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Audit Report of the Centre for European Schooling Dunshaughlin

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting on 8-10 April 2014 in Sofia (Bulgaria)

Audit Report

CENTRE FOR EUROPEAN SCHOOLING, DUNSHAUGHLIN

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1. General information

A. Current audit

Aim of audit	Renewal of the Accreditation Agreement signed on August 16 th , 2007
Inspectors	Mr. Henrik TAUBER - Mrs. Violeta VALIUSKEVICIENE
Dates of audit	18 – 21 November 2013

B. General information about the school

Name of the school	Centre for European Schooling Dunshaughlin	Organization (School provider)	Louth and Meath Education and Training Board
Street address	St. Seachnall's N.S. and Dunshaughlin Community College Dunshaughlin County Meath Ireland	Postal address	Head Office Abbey Road Navan Co. Meath
Postal address		Telephone	0469068200
		Contact person	Mr Peter Kierans
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Website	www.europeanschooling.eu		
Legal status of the school (independent / public; funding of school etc.)	<p>The Centre for European Schooling (CES), Dunshaughlin, provides a model of European schooling, administered by Louth & Meath Education Training Board (LMETB) and working in co-operation with St. Seachnall's National School and Dunshaughlin Community College, forming part of the education system of Ireland.</p> <p>The students attending the CES are enrolled in either of the two adjoining schools (St Seachnall's National School or Dunshaughlin Community College) where they attend the mainstream curricular programmes that are offered.</p>		

Reason for the introduction of European schooling	<p>The Centre for European Schooling was established in 2002 to cater for the educational requirements of children of officials working in EU Food and Veterinary Office which is located at Grange, Co. Meath. Prior to the establishment of the Centre the staff of the FVO articulated three core concerns in respect of education for their children:</p> <ul style="list-style-type: none"> ○ Provision of mother-tongue teaching ○ Provision of tuition in English as a Second Language ○ Recognition of the educational qualifications awarded to their children 			
Language sections	Nursery (e.g. EN, FR, IT etc.)	Primary (e.g. EN, FR, IT etc.)	Secondary (e.g. EN, FR, IT etc.)	Total number of different language sections
Number of classes	Nursery 3	Primary 13	Secondary 7	Total 23
Number of pupils	Nursery 3	Primary 14	Secondary 14	Total 31
Number and (%) of Category 1 pupils	Nursery 100%	Primary 100%	Secondary 100%	Total 100%
Number and (%) of SWALS	Nursery 3	Primary 11	Secondary 10	Total 24
L1 taught in the school	Nursery (e.g. EN, FR, IT etc.) 3	Primary (e.g. EN, FR, IT etc.) 7	Secondary (e.g. EN, FR, IT etc.) 5	Total number of different L1 taught in school 10
Subjects taught in L2 in S 3-5	n/a			
Subjects taught in L2 in S 6-7	n/a			
Tuition in the language of the country (compulsory / optional)	English (English Language Support)			
Composition of management and middle management staff	Director & two post holders			
Number of teachers Full time	Nursery / Primary -	Secondary -	Total 4	

Part time	-	-	13
Number and (%) of qualified teachers	Nursery/Primary	Secondary	Total
Full time	-	-	100%
Part time	-	-	77% (10 / 13)

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

Dates of first accreditation of the school	2002
Dates of first accreditation of years 6 and 7	n/a
Dates of previous audits	22 – 24 May 2006 8 – 9 January 2009 17 – 20 January 2011
Recommendations from the last audit	<ul style="list-style-type: none"> • The Centre continues to make every effort to employ teaching staff who have not only the academic but also the relevant teaching qualifications. • The use of ICT in classes is further developed to enhance teaching and learning. • Further links with other European schools be developed.

2. Methodology of the audit

The audit was carried out according to the following documents:

1. “Report of Troika Working Group II European Baccalaureate and Cooperation with other schools” (ref: 2005-D-342-en-4)
2. “Accreditation of Types II and III Schools: Organisation of Audits” (2009-D-109-en-1).

The school forwarded the following documents to the inspectors, which were analysed before / during the school visit: self-evaluation report, relevant Dossier of Conformity (**audit team provides a list of all documents that were forwarded by the school**).

List of documents:

- Audit Report for renewal of the accreditation agreement of the Centre for European Schooling, Dunshaughlin, 2009.
- Audit Report of the Centre for European Schooling, Dunshaughlin, 2011.
- Self-Evaluation Form
- Timetables 18 – 21 November 2013
- List of Staff
- List of CES Committees: Whole School Development, Implementation of Recommendations, Pedagogical Development Unit, Tutor System, Digital Signage Committee, Euro-

pean Affairs Committee, Learning and Behavioural Analysis Unit, CES Buzz and School Tours.

- CES Tutor System, Primary & Secondary School Students
- Enrolment 2013-2014, Primary & College
- Folders containing: CES Mission Statement, The teaching of pupils alone or in small groups document, Anti-Bullying Policy (Draft), CES Homework Policy (Draft), CES School Rules (Draft), CES Primary School Enrolment Form and CES Second Level Enrolment Form
- Academic Staff – Centre for European Schooling
- CES Student Learner Diary 2013-2014
- Itinerary for Accreditation Audit

The audit activities included:

- Meetings with:
The CES Director
All the teachers
Representatives of the Parents
CES Staff Representative
Department of Education and Skills, Dublin
- Lesson observations in all the language sections and of different subjects
1 lesson in a nursery cycle
6 lessons in a primary cycle
6 lessons in a secondary cycle
- Analysis of relevant documents: several policy documents, planning documents, minutes of meetings, evaluation documents, portfolio, projects, Bac documents, Multiannual plans, LS and SEN files.

During the audit there was an opportunity to review the submitted material as a whole, and selected parts were reviewed.

- Feedback meeting with the Director of the school

At the end of the audit the CES Director was informed about the main findings, recommendations and final conclusion.

3. Summary of main findings, recommendations

The CES has a structure and organization, which is quite unique, and which we could call a school at schools.

Firstly, the CES is located on two different campuses (primary and secondary) approximately 1 kilometre apart. The CES students attend both the CES and either of the mainstream schools.

This organization challenge inherently academic and teaching and requires that particular attention is paid to the fact that the school day is seen as a whole among students, parents and

teachers.

One consequence is the numerically small number of students. Thus, teaching is organized as one-to-one tuition or in very small groups, and the school can be referred to as a one-to-one / small group system.

The challenge of the one-to-one / small group system calls for a high degree of differentiation in the daily teaching and motivation of both students and teachers.

The inspection leaves a clear impression that this objective is achieved, as both students and teachers seem to mutually benefit from the one-to-one / small group system.

The school has initiated a development programme whose components are listed above under the "List of CES Committees". The entire programme was presented by the chairpersons of the committees and there was subsequently an opportunity to look at the individual committees meetings materials.

The basic idea of the CES Committees is to strengthen the cohesion of school life and to encourage staff to be actively involved in the on-going development of the school. It also has the added advantage of bringing staff together a number of times per week as the one-to-one / small group system of teaching could isolate the individual teacher. It is understood that this initiative has succeeded in creating a system where the focus is maintained for the benefit of the individual student and the school as a whole.

All the classrooms are equipped with interactive whiteboards and they are regularly used in the teaching/learning process. The CES has also developed an information system called the *digital signage system* which serves three purposes, namely to provide a European ethos, give general information as well as having an educational purpose with information and facts on historical events or topics.

It can be seen that students and teachers get along well with each other, which is characterized by a pleasant and positive atmosphere, which is probably partly attributable to the one-to-one / small group system.

In particular, the presentations on the CES' development left a good impression and showed that the school takes its work seriously to get the school to function in its daily educational practice.

The one-to-one / small group system of teaching is a particular problem on the recruitment of qualified teachers. For every new L1 with very few hours the school must recruit a new teacher. This also means that when the student leaves the teacher loses his / her position.

This can make it difficult to recruit staff especially when very few teaching hours are available.

It should be noted that the school's special organization, the S6 and S7 do not exist; this will be reflected in the responses below.

Recommendations

1. Experimental work with an annual performance review, which will be an opportunity to discuss the issues relevant to teachers' work at school.

2. The possibility of friendship classes extended with the inclusion of new technology, such as Skype, so that students can meet students of the same language.
3. The parental cooperation expanded and developed for the benefit of the school's entire business.

4. Final conclusion

The school appears throughout its work as a well-run school where the focus is on student learning, and where there are clear objectives for the educational goals and direction, combined with a very committed leadership. The CES is a very successful school. The inspectors therefore recommend to the Board of Governors the approval of the renewal of the Accreditation Agreement signed on August 16th, 2007, covering the Nursery, Primary and Secondary (years 1-5) levels.

5. Findings

I. Pedagogical equivalence	
I.1 Correspondence of organisation of studies and subjects to that of the European Schools system until secondary Y5	
<ul style="list-style-type: none"> • Organisation of studies (nursery, primary, secondary Y1-5) Time allocation to the different subjects and cycles (nursery, primary, secondary Y1-5) • Syllabi used in different subjects (nursery, primary, secondary Y1-5) • Three vehicular languages as L2 are offered • L3 tuition is offered 	<p>Nursery and primary take place in the same school (St. Seachnall's National School) and second level education takes place at Dunshaughlin Community College. The CES forms a separate section in each school.</p> <p>L1 (5 periods x 40m) = 200m per week L2 (4 periods x 40m) = 160m per week L3 (3 / 4 periods x 40m) = 120m / 160m p/w Ethics (4 periods x 40m) = 160m per week European Hours (1 period x 50m) 50m p/w</p> <p>European Schools Syllabi in all subjects. Ethics is largely based on ES syllabus but also incorporates national topics.</p> <p>French, German & English (English Language Support)</p> <p>L3 is offered (secondary)</p>

I.2. Correspondence of organisation of studies and subjects to that of the European Schools system on Y6-7 and organisation of the European Baccalaureate

- The school organises / has an intention to organise the European Baccalaureate
- Organisation of studies in Y6-7 corresponds to the regulations of the European Schools system
- Time allocation to the different subjects in Y6-7 corresponds to the regulations of the European Schools
- Teaching in Y6-7 is entirely consistent with the European Schools syllabuses
- The school offers three vehicular languages as L2
- The school offers L3 tuition
- The range of options in Y6-7 are conducive to pupils subsequent admission to the higher education courses
- All students preparing for the European Baccalaureate have had European schooling in Y6-7

n/a

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

<p>There is evidence of</p> <ul style="list-style-type: none"> • planning and follow-up of in-service trainings (system / school / personal level) • in-service trainings taken place during last 3 years (subject / themes ; number of teachers) • participation of teachers in in-service trainings is monitored • implementation of outcomes of in-service training • portfolios, etc. 	<p>After staff members have attended in-service training they do up a report for the school. Where applicable, a report is done for staff.</p> <p>Language teachers participated in language courses (Finnish, French, German, Italian, Portuguese, Spanish, Swedish) and Directors' training.</p> <p>Useful information on special needs is available for the teachers on Digital Signage system.</p> <p>Training for mental well-being foreseen in the agenda.</p> <p>Staff can go if relevant.</p> <p>Discussion takes place with the Director (and department).</p> <p>Discussion currently taking place.</p>
<p>II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles</p>	

<ul style="list-style-type: none"> • There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles • There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc. • There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles 	<p>Methodology Sharing Sessions School Self-Evaluation on Quality Assurance ES In-Service Training National Training Tutor system enables this Weekly Meetings Department Meetings</p> <p>Staff have weekly meetings, ICT meetings, monthly meetings, methodology sharing sessions, presentations on in-services they attend, First Aid, Suicide Prevention Training.</p> <p>There are language projects, department meetings, tutor meetings, primary section meetings and secondary section meetings.</p>
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II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary

<p>There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc).</p>	<p>Nursery and primary are in the same building. As for the transition from primary to secondary, support is offered by the CES and the schools in this transition and advice, handouts, consultations all take place.</p>
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II.4 The management ensures mother tongue tuition to pupils without their own language section

<ul style="list-style-type: none"> • There is evidence of school organising mother tongue tuition for SWALS • In nursery and primary cycles L1 courses for SWALS are allocated according to the principles of European Schools • In the secondary cycle L1 courses for SWALS are organised according to the principles of European Schools • The school organises teaching in combined groups (consecutive classes) • The school applies the reduction of teaching time • The school follows the European Schools´s L1 syllabuses 	<p>Every CES student has mother tongue tuition in SWALS by a native speaker.</p> <p>In all cases, yes!</p> <p>In all cases, yes!</p> <p>Teaching in combined group is applied for French language in the primary cycle.</p> <p>No.</p> <p>Yes</p>
<p>II.5 The school management ensures an effective use of teaching time</p>	
<ul style="list-style-type: none"> • Timetabling ensures an equitable distribution of subject time through the week/half term • Measures are taken to make best use of teaching time. (including replacements) • There is a homework policy 	<p>All students and languages are treated equally depending on L1, L2 or L3.</p> <p>If a staff member is absent there is a work folder where work is given to the student (supervised). Any longer than a few days and the CES actively looks for a fully qualified replacement.</p> <p>The homework policy is progressive, well documented and well implemented.</p>
<p>II.6 The school management ensures teaching in Y 6-7 is entirely consistent with the practices in force in the European Schools</p>	
<p>The school management ensures that teachers are aware of the arrangements for implementing the regulations for the European Baccalaureate, including the assessment procedures</p>	<p>n/a</p>

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

<ul style="list-style-type: none">• The European dimension is integrated in subjects syllabuses , teachers planning and lessons• A rich provision of European language courses and high standards in them is ensured (L3, L4)• Pupils work together across language sections• There is evidence of celebration of national festivals and reference to national current affairs• School organises communal events which bring together pupils and teachers (and parents) from different language sections	<p>The European dimension is clearly experienced while observing the lessons as it is integrated in Language syllabuses (L1) (also LII & LIII) and teacher planning.</p> <p>The European hour helps to foster and develop European identity.</p> <p>The CES offers all European languages at primary and secondary levels if needed. (L1)</p> <p>Cooperation in language/historical project “Main events that make us who we are” witnessed during the audit visit.</p> <p>The Digital Signage system provides daily European spirit by spreading information and news from Europe as well as European facts of the day.</p> <p>European events and holidays like Europe Day or European Day of languages are celebrated bringing all the School community together.</p>
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III.2 The physical environment reflects the purpose of teaching and learning

<ul style="list-style-type: none"> • There is an adequate number of rooms of appropriate size classrooms and public areas are clean, safe, tidy and are in good repair • There are displays of work and other materials in corridors and classrooms related to the European dimension 	<p>There is an appropriate number of safe tidy and clean classrooms of relevant size bearing in mind the exceptionally small number of the students both in Primary and Secondary school levels. Though a couple of classrooms are closed ones with small windows the students spend limited time there as the other activities/lessons take place at St. Seachnall's National School or at the newly moved into modern Dunshaughlin Community College.</p> <p>The work samples produced by the students and project outcomes are fully exposed in the corridors, classrooms or via the impressive Digital Signage System.</p>
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III.3 The social climate promotes successful learning and fosters tolerance and mutual respect

<ul style="list-style-type: none"> • There is evidence of mutually respectful relations between members of the school community, in particular across language sections • knowledge of and respect for the school rules, established corporately and clearly communicated to all • Pupils behaviour and attendance is monitored 	<p>The evidenced relations between the members of the school community are warm, sincere and mutually respectful.</p> <p>Rights, responsibilities and rules of behaviour are clearly determined in the CES school rules and the anti-bullying policy (drafts) and communicated to the school community.</p> <p>Students' attendance is monitored by the Director, morning supervision teacher as well as the tutor system that replaces the class teacher. The Tutor System enables the students to express any encountered problems on a daily basis.</p>
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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

The cooperation between the senior management teams of all 3 schools is very close and constant. The information spreads very quickly as the school is very small and the Director constantly meets teachers in one or the other school. The Director regularly sends emails updating staff on issues and events. The Digital Signage System perfectly serves for this purpose as well. Staff meetings every Monday. Twice a year Teacher-Parents meetings. Parent representative meeting with CES Director every 2 to 3 months. The CES closely cooperates with the Food and Veterinary Office and gives presentations every year. The CES Buzz magazine shares information of students' achievements, schools life and "on-going" development.

III.5 Co-operation with the society

<p>There is evidence of co-operation with</p> <ul style="list-style-type: none"> • local community, • local schools • trade and industry, • schools abroad, international co-operation 	<p>The CES is in very close cooperation with St. Seachnall's National School and Dunshaughlin Community College due to the unique nature of the CES itself and for the successful running of the CES all the 3 senior management teams have to be in close cooperation and communication.</p> <p>International cooperation with all the type II European Schools. This is greatly facilitated by the fact that the Director of the CES is the elected Representative of the AES Directors and thus the CES is in very close co-operation with all Accredited Schools as well as the Type I Schools and the Bureau in Brussels.</p>
<p>IV. Curriculum and Planning</p>	
<p>IV.1 There is a long term and short term planning based on the curriculum</p>	

<ul style="list-style-type: none"> • 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 	<p>The school has developed a special instrument, the "CES Student Learner Diary", which allows very close monitoring of students on a day-to-day basis.</p> <p>Each primary student is met at the beginning of the school day with a tutor who checks that the student has done his/her homework and is willing to assist with anything to help the pupil. This is a kind of classroom teacher function which replaces an actual classroom teacher role. Given the one-to-one / small group system it is not possible to maintain traditional classes.</p> <p>During the classroom visits lesson plans for short term and long term planning were presented.</p> <p>The planning is regularly reviewed & revised by teachers throughout the year.</p> <p>The Forward Planning Documents for the year are submitted to the Director early in the academic year.</p> <p>Due to the school's small size, the school management has the possibility to more regularly follow the planning based on the curriculum.</p>
<p>IV.2 There is continuity and progression from year to year</p>	
<ul style="list-style-type: none"> • There is evidence of continuity and progression from year to year in teachers' planning • There is evidence of transfer of planning • Planning is easily accessible to the substitute teachers 	<p>Generally the same teacher from year to year. Planning always has continuity of progression</p> <p>n/a</p> <p>On the intranet - SharePoint</p>

IV.3 The planning within and across the sections is harmonised	
<ul style="list-style-type: none"> • The school has common guidelines for short and long term planning • The school planning guidelines are followed by the teachers • The school's planning templates are used • The school has procedures to assure the planning across the language sections 	Yes – all agreed with the staff (format agreed, deadlines given, etc.)
IV.4 Individual needs of pupils are respected in planning	
Differentiation is taken into account in planning.	Each student at the CES has an individual education plan which is drawn up by the tutor in consultation with teachers and stakeholders. This feedback forms part of the planning for each student and their classes.
V. Resources	
V.1 Human resources are managed efficiently	
<ul style="list-style-type: none"> • 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 European Schools system's regulations • L1 teachers are native speakers of the language they teach • Authorities of the country in which teachers are qualified to teach, are consulted in recruitment 	<p>Every effort is made to ensure fully qualified native speaker teachers are recruited for L1, L2 and L3. The CES has made significant progress in this regard.</p> <p>Given the specificity of the school this is applied only to Ethics and Language teachers.</p> <p>Yes</p> <p>Authorities not always contacted before recruitment.</p>

V.2 A range of adequate equipment is available

<ul style="list-style-type: none">• is an adequate supply of subject-related equipment	There	The Pedagogical Development Unit provides teachers with accessible online resources. Students use textbooks, exercise books and digital resources.
<ul style="list-style-type: none">• is an adequate supply of ICT equipment	There	Fully equipped with Interactive Whiteboards that are widely used for teaching and learning.
<ul style="list-style-type: none">• is a school library / media centre	There	In the CES Secondary there is a resource room which has only started functioning due to the recent move in. Teaching materials/resources are available in every classroom.

V.3 A range of European dimension resources is used

<p>European, multicultural and national resources are used appropriately and integrated into the teaching</p>	<p>Teachers come to the Director with a wish list that has been quoted and generally approved.</p>
<p>VI. Teaching and Learning (based on class-visits)</p>	
<p>VI.1 Teachers realise the programme/planning</p>	

<ul style="list-style-type: none"> • Lessons are planned, well-structured and related to the syllabus • Teachers show knowledge of the subject and the European School syllabuses • Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant • Cross curricular links are emphasized 	<p>A result of the one-to-one / small group system amongst other things is that students and teachers are “on” all the time, and the teacher in particular has the possibility to follow the individual student’s academic and social development.</p> <p>The school is very conscious that it is an accredited school in the European Schools system, which you as a visitor are constantly aware of.</p> <p>Through the work of the CES Committees a focus is maintained on the European dimension, which again is reflected in the teaching.</p> <p>During the audit the school was working together on a time-history project that involved all the students.</p> <p>Culture, history and geography are visible in European Hours.</p> <p>Cross curricular links are emphasised through common projects.</p> <p>And finally it also happens via the Digital Signage Systems, where TV screens around the school shows day-to-day information as well as information of an academic nature.</p>
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VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught

<ul style="list-style-type: none"> • Teachers communicate the aims, objectives and competences to be accomplished to their pupils • The teaching where possible encourages awareness of broadened context outside the classroom or the particular lesson • Teachers create an environment in which pupils can learn independently and collaboratively and support each other's learning • Teachers involve all pupils actively • Teachers integrate ICT into their lessons 	<p>During the observed lessons the aims of the lesson and what is going to be achieved were explained to the student and the student reflects on these aspects at the end of the lesson.</p> <p>Collaboration was experienced in a bigger group of students during a French language lesson.</p> <p>Active involvement of the students is defined by the specific situation of one-to-one / small group teaching.</p> <p>Each teacher has an interactive white-board in their classrooms and generally uses it in their day-to-day teaching.</p>
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VI.3 Teachers motivate pupils to be active learners

<ul style="list-style-type: none"> • Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.) • Pupils get feedback in order to improve their learning • Pupils are responsible for aspects of their own learning • Pupils use ICT in learning 	<p>The CES Student Learner Diary</p> <p>During the observed lessons the students were very active given one-to-one / small group teaching & learning.</p> <p>Constant feedback on their learning & exam grades with the help of the diary.</p> <p>The CES Student Learner Diary enables students to keep track on their own learning process and progress.</p>
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VI. 4 Teachers take care of pupils' individual needs in their teaching

<p>Differentiation is practiced in lessons</p>	<p>Students' individual needs are respected by the teachers.</p>
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VI.5 Teachers show effective class room management

<ul style="list-style-type: none"> • Teachers create a stimulating learning environment • Teachers use resources effectively • Teachers use teaching time effectively 	<p>The atmosphere in the classrooms is very friendly for the student.</p> <p>Effective resources and teaching time management.</p>
VII. Assessment and achievements	
VII.1 Teachers apply the school guidelines on assessment	
<ul style="list-style-type: none"> • School has guidelines on assessment • Teachers apply the school guidelines on assessment • Teachers assess pupils' progress (formatively and summatively) on a regular basis • A range of different assessment methods is used to provide a broad picture of pupils' competences (knowledge, skills and attitudes). 	<p>Common template used by everyone.</p> <p>Mentor system in operation to ensure its successful continuance.</p> <p>Two assessment forms (harmonised) and two European Schools assessment reports.</p> <p>The promotion of positive feedback is given by a stamp / good notes in the diary for good grades and participation.</p>
VII.2 The European Schools' assessment system is used	
<ul style="list-style-type: none"> • Record of child's development, portfolio in Nursery cycle • School report in Primary cycle and Secondary Y1-5 • Harmonised tests and exams in S5 • The European Schools' marking system in S6-7 	<p>All records are kept in the office and monitored by Director with relevant staff. Harmonised report for all.</p> <p>There are European school report for primary and college – both twice per year.</p> <p>Yes</p> <p>n/a</p>

VII.3 Assessment methods are valid, reliable and transparent

• Assessment is clearly related to the learning objectives	Yes
• Information about learning objectives, assessment criteria, time of assessment is available for pupils	Yes
• Records of pupils progress are maintained	Yes
• Pupils' results are analysed	Yes in detail
• Pupils' achievements are communicated to their parents	Yes – largely through the diary.

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.	Yes through the diary and in classes with more than one student.
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VIII. Support (LS, SWALS, SEN, Rattrapage)

VIII.1 Pupils individual needs are recognised and pupils are supported

<ul style="list-style-type: none"> • school has guidelines on support 	S	<p>The CES is at an advanced stage in the creation of a Special Educational Needs Policy (to include Learning Support).</p> <p>The CES Whole School Development Committee is creating a SWALS Policy.</p>
<ul style="list-style-type: none"> • there are harmonised procedures to identify pupils individual learning needs 	T	<p>All CES Students have a Tutor and have an individual education plan</p> <p>All SWALS students have their own native speaker teacher.</p>
<ul style="list-style-type: none"> • SWALS pupils receive support in learning the language of the section into which they are integrated 	S	<p>All SWALS students receive English Learning Support where required (which is closely liaised with the mainstream schools)</p> <p>Yes</p>
<ul style="list-style-type: none"> • pupils individual needs are appropriately supported 	P	<p>Yes</p> <p>Yes</p>
<ul style="list-style-type: none"> • LPs (Individual Learning Plans) are compiled, reviewed and updated. 	I	<p>Yes</p>
<ul style="list-style-type: none"> • given support is monitored, progress and results are registered 	G	

VIII.2 Resources for support are in place

<ul style="list-style-type: none"> • Support materials are available (ICT, national materials etc.) and easy to access 		<p>The CES works closely with the national embassies and their educational leaders (posters).</p>
<ul style="list-style-type: none"> • Time allocation of support is transparent and flexible 		<p>Yes.</p>

IX. Quality assurance and development

IX.1 The school has described its vision and its areas of improvement in the school development plan or related document

<ul style="list-style-type: none"> • The school has clearly stated its aims and objectives 	Yes
<ul style="list-style-type: none"> • The school development plan is compiled in consultation with the different stakeholders of the school 	Yes (in particular with the Management Advisory Committee)
<ul style="list-style-type: none"> • The development activities are linked to the objectives and to the short and long term plans on areas of improvement 	Yes
<ul style="list-style-type: none"> • The school has guidelines on ICT. 	Yes, guidelines and a policy.

IX.2 There is an integrated system of quality assurance and development

<ul style="list-style-type: none"> • here is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act) T 	Yes
<ul style="list-style-type: none"> • Different stakeholders (staff, pupils, parents) are involved in evaluation D 	Yes
<ul style="list-style-type: none"> • Different stakeholders take part in the quality assurance procedures D 	Yes, full year process. Questionnaires and feedback forums.
<ul style="list-style-type: none"> • The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country) T 	Yes
<ul style="list-style-type: none"> • Results of evaluations are communicated to the school community and key stakeholders R 	

X. Best practices and innovations identified

<ul style="list-style-type: none">• Pedagogical• Others	CES Student Learner Diary Tutor System Methodology Sharing Sessions Digital Signage Systems Policies
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Opinion of the Joint Board of Inspectors (JBI)

During its meeting on 12 February 2014, the Joint inspection Board read the Report of the Audit performed between 18-22 November 2013 on years M1 to S5 at the Centre for European Schooling, Dunshaughlin (Ireland).

It recommends that the Board of Governors should authorise the Secretary-General to sign an additional clause to the accreditation agreement currently in force, with a view to renewing it for a further three years