Schola Europaea

Office of the Secretary-General

Audit report

Tallinn European Schooling

TABLE OF CONTENTS

1. **General information**

A. Current audit

Aim of audit	To renew the Accreditation agreement (Nursery-Primary-Secondary, years S1-S5)
Inspectors	Ms Margarita Kalogridou (Greece), Ms Urszula Laczynska (Poland), Mr. Max Wolff (Luxembourg).
Dates of audit	17 – 11 March 2016

B. General information about the school

Name of the school	Tallinn European Schooling (TES)	Organization (School provider)	Foundation Innove
Street address	Keevise 2, Tallinn 11415, Estonia	Postal address	Lõõtsa 4, 11415 Tallinn, Estonia
Postal address	Keevise 2, Tallinn 11415, Estonia	Telephone	+372 735 0500, 735 0501
		Contact person	Mr Robert R. Lippin
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Contact person	Mrs Auli Udde		
Telephone	+372 7350 557 +372 51 42 391		
E-mail	dierctor@est.edu.ee		
Website	www.est.edu.ee		
Legal status of the school (independent / public; funding of school etc.)	The school is established as a private school. The owner of the school is the state owned Foundation Innove. The school is funded by the state and by tuition fees.		

Reason for the introduction of European schooling	Tallinn is hosting the eu-LISA agency (European Agency for the operational management of large-scale It systems in the area of freedom, security and justice). The Government of the Republic of Estonia assumed the obligation to offer children of the agency's employees a possibility to study according to the European School curriculum.			
	In addition TES provides a notable increase in availability of international general education to foreigners in Tallinn. In addition to eu-LISA, the representation of European Commission, the Information Bureau of European Parliament and NATO Cooperative Cyber Defence Centre of Excellence and some internationally operated companies like Microsoft Estonia, the development team of Skype, Sony Ericsson reside in Tallinn to whom the provision of a European School is important to facilitate mobility of European families.			
Language sections	Nursery	Primary	Secondary	Total number of different language sections
	EN	EN	EN	1
Number of classes	Nursery	Primary	Secondary	Total
	3	7	5	15
Number of pupils	Nursery	Primary	Secondary	Total
	38	90	36	164
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
	7 (18%)	7 (8%)	3 (8%)	17 (10%)
Number and (%) of SWALS pupils	Nursery	Primary	Secondary	Total
	5 (13%)	27 (30%)	14 (39%)	46 (28%)
L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	2 (EN, FR)	6 (DE, EN, EST, FI, FR, IT)	5 (EN, EST, FI, IT, SPA)	7 (DE, EN, EST, FI, FR, IT, SPA)

Subjects taught in L2 in S 3-5	Economics, Ethics, Geography, History, Human Sciences		
Subjects taught in L2 in S 6-7	The S6 will be open in September; subjects taught in L2 will be: Economics, Ethics, Geography, History		
Tuition in the language of the country (compulsory / optional	One compulsory Estonian lesson per week for everybody in Nursery and Primary cycles. Estonian as L1 for Estonian pupils in Primary (11 pupils) and Secondary (4 pupils) cycles. Possibility to choose Estonian as L3 and L4 in Secondary cycles (nobody has chosen).		
Composition of management and middle management staff	Director Mrs Auli Udde Deputy director Paul Senosi Administrative middle management (administrative manager Mr Sven Laats, HR specialist Mrs Aule Kink, office manager Mrs Margit Loikmaa, coordinator of Extra-Curricular Activities Ms Kärt Kukk, Senior ICT & Multimedia Expert Mr Christian Fischer). Pedagogical middle management – level coordinators Ms Kerstin Must (Nursery), Mrs Mari Peets (Primary 1-2), Mr Tom Flowers (Primary 3 – Secondary 1), Mr Charles Outters (Secondary 2 onwards).		

Number of teachers	Nursery / Primary	Secondary	Total
Full time	7 18	10	22
Part time	3 9	12	18
Number and (%) of qualified teachers	Nursery/Primary	Secondary	Total
Full time	7 (100%) 16 (84%)	9 (90%)	20 (91%)
Part time	2 (33%) 8 (89%)	12 (100%)	17 (95%)

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

Dates of first accreditation of the school	Accreditation agreement signed on 11/02/2014 (period covered: 01/09.2013-31.08.2016).
Dates of first accreditation of years 6 and 7	Not relevant
Dates of previous audits	16-20 September 2013 (inspectors : Ms O. Arkle - Ms T. Huisman - Ms K. Nilsson)
Recommendations from the last audit	See Audit report 2013-09-D-28-fr-2

2. Methodology of the audit

The audit was carried out according to the document "Accredited European Schools" (*2013-01-D-64-en-4*).

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

The school forwarded the following documents to the inspectors, which were analysed before the school visit (the documents were available on a SharePoint):

- Self-evaluation report
- School Statutes
- Development Plan of Tallinn European School – 2016-2020
- Academic calendar and event calendar TES 2015-2016
- Orientation Guide
- Duties of the level coordinators
- Subject choice template
- Transition plans (Nursery 2 – Primary 1 and Primary 5 – Secondary 1)
- Educational Support Policy of TES
- Statistical report on educational support in TES 2015-2016
- Individual Learning Plans (2015/2016)
- Guidelines for the SWALS in TES
- SWALS coordinator's report
- Progress Reviews in TES
- Anti-bulling, Discipline and Homework policy in TES
- Guidelines for forward planning (Nursery, Primary and Secondary cycles)
- Language Policy in TES
- Long term and medium term planning's for different subjects
- Guidelines for assessment of TES (Primary P1-P5 and Secondary)

- Training plans and calendar for school years 2013-2014, 2014-2015 and 2015-2016
- Meeting calendar for semester 1 and 2 and the meeting minutes
- Timetable of the lessons; Allocation of lessons; List of possible substitutes and duty plan
- Timetable of extra-curricular activities
- Syllabi (eg. Estonian language syllabus)
- Planning of morning assemblies
- Documentation on several school events and educational visits
- General guidelines for differentiation in the classroom
- Newsletters
- Statutes of the Student Council
- Teachers Training folder on SharePoint
- Satisfaction survey results 2015
- Website (www.est.edu.ee) and Facebook page

The audit activities included:

Meetings with

- School Management (2)
- eu-LISA agency representatives
- Management Board Foundation Innove
- Pupils representatives
- Teachers' representatives
- Class and subject teachers
- Coordinator for Secondary cycle
- SEN-Team
- SWALS coordinator
- Parents' representatives
- Coordinators
- External expert (curricula and planning's)

Lesson observations in all the language sections and of different subjects

- 2 lessons in nursery cycle
- 7 lessons in primary cycle
- 22 lessons in secondary cycle

Analysis of relevant documents: **see list above and**

- Performance appraisal form
- Languages of children of the parents of the eu-LISA agency
- Self-analysis form of the teachers of TES
- Examples of Entry and Exit conservations

Feedback meeting with the management of the school.

3. <u>Summary of main findings, recommendations</u>

The Tallinn European School (TES) has started its third school year and continues her efforts to develop and achieve all the objectives of the European schools.

The TES offers only the English language section in the nursery, primary and secondary cycles (in P1 until S5).

New management of the school was appointed from the beginning of school year 2015-2016 and a new development plan of TES was prepared for the period 2016-2020. Additionally four level coordinators were nominated.

During the audit it was evident that the daily school life is running very smoothly and the willing and well-motivated staff tries to do his very best to offer high quality teaching, as well as to establish a friendly and safe environment which ensures the personal and professional development of staff members and helps each student to achieve the goals described by the syllabi. It was also evidence that the school focuses on the wellbeing of the students while ensuring a good classroom management.

The teachers, even if they seem to be overloaded, ensure in general the high quality of teaching and learning. The teachers fulfil their duties in a supportive, respectful and cooperative way. In most observed lessons, teachers used appropriated teaching and learning methods to the pupils´ age which allowed involving all pupils actively. For the secondary cycle, in order to help the students' progress, it could also be useful to integrate a variety of different pedagogical approaches.

The teachers take active part in the in-service trainings organized by the school and/or local authorities. Nonetheless the school could facilitate also the participation of the teachers to the training organized by the European and Accredited Schools.

In general, subjects taught in the school and the organisation of studies correspond to the regulations of the European Schools system and the ES syllabuses.

All classes in primary are taught separately but in secondary combined groups are used very often. However there is no reduction of teaching time.

The Educational Support Policy of the school creates suitable conditions for SEN pupils and ensures the necessary support services.

There is a clear quality assurance process for the evaluation of teachers and the assessment of students is done according to the criteria and the rules of the European Schools.

The school worked out and applies transition policy between Nursery and Primary and between Primary and Secondary which strengths the self-confidence and the learning outcomes of the children.

The school has guidelines for mid-term and long-term planning; a common framework and a well-structured template are used. Planning, information, well-structured procedures and various documents are available to all the teachers on the SharePoint.

The framework for coordination recently implemented at the school facilitates the close cooperation between nursery, primary and secondary teachers.

It is evident also that the school uses eKool platform as well as more traditional tools for communication between the school and parents. In addition, the website should help in the communication and therefore should contain all the necessary information.

The school got access to a gym room located in a separate building which offers a well-equipped environment for sports, games and activities. Pupils have indoor play areas and a bigger outside playground, too. Nevertheless the sciences laboratory could be more equipped to permit the pupils reach the goals set by the science syllabi.

School ensures access to up to date information technology for all staff and pupils and a free Wi-Fi internet connection all over the school. IPads were used during some observed lessons. However not every class room is equipped with a beamer or a smart board. Furthermore ICT resources should be used more efficiently in the process of teaching and learning when necessary, in order to help the students' progress.

It is expected that the way of communication between management of the school and the staff could be more effective, efficient and sufficient. It includes also the cooperation with coordinators, teachers of other European Schools, Accredited European Schools etc. as well as with all the stakeholders. It is required to elaborate a document precising job descriptions including duties and responsibilities.

Recommendations

- The school must offer mother tongue lessons for every SWALS for category 1.
- The school should encourage the efforts done regarding the transition within the Secondary cycle.
- The school should continue, develop and cultivate cooperation with other schools (European and Accredited) including exchange of good practices etc.
- The school should go on to facilitate communication between all the members of the school community.
- The school should be prepared for the transfer and setting up to a new building taking into account the increasing number of pupils.
- For the Secondary cycle and in order to assure high quality teaching combined classes should be avoided, if possible.
- The TES should clearly develop and enforce the European spirit.

4. <u>Final conclusion</u>

The audit team proposes to renew the Accreditation agreement of the Tallinn European School.

5. <u>Findings</u>

I. Pedagogical equivalence	
I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5	
- Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system. - Syllabuses used in different subjects (nursery, primary, secondary S1–5) corresponds to the ES system. - Three vehicular languages as L2 are offered. - L3 tuition is offered.	All compulsory subjects are provided. The total number of hours corresponds to the ES system. Estonian language is offered for everybody in Nursery and Primary cycles (one compulsory lesson). Possibility to choose Estonian as L3 and L4 in Secondary cycles. Foundation Innove has written the Estonian language syllabus for Nursery and Primary especially for TES. All syllabuses used in different subjects correspond to the ES system. DE, EN and FR are offered as L2. DE, ES, IT and FR are offered as L3 (nobody has chosen Estonian as L3 and L4 in Secondary cycle). In conclusion, the organisation of studies corresponds to the one of the ES system and time allocation to the different subjects meets the regulations of the ES.

I.2 Organisation of studies and subjects correspond to the ES system on S6–7	
- The school organises / has an intention to organise the European Baccalaureate. - Organisation of studies in S6–7 corresponds to the regulations of the European Schools system. - Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system. - Teaching in S6–7 is entirely consistent with the European Schools syllabuses. - Three vehicular languages as L2 are offered.	The full cycle of the European Schooling curriculum shall be achieved in 2017, and final examinations for the European Baccalaureate shall take place for the first time in 2018. Actually, 2 students would like to continue in S6 after the S5. The school has the intention to use ES syllabuses for all compulsory subjects in S6. The subject choice template for the 6th and 7th year from TES shows that the allocation for S6 and S7 corresponds to the ES system. Teaching in S6 and S7 should be consistent with the ES syllabuses. At this moment it is foreseen to offer FR and

• 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.	GE as L2 in S6 because currently only two pupils will continue in S6. ES as L3 will be offered in S6. TES will offer the following optional subjects for S6: Music 2 periods and Multimedia 3 periods. Advanced subjects will be offered in S6 and S7, if requested. There are no S7 pupils at TES yet.

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

• 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.	For continuous pedagogical development, both at school and personal level, a system based on Foundation Innove's documentation is established. TES uses an external expert for lesson observations and coaching sessions. The internal evaluation is held by the director and the deputy director. Every teacher has the right to a contract of employment and he has, also, the opportunity to participate in In-service trainings and/or individual programs which are based on the results of performance appraisal forms, lesson visits and development interviews. The personal folder and the records of activities of pedagogical development of every teacher are kept in the school office.

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

• 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 harmonization mainly between subjects. The framework for coordination is recently implemented at school. Due to the small number of pupils at TES most coordinators encompass a small number of teachers. It is required to elaborate a document precising job descriptions including duties and responsibilities.

• There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles.	The school management organizes regular meetings with staff of the levels they are responsible for and allocates 5 working days in August for working together. Cooperation is reflected in forward planning and in transition plans. The minutes or other records are kept. The Secondary coordinators and/or some teachers participate in training events, seminars organized by the European inspectors. The teachers of TES have not yet access to the Learning Gateway of the ES. The school management should encourage and facilitate the cooperation through the LG. The way of communication between management of the school and the staff could be more effective and efficient. It includes also the cooperation with all the parents, stakeholders, other European Schools etc. There are four appointed coordinators: for Nursery, for P1-P2, for P3-P5 and for Secondary. The coordinators organise meetings every month to discuss pedagogical matters and to harmonise pedagogical procedures between subjects and cycles. For every school year an Academic Calendar is prepared which includes peer-to-peer visits for teachers to learn from each other and to share best practice. There is evidence of close cooperation between cycles. Nursery and Primary teachers organize mutual activities for children from Nursery and primary pupils, e.g. baking classes, reading collaboration, etc. During the audit pupils from P5 were reading the books for children from Nursery combined class. Last school year pupils from P5 and children from Nursery class were cooking together and older pupils instructed younger children. Additionally, pupils from Nursery and Primary together prepare and celebrate different events. The teachers support the children and help them.

II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary

There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.).	For Secondary the tasks assigned to transition e.g. from S3 to S4 and from S5 to S6 should be enforced.
	There are guidelines for transition from Nursery to Primary and from P5 to S1.
	The teachers organize formal and informal meetings and prepare cooperation across cycles.
	In order to ensure harmonisation the meeting between P5 and S1 teachers is organised in the middle of the school year. In the last month of the school year, nursery pupils visit primary classes and primary pupils visit secondary classes.
	Every May a shadow and buddy day is arranged. During this day pupils from P5 join S1 students for a day. In June a transition day is organised and P5 pupils complete a day as if they were S1 students.
	Additionally the P5 and S1 classes have a 3 days winter sport camp in February in order to get to know each other better. Moreover, two parents' meetings are organized in March and in May, one for N2 parents and the second one for P5 parents.

II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section

• There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.). • The school follows the ES L1 syllabuses.	The school does not offer mother tongue lessons for every SWALS for category 1. School is able to provide LI English, Estonian, Finish, French, German, Italian and Spanish. However, it is unable to find teachers who may provide Greek, Bulgarian, Hungarian and Portuguese.
	The school should give to all SWALS pupils equal opportunity in the teaching of L1. The TES should try to recruit as soon as possible teachers for these posts.
	Distance training via Skype could be an alternative, but so far the school has not implemented it.

	The school follows the European School syllabuses L1.

II.5 The school management ensures an effective use of teaching time

• Timetabling ensures an equitable distribution of subject time through the week/half term. • Measures are taken to make best use of teaching time (including replacements).	School has an official lessons' allocation document, approved by director's order for every school year. This document is kept up to date on a monthly basis. The timetables should be mainly in the Secondary cycle easier to read. Apart from their statutory working hours, the teachers perform specific duties including replacements (there is a short list of possible substitutes who are available at short notice and an internal duty plan for the teachers should an emergency arise on any day). School works closely with Foundation Innove whose employees are used as substitute teachers at school.

III. School Ethos and Climate

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

• The European dimension is integrated in subjects' syllabuses, teachers planning and lessons. • A rich provision of European language courses and high standards in them is ensured (L3, L4). • Pupils work together across language sections. • There is evidence of celebration of national festivals and reference to national current affairs. • School organises communal events which bring together pupils and teachers (and parents) from different language sections.	The school follows the ES syllabuses. The European Dimension is implemented according to the School Development Plan. The TES has the aim to develop and maintain a multilingual and multicultural dimension, to promote mutual respect and human values within united Europe. European languages, mainly the three "vehicular" languages, are used in daily school life. The European dimension should be highlighted in teachers' short and long term planning and should be also visible in the classes. For the Secondary, there are not a lot of materials related to Europe and European issues. The language policy of TES has been updated in 2015. TES has the intention to set up a well-resourced language laboratory to assist pupils through intensive self-study and language immersion. The language

	laboratory should be separated from the library.
	Specialists from the language immersion team at Foundation Innove assist and train the teachers in dealing with multiple level teaching in L2 and L3. Often combined classes are offered. The mixing of several levels should be avoided as far as possible. The language teachers meet at least twice a year to discuss issues related to language portfolios, study materials, training programs, excursions, etc. Pupils stick to the Common European Framework of Reference for Languages.
	DE, FR, ES and IT are taught as L3 (L4 will be provided in the case where at least 3 students are demanding the language).
	Actually there is only one language section at TES. The school endeavors to have at last two language sections (EN and FR).
	In the School Year Calendar the celebrations of National days and other festivals/anniversaries are observed. National holidays are celebrated in greater or lesser extent depending on the number of pupils and teachers from the respective nationality and their initiative (Estonian Independence Day, Finnish week, German Winter market day, Semaine de la Francophonie, International day, etc.). More national symbols could be displayed within the school.
	TES is doing a tremendous effort to organize events bringing together pupils, staff and parents. TES has several events where different traditions and cultures are being celebrated: Carnival in autumn, Thanksgiving, Halloween, St Martin's Day, International Day, spring and Christmas concerts, Family picnic, etc.
	Nationalities represented in TES set up country rooms to introduce their culture, music and food.
	Three main projects allow pupils and teachers to meet citizens from other European countries (2 Erasmus + projects and "Open your eyes" project).

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

• There are an adequate number of rooms of appropriate size. • Classrooms and public areas are clean, safe, and tidy and are in good repair. • There are displays of work and other materials in corridors and classrooms related to the European dimension.	School currently has 26 rooms for teaching (incl. library) and 9 rooms for Nursery. The class-rooms and public areas are clean, safe, tidy and well equipped. A part-time handyman takes care of public areas. As the number of pupils is steadily growing, the school will move to another building in 2 years. At this moment some rooms seem to be too small to receive bigger classes or to allow pupils to work easily in groups. The science laboratory (integrated sciences, biology, physics and chemistry) could be better equipped to offer all the practical courses foreseen by the syllabi. The school got new gym facilities in a separate building. Well thought, resourceful and equipped for sports, games and activities, the gym welcomes every student at TES and also its staff. There is a playground divided into three spaces: one designed for Nursery, the second for Primary and the third for older and younger students. In the school surroundings there are 2 open areas and other facilities that could be uses by TES. Each corridor provides possibilities to display pupils' work. In Secondary, the rooms could be more decorated with pupils' work. Maps, drawings, flags were displayed in classrooms and in corridors.

III.3 The social climate promotes successful learning and fosters tolerance and mutual respect

• There is evidence of -mutually respectful relations between members of the school community, in particular across language sections. • Pupils' behaviour and attendance is	Respectfulness and an open and friendly atmosphere are shown in all activities of the school. There is a good cooperation in between the staff of the TES. The TES school rules (code of conduct/behavior

monitored.	policy – school values on their website) are displayed in all classrooms via posters. Common rules, such as playground rules have been discussed together with the pupils. Teachers supervise pupils during breaks according to the Duty-Plan. Nevertheless there should be no Secondary pupils in the area of the Nursery/Primary.
	The TES has a clear anti-bulling policy and is applying a preventive strategy to avoid bulling. A Discipline Policy was created and is applied.
	Pupils' achievements, behavior and attendance are monitored and communicated to parents/guardians via e-Kool and school reports. Whenever there is a pupil who misbehaves in Primary, the class teacher monitors the situation, and consults the parents and the deputy director.

III.4 Communication is rapid and appropriate	
• There are formal and informal communication channels within the school community. • There are formal and informal communication channels with stakeholders outside the school.	There are formal channels for communication within the school community. A SharePoint has been created for internal communication. This SharePoint is largely used by the school staff. The school life is regulated by frequent meetings (subject meetings, general staff meetings, etc.) and pedagogical days. Meeting Minutes are available to all the staff on the intranet. Other formal channels for communication are Newsletters (available on the website), e-mails, outlook calendar and a screen in the staff room.
	As it is a rather small school, the informal channels are widely used: discussion, small talks and interviews. The coordinators very often inform directly their colleagues whenever any news come out.

	The school management uses many channels of formal communication. Communication regarding the performance of pupils is carried out through eKool. The school has a regularly updated Facebook page. Newsletters are published on the school website, which will also be further developed in the future.
	Other channels are e-mail lists, Parent-Teacher conferences, individual progress reviews, Parents Back to School Days, open door activities, etc.
	Some parents propose more strengthened co-operation in the field of information.

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).	The TES collaborates with several schools, universities and other institutions in Estonia (International School of Estonia; Finnish School and State schools; Tartu and Tallinn Universities). The cooperation with local schools could be strengthened.
	Several NGOs are supported by the school community.
	The school cooperates with trade, industry companies and local community via Career Days (Center for Career Guidance) activities which started in 2015.
	The School participates in international project Erasmus+ project together with Accredited European Schools: Helsinki, Heraklion, Parma and Strasbourg.
	The Associated European Schools Network Conference was held in Tallinn in September 2015.
	Teachers have also contact with EEB2 and EEB4. The school has the intention to build further contact with other European Schools to exchange cases of good practice.

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 school has guidelines for mid-term and long-term planning; a common framework and a well-structured template are used. Planning, information, well-structured procedures and various documents are available to all the teachers on the SharePoint. Curriculum planning is regularly reviewed and revised. Harmonisation is sought across the different language study classes. All the teachers submit their planning to the school management. Most of them want to have a detailed, constructive etc. feedback for their short term and long term planning from the school management.

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.	There is evidence of transfer from teacher to teacher and continuity from year to year in the planning documents. The substitute teachers are well informed and the planning is easily accessible also to them.

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 guidelines for short and long term planning as well as planning templates, which are followed and used by the teachers. The guidelines for the planning include suggestions and examples for the teachers taking also into account their autonomy. The planning is harmonised across subjects. The subject coordinators throughout the school year lead the subject team with a view to optimum harmonisation of the syllabuses.

IV.4 Individual needs of pupils are respected in planning	
• Differentiation is taken into account in planning.	There is evidence that the classes, which are small in size, allow to cultivate the differentiated teaching and assessment. In Secondary, although some cases of teaching differentiation were observed, the implementation of the differentiated instruction was not clear. The TES should enhance the quality of pedagogical differentiation with adequate methods and strategies. It was evident that differentiation was considered in planning. Also some cases of teaching differentiation were observed in Primary cycle e.g. the use of a range of materials and methodologies.

V. Resources	
V.1 Human resources are managed efficiently	
• Teachers are appropriately qualified. • Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system. • L1 teachers are native speakers of the language they teach. • Authorities of the country in which teachers are qualified to teach, are consulted in recruitment.	There are 48 teachers at school, 45 of them are qualified to teach in their cycle and in their subject. Three teachers do not have required education; they are studying at university to get the degree. It seems to be complicated to find all the qualified and native speaking teachers to every cycle. Tremendous efforts are made to recruit new teachers. During lesson observations, mostly all the teachers have proven their excellent language skills. Nevertheless, in Secondary some teachers have to improve their language level. L1 language teachers are native speakers. In many cases the authorities of the country have been consulted in checking the qualification of teachers. The authority to consult with is generally the embassy of the country. The inspectors are not involved in

	the selection process of teachers. Entry and exit interviews are performed by the school management.

V.2 A range of adequate equipment is available	
• There is an adequate supply of subject-related equipment. • There is an adequate supply of ICT equipment. • There is a school library / media centre with adequate range of relevant books and ICT-material.	The equipment available is adequate; however some materials, especially for sciences lab must still be ordered. But the situation is under constant development. Language classes are equipped with reading books. Math classes have various types of calculators, math games and alternative possibilities (like LEGO Mindstorm robotics). For Music there is a fully equipped classroom and a small studio for practice and recording sessions. Art room is equipped with various materials for painting, drawing and handicrafts. Every teacher has a removable laptop to their disposal. Not all the classes are equipped with a Beamer, a Smart Board or a Mondo Pad. 32 iPads and 10 laptops are ready to be used in class. The proper and frequent use of IT equipment must still be implemented for all the teachers. An in-service training to the whole staff has already been offered. More subject-related in-service trainings should follow. The school library is currently equipped with 5310 books, 7 French, 3 English and 2 Estonian magazines, 15 board games and 13 DVDs. The library is getting new books and magazines all the time. A reading room is provided. The library is accessible during school hours.

V.3 A range of European dimension resources is used	
European, multicultural and national resources are used appropriately and	The European dimension is integrated in subject curricula. However it is not very often

integrated into the teaching.	visible in the lessons. Maps, illustrations, posters of embassies from European institutions, cultural institutes etc. are on the walls of the corridors. All the pupils work together and participate in common projects in particular during the European hours. The multicultural dimension is included in the teaching of L2, L3 languages as well as of History, Geography etc.

VI. Teaching and Learning (based on class-visits)

VI.1 Teachers realise the ES syllabuses

- Teachers show knowledge of the subject and the European School syllabuses. - Lessons are planned, well-structured and related to the syllabus. - Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant. - Cross curricular links are emphasized.	Teachers have knowledge of their subject and the European School syllabuses. Most of the observed lessons were planned, structured and related to the syllabuses. Most teachers showed that they master very well the subject they teach. Whenever possible, teachers tried to integrate several areas of knowledge in the lessons. Whenever possible, the teachers used situations of the everyday life to illustrate the lessons' subject. In the Secondary the teachers have to use more varied methods. A proper use of ICT resources must be enhanced. Cross curricular links were seen in teachers planning but must still be enhanced in class work. The school has a broader context to Art and Handicraft. One of the cross-curricular links is ethics, which is taught instead of confessional religion to all pupils. The teachers, with a great deal of interest, wish to have access to all the approved ES documents in order to study them.

VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught

Teachers communicate the objectives and competences to be accomplished to their pupils.	Teachers gave instructions to the pupils during the lessons. However the objectives and competences were not always visible for the pupils. In that sense the lessons should be

• 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.	more structured. Feedback is given to the students through corrections of homework and via marking criteria. In most of the lessons examples about broadened context were seen and the teachers made a lot of efforts to make links with the daily life of the pupils in order to illustrate and exemplify the lessons' subject. Teachers seek to involve pupils and encourage them to do their best. Educational visits, summer camps, school and Community projects are offered at different class levels. In bigger classes variable methods have been observed. This is impossible in small classes with only 2-3 students. The team-work was efficient. In some lessons a wider variety of teaching techniques adhering to the different learning styles could have been used. In general teachers involve all pupils actively. However more attention should be given to motivate each and every student. Despite having the pupils sitting in pairs or in small groups, the teachers apply very often "frontal" teaching methods. ICT was integrated in only a few lessons and not always used properly. The use of ICT should be well considered and better guided.

VI.3 Pupils are active learners

• Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.). • Pupils get feedback in order to improve their learning. • Pupils are responsible for aspects of their own learning. • Pupils use ICT in learning.	The atmosphere during observed lessons was very positive and pupils' attitude towards learning favorable. There was a good interaction between students and their teachers. The pupils were focused on the work to do. Due to the small groups, the teachers have the possibility to easily evaluate the performances of each student. Pupils got direct feedback about their progression as well as their behavior. In some lessons, short sequences of self-evaluation have been observed. Self-evaluation is stressed in the school's

	strategic and planning documents. The school uses self-assessment forms, filled in by the pupil. Those forms will be used for the progress review meeting with parents and the class teacher. The aim of the Individual Progress Review is to find the best possibilities to create beneficial conditions for the full development of the pupil.
	Only in few lessons pupils had opportunities to use ICT for their learning, even if all of them are familiar with ICT-tools (laptops, iPads). The students use them effectively working on their own.
	Most of the pupils have good work routines and high degree of autonomy. They express their opinion, they make proposals etc.

VI. 4 Teachers take care of pupils' individual needs in their teaching	
Differentiation is practiced in lessons.	As many combined classes are actually offered at TES, differentiation was regularly seen. Teaching content, assignments length and difficulty of language were adapted to nearly every single student. In some cases the students get weekly pull out lessons with the special education teacher. More advanced pupils received more challenging extra assignments and pupils who were struggling received individual attention. Individual Learning Plans are compiled for these pupils. But it is an everyday challenge for teachers to split themselves up between three or four different level groups trying to achieve all the goals set in the curriculum.
	But also in classes with pupils of the same level, differentiation is necessary. The pupils have vast differences in language levels and prior educational backgrounds.
	The self-assessment and the peer assessment is an area that needs attention and improvement.

VI.5 Teachers show effective class room management	
- Teachers create a stimulating learning environment. - Teachers use resources effectively. - Teachers use teaching time effectively.	Teachers had a very positive way of teaching and there was an excellent communication between teachers and students. The learning environment was stimulating in most of the class rooms. All observed classes in Primary were managed effectively, avoiding waste of unnecessary resources – namely time and materials. In most classes pupils seem to be fully engaged in the activities. The existing resources were incorporated into lessons. Appropriate materials are bought through a system of subject budgets whereby the teachers take responsibility for the purchases for their subjects. Teaching time is set at 30 minutes for P1-P2 and at 45 minutes for P3 and beyond. In Secondary not in all lessons the 45 minutes were completely used for teaching activities. A lesson should start on time and not finish before the bell rings. Teachers are encouraged to diversify and make use of movement and alternative actions to keep lessons alive while not losing focus on the aim of the lesson. In most classes pupils seem to be fully engaged in the activities. The teachers should ensure that all the support materials and ICT tools e.g. iPads, are in place and available for every pupil before the lesson starts.

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).	In compliance with the Assessment Policy in the European Schools the TES has worked out Guidelines of assessment: Guidelines for assessment for P1-P5 and Guidelines for assessment for Secondary. The guidelines respect the general rules of the European Schools. Ranges of different methods are used to provide a broad picture of pupils. Additionally, oral feedback is given on a daily basis. The guidelines give a definition of summative and formative assessment and an indication for the frequency of these types of assessment is lined out. Assessment is done according to a plan agreed upon by the subject teachers. The guidelines are well known by the teachers and are always applied. The school assessment policy is followed by the teachers. There was evidence that teachers are using different assessment methods.

VII.2 The European Schools´ assessment system is used

• Record of child´s development, portfolio in Nursery cycle. • School report in Primary cycle and S1–5. • Harmonised tests and exams in S5. • The European Schools´ marking system in S6–7.	The European assessment system is followed in Nursery and Primary. The school provides guidelines on assessment. Portfolios are organized in Nursery and Primary. Pupils participate actively in the selection of materials. School report is used properly. For S1-S5: School gives reports twice a year per school year, at the end of each semester. There are no intermediate reports. Pupils and parents have progress reviews by class teacher once per school year. In January, parent-teacher conferences are held by subject teachers. As there is only one language section and only one S5 class there is no need for harmonized tests and exams. Teachers of TES and the school in Helsinki are

	exchanging their ideas on evaluation in S5.
	Not applicable (There are no S6-S7 pupils in TES yet). School is planning to use My school platform for S6-S7 pupils' assessments.
	All exams will be assessed according to the ES system.

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.	Assessments have a clear link to learning objectives mentioned in the syllabi. Learning objectives are available through the subject-related syllabi. Furthermore they are communicated through eKool and during parent-teacher conferences. There must be a focus to explain them more in detail during daily class work. Pupils and parents are informed about assessment criteria at the beginning of the school year. Pupils' progresses are maintained in eKool, in the semester reports and in the teacher's records. An analysis of the pupils' results is done by the teachers, the class council and the deputy director. Pupil's attainment is communicated to parents through eKool, e-mails, parent-teacher conferences, progress reviews and semester reports. The original of pupils' assessment reports are given to parents and the teachers keep a copy of reports.

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.	The implementation of self-assessment and peer assessment was observed in some classes in the Secondary. It should nevertheless be done in a more organized and frequent manner.

	In some classes of Primary, some records of self-evaluation processes were observed, but such records seem not to be common to all teachers.
	There were no observed cases of peer assessment neither in Primary nor in Secondary.

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 support system of the school is intended for all pupils and has three levels (1.short-term, 2. with moderate intensity, 3. with special educational needs support services). SWALS coordinator is organizing extra support in English L1 and in L2 lessons, when needed, and according to the SWALS support policy. The schools' Educational Support Policy corresponds to the ES regulations. The aim of the educational support system is to prevent learning, behavioral and emotional problems. The SWALS provision in TES is designed in such a way to allow the pupils involved to boost their English language skills in a small and productive class. Each pupil has an Individual Learning Plan (ILP) with specific targets. The SWALS program follows the ILP, which was co-written by the special education team from the school. Given support is regularly monitored. Regular feedback about the progress is collected and results are registered.

VIII.2 Resources for educational support are in place	
- Support materials are available (ICT, national materials etc.) and easy to access. - Time allocation of support is transparent and flexible. - Relevant services for educational support are available.	Time allocation of support depends on pupil's individual needs. Teachers and parents work in collaboration with the support team. Support team compiles ILPs for pupils needing intensive support. ILPs are regularly reviewed and uploaded on the SharePoint. The relevant documents are kept in confidential pupil's folders in the psychologist's office. Given support is monitored, progress and results are registered. Consultations are provided, also, to the class teacher on how to support the adolescents in the classroom setting. There is an easy access to the numerous support materials for teachers. All needed materials on specific topics are available on the SharePoint. Meetings and trainings for teachers are held also on specific topics and in order to support appropriately pupils' individual needs. There is a support team, which consists of a psychologist, a speech therapist, a SWALS teacher, a support primary teacher and a support nursery teacher. The responsibilities of the support team are presented at the beginning of the school year to the staff of the school. Class and subject teachers closely cooperate with the support team in order to help the pupils improve their participation in the learning process.

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	
- 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.	The school's missions, vision, aims and objectives are stated in the Development Plan of TES 2016-2020. The TES states the current situation as a starting point. Concrete and specific measures, strategies and activities are listed to achieve the fixed aims and objectives. Responsibilities are stated. It is expected that TES' missions, vision and core values will not change over the next five years. The short-term efforts needed to accomplish the targets are described in the School Annual Plan. The Development Plan was made together with the staff, discussed in the General Staff Meeting and approved by the School Board. The management will report to the School Board twice a year on the School Board meeting. The different policies and guidelines of the school are in line with the Development Plan. There is an obvious consistency between the TES Development Plan and the medium and long term planning of the school. Aspects of the Plan are incorporated in the planning of the different subjects. Procedures and tools for the school's self-evaluation are developed.

IX.2 There is an integrated system of quality assurance and development	
• 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.	The systematic procedure for QA is defined from Foundation Innove and was not yet implemented. The school is accountable to the Foundation Innove annually. Different stakeholders are involved in school development: School Board, Parents' Board, Teachers' Council, Student Council and Parents Teachers Association. The stakeholders' duties are described in the School Statutes. The last satisfaction survey was in 2015 and the results have been communicated at the morning assemblies, general staff meetings, general parents meetings and to Foundation Innove. The results are available on the SharePoint and in most of the fields for complaints considerable progress and efforts have been made. An outside company will conduct a new survey in April 2016.