

## Whole School Inspection – Self Evaluation Form

Name of School: European School Alicante

Date: November 2023

### Area of Evaluation

Criterion	Evaluation			
	NA	PA	SA	FA
Indicators				

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>  <b>SCHOOL:</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> </ul> <b>CLASS:</b> <ul style="list-style-type: none"> <li>The European dimension can be observed in lessons.</li> <li>Pupils work together across language sections when appropriate.</li> </ul>			X	

#### Parents' Conclusion:

##### Primary

- The most recurrent comments are related to the insufficient interaction between the language sections.
- There are slightly more comments describing the European dimension and multiculturalism as insufficient.
- A significant number of comments showing lack of awareness or lack of definition of the European dimension.
- There are a few comments related to bullying, harassment and exclusion.
- Some very constructive ideas of improvement were shared:
  - Pen pal programme connecting with peers in other European Schools (for nursery, drawings instead of letters).
  - Integrate children in the celebrations of other countries, not just with their sections
  - Invite guest speakers (parents) from different European countries.
  - Workshop for parents on raising globally aware and culturally sensitive children.
  - More interaction across language sections in sports, art or music classes.

##### Secondary

- Many comments show lack of awareness or lack of definition of the European dimension.
- Different opinions on European dimension:
  - Noticeable in mixed language section groups, lessons in different languages.
  - Improvement needed in tolerance, proposal to tackle these topics in moral class.
  - Minor subjects not taught in DE or FR, the working together across language sections works with EN/ES, but not with DE or FR. This is also reflected in the courses offered in S6 and S7.

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

III. Curriculum and Planning	NA	PA	SA	FA
<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> <li>Planning is informed by the learning objectives of the GLPs and ILPs.</li> </ul>		X		

<b>Parents' Conclusion:</b> <b>Primary</b> <ul style="list-style-type: none"> <li>There are more comments on the improvements needed in terms of learning styles, differentiated approaches, collaborative and creative work.</li> <li>Significant number of parents indicate lack of information</li> <li>Comments saying more can be done for gifted kids / kids with special needs</li> <li>Comments on the big sizes of the classes.</li> </ul> <b>Secondary</b> <ul style="list-style-type: none"> <li>Still a long way to go, not all teachers apply differentiated approaches.</li> <li>Harmonisation between sections is only partially achieved.</li> </ul>
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V. Teaching and Learning	NA	PA	SA	FA
<b>V.1 Lessons have an effective structure</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> </ul>			X	
<b>V.2 Lessons fit within a context</b> <ul style="list-style-type: none"> <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.3 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>Teachers integrate ICT into their lessons.</li> </ul>				

<b>V.4 Pupils are active learners</b>			X	
● Pupils show an active learning attitude and involvement during their lessons.			X	
● Pupils get feedback in order to improve their learning.			X	
● Pupils are responsible for aspects of their own learning.			X	
● Pupils use ICT in learning.			X	
<b>V.5 Teachers respect pupils' individual needs in their teaching</b>		X		
● 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.				
<b>V.6 Teachers show effective classroom management</b>			X	
● Teachers create a stimulating learning environment, including displays of work or other materials.			X	
● Teachers use resources effectively.			X	
● Teachers use teaching time effectively.			X	
● Teachers encourage good behaviour and respond consistently to inappropriate behaviour.			X	

**Parents' Conclusion:**

**Primary**

- Too many comments on lack of information
- It seems that often the learning quality varies on from one teacher to another
- Negative effect of the sizes of the classes
- Some comments on inappropriate behaviours (lack of respect, racist exclusion, psychological harassment) not tackled consistently (incoherence with the points given though)
- More transparent communication with parents in bullying cases

**Secondary**

- Teachers and their teaching methods vary a lot, therefore it is difficult to give an aggregated response.
  - Better onboarding process for teachers (from European Dimension to physical plan of the school).
  - Cross-curricular and integrated learning is not yet fully in place. More project-based learning and relevance for real life would be beneficial instead of just learning for the next test.
  - More coordination between sections in using textbooks and materials used. Copies to be uploaded in MS Teams in order to be traceable. Guarantee harmonised tests through the use of more harmonised materials.
  - Severe behavioural problems in the classroom, not tackled consistently (incoherence with given points though).
  - Teaching differentiation in the classroom made only by very few teachers.
- Comments made about the SWALS L2, gifted pupils.

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

**Parents' Conclusion:**

**Primary**

- Most of the parents with kids in nursery mentioned they cannot answer the question
- Assessment varies from teacher to teacher. No common approach, sometimes too much bureaucracy involved
- More info during the school year should be shared with families, not only during reports

**Secondary**

- Teachers vary a lot, different to give an aggregated answer.
- Comments on reports are often very generic and not personalised.
- The use of the marking system is not 100% harmonised among teachers.
- Heavy weight on written tests from S5 onwards, however, there is a lack of preparation for oral (BAC) exams.
- Lack of the differentiation in language has later on an influence of choice of courses and pupils performance

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

**Parents' Conclusion:**

**Primary**

Many of the parents did not use the educational support service, so they did not rate it.

**Positive feedback:**

- The parents of the children who use the learning support think it is a good experience and very useful.

**Negative feedback:**

- **Most repeated:** Lack of information, communication, and transparency about the learning support service. Criteria for learning support not communicated in a clear way.
- Many times, the requests were not implemented.
- There must be more clear procedures to identify special needs and establish the basic objectives and contents that a student should reach in each level to pass the year.
- Difficult to find time in the agendas for learning support and not losing important classes.
- No monitoring/evaluation of the learning support service once it is implemented. Some parents did not get the communication of the discontinuation of the service.
- For gifted pupils there is a lot of work to do.

**Secondary**

- Learning support
  - The parents of the pupils assigned to LS are happy.
  - However, many parents do not understand how LS is granted, and it takes a very long time to get the support. Initiative should come from the teacher, and the problem should be identified before there is a failure.
- Gifted pupils
  - Positive that finally first agreements are being signed, but more info needs to be shared with parents about this possibility.