



Schola Europaea / Office of the Secretary-General

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Orig.: EN



Audit Report: ‘Tallinn European School’ (EE) - Accreditation renewal N-S7

Approved by the Board of Governors at its meeting of 6, 7 and 8 April
2022 – Dubrovnik (Croatia)

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1. Overall Conclusions

Short summary of the school

The school has 2 language sections and 27 year groups: in English section N0, N1, N2, P1, P2, P3, P4, P5, S1, S2, S3, S4, S5, S6, S7; in French section N1/N2, P1/P2, P3/P4/P5. It offers 11 L1s and DE, EN and FR as L2. The self-evaluation and the pre-audit forms presented a school as a well-organised environment in which a good relationship is observed with a very positive atmosphere and a good climate for teaching and learning. Inspectors found a qualified and a very engaged team of teachers and the supportive Management and consider the school very friendly to pupils.

Section summary

Cross **one box** for each section.

1. Pedagogical Content and Equivalence:

Above expectations ☐ At expectations ☒ Below expectations ☐

2. Language Conditions:

Above expectations ☐ At expectations ☒ Below expectations ☐

3. Quality Assurance:

Above expectations ☐ At expectations ☒ Below expectations ☐

4. Conditions in Article 7:

Above expectations ☐ At expectations ☒ Below expectations ☐

Strengths: Focusing on the areas of inspection covered in Annex 3 and the section summary above, outline a maximum of two strengths from each topic (up to a maximum of four strengths).

<u>Section</u>	<u>Strength (state sub-section)</u>	<u>Additional Comments</u>
1.	1.1.	ICT resources are used efficiently in the process of teaching and help the students' progress. Additionally, the educational technologist was employed to introduce digital innovation and digital culture in the school.
1.	1.1.	A friendly and safe environment helps each pupil to achieve the goals described by the syllabi. The management and the teachers focus on the well-being of the students while ensuring a good learning atmosphere.
3.	3.1.	The willing and well-motivated staff try to do their very best to offer high quality of teaching.
3.	3.1.	Communication and cooperation between management of the school and all stakeholders are very effective and efficient. In this context, the school is working with the key concept: Learning Communities, which is an ongoing process in which pupils, teachers and management work

		collaboratively together to achieve better results for the pupils (students).
4.	4.1.	The school ensures the necessary support services for pupils with educational needs for example the differentiation and individualization during teaching and learning, support courses and necessary individual help if it is needed.

Recommendations: Focusing on the areas of inspection outlined in Annex 3, and the section summary above, outline a maximum of two recommendations for each section (up to a maximum of four recommendations) for future work by the school over the coming years.

<u>Section</u>	<u>Recommendation (state sub-section)</u>	<u>Additional Comments</u>
3.	3.1.	There is a need to give some teachers a piece of advice how to use time effectively during lessons and how to motivate and engage pupils especially from the secondary cycle.
3.	3.3.	The school should display and enforce more clearly and visible the European spirit, for example in the Forward Planning and teaching.
4.	4.1.	To support learning environment and to help pupils to gain knowledge and skills it would be recommended to equip classrooms with various educational tools (e.g. posters with instructions, descriptions and formulas).

2. Final Recommendation

Type A

Recommend initial accreditation of the school from N-S5 ☐

Do not recommend initial accreditation of the school from N-S5 ☐

Type B

Recommend initial accreditation of the school from S6-S7 ☐

Do not recommend initial accreditation of the school from S6-S7 ☐

Type C and Type D (without Baccalaureate cycle)

Recommend renewal of the accreditation of the school from N-S5 ☐

Do not recommend renewal of the accreditation of the school from N-S5 ☐

Type C and Type D (with Baccalaureate cycle)

Recommend renewal of the accreditation of the school from N-S7 ☒

Do not recommend renewal of the accreditation of the school from N-S7 ☐

Annex 1: General Information

A. Current audit

Aim of audit (can cross more than one box for Type C and Type D)	Type A:	First Accreditation Agreement for N – S5	<input type="checkbox"/>
	Type B:	First Additional Agreement for S6 – S7	<input type="checkbox"/>
	Type C:	Renewal of Accreditation Agreement for N-S5	<input type="checkbox"/>
	(Light)	Renewal of Additional Agreement for S6-S7	<input type="checkbox"/>
	Type D:	Renewal of Accreditation Agreement for N-S5	<input checked="" type="checkbox"/>
(Standard)	Renewal of Additional Agreement for S6-S7	<input checked="" type="checkbox"/>	
Audit team	Inspectors:		
	Yvonne GAMMELGAARD Urszula LACZYNSKA		
	Expert:		
	Karin ECKERSTORFER		
Date of audit	28 – 30 September 2021		

B. General information about the school

Management team	Role	Name
	Director	Markko MATTUS
	Deputy Director	Maarja VAHER
	Nursery and Primary	
	Deputy Director	Ian KARELL
	Nursery and Primary	
	Deputy Director	Susanna AIJA
	Secondary	
Legal status of the school	<input checked="" type="checkbox"/> Private (parents pay fees) <input checked="" type="checkbox"/> PPP (fees paid and money received from the state) <input type="checkbox"/> Public (funding received exclusively from the state) <input type="checkbox"/> Sponsored (fees paid and money received from a private company)	
School provider	The school keeper is the state-owned Foundation Euroopa Kool established in 2019, Tehnika 18, 10149 Tallinn, Estonia. The governing bodies of the foundation are the Supervisory Board and the Management Board.	

Existing language sections ¹	Language	Cycles/Year groups						Number of Pupils			
	English	Nursery, Primary and Secondary						451			
	French	Nursery and Primary						21			
L1 taught in the school ² : state the L1s taught in each section of the school	Nursery	Primary		S1-S5		S6-S7		Total number of different L1 taught in school			
	English French	Bulgarian Estonian English Finnish French German Hungarian Latvian Lithuanian Spanish		Bulgarian Estonian English Finnish French German Hungarian Italian Latvian		English Estonian Finnish		11			
Number of SWALS ³ per language ⁴ e.g. BG : 17	BG	DE	ES	ET	FI	FR	HU	IT	LT	LV	
	2	10	1	42	24	16	10	2	4	9	
Subjects taught in L2 in S3-S5 (if year groups present at the school)	<input checked="" type="checkbox"/> Same as European Schools Economics, Geography, History, Human Sciences <input type="checkbox"/> Other (explain):										
Tuition in the language of the country (compulsory/ optional)	<input checked="" type="checkbox"/> Yes, compulsory <input type="checkbox"/> Yes, optional <input type="checkbox"/> No										
L2 taught	<u>Primary</u>					<u>Secondary</u>					
	<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR					<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR					

¹ Insert extra rows if necessary.

² Use standard EU 2-letter language abbreviations: (https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Country_codes)

³ SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

⁴ Add extra boxes if more than 10 SWALS languages provided

L3 taught	<input checked="" type="checkbox"/> DE <input type="checkbox"/> EN <input checked="" type="checkbox"/> ES <input checked="" type="checkbox"/> ET <input checked="" type="checkbox"/> FR
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Annex 2: Methodology of the Audit

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 self-evaluation form is attached as Annex 4 to this report.

Prior to the audit, the experts analysed the documents provided by the school and wrote the pre-audit report, shared with the audit team as part of the preparation for the audit visit.

The audit activities included:

a. Meetings with the Management team

Meeting 1 ☒ Date of meeting: 28.10.2021

Meeting 2 ☒ Date of meeting: 30.10.2021

Other meetings:

With whom?	Date of meeting	Aim of meeting
Educational Technologist	28.09.2021	The role and main tasks of the Educational Technologist at school
Member of Foundation Euroopa Kool	28.09.2021	Discussion on a teaching process at school and organisation
Secondary coordinators (Human Sciences, Sciences, L1, L2, L3, Art, Music and Secondary Projects)	28.09.2021	Orientation about teaching different subjects at school
Parents' representatives Nursery, Primary and Secondary	29.09.2021	Opinion on the quality of teaching, organisation of courses and cooperation with the management of the school
Representative of eu-LISA	29.09.2021	Description of the cooperation and regular communication with the management of the school
Support Coordinators Nursery/Primary and Secondary	29.09.2021	Cooperation and communication within the school

BAC Coordinator and Educational Advisor	29.09.2021	Description of their role and tasks at school
Nursery and Primary Coordinators	29.09.2021	Description of their role and tasks on the level of Nursery and Primary
Pupils' representatives from Primary and Secondary	30.09.2021	Opinion on the quality of teaching and organisation of lessons
Teachers representatives from Nursery/Primary and Secondary	30.09.2021	Opinion on the quality of teaching and organisation of lessons, cooperation with the management of the school, description of the Learning Community

b. Lesson observations in all the language sections and across different subject areas. Provide details below and add more rows if necessary.

Nursery/Primary/Secondary	Year group	Subject	Language of instruction	Language sections of the students present in the lesson
Nursery	N0, N1/N2	Early education	EN	EN
Nursery	N1/N2	Early education	FR	FR
Primary	P3/P4/P5	Mathematics	FR	FR
Primary	P3A, P3B	L1	EN	EN
Primary	P5A	L1	EN	EN
Secondary	S1	Mathematics	EN	EN
Secondary	S2B	L2	EN	EN
Secondary	S4	History	EN	EN
Secondary	S5	L1	ET	EN
Secondary	S5	Physical Education	EN	EN
Secondary	S6	Music	EN	EN
Secondary	S6	Geography	FR	EN
Secondary	S7	Physics	EN	EN

Notes on the feedback meeting, if necessary:

Strengths

1. Daily school life is running very smoothly.
2. A friendly and safe environment helps each pupil to achieve the goals described by the syllabi. The management and the teachers focus on the wellbeing of the students while ensuring a good learning atmosphere.
3. The willing and well-motivated staff try to do their very best to offer high quality of teaching.

4. The teachers fulfil their duties in a supportive, respectful, and cooperative way.
5. Communication and cooperation between management of the school and all stakeholders are very effective and efficient.
6. The school ensures the necessary support services for pupils with educational needs for example the differentiation and individualization during teaching and learning, support courses and necessary individual help if it is needed.
7. The school cooperates with other Accredited European Schools (Helsinki and Copenhagen) exchanging of good practices and sharing information.
8. ICT resources are used efficiently in the process of teaching and help the students' progress. Additionally, the educational technologist was employed to introduce digital innovation and digital culture in the school.

Recommendations

1. The school should display and enforce more clearly and visible the European spirit, for example in the Forward Planning and teaching.
2. There is a need to give some teachers a piece of advice how to use time effectively during lessons and how to motivate and engage pupils especially from the secondary cycle.
3. To support learning environment and to help pupils to gain knowledge and skills it would be recommended to equip classrooms with various educational tools (e.g. posters with instructions, descriptions and formulas).

c. Analysis of relevant documents:

- pre-audit report ☒
- teaching and language qualifications ☒
- other documents as outlined in the pre-audit report ☒

d. Feedback meeting with the management

- discussed the initial findings ☒
- double-checked that the findings are accurate ☒
- stated any concerns, if necessary ☒
- complimented, if necessary ☒

Annex 3: Specific Findings

Areas for inspection	Audit findings. Comments are not compulsory.		Type A	Type B	Type C +D (NO Bac)	Type C +D (With Bac)
1. Pedagogical Content & Equivalence						
1.1 Is the curriculum in compliance with the European Schools?						
Nursery	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>	✓		✓	✓
Primary	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>	✓		✓	✓
Secondary	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>	✓		✓	✓
1.2 Is the Baccalaureate offered in accordance with the regulations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>		✓		✓
2. Language Conditions						
2.1 Are the language sections in compliance with the Regulations on Accredited European Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> <u>Specify exemptions, if any:</u>	✓	✓	✓	✓
2.2 Is the Language Policy in compliance with the European Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓
2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> <u>Specify exemptions, if any:</u>	✓	✓	✓	✓

3. Quality Assurance							
3.1.1 Are teachers qualified for the subject and level that they teach?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> 100 % of qualifications checked, based on the datasheet provided by the school	✓	✓	✓	✓	
3.1.2 Are teachers qualified to teach in the language in which they give their lessons?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> 100 % of qualifications checked, based on the datasheet provided by the school	✓	✓	✓	✓	
3.1.3 Is teacher training provided regularly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.4 Is teacher training provided by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.5 Are teachers regularly appraised?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.6 Are teacher appraisals carried out by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.7 Do teachers follow European Schools marking system?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.8 Do teachers plan appropriately over an annual period?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.2.1 Do parents/pupils receive regular reports on pupil progress?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.2.2 Is pupil attendance reliable monitored?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.3 Is the European Specificity present throughout the school?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	

4. Conditions in Article 7						
4.1 Is there a Support system in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments:	✓	✓	✓	✓
4.2 Is TARAC provided at every level and in keeping with the DoC?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments:	✓	✓	✓	✓
4.3 Does the timetabling allow for the general and specific rules regarding teaching time to be met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comments:	✓	✓	✓	✓

Annex 4: The school self-evaluation report



Schola Europaea / Office of the Secretary-General

Self-evaluation form

School: Tallinn European School

Date of audit: 28-30.09.2021

Type of audit: Type A ☐ Type B ☐ Type C ☐ Type D ☒

A. Current audit

Aim of audit	Type D: Renewal of Accreditation Agreement for N-S5 (Standard) <input checked="" type="checkbox"/> Renewal of Additional Agreement for S6-S7 <input checked="" type="checkbox"/>
Audit team	Inspectors: Urszula LACZYNSKA, Yvonne GAMMELGAARD Expert: Karin ECKERSTORFER
Date of audit	28.-30.09.2021

B. General information about the school

Management team	Role	Name
	Director	Markko MATTUS
	Deputy Director Nursery and Primary	Maarja VAHER
	Deputy Director Nursery and Primary	Ian KARELL
	Deputy Director Secondary	Susanna AIJA
Legal status of the school	<input checked="" type="checkbox"/> Private (parents pay fees) <input checked="" type="checkbox"/> PPP (fees paid and money received from the state) <input type="checkbox"/> Public (funding received exclusively from the state) <input type="checkbox"/> Sponsored (fees paid and money received from a private company)	
School provider	The school keeper is the state-owned foundation SA Euroopa Kool (Foundation Euroopa Kool) established in 2019 Tehnika 18, 10149 Tallinn, Estonia The governing bodies of the foundation are the Supervisory Board and the Management Board. For more information: https://tes.edu.ee/foundation-euroopa-kool/	

Tallinn European School Organisational Chart



Existing language sections ⁵	Language		Cycles/Year groups				Number of Pupils			
	English		Nursery, Primary and Secondary				445			
	French		Nursery and Primary				21			
L1 taught in the school ⁶ : state the L1s taught in each section of the school	Nursery		Primary		S1-S5		S6-S7		Total number of different L1 taught in school	
	English French		English French Bulgarian Estonian Finnish German Hungarian Latvian Lithuanian Spanish		English Bulgarian Estonian Finnish French German Hungarian Italian Latvian		English Estonian Finnish		11	
Number of SWALS ⁷ per language ⁸ e.g.	BG	DE	ES	ET	FI	FR	HU	IT	LT	LV
	2	10	1	42	24	16	10	2	4	9
Subjects taught in L2 in S3-S5 (if year groups present at the school)	<input checked="" type="checkbox"/> Same as European Schools Economics, Geography, History, Human Sciences, <input type="checkbox"/> Other (explain):									
Tuition in the language of the country (compulsory/ optional)	<input checked="" type="checkbox"/> Yes, compulsory <input type="checkbox"/> Yes, optional <input type="checkbox"/> No The school offers Host Country Language Estonian to all P3-S2 pupils (for S3 in 2022-2023). Estonian L1 to the pupils in Primary and Secondary. Estonian is a possible choice for L3 (S1 2; S5 3), L4 and L5 (S7 2) in Secondary.									
L2 taught	<u>Primary</u>					<u>Secondary</u>				
	<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR					<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR				

⁵ Insert extra rows if necessary.

⁶ Use standard EU 2-letter language abbreviations: (https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Country_codes)

⁷ SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

⁸ Add extra boxes if more than 10 SWALS languages provided

L3 taught	<input checked="" type="checkbox"/> DE <input type="checkbox"/> EN <input checked="" type="checkbox"/> FR <input checked="" type="checkbox"/> ET <input checked="" type="checkbox"/> ES
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C. Self-evaluation

Areas for inspection	Self-evaluation ⁹		Type A	Type B	Type C +	Type C +
	Comments are not compulsory.					
1. Pedagogical Content & Equivalence						
1.1 Is the curriculum in compliance with the European Schools?						
1.1.1 Is the curriculum organised according to the organisation of studies in the European Schools? ¹⁰	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: The school offers same type of organisation of studies as the European Schools – the lesson allocation follows the same logic, and all compulsory subjects are provided. All syllabi for compulsory subjects delivered correspond to the ES syllabi. The only exception, listed as well in the Dossier of Conformity, is that the teaching of religion is not provided. The school offers as well at the secondary level “Class teachers time” one period per week. The school opened from February 2021 an additional Nursery group N0 for children 3 years of age (similarly to ES Mol). The pupils of N0 group form a separate group that follows Early Education Curriculum. Evidence: Allocation Primary 2021-2022 and Allocation Secondary 2021-2022, Courses offered in TES 2021-2022	✓		✓	✓
1.1.2 ES Curriculum in Nursery						
1.1.2.1: Are language awareness activities organised?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Early Education Curriculum is the basis curriculum for all Nursery groups (N0-N2). “Jolly phonics” program is used to learn letter sounds. Other practices are listening of songs, reading of books, practicing of pre-reading and –writing skills through games, activities and reading of books, listening of audio stories, extending as such the vocabulary, and improving the self-expression of pupils.	✓		✓	✓

⁹ Refer to documents uploaded on to Teams in the ‘evidence’ section

¹⁰ See, *inter alia*, document 2011-01-D-33

		<p>Language awareness activities are integrated to the everyday activities: reading numbers in pupils home language, saying "good morning", "good appetite", etc., listening of music in different languages, Nursery events are done in collaboration with English and French groups.</p> <p>Evidence: Nursery teachers annual and periodic planning. Nursery Parent's Handbook.</p>				
1.1.3 ES Curriculum in the Primary school						
1.1.3.1: Does the school provide L2 courses from Primary 1 onwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Comment: Provision of L2 is established as foreseen according to the curriculum and organisation of studies of the European Schools.</p> <p>Evidence: Allocation Primary 2021-2022; Allocation Secondary 2021-2022, Courses offered in TES 2021-2022 Form "Choice of L2 for N2 pupils"</p>	✓		✓	✓
1.1.4 ES Curriculum in the Secondary school						
1.1.4.1: Does the school provide L3 courses from Secondary 1 onwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Comment: The school provides L3 courses from Secondary 1 onwards.</p> <p>Evidence: Allocation Primary 2021-2022; Allocation Secondary 2021-2022. Form for subject choices S1-S3</p>	✓		✓	✓
1.1.4.2: Does the school provide L4 courses from Secondary 4 onwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Comment: The school offers options for L4 and L5 courses (e.g. Estonian S7L5ET). The option is taken rarely.</p> <p>Evidence: Allocation Secondary 2021-2022 Form for subject choices S4-S5</p>	✓		✓	✓
1.1.4.3: Is teaching about religion and civics (TARAC) taught in mixed groups?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Comment: The school has two language sections open only in Nursery and Primary cycles. French SWALS L1 pupils are integrated to the English-speaking section at the Secondary cycle, therefore creating mixed groups is not possible.</p> <p>Evidence: Timetables</p>	✓	✓	✓	✓
1.2. Is the Baccalaureate offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccalaureate? (2015-05-D-12)						

1.2.1: Is the curriculum offered in S6 and S7 as stated in the Regulations pertaining to the European Baccalaureate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The school offers same type of organisation of studies the European Schools – the lesson allocation follows the same logic, and all compulsory subjects are provided. All syllabi for compulsory subjects delivered correspond to the ES syllabi. No pupils are admitted in S7 and all candidates taking EB exams have had schooling in the ES system in their final two years.</p> <p>All courses offered in the orientation cycle consider pupils interests in higher educations as far as it is possible for the school. More courses will be offered when the number of pupils in the Secondary increases towards the S6-S7 (in 3 years)</p> <p>Evidence: Allocation Primary 2021-2022 and Allocation Secondary 2021-2022.</p>		✓		✓																									
1.2.2: Are students offered a range of options for their subject choices?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: All subjects listed as part of official syllabi of European Schools are made available.</p> <p>For compulsory courses groups (L1 SWALS) are opened even with 1 pupil. In general, courses for optional subjects are opened with the minimum of 4-5 pupils.</p> <p>Evidence: All information is available on TES web-site: https://tes.edu.ee/academics/secondary/Form for subject choices for S6 and S7</p>		✓		✓																									
1.2.3: Does the school organise the Baccalaureate (marks, exams, orals) in strict adherence to the rules laid down in the Regulations pertaining to the European Baccalaureate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The Orientation Cycle S6-S7 is open as from 2016. The first two students obtained European Baccalaureate in 2018. Over 4 years the success rate is 100%. The highest mark was reached during the BAC 2020 session. The school follows all EB regulations to the point.</p> <table><tr><th></th><th>Number of graduates</th><th>Average final mark</th><th>Highest mark</th><th>ES average</th></tr><tr><td>2017-2018</td><td>2</td><td>80.84</td><td>88.14</td><td>78.36</td></tr><tr><td>2018-2019</td><td>7</td><td>71.7</td><td>90.47</td><td>78.85</td></tr><tr><td>2019-2020</td><td>11</td><td>76.57</td><td>95.79</td><td>79.99</td></tr><tr><td>2020-2021</td><td>8</td><td>76.68</td><td>87.71</td><td></td></tr></table> <p>Evidence: Minutes of the European Baccalaureate session 2021 in the Tallinn European School Guide for European Baccalaureate exam Invigilators (s7) Exam schedule with invigilators.</p>		Number of graduates	Average final mark	Highest mark	ES average	2017-2018	2	80.84	88.14	78.36	2018-2019	7	71.7	90.47	78.85	2019-2020	11	76.57	95.79	79.99	2020-2021	8	76.68	87.71			✓		✓
	Number of graduates	Average final mark	Highest mark	ES average																											
2017-2018	2	80.84	88.14	78.36																											
2018-2019	7	71.7	90.47	78.85																											
2019-2020	11	76.57	95.79	79.99																											
2020-2021	8	76.68	87.71																												

Areas for inspection	Self-evaluation		Type A	Type B	Type C + D NO Bac	Type C + D with Bac
	Comments are not compulsory.					
2. Language conditions						
2.1 Are the language sections in compliance with the Rules on Accredited European Schools?						
2.1.1: Does the school offer a minimum of two language sections?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: A minimum of two sections is offered, this currently at the Nursery and Primary cycles. Evidence: Timetables, Admission policy, TES web-site: https://tes.edu.ee/academics/	✓	✓	✓	✓
2.1.2: Is at least one of the language sections in one of the L2 (DE, EN, FR) languages?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: The two sections offered are English speaking section in the Nursery, Primary and Secondary cycles and French section in the Nursery and Primary cycles. The pupils of the French section are integrated to the English-speaking section when they start their studies in the Secondary cycle (first on 2021). Evidence: Timetable, Admission policy	✓	✓	✓	✓
2.1.3: Are all the language sections official EU languages?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Both, English and French are part of official EU languages. Evidence: Timetables, Admission policy, TES web-site: https://tes.edu.ee/academics/	✓	✓	✓	✓
2.2 Is the language policy in compliance with the European Schools?						
2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Language tests for Primary and Secondary Pupils (P3-S6) are carried out if necessary. Evidence: Admission policy (Chapter 3 Admission procedures). https://tes.edu.ee/academics/languages/	✓		✓	✓
2.2.1: Is there a free choice of L3, from amongst the official ES languages list?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Although all 24 official languages of EU can be offered, the school gives a choice between a restricted list of languages, this resulting from the analysis of choices collected over previous school years. Recently the choice offered for L3 is Finnish, French, German, Italian and Spanish. Evidence: L3 Choice letter to P5 parents 20212022. Form for subject choices for S1-S3	✓		✓	✓
2.2.2: Is there a free choice of L4, from amongst the	<input checked="" type="checkbox"/> Yes	Comment: Although all 24 official languages of EU can be offered, the school gives a choice between a restricted list of languages, this resulting from the analysis of choices	✓		✓	✓

official ES languages list?	<input type="checkbox"/> Partly <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>collected over previous school years. Recently the choice offered for L4 is Finnish, French, German, Italian and Spanish.</p> <p>Evidence: Form for subject choices for S4-S5</p>				
2.2.3: Are groups mixed across language sections for subjects that are not taught in L1?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partly <input type="checkbox"/> No	<p>Comment: Groups are mixed in Primary for L2, European Hours and Estonian as Host Country Language.</p> <p>As the school has only one section currently at the Secondary level, mixing the groups is not possible.</p> <p>Evidence: European Hours mixed groups Mixed groups in L2</p>	✓	✓	✓	✓
2.2.4: Are students taught music in a language that they already study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Teaching of music is provided at the Nursery and Primary cycles in English or in French (subject teachers), and at the Secondary cycle in English.</p> <p>Evidence: Timetables</p>	✓	(✓)	✓	✓
2.2.5: Are students taught art in a language that they already study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Teaching of art is provided at the Nursery and Primary cycles in English or in French (class or subject teachers), and at the Secondary cycle in English.</p> <p>Evidence: Timetables</p>	✓	(✓)	✓	✓
2.2.6: Are students taught sport in a language that they already study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Teaching of sports is provided at the Nursery and Primary cycles in English by a qualified subject teacher and assisted either by a French speaking assistant or the class teacher in French at the Nursery cycle for the pupils of the French speaking section. At the Secondary cycle sports is taught in English.</p> <p>Evidence: Timetables</p>	✓	✓	✓	✓
2.2.7: Are maths and science taught in the language of the section?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Mathematics and science subjects are taught in the language of the section.</p> <p>Evidence: Timetables</p>	✓	✓	✓	✓
2.2.8: Are humanities taught in L2 from S3 upwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Comment: Humanities are taught in L2 from S3 onwards.</p> <p>Evidence: Timetables</p>	✓		✓	✓
2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?						

2.3.1: Are L1 courses offered to SWALS, in compliance with the DoC?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The school offers SWALS L1 to the pupils enrolled under the category 1 regulations and to the children of diplomats.</p> <p>Evidence: Admission policy, DoC</p>	✓	✓	✓	✓
2.3.2: Are SWALS in one of the following language sections: DE, EN, FR, HCL as their main section?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: SWALS are enrolled either in the French or English-speaking section in the Nursery and Primary cycles and in the English-speaking section in the Secondary cycle.</p> <p>Evidence: Admission policy Chapter 8 and 9.</p>	✓	✓	✓	✓
2.3.3: Do pupils without their own language section receive support to learn the language of the section that they join?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Support is provided to all pupils who have insufficient level of specific language of tuition.</p> <p>Evidence: Support policy, Admission policy, Contract with parents.</p>	✓	✓	✓	✓

Areas for inspection	Self-evaluation Comments are not compulsory.	Type A	Type B	Type C+D NO Bac	Type C+D With Bac
3. Quality Assurance					
3.1 Teacher qualifications and training					
3.1.1: Are teachers qualified for the subject and level they teach?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: The qualification and experience form the basis for the recruitment to a specific position. Evidence: Recruitment advertisements; HR Policy 2017	✓	✓	✓
3.1.2: Are teachers qualified to teach in the language in which they give their lessons?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: In general teachers have necessary proofs/ certificates for their language level. Evidence: Staff spreadsheet, Recruitment advertisements; HR Policy 2017	✓	✓	✓
3.1.3: Is teaching training provided regularly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Training sessions for the teachers and members of staff are organised for the whole staff at least three times a year (August, 1 day during autumn holidays and 1 day during February holidays). There are meetings organised every Wednesday for teachers, and at least two meetings are “learning cercles” meetings where different teaching related topics are covered, or best practices shared. The management supports teachers’ individual proposals to participate at the external trainings. Subject/ area/ cycle coordinators take part of the ES official training sessions provided by the inspectors. A list of some training arranged over past years : “Project based learning” based on Avatud Kool experience. Trainer Iiris Oosalu (Avatud Kool) Training for teachers “How brain works, Neuroscience. Grete Arro (TLÜ) Training for teachers “Art of Communication” Maria Johnson (Aeternum OÜ)	✓	✓	✓

		<p>Training for teachers “Singapore Math” trainer from UK Tunbridge Wells;</p> <p>KIVA and SEN training for teachers, TES KIVA and SEN team;</p> <p>Two KiVa coordinators trained as KiVa trainers February 2020 at the Turku University (New trainer in October 2021);</p> <p>IT training for new teachers in August</p> <p>E-kool training, Ene Lindeberg;</p> <p>SAFER (Schools Acting for Equal Rights) trainings about discrimination, hate-speech and racism for two teachers and Deputy Head for Nursery and Primary;</p> <p>360° degrees feedback.</p> <p>The school has supported financially and is currently supporting teachers optaining their QTS (Qualified Teachers’ Status).</p> <p>Evidence: school year calendar; meeting calendar; start of the school year schedule in August</p>				
3.1.4: Is teacher training provided by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Training sessions are either whole staff, or specific to cycles or subjects.</p> <p>Evidence: school year calendar; meeting calendar; start of the school year schedule in August</p>	✓	✓	✓	✓
3.1.5: Are teachers regularly appraised (evaluated)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: “Human resources assessment” provides structure for teachers’ evaluations. Due to the changes in the management during past three years the evaluations has not always been regular and well documented. The return to a structured and regular evaluation of teachers is planned to be put in place from September 2021 on.</p> <p>Evidence: HR Policy 2017; Lesson visits Policy in Tallinn European School;</p> <p>Entry interview;</p> <p>Feedback interview end of trail period;</p> <p>Evaluation template teacher;</p>	✓	✓	✓	✓
3.1.6: Are teacher appraisals	<input checked="" type="checkbox"/> Yes	Comment: The members of management (Director and Deputy	✓	✓	✓	✓

(evaluations) carried out by appropriate groups/authorities?	<input type="checkbox"/> No	<p>Directors of specific cycles) are responsible of carrying our teachers' evaluations regularly.</p> <p>In February 2021 all members of teaching staff took part of the 360° feedback training. The feedback is based on teachers' competence model and all members of the school community (colleague teachers, pupils, parents, management) take part of giving feedback. The first round of feedback is planned to carry out during the second term of the academic year 2021-2022.</p> <p>Evidence: HR Policy 2017; Lesson visits policy; Evaluation templates; School teacher competence model</p>				
3.1.7: Do teachers follow the European Schools marking system?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: All teachers follow the ES marking system.</p> <p>MySchool is used for data collection and processing, assignments and assessments.</p> <p>Evidence: School rules annexes 3 and</p>	✓	✓	✓	✓
3.1.8: Do teachers plan appropriately over an annual period?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Teachers provide annual and short- term planning regularly. This is checked by the Deputy Directors.</p> <p>Evidence: Forward planning template Term planning template</p>	✓	✓	✓	✓
3.2 Pupil progress and attendance						
3.2.1: Do parents/pupils receive regular reports on pupil progress?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The school follows fully European Schools' assessment policies.</p> <p>Evidence: School rules annexes 3 and</p>	✓	✓	✓	✓
3.2.2: Is pupil attendance reliably monitored?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Pupils' attendance is introduced in MySchool.</p> <p>Evidence: Attendance report</p>	✓	✓	✓	✓
3.3 The European specificity						
3.3.1: Are pupils taught in mixed groups for European Hours?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The pupils from two sections are mixed for the European Hours course.</p> <p>Evidence: Extract from MySchool</p>	✓		✓	✓

	<input type="checkbox"/> N/A					
3.3.2: Are pupils taught in mixed groups for Human Sciences, History & Geography?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	<p>Comment: As there is only once section in the secondary level, the possibility to mix pupils from different section is not available.</p> <p>Evidence: N/a.</p>	✓	✓	✓	✓
3.3.3: Are pupils taught in mixed groups in L2?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The pupils from two sections are mixed at the Primary cycle</p> <p>Evidence: Extract from MySchool</p>	✓	✓	✓	✓
3.3.4: Does the school promote their European specificity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment:</p> <p>The European specificity is general part of the planning and delivery of all subjects and teachers use resources.</p> <p>The school celebrates European Day of Languages with a Quizz – prepared in cooperation with the pupils and teachers of the school over a cultural theme and including different languages. The Quizz is accessible to all persons interested in Estonia, this for 4 recent years: 1st year “Brother John”, 2nd year “Pipi Longstocking”, 3rd year “Alice in Wonderland” and current year “Le Petit Prince”. Example:</p> <p>https://vikerraadio.err.ee/1138748/european-day-of-languages-fun-to-play-guessing-game.</p> <p>• The School celebrates Europe Day with a quiz https://mailchi.mp/a051ae039f28/tes-weekly-news-35-8620341 And lastly to announce the results of naming poll of the internal public areas that will be used in the future https://tes.edu.ee/wp-content/uploads/2021/05/TES-ROOMS-NAMING-POLL-RESULTS.pdf and that will inspire the internal design of the areas in coming years.</p> <p>• There are specific language classrooms for all L1 languages, including SWALS L1, L2-L5 classrooms, 3 Human Science classrooms for Secondary according to L2.</p> <p>• National recourses are used for all L1 SWALS languages.</p> <p>• The school offers Estonian as the Host Country Language for all pupils from P3-S2 (S3 in SY 2022-2023).</p> <p>There are maps, illustrations, displays and</p>	✓	✓	✓	✓

		<p>project work integrating European, multicultural and national material and topic</p> <ul style="list-style-type: none"> Cooperation with embassies and cultural institutes (Institut Français, Goethe Institute) There are books, booklets, posters from embassies, from European institutions, cultural institutes. 				
3.3.5: Does the European specificity appear in teachers' forward planning?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Evidence: EUROOPA_KOOL_einstein Comment: European specificity is part of School Calendar planning, as well as of the annual and term plan of teachers.</p> <p>Evidence: School Calendar; Teachers planning by cycles.</p>	✓	✓	✓	✓

Areas for inspection	Self-evaluation Comments are not compulsory.	Type A	Type B	Type C + D NO Bac	Type C + D with Bac
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4. Conditions in Article 7

4.1 The support system

4.1.1: Is there a support system in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The School has developed an Educational Support Policy that follows the principals of official European Schools Support Policy documents</p> <p>Evidence: SUPPORT INITIATIVES OFFERED; https://tes.edu.ee/wp-content/uploads/2018/11/TES-Educational-Support-Policy.pdf TES Educational Support Policy</p>	✓		✓	✓
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4.2 TARAC (Teaching about Religion and Civics)

4.2.1 Is TARAC provided at every level of the school?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The school has included European Schools' Ethics program to the studies in Primary and Secondary. The teaching of Religion is not provided KiVa program is integrated to Ethics in Primary and S1-S3.</p> <p>Evidence: Dossier of Conformity</p>	✓	✓	✓	✓
4.2.2 Is TARAC provision in keeping with the DoC?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: Teaching of TARAC is specified in the Dossier of Conformity.</p> <p>Evidence: Dossier of Conformity</p>	✓	✓	✓	✓

4.3 Teaching time

4.3.1: Does the timetabling allow for the correct number of hours to be spent on each subject?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The school timetables for all classes are generated following the specifications of the syllabi of the European Schools.</p> <p>Evidence: Timetables, Allocation</p>	✓	✓	✓	✓
4.3.2: Does the timetabling allow for the rules regarding general teaching time to be met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Comment: The teaching time is allocated according to the syllabi of the European Schools.</p> <p>Evidence: Timetables, Allocation</p>	✓	✓	✓	✓

Annex 5: The audit report feedback form

The school did not wish to make any comments.