



**Schola Europaea**

Office of the Secretary-General

**Pedagogical Development Unit**

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**Orig.: EN**

**REPORT OF THE WHOLE SCHOOL INSPECTION  
AT THE EUROPEAN SCHOOL OF MUNICH  
FROM 27 NOVEMBER TO 1<sup>st</sup> DECEMBER 2017**

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**APPROVED BY THE JOINT BOARD OF INSPECTORS AT ITS MEETING OF 7  
FEBRUARY 2018 - BRUSSELS**

Name of school: ES Munich	Date: 27 November-1 December 2017
Inspection team: Tuulamarja Huisman (coordinator), Alex Coenen, Anthony Grech, Dana Musilova, Javier Garralón, Ferdinand Patscheider	Management of the school: Rudolph Ensing, Anton Hrovath, Dana Pavličíková

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

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

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

- the school's self-evaluation
- Multi-Annual Pedagogical School Plan
- Annual Pedagogical School Plan

The inspection activities included:

- A presentation by the school management
- Meetings with: middle management, European Patent Office representative, CdC/CDP representatives, section and subject coordinators, educational support coordinator, timetable makers, consultation and support team, principal educational advisor, careers advisors, transition team, parents' and pupils' representatives, Director of the ES Munich and the Deputy Directors of ES Munich
- Lesson observations in all the language sections and of different subjects  
lessons in nursery cycle: 8  
lessons in primary cycle: 22  
lessons in secondary cycle: 48
- Analysis of relevant documents: several policies, the self-evaluation, the annual and the multi-annual pedagogical school plans, action plans, Educational Support plans, forward planning, portfolios, timetables, programs, curricula and memoranda.
- Feedback meeting with the management

### *Strong points*

- The school has a good organizational structure. Middle managers and coordinators ensure good internal communication.
- There is a very positive and constructive relationship between pupils and staff.
- There is good harmonisation of forward planning between language sections.
- The school has clear procedures and effective practices when dealing with transition.
- The school implements very well the Early Educational Curriculum.
- The ongoing use of portfolios in nursery/primary is helping learners reflect on their learning process.
- The school provides an excellent educational support.
- The school's consultation and support team has a very good structure and it has improved the overall wellbeing of the pupils.
- The school has taken good measures to limit the loss of teaching time (the whole day concept, replacement file).
- The school has implemented a systematic and cyclical approach to quality assurance.

### *Other observations.*

- The section structure in secondary could be reviewed.
- Examples of good practice were noted where pupils had the opportunity to participate actively in their own learning process mostly through hands-on tasks and pair/group work activities.
- The school uses a digital tool to involve all the staff in the school's self-evaluation.
- The school has created the position of a sustainable development coordinator.

### *Challenges*

- The reduction of the budget in the near future is a great concern.
- There is a need for more mutual awareness between primary and secondary teachers of their curricula and syllabi.
- There is limited use of ICT by pupils in regular lessons. The existing resources could be used in a more diverse way.

### *Recommendations*

- In the area of teaching and learning and assessment the exchange of professional experiences and expertise between teachers of different levels, sections and cycles should be further implemented.
- The school should formulate a limited number of action plans that contain a clear method of evaluation.
- The school should not limit the general and moderate support to certain subjects in certain year levels.
- The school has to develop a strategy for the pedagogical consequences of the splitting up of the school into two different locations.

Whole School Inspection - Evaluation Form	
Name of School: European School MUNICH	Date: 1.12.2017
Self-Evaluation by School Management: <input type="checkbox"/>	Final Evaluation by Inspectors: <input checked="" type="checkbox"/>

Area of Evaluation				
Criterion	Evaluation			
	NA	PA	SA	FA
Indicators				

I. Management and Organisation	NA	PA	SA	FA
<b>I.1 The school management ensures teachers are up-to date with current pedagogical developments both in terms of subject content and methodology</b> <ul style="list-style-type: none"> <li>• There is evidence of structured continuous professional development and dissemination of information.</li> </ul>			X	
<b>I.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles</b> <ul style="list-style-type: none"> <li>• There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc.</li> </ul>			X	
<b>I.3 The school has guidelines for transition from nursery to primary and from primary to secondary</b> <ul style="list-style-type: none"> <li>• There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.)</li> </ul>				X
<b>I.4 Coordinators (middle managers, cycle/level/subject coordinators) have an organisational and pedagogical role</b> <ul style="list-style-type: none"> <li>• There are job descriptions for the role of coordinator.</li> <li>• There is evidence of meetings, projects, etc.</li> </ul>				X
<b>I.5 The school management ensures an effective use of teaching time</b> <ul style="list-style-type: none"> <li>• Timetabling ensures an equitable distribution of subject time through the week/half term.</li> <li>• Measures are taken to make best use of teaching time, including replacements.</li> <li>• There are guidelines on homework.</li> </ul>				X

**Conclusion:**  
The WSI team agrees with the school's self-evaluation. At present the management encourages the exchange of professional experiences and expertise between teachers of different levels, sections and cycles. This practice should be further implemented.

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

**Conclusion:**

The WSI team agrees with the school's self-evaluation except for indicator II.1 which is evaluated as satisfactorily achieved and not fully achieved because the European context is often absent in the lessons.

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

**Conclusion:**

The WSI team agrees with the school's self-evaluation.

IV. Resources	NA	PA	SA	FA
<b>IV.1 Human resources are efficiently managed</b> <ul style="list-style-type: none"> <li>• Teachers are appropriately qualified.</li> <li>• Assignments of tasks are related to experience and expertise of teachers.</li> </ul>				X
<b>IV.2 The school physical environment is appropriate for teaching and learning</b> <ul style="list-style-type: none"> <li>• There are an adequate number of appropriate sized rooms.</li> <li>• Classrooms and public areas are clean, safe, tidy and are in good repair.</li> <li>• There are displays of work and other materials in corridors and classrooms related to the European dimension.</li> </ul>			X	
<b>IV. 3 A range of adequate equipment is available</b> <ul style="list-style-type: none"> <li>• Sufficient resources are available to enable pupils to learn effectively in all areas of the curriculum.</li> <li>• Resources are used effectively to implement the syllabi.</li> <li>• There is an adequate supply of subject-related equipment.</li> <li>• There is an adequate supply of ICT equipment in the classrooms.</li> <li>• A library/multi-media centre is in place with an adequate range of relevant books and ICT materials.</li> </ul>			X	

**Conclusion:**

The WSI team agrees with the school's self-evaluation that the resources are sufficient. However, the communal areas are very crowded in the breaks and there are no computers for students use actually in the classrooms.

<b>V. Teaching and Learning</b>	<b>NA</b>	<b>PA</b>	<b>SA</b>	<b>FA</b>
<b>V.1 Teachers implement programs of work based on their planning</b> <ul style="list-style-type: none"> <li>• Lessons are planned, well-structured and relate to the syllabus.</li> <li>• Teachers communicate the aims, objectives and competences to be accomplished by their students.</li> <li>• Teachers show knowledge of the subject and the European School syllabus.</li> <li>• Culture, history and geography of different countries are integrated in the teaching and learning process.</li> <li>• Cross curricular links are emphasised and a broader environment and context are utilised.</li> </ul>			X	
<b>V.2 A variety of teaching and learning methods are employed appropriately by teachers</b> <ul style="list-style-type: none"> <li>• Teachers create an environment in which pupils can learn independently and collaboratively and support each other's learning.</li> <li>• Teachers involve all pupils actively.</li> <li>• The teaching when possible encourages awareness of broadened context outside the classroom or the particular lesson.</li> <li>• Teachers integrate ICT into their lessons.</li> </ul>			X	
<b>V.3 Pupils are active learners</b> <ul style="list-style-type: none"> <li>• Pupils show an active learning attitude and involvement during their lessons.</li> <li>• Pupils get feedback in order to improve their learning.</li> <li>• Pupils are responsible for aspects of their own learning.</li> <li>• Pupils use ICT in learning.</li> </ul>			X	
<b>V.4 Teachers respect pupils' individual needs in their teaching</b> <ul style="list-style-type: none"> <li>• Differentiation is taken into account in lessons (e.g. different content / process / product / learning environment), when appropriate in relation to pupils' different learning strategies.</li> </ul>		X		
<b>V.5 Teachers show effective classroom management</b> <ul style="list-style-type: none"> <li>• Teachers create a stimulating learning environment, including displays of work or other materials.</li> <li>• Teachers use resources effectively.</li> <li>• Teachers use teaching time effectively.</li> </ul>			X	

**Conclusion:**

V.1: The WSI team evaluates this criterion as satisfactorily achieved and not fully achieved because teachers do not regularly communicate the aims, objectives and competences to be accomplished to their students and because the culture, history and geography of different countries are not often integrated in the teaching and learning process.

V.2: The WSI team evaluates this criterion as satisfactorily achieved. However, there was much more evidence of this in nursery/primary than in secondary.

V.3: The WSI team evaluates this criterion as satisfactorily achieved. However, there is much more scope for pupils taking responsibility for their own learning. The use of ICT in learning by pupils was only seen in a few lessons.

V.4: The WSI team evaluates this criterion as partially, and not satisfactorily, achieved. There is clear evidence of good practice in nursery/primary but in secondary differentiation is not common practice in the lessons.

VI Assessment and Achievements	NA	PA	SA	FA
<b>VI.1 The school implements the European Schools policy on assessment</b> <ul style="list-style-type: none"> <li>• Teachers apply the policy on assessment (e.g. Records of the pupils' development in Early Education; School Reports in Primary; Harmonised Exams in S5, Pre-BAC in S7).</li> <li>• Teachers continually assess pupils' progress (formatively and summatively).</li> <li>• A range of different assessment methods is used to provide a good picture of pupils' competences, including knowledge, skills and attitudes.</li> </ul>			X	
<b>VI.2 Assessment methods are valid, reliable and transparent</b> <ul style="list-style-type: none"> <li>• Assessment is clearly related to the learning objectives.</li> <li>• Information about learning objectives, assessment criteria, and time of assessment is available for pupils.</li> <li>• Records of pupils' progress are maintained.</li> <li>• Pupils' results are analysed at individual, class and whole school level.</li> <li>• Pupils' attainments are communicated to their parents.</li> </ul>		X		
<b>VI.3 Pupils develop the ability to assess their own work</b> <ul style="list-style-type: none"> <li>• Pupils' self-assessment skills are developed by using a range of different strategies (portfolios, individual folders, questionnaires, copy-books, etc.).</li> </ul>		X		

**Conclusion:**

The WSI team agrees with the school's self-evaluation. Information about learning objectives and assessment criteria should be easily available for students. Self-assessment is not yet a common practice in the secondary school.

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

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

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

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

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

**Conclusion:**

The WSI team agrees with the school's self-evaluation except for indicator II.1 which is scored as satisfactorily achieved as opposed to fully achieved because general and moderate support is limited to certain subjects in certain year levels.

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

**Conclusion:**

The WSI team agrees with the school's self-evaluation except for indicator VIII which is evaluated as sufficiently achieved and not fully achieved because most of the action plans have not been evaluated yet and because the method of evaluation is often unclear. There are a large number of (sub) action plans, many of which could be coordinated by the subject coordinator or the middle manager. The WSI team recommends that the school formulates a very limited number of action plans that contain a clear method of evaluation.