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Pedagogical Development Unit

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Report of the Whole School Inspection at the European School Brussels II from 7th to 11th March 2022

Joint Board of Inspectors – Meeting on October 11th - 12th, 2022

Joint Teaching Committee – Meeting on October 13th - 14th, 2022

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1. INTRODUCTION

Name of school: Brussels II	Date: March 7 th -11 th , 2022
Inspection team: John Fitzgerald (Ireland- Nursery and Primary Cycles) Lead Inspector Alex Coenen (The Netherlands-Secondary cycle) Gabriela Droc (Romania-Nursery and Primary Cycles) Monique Melchers (Luxembourg-Nursery and Primary cycles) Maria-José Perez Blanco (Director, Mol European School) Elen Ruus (Estonia- Nursery, Primary and Secondary cycles) Alper Yilmaz (Sweden- Secondary Cycle)	Management of the school: Kamila Malik (Director) Dónal Cregan (Deputy Director Nursery and Primary Cycles-Woluwe) Myriam Lancelot (Deputy Director Nursery and Primary Cycles-Evere) Joachim Schmelz (Deputy Director Secondary Cycle) Dré Van Geel (Assistant Deputy Director Nursery and Primary Cycles-Woluwe) Noel Rowland (Assistant Deputy Director Nursery and Primary Cycles-Evere) Kirstin Meeus (Assistant Deputy Director Secondary Cycle)

The inspection was carried out according to the document 'Common framework for whole school inspections in nursery, primary and secondary cycles (ref: 2019-D-24-en-2)'.

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

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

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

The inspection activities included:

- A presentation by the school management
- Meetings with:
 - Focus group of nursery and primary cycle teachers,
 - Focus group of secondary cycle teachers,
 - Teacher representatives nursery, primary and secondary cycle teachers,
 - Parent representatives,
 - Educational support co-ordinators,
 - Educational advisers,
 - Focus group of project co-ordinators,
 - Pupils from the primary cycles (P3-P5),
 - Pupils from the secondary cycle,
 - Deputy and Assistant Deputy Directors Nursery and Primary cycles (Woluwe and Evere),
 - Deputy and Assistant Deputy Director, Secondary cycle.

- Lesson observations in all the language sections and of different subjects
lessons in nursery cycle: 13
lessons in primary cycle: 39
lesson in secondary cycle: 47
- Analysis of relevant documents: teachers' planning, documents concerning the standards that are to be evaluated, documents concerning relevant projects, portfolios, educational support learning plans (individual educational plans).
- Feedback meeting with the management

2. SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

School Context: This school has a pupil population of 3,550 pupils enrolled in nine language sections across the three cycles of nursery, primary and secondary based in two sites; Woluwe and Evere.

School Challenges: The Woluwe site has been over-crowded for considerable amount of time. While the recent establishment of a second site in Evere has been very successfully achieved, there remain concerns as to how the establishment of this second site will address the over-crowding issue as pupils concluding their primary cycle in Evere return to the Woluwe site.

Similarly, to other European Schools, there are difficulties for Brussels II in recruiting suitably qualified teachers in certain language sections or for certain subjects.

Summary of main findings:

- School management has a shared sense of purpose and displays a commendable commitment to working collaboratively to achieve this purpose.
- The opening of a school-site in Evere has been very successfully achieved and this site presents as a well-resourced and attractive learning space for pupils; the plans which management has for the on-going development of the site are very commendable.
- A strong emphasis is placed on involving stakeholders in different levels of school-life and the on-going development of the school; further feedback should be provided to stakeholders on how their inputs and involvement is incorporated into decision-making regarding school-development.
- A positive school culture is in evidence in the respectful relationships between pupils and between pupils and teachers.
- A rich range of interesting pedagogical initiatives and projects contribute to creating a stimulating environment for learning.
- Where good lessons were observed, teachers had considered teaching and learning strategies and demonstrated a good ability to adapt these strategies to particular circumstances.
- Further attention should be paid to developing pupils as active learners.
- Teaching strategies, overall, could be more varied, differentiated and engaging to optimise learning.
- Very clear procedures direct the provision of learning support and these are well-understood within the school community.

Summary of recommendations:

- Teaching should be better aligned to the teaching standards of the European Schools particularly in terms of cultivating active and engaged learners.
- Lessons should better meet particular learning needs through more effective differentiation.
- Pedagogical priorities for developing teaching and learning should figure more centrally in school planning and quality assurance procedures to ensure a more systematic development of teaching and learning.

3. FINDINGS

Whole School Inspection - Evaluation Form	
Name of School: Brussels II European School	Date: 11 March 2022

Area of Evaluation				
Criterion	Evaluation			
	NA	PA	SA	FA
Indicators				

II. School Ethos and Climate	NA	PA	SA	FA
II.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting SCHOOL: <ul style="list-style-type: none"> The totality of the European dimension is integrated and implemented across the school and in teachers' planning. Teachers plan and work together across language sections. CLASS: <ul style="list-style-type: none"> The European dimension can be observed in lessons. Pupils work together across language sections when appropriate. 			X	

Conclusion: <ul style="list-style-type: none"> A rich range of interesting pedagogical initiatives and projects extending across the language sections contribute to creating a stimulating environment for learning. Teachers find the opportunities to share pedagogical practices across language sections very valuable. Teachers should stay alert to the possibility of incorporating a European reference within lessons; they should also encourage and facilitate pupils to do so.

III. Curriculum and Planning	NA	PA	SA	FA
III.3 The planning within and across the sections is harmonised <ul style="list-style-type: none"> The school planning guidelines and templates are used. 			X	
III.4 Individual needs of pupils are respected in planning <ul style="list-style-type: none"> References are made to differentiated approaches and other teaching strategies in the planning (caring for individual pupils' needs, pair work, small group work, activity-based work, use of ICT, etc.). Planning is informed by the learning objectives of the GLPs and ILPs. 		X		

NA = not yet achieved; PA = partially achieved; SA = satisfactorily achieved; FA = fully achieved

Conclusion:

While there is potential for the individual needs of pupils to be better addressed in planning, the school is also aware of and admirably promotes the need for all teachers to stay alert to the unplanned possibilities which can arise to meet individual needs in classroom practice.

V. Teaching and Learning	NA	PA	SA	FA
V.1 Lessons have an effective structure <ul style="list-style-type: none"> Lessons are planned, well-structured and relate to the syllabus. Teachers communicate the aims, objectives and competences to be accomplished by their students. 			X	
V.2 Lessons fit within a context <ul style="list-style-type: none"> Teachers show knowledge of the subject and the European School syllabus. Culture, history and geography of different countries are integrated in the teaching and learning process. Cross curricular links are emphasised, and a broader environment and context are utilised. 			X	
V.3 A variety of teaching and learning methods are employed appropriately by teachers <ul style="list-style-type: none"> 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. 		X		
V.4 Pupils are active learners <ul style="list-style-type: none"> Pupils show an active learning attitude and involvement during their lessons. Pupils get feedback in order to improve their learning. Pupils are responsible for aspects of their own learning. Pupils use ICT in learning. 		X		
V.5 Teachers respect pupils' individual needs in their teaching <ul style="list-style-type: none"> Differentiation is taken into account in lessons (e.g. different content / process / product / learning environment), when appropriate in relation to pupils' different learning strategies. Teaching and learning reflects the learning objectives of the GLPs and ILPs. 		X		
V.6 Teachers show effective classroom management <ul style="list-style-type: none"> Teachers create a stimulating learning environment, including displays of work or other materials. Teachers use resources effectively. Teachers use teaching time effectively. Teachers encourage good behaviour and respond consistently to inappropriate behaviour. 			X	

Conclusion:

- A positive school culture is in evidence in the respectful relationships between pupils and between pupils and teachers; the carrying out of a well-being survey by school management is greatly appreciated but there remains a lack of clarity among stakeholders about how some of the findings will be addressed.
- Where good lessons were observed, teachers had considered teaching and learning strategies and demonstrated a good ability to adapt these strategies to particular circumstances.
- The potential for pupils to be active learners is not fully realised.
- Teaching strategies, overall, could be more varied, differentiated and engaging to optimise learning.

VI Assessment and Achievements	NA	PA	SA	FA
VI.1 The school implements the European Schools policy on assessment			X	
<ul style="list-style-type: none">• Teachers apply the policy on assessment and the new marking system.• Teachers continually assess pupils' progress (formatively and summatively).• A range of different assessment methods is used to provide a good picture of pupils' competences, including knowledge, skills and attitudes.• The A mark is a reflection of all the observations and of the pupil's overall performance, both written and oral				
VI.3 Pupils develop the ability to assess their own work			X	
<ul style="list-style-type: none">• Pupils' self-assessment skills are developed by using a range of different strategies (portfolios, individual folders, questionnaires, copybooks, etc.).				

Conclusion:

Further attention should be paid to how pupils' work is assessed on an on-going basis (formative assessment), the nature of the feedback which pupils receive from teachers and how this feedback is communicated to parents. Sharing assessment criteria, including attainment descriptors, with pupils will help them evolve as independent learners better understanding their development as learners and setting their own expectations for learning.

VII. Educational Support (General, Moderate and Intensive Support)	NA	PA	SA	FA
VII.1 The policy on the provision on educational support is respected				X
<ul style="list-style-type: none">• The school has guidelines in accordance with the educational support policy.• There are harmonised procedures in place to identify pupils with different learning needs.• Individual Educational Plans are compiled, reviewed and updated.• Support is monitored and its effectiveness is evaluated.				

Conclusion:

Very clear procedures direct the provision of learning support and these are well-understood within the school community. Continuing to monitor impact on practice will ensure that these well-understood procedures have optimum impact on improving learning for pupils.