



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

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## **Report of the Whole School Inspection at the European School Brussels II from 14<sup>th</sup> to 18<sup>th</sup> November 2016**

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## 1. Introduction

Name of school: ES Bruxelles II	Date:14-18 November 2016
Inspection team: H.T. Coelho (coordinator), T. Huisman, A. Coenen, B. Goggins, P. Hess, L. vd Bosch, Y. Gammelgaard	Management of the school: S. Sharron, J. Schmelz, J. Arnedo

The inspection was carried out according to the document 'Common framework for whole school inspections in nursery, primary and secondary cycles (ref: 2010-D-139-en-9)'.

Prior to the inspection a school self-evaluation form, following the structure of the criteria and indicators for whole school inspections, was sent to the school.

The school forwarded the following documents to the inspectors, which were analysed before the school visit:

- the schools' self-evaluation form:
- Multi Annual School Plan
- Annual School Plan

The inspection activities included:

- A presentation by the school management
- Meetings with: students, coordinators (section, subject, level, support, pedagogical, transition), parents representatives, CDP/CDC representatives, PAS, Principal Education Adviser, management
- Lesson observations in all the language sections and of different subjects  
6 lessons in nursery cycle  
22 lessons in primary cycle  
44 lessons in secondary cycle
- Analysis of relevant documents: several policy documents, planning documents, actions plans, minutes of meetings, evaluation documents, portfolios, projects, Bac documents, Educational Support documents and files.
- Feedback meeting with the management

## **2. Summary of main findings and recommendations**

### *Strong points*

- School ethos and atmosphere: pupils and teachers respect each other, national days are celebrated, the school has implemented several projects to promote mutual respect between cultures.
- Educational Support: In both cycles the care teams follow the framework of the support policy and perform their work in a dedicated manner. The school has created a caring environment with a strong focus on pastoral care.

### *Challenges*

- Quality assurance: the management team needs to have a common perspective for the medium term and long term future of the school as a whole. This perspective must be presented in the MASP. The cyclical process of school self-evaluation must be more evident across the whole school.
- Assessment and achievement: on a general level the school is implementing the European Schools policy on assessment but the school lacks coherent and consistent guidelines on evaluation and assessment of progression including the self-assessment of pupils. As a result it is unclear how the school will utilise assessment to improve the quality of teaching and learning.
- The school has made progress in several areas by putting organisational structures in place (for example educational support and transition), however the separate areas should be connected and more focussed on teaching and learning.

### *General points*

- The pupils are the central focus of a very committed staff.
- The school has managed to deal with the restrictions imposed on them by the lack of space on campus although this has now reached a critical point.
- Office 365 which has been very successfully piloted and developed in primary school supports teaching and learning, organisation administration and communication. This is an exemplar for the whole system.
- It would be beneficial to share the excellent practices that are present in the school.
- Management should operate as a single unit to create a dynamic environment focussed on improving the quality of teaching, using their diversity as strength.
- Two of the four recommendations from the follow-up of the previous WSI are fulfilled to a high standard in primary and one at least partially. While some progress has been made in secondary the recommendations have not been fulfilled.
- Management should take firm decisions and implement them.
- Communication between all stakeholders should be more open and decision making procedures should be more transparent across the whole school.
- The self-evaluations of both primary and secondary demonstrated a somewhat superficial reflection. A more in-depth analysis with the involvement of stakeholders would improve the value of the self-evaluation process.

### *Recommendations*

- Within the general vision of the European Schools the management should establish a coherent set of educational principles and purposes that create a road map for the future of the whole school.
- Management should develop a whole school self-evaluation process involving all stakeholders and use this as a basis for the existent and future MASP.
- Management should create coherent and consistent guidelines on evaluation and assessment of progression including the self-assessment of pupils.

### 3. Findings

Whole School Inspection - Evaluation Form	
Name of School: European School Bruxelles II	Date: 14-18 November 2016

Area of Evaluation				
Criterion	Evaluation			
	NA	PA	SA	FA
Indicators				

I. Management and Organisation	NA	PA	SA	FA
<p><b>I.1 The school management ensures teachers are up-to date with current pedagogical developments both in terms of subject content and methodology</b></p> <ul style="list-style-type: none"> <li>• There is evidence of structured continuous professional development and dissemination of information.</li> </ul>			X	
<p><b>I.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles</b></p> <ul style="list-style-type: none"> <li>• There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc.</li> </ul>			X	
<p><b>I.3 The school has guidelines for transition from nursery to primary and from primary to secondary</b></p> <ul style="list-style-type: none"> <li>• There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.)</li> </ul>			X	
<p><b>I.4 Coordinators (middle managers, cycle/level/subject coordinators) have an organisational and pedagogical role</b></p> <ul style="list-style-type: none"> <li>• There are job descriptions for the role of coordinator.</li> <li>• There is evidence of meetings, projects, etc.</li> </ul>			X	
<p><b>I.5 The school management ensures an effective use of teaching time</b></p> <ul style="list-style-type: none"> <li>• Timetabling ensures an equitable distribution of subject time through the week/half term.</li> <li>• Measures are taken to make best use of teaching time, including replacements.</li> <li>• There are guidelines on homework.</li> </ul>			X	
<p><b>Conclusion:</b></p> <p>The manner in which the management of nursery/primary cycle enables and encourages cooperation and coordination between sections, subjects and cycles is highly praiseworthy. While progress has been achieved by secondary, sharing the practice and experience of nursery/primary would be beneficial to the whole school community.</p> <p>Management is aware of the importance of job descriptions, however not all coordinator roles in secondary cycle have up-to-date job descriptions.</p>				

The introduction of the study room is a very positive step forward in secondary cycle.

The transition process is very well organised but could be further improved by mutual class visits followed by discussion on content and pedagogical-didactical approaches between cycles.

II. School Ethos and Climate				
	NA	PA	SA	FA
<b>II.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting</b> <ul style="list-style-type: none"> <li>• The totality of the European dimension is integrated and implemented across the school and in teachers' planning.</li> <li>• Teachers plan and work together across language sections.</li> <li>• Pupils work together across language sections when appropriate.</li> </ul>			X	
<b>II.2 Pupils' cultural identity is confirmed</b> <ul style="list-style-type: none"> <li>• There is provision for mother-tongue/dominant language teaching.</li> <li>• There is evidence of celebration of national festivals and reference to national current affairs.</li> </ul>				X
<b>II.3 The social climate reflects the aims of the school, to encourage successful learning and to foster tolerance and mutual respect</b> <ul style="list-style-type: none"> <li>• There is evidence of               <ul style="list-style-type: none"> <li>-Mutually respectful relations between members of the school community.</li> <li>-Knowledge of and respect for the school rules.</li> <li>-Consistent and rapid response to conflicts, particularly to bullying and to discrimination of any kind, by pupils or teachers.</li> <li>-Communal events which bring together pupils and teachers (and parents) from different language sections.</li> <li>-Positive encouragement of good behaviour and consistent response to inappropriate behaviour.</li> </ul> </li> <li>• Pupils have access to, and use, facilities for personal support and when necessary, complaints.</li> </ul>			X	
<b>II.4 Education for sustainable development is fostered in the school</b> <ul style="list-style-type: none"> <li>• Projects / activities are carried out focusing on sustainable development.</li> <li>• Students are involved in planning, accomplishment and evaluation of projects / activities.</li> </ul>			X	

**Conclusion:**

There are noteworthy projects for sustainable development and social wellbeing. The European dimension is well developed and promoted with the full support of management.

III. Curriculum and Planning	NA	PA	SA	FA
<b>III.1 Teachers forward planning is up-to-date</b>  <ul style="list-style-type: none"> <li>• Long term and short term planning, based on the curriculum, is available.</li> </ul>			X	
<b>III.2 There is continuity and progression from year to year</b>  <ul style="list-style-type: none"> <li>• There is evidence of transfer of planning (meetings, documents, etc.).</li> </ul>			X	
<b>III.3 The planning within and across the sections is harmonised</b>  <ul style="list-style-type: none"> <li>• The school planning guidelines and templates are used.</li> </ul>		X		
<b>III.4 Individual needs of pupils are respected in planning</b>  <ul style="list-style-type: none"> <li>• References are made to differentiated approaches and other teaching strategies in the planning (caring for individual pupils' needs, pair work, small group work, activity based work, use of ICT, etc.).</li> </ul>		X		

**Conclusion:**

In the follow-up report 2014 it was stated that 'a whole school planning approach and harmonised templates should be a priority'. In primary all annual and period planning's available in Office 365 and there are agreements on topics that should be included. "Differentiation" is such a topic, but in a lot of cases only described in a very general way. In secondary there are no guidelines for planning.

IV. Resources	NA	PA	SA	FA
<b>IV.1 Human resources are efficiently managed</b>  <ul style="list-style-type: none"> <li>• Teachers are appropriately qualified.</li> <li>• Assignments of tasks are related to experience and expertise of teachers.</li> </ul>			X	
<b>IV.2 The school physical environment is appropriate for teaching and learning</b>  <ul style="list-style-type: none"> <li>• There are an adequate number of appropriate sized rooms.</li> <li>• Classrooms and public areas are clean, safe, tidy and are in good repair.</li> <li>• There are displays of work and other materials in corridors and classrooms related to the European dimension.</li> </ul>		X		

<b>IV. 3 A range of adequate equipment is available</b>			X	
<ul style="list-style-type: none"> <li>• Sufficient resources are available to enable pupils to learn effectively in all areas of the curriculum.</li> <li>• Resources are used effectively to implement the syllabi.</li> <li>• There is an adequate supply of subject-related equipment.</li> <li>• There is an adequate supply of ICT equipment in the classrooms.</li> <li>• A library/multi-media centre is in place with an adequate range of relevant books and ICT materials.</li> </ul>				

**Conclusion:**

The school has been very creative in the way they use the available space. The outside recreational area has been significantly improved.

The school does not have an adequate number of appropriate sized rooms. Consequently some spaces that were not originally designed as teaching space are currently used as such. In some cases this is limiting to the quality of education. Also there is not sufficient suitable indoor space for pupils during breaks.

V. Teaching and Learning				
	NA	PA	SA	FA
<b>V.1 Teachers implement programs of work based on their planning</b>			X	
<ul style="list-style-type: none"> <li>• Lessons are planned, well-structured and relate to the syllabus.</li> <li>• Teachers communicate the aims, objectives and competences to be accomplished by their students.</li> <li>• Teachers show knowledge of the subject and the European School syllabus.</li> <li>• Culture, history and geography of different countries are integrated in the teaching and learning process.</li> <li>• Cross curricular links are emphasised and a broader environment and context are utilised.</li> </ul>				
<b>V.2 A variety of teaching and learning methods are employed appropriately by teachers</b>		X		
<ul style="list-style-type: none"> <li>• Teachers create an environment in which pupils can learn independently and collaboratively and support each other's learning.</li> <li>• Teachers involve all pupils actively.</li> <li>• The teaching when possible encourages awareness of broadened context outside the classroom or the particular lesson.</li> <li>• Teachers integrate ICT into their lessons.</li> </ul>				
<b>V.3 Pupils are active learners</b>			X	
<ul style="list-style-type: none"> <li>• Pupils show an active learning attitude and involvement during their lessons.</li> <li>• Pupils get feedback in order to improve their learning.</li> <li>• Pupils are responsible for aspects of their own learning.</li> </ul>				



- Pupils use ICT in learning.

**V.4 Teachers respect pupils' individual needs in their teaching**

	X		
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- Differentiation is taken into account in lessons (e.g. different content / process / product / learning environment), when appropriate in relation to pupils' different learning strategies.

**V.5 Teachers show effective classroom management**

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- Teachers create a stimulating learning environment, including displays of work or other materials.
- Teachers use resources effectively.
- Teachers use teaching time effectively.

**Conclusion:**

In the follow up report 2014 it is stated that "differentiated approaches in the planning and practice of all teachers needs attention". In the primary cycle some progress in the planning has been observed, but differentiation is not reflected in the practice of teachers as much as could be expected.

In secondary very little variation in teaching and learning methods was observed in the lessons. In the primary good examples of cooperative learning were observed.

**VI Assessment and Achievements**

NA	PA	SA	FA
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**VI.1 The school implements the European Schools policy on assessment**

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- Teachers apply the policy on assessment (e.g. Records of the pupils' development in Early Education; School Reports in Primary; Harmonised Exams in S5, Pre-BAC in S7).
- Teachers continually assess pupils' progress (formatively and summatively).
- A range of different assessment methods is used to provide a good picture of pupils' competences, including knowledge, skills and attitudes.

**VI.2 Assessment methods are valid, reliable and transparent**

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- 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 at individual, class and whole school level.
- Pupils' attainments are communicated to their parents.

**VI.3 Pupils develop the ability to assess their own work**

	X		
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- Pupils' self-assessment skills are developed by using a range of different strategies (portfolios, individual folders, questionnaires, copy-books, etc.).

**Conclusion:**

In the area of the portfolio the nursery/primary team has really made progress in establishing a harmonised approach. However self- and peer assessment should be more integrated in the day to day classroom practice. Some good practice could be further disseminated. In the follow-up report 2014 it is stated that 'in the secondary cycle a review and reflection process in some areas of evaluation and assessment should be implemented and developed'. During the lessons observed this was not evident.

**VII. Educational Support (General, Moderate and Intensive Support)**

NA	PA	SA	FA
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**VII.1 The policy on the provision on educational support is respected**

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- The school has guidelines in accordance with the educational support policy.
- There are harmonised procedures in place to identify pupils with different learning needs.
- Individual Educational Plans are compiled, reviewed and updated.
- Support is monitored and its effectiveness is evaluated.

**VII.2 Human and material resources for support are in place**

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- The coordinators' tasks and responsibilities are clear.
- Educational Advisers and Consultation and Support Personnel effectively monitor behaviour and attendance and liaise regularly with classroom teachers on both pastoral and academic matters.
- Confidential documents are properly maintained and stored.
- Support materials are available (ICT, national materials) and easy to access.
- Time allocation of support is transparent and flexible.

**Conclusion:**

The support is very well organised. The school guidelines respect the policy of the European schools. There is room for improvement in the areas of transparency and flexibility.

<b>VIII. Quality Assurance and Development</b>	<b>NA</b>	<b>PA</b>	<b>SA</b>	<b>FA</b>
<b>VIII.1 A structure for quality assurance and development is implemented</b> <ul style="list-style-type: none"> <li>A systematic procedure for school's self-evaluation is in place in which representatives of all stakeholders are involved at regular intervals.</li> </ul>		X		
<b>VIII.2 The school's vision, aims and objectives are outlined in the Multi Annual School Plan (MASP) and in the related Annual School Plan (ASP)</b> <ul style="list-style-type: none"> <li>The school has clearly stated its aims and objectives.</li> <li>The MASP and the ASP are compiled in consultation with the different stakeholders of the school to accomplish improvements.</li> </ul>		X		
<b>VIII. 3 Action Plans are key parts of school development in order to facilitate implementation of MASP and ASP</b> <ul style="list-style-type: none"> <li>Concrete Action Plans are drawn up in relevant areas for school improvement.</li> <li>Every Action Plan has a coordinator with responsibilities for evaluation at regular intervals.</li> </ul>			X	

**Conclusion:**

In the follow-up report 2014 it was stated that 'in the near future a cyclic procedure of self-evaluation should be created'.

In this domain a strong discrepancy between nursery/primary and secondary exists. In nursery/primary there is a well-developed culture of quality assurance supported by digital tools. The nursery/primary school development plan's is translated in "action plans" by each level and section and evaluate twice a year. This is an example of good practice that could be shared and could even be improved by gathering more substantial proof of results. In the secondary cycle there are no action plans at subject level.

A common perspective and shared goals should be established for the whole school.