading skills), ● Key Stage 1 tests at age 7 (testing English literacy and numeracy), ● Key Stage 2 tests at age 11 (testing English literacy and numeracy) <p>All assessment mentioned above is externally moderated and reported to the national authorities for comparative data analysis.</p> <p>Summary data is analysed by management, including progress of vulnerable groups, and reported to governors. National inspectors carry out</p>

	comparative analysis. Parents receive individual results of their children.
--	---

Opinion of the Joint Board of Inspectors

At its meeting of 8 February 2017, the Joint Board of Inspectors scrutinised and took note of the Report on the audit conducted on 14-18 November 2016 at Europa School UK for the Nursery and Primary years. It recommends that the Board of Governors should approve it and should mandate the Secretary-General to renew the Accreditation Agreement currently in force for a further three years.