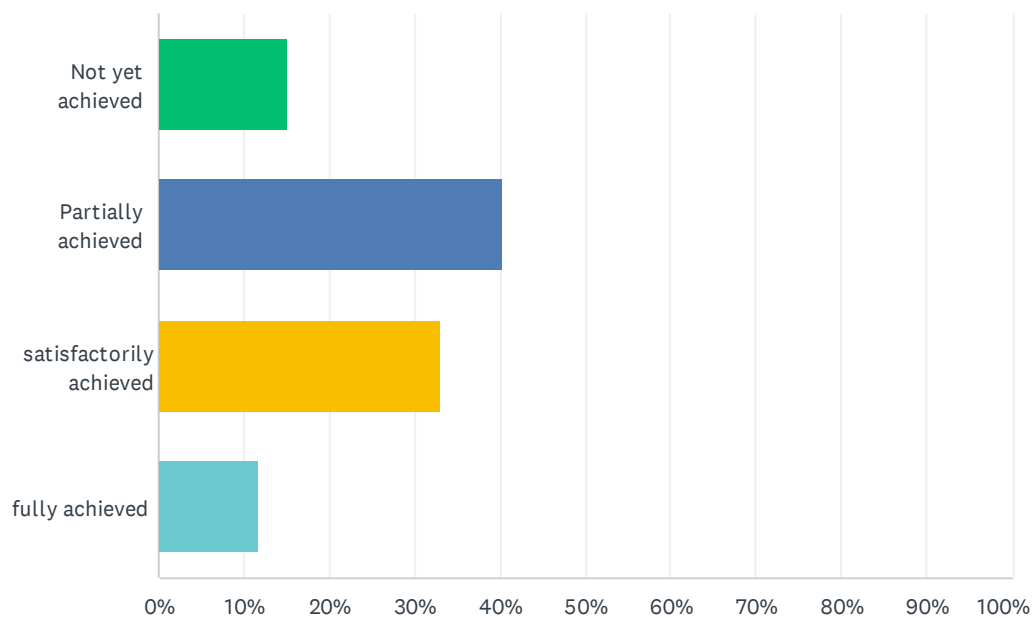


Q1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting
SCHOOL: The totality of the European dimension is integrated and implemented across the school and in teachers' planning. Teachers plan and work together across language sections.
CLASS: The European dimension can be observed in lessons. Pupils work together across language sections when appropriate.

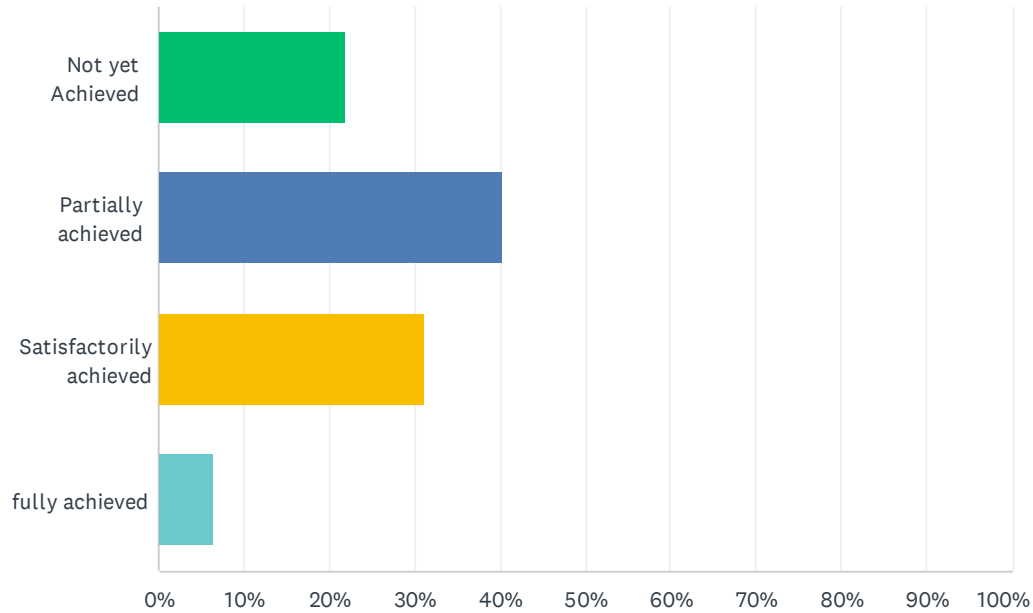
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ANSWER CHOICES	RESPONSES	
Not yet achieved	15.08%	54
Partially achieved	40.22%	144
satisfactorily achieved	32.96%	118
fully achieved	11.73%	42
TOTAL		358

Q2 The planning within and across the sections is harmonisedThe school planning guidelines and templates are used.

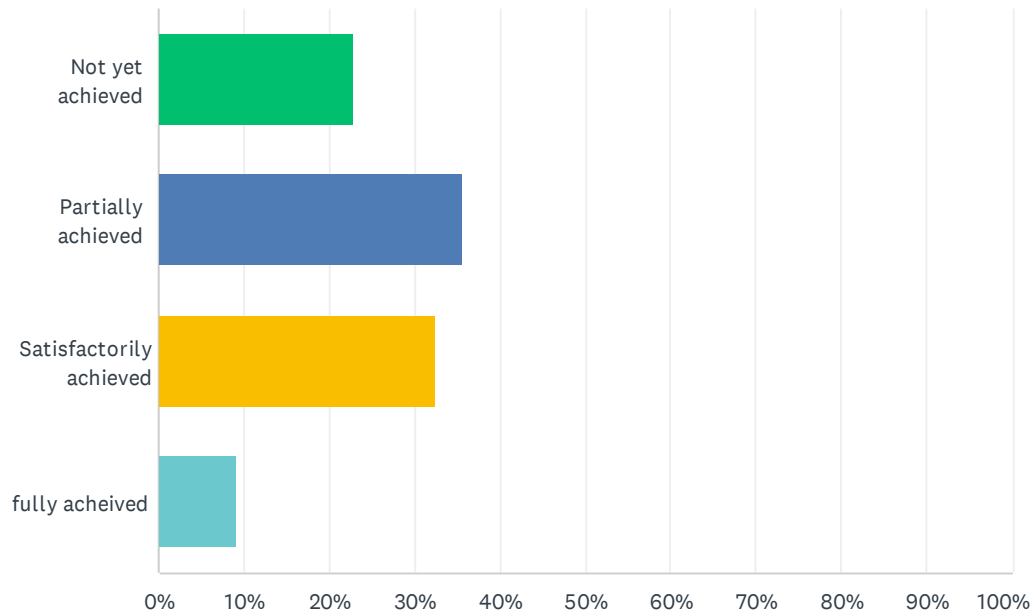
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ANSWER CHOICES	RESPONSES	
Not yet Achieved	22.06%	77
Partially achieved	40.40%	141
Satisfactorily achieved	31.23%	109
fully achieved	6.30%	22
TOTAL		349

Q3 Individual needs of pupils are respected in planning. 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.

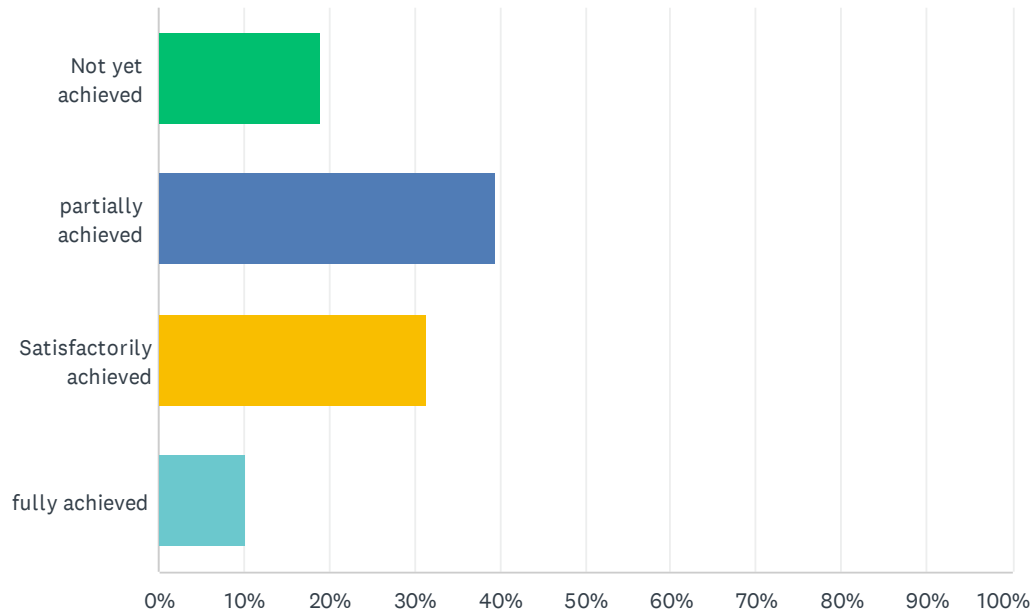
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ANSWER CHOICES	RESPONSES	
Not yet achieved	22.84%	82
Partially achieved	35.65%	128
Satisfactorily achieved	32.31%	116
fully acheived	9.19%	33
TOTAL		359

Q4 Lessons have an effective structure. Lessons are planned, well-structured and relate to the syllabus. Teachers communicate the aims, objectives and competences to be accomplished by their students.

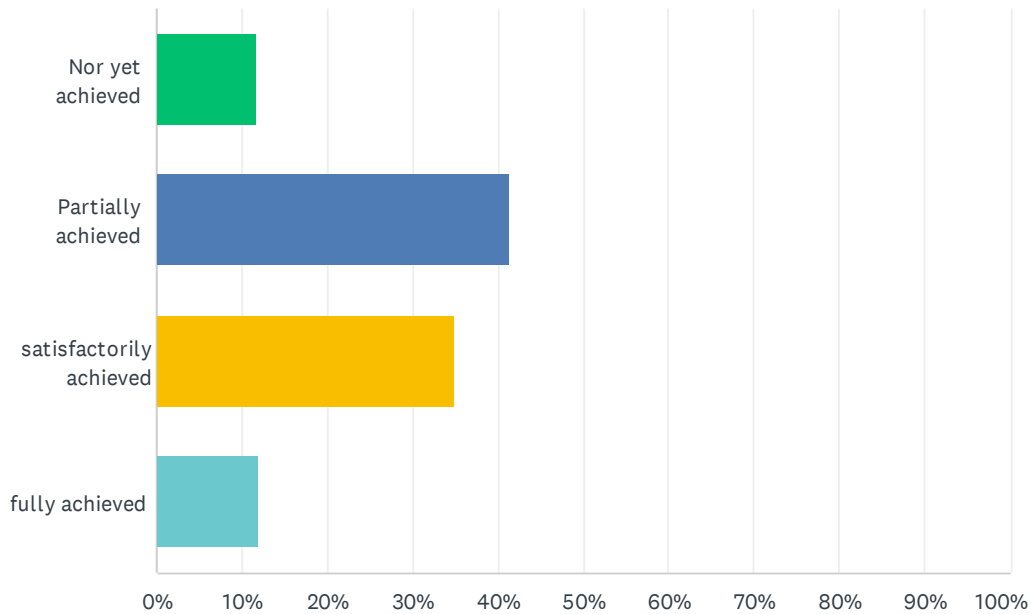
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ANSWER CHOICES	RESPONSES	
Not yet achieved	18.99%	68
partially achieved	39.39%	141
Satisfactorily achieved	31.28%	112
fully achieved	10.34%	37
TOTAL		358

Q5 Lessons fit within a context. 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.

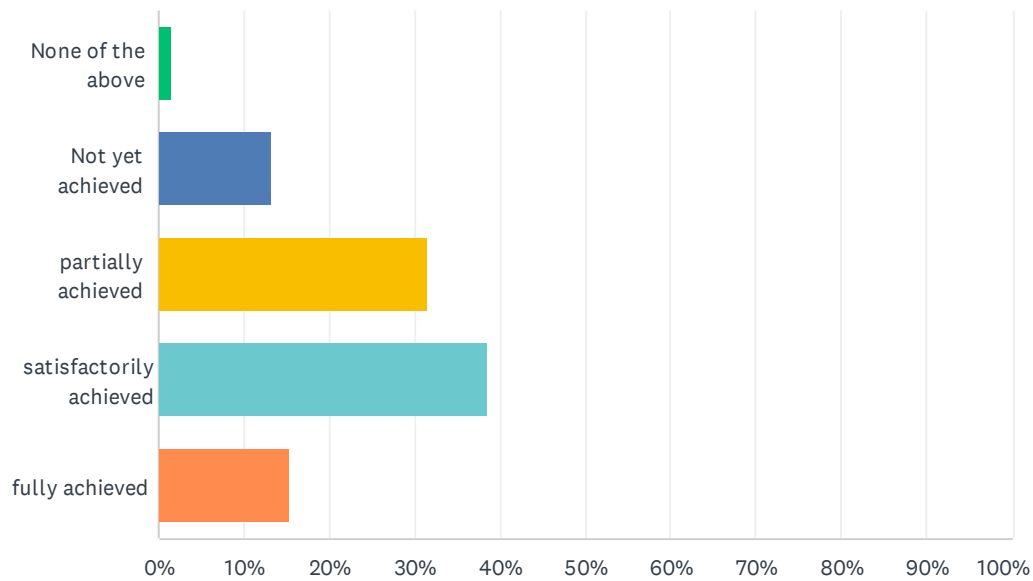
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ANSWER CHOICES	RESPONSES	
Nor yet achieved	11.73%	42
Partially achieved	41.34%	148
satisfactorily achieved	34.92%	125
fully achieved	12.01%	43
TOTAL		358

Q6 A variety of teaching and learning methods are employed appropriately by teachers . 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.

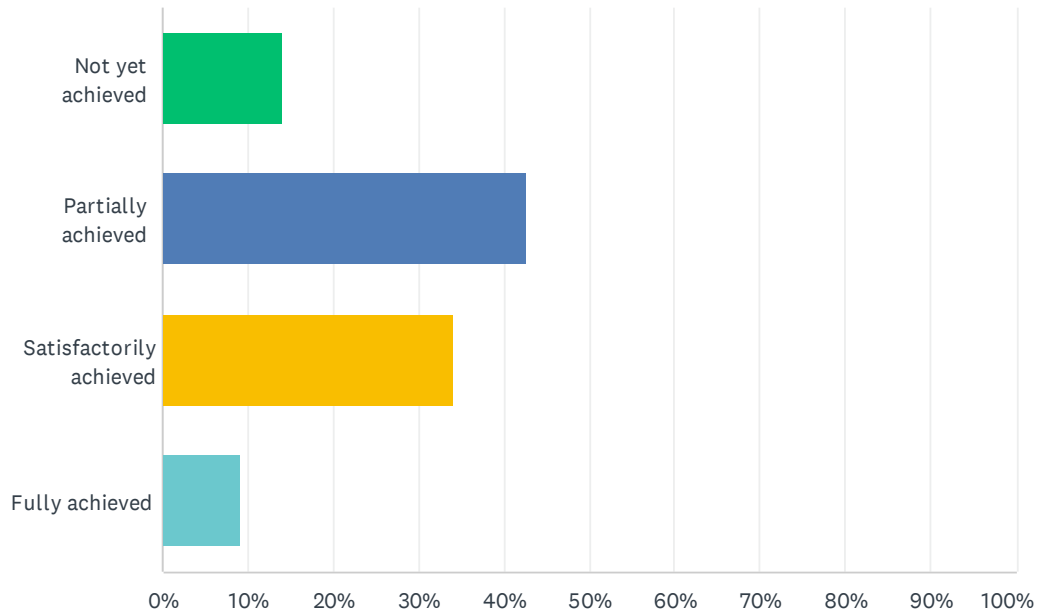
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ANSWER CHOICES	RESPONSES	
None of the above	1.40%	5
Not yet achieved	13.13%	47
partially achieved	31.56%	113
satisfactorily achieved	38.55%	138
fully achieved	15.36%	55
TOTAL		358

Q7 Pupils are active learners. 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.

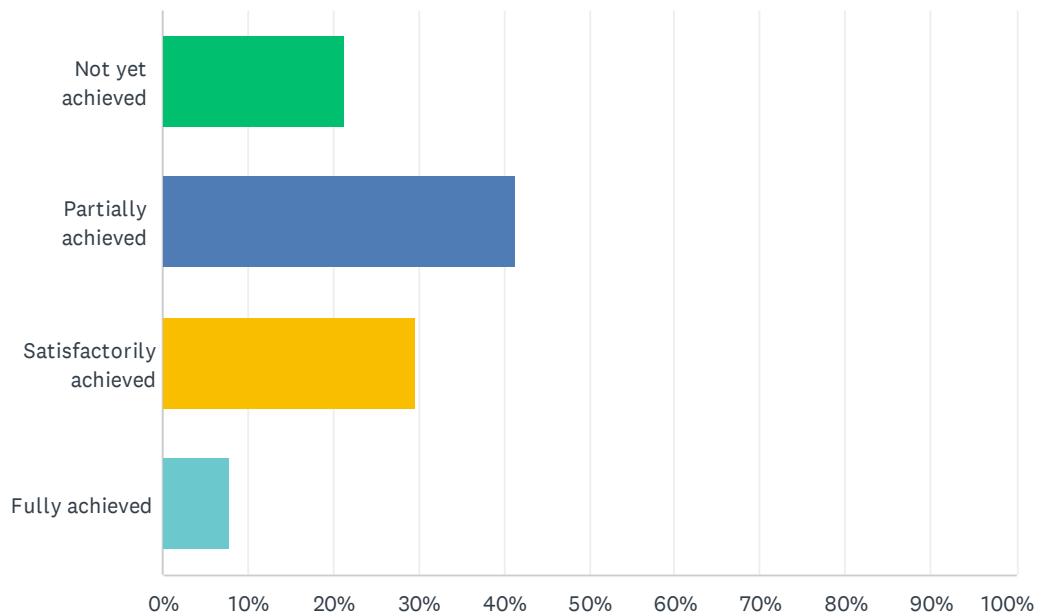
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ANSWER CHOICES	RESPONSES	
Not yet achieved	13.97%	50
Partially achieved	42.74%	153
Satisfactorily achieved	34.08%	122
Fully achieved	9.22%	33
TOTAL		358

Q8 Teachers respect pupils' individual needs in their teaching. 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.

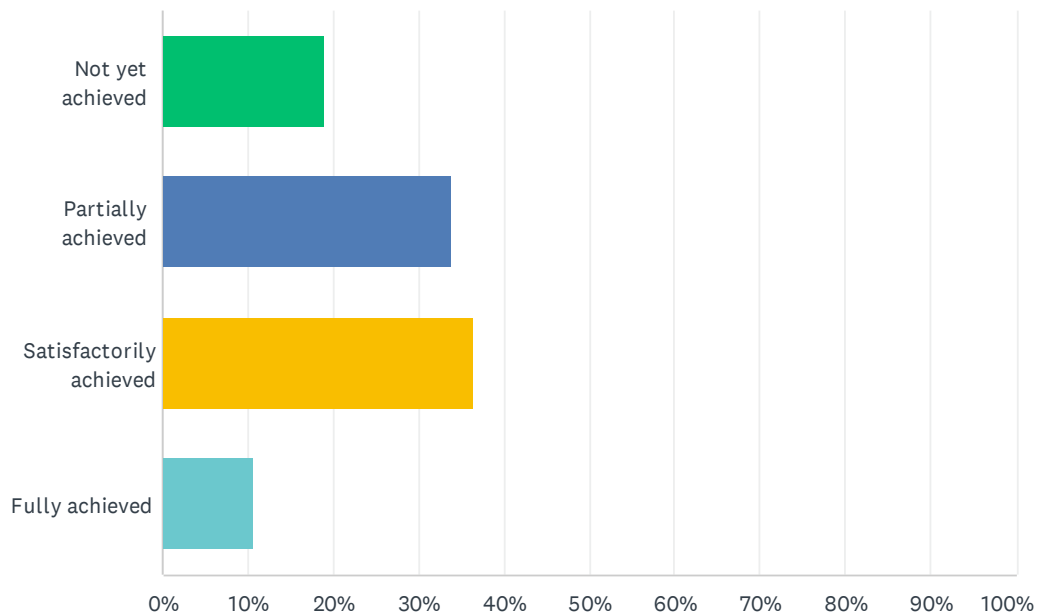
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ANSWER CHOICES	RESPONSES	
Not yet achieved	21.23%	76
Partially achieved	41.34%	148
Satisfactorily achieved	29.61%	106
Fully achieved	7.82%	28
TOTAL		358

Q9 Teachers show effective classroom management. 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.

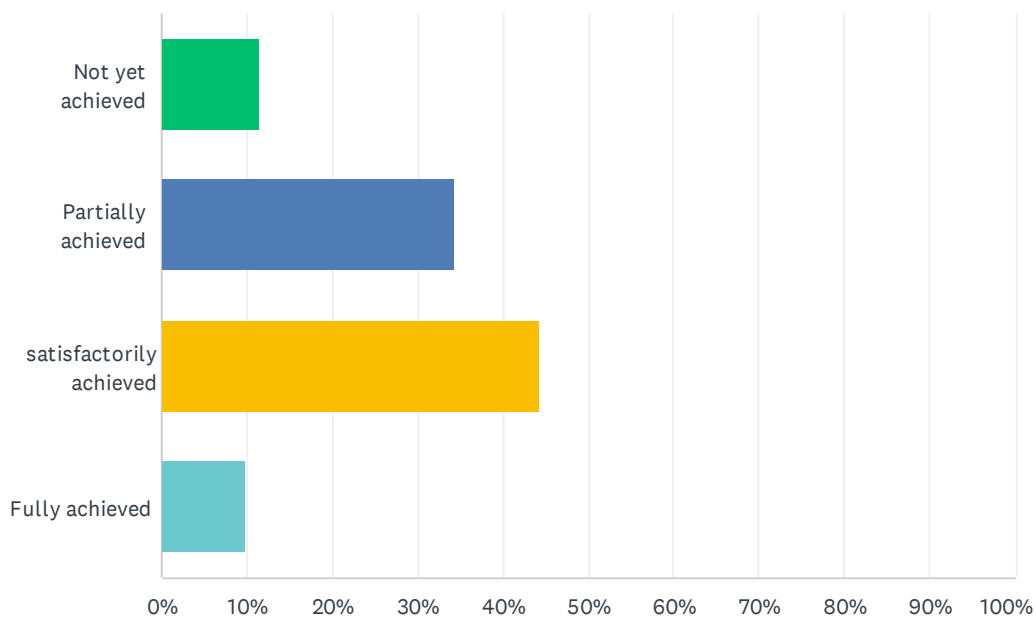
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ANSWER CHOICES	RESPONSES	
Not yet achieved	19.05%	68
Partially achieved	33.89%	121
Satisfactorily achieved	36.41%	130
Fully achieved	10.64%	38
TOTAL		357

Q10 The school implements the European Schools policy on assessment. 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

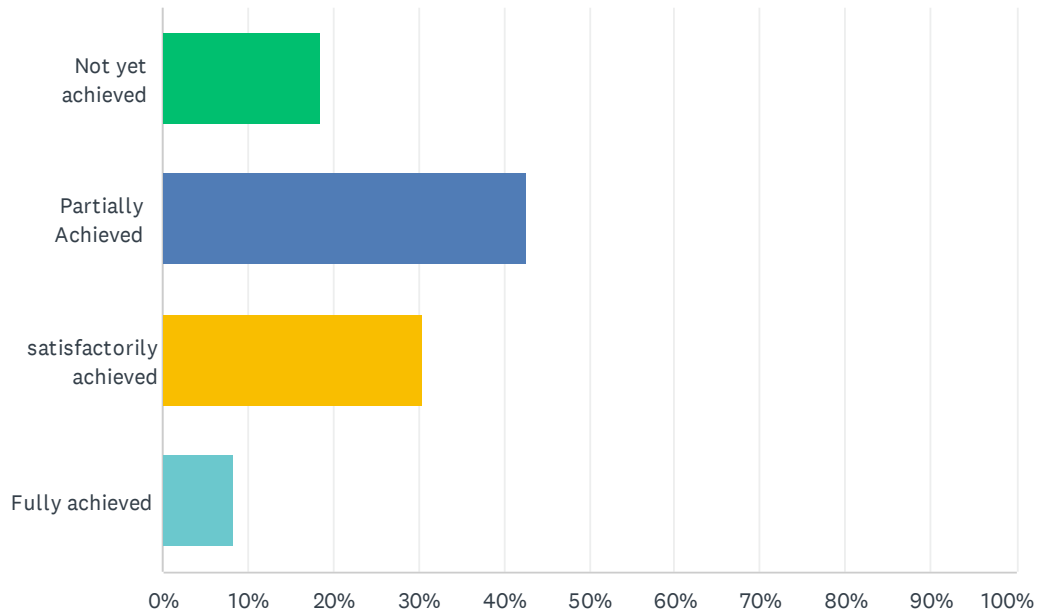
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ANSWER CHOICES	RESPONSES	
Not yet achieved	11.45%	41
Partially achieved	34.36%	123
satisfactorily achieved	44.41%	159
Fully achieved	9.78%	35
TOTAL		358

Q11 Pupils develop the ability to assess their own work · Pupils' self-assessment skills are developed by using a range of different strategies (portfolios, individual folders, questionnaires, copybooks, etc.).

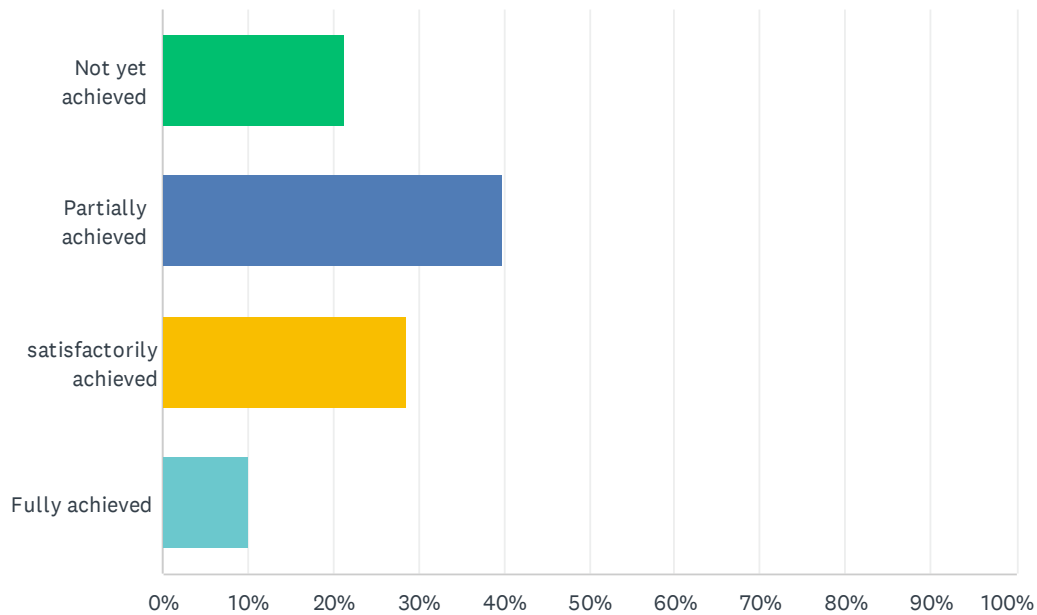
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ANSWER CHOICES	RESPONSES	
Not yet achieved	18.49%	66
Partially Achieved	42.58%	152
satisfactorily achieved	30.53%	109
Fully achieved	8.40%	30
TOTAL		357

Q12 The policy on the provision on educational support is respected.
 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.

Answered: 346 Skipped: 14



ANSWER CHOICES	RESPONSES	
Not yet achieved	21.39%	74
Partially achieved	39.88%	138
satisfactorily achieved	28.61%	99
Fully achieved	10.12%	35
TOTAL		346