

***ENGLISH TRANSLATION by RJ Westlake***

**RAPPORT VAN BEVINDINGEN**

***Report of Conclusions***

**Kwaliteitsonderzoek bij**

***Quality inspection for***

**Violenschool, International Primary School**

Plaats : Hilversum  
BRIN-nummer : 19NA  
Onderzoeksnummer : 124032  
Datum schoolbezoek : 8 november 2011  
Rapport vastgesteld te Utrecht op

**CONCEPT**

## 1 Introduction

The Inspection for Education visited the International department of the Violenschool on 8 November 2011 and conducted an inspection into the quality aspects of education and compliance with legal requirements and regulations.

The reason for the inspection was as follows:

The inspectorate for the International department carried out a risk analysis.

From this analysis it was apparent that the outcomes/results were unknown.

On 16 November 2010 the inspectorate discussed this risk analysis with the school board. This meeting led to the decision to conduct an inspection to identify any possible shortcomings.

As outlined in the programmatic maintenance, it is standard that the inspectorate investigates whether certain legal requirements are being met.

### **Design of the investigation:**

The inspection consisted of the following elements:

A control of the presence by the inspectorate of the School Guide, the School Plan and the special needs policy.

- A screening regarding the inclusion of information regarding legally required items in the School Guide, the School Plan and the special needs policy.

- A control of the lesson time the school has planned.

- Inspection and analysis of documents and information concerning the school available by the inspectorate.

- Analysis of documents regarding quality assurance and the school's self-evaluation activities and other documents sent by the school prior to the visit:

School Guide 2011-2012; School Plan 2011-2012;

Quality Handbook (December 2010); Quality Cards en Evaluation schema 2011-2012

Annual report 2010-2011; A continuum of International Education (IBO)

Primary Years Program (IBO); PYP- Subject Specific Expectations (July 2005)

Outcomes and results 2010-2011; Assessment 2011-2012; Special Needs Procedures (Zorgplan) 2011-2012

- Supplementary questionnaires were also included in the analysis.

- School visit, during which a number of groups are observed in practice through attendance of lessons in language, numeracy and mathematics. These observations took place in groups 2Y, 2B, 3B, 4Y, 4B, 5/6G, 6Y, 7Y, 7B, 8Y en 8B.

- Meetings with management and the *intern begeleider* (SENCO) concerning the quality of the indicators.

- A meeting with the teachers that had been observed.

- A final meeting with management and representatives from the school Board. After the school visit had been completed.

During the investigation the inspectors assessed and evaluated the following indicators: results/outcomes, educational content, lesson time, didactic performance, alignment with student's needs, student support and monitoring, quality assurance.

## **Supervisory Framework**

The inspection has based some of its investigation on the supervisory framework (*Toezichtkader po/vo 2011*) and the nota Analysis and the valuation of results in primary education (*Analyse en waarderungen van opbrengsten primair onderwijs*). Both these documents can be found on the website [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl).

## **The structure of the report**

Section 2 contains the findings from the investigation into the quality of education and the legal requirements. This is followed by an account in which the opinion of the inspection is explained and where possible the school development is described in context.

Section 3 outlines the inspection's review arrangement.

## 2. Conclusions

### 2.1 Quality and compliance profile.

In the charts that follow the inspectorate details which indicators have been included in the inspection visit and what conclusions the investigation has led to.

The numbering in the charts refers to the full assessment framework primary education 2011.

Indicators that are decisive in a quality investigation regarding whether a school is considered to be (very)weak, the school-called standard indicators, are marked with an asterix. For an overview of all the standard indicators see the *Toezichtkader po/vo 2011 op [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)*. The conclusions are shown in the form of a score. The score indicates in how far each particular indicator has been realised.

Key:

1. Bad
2. Unsatisfactory
3. Satisfactory
4. Good
5. Not able to evaluate (only by results/outcomes)

For the final chart, the question whether the school has satisfied the legal requirements or not is expressed with a simple 'Yes' or 'No'.

<b>Quality aspect 1. The results/outcomes of the students are at least at the level that can be expected for the characteristics of the student population.</b>					
	1	2	3	4	5
1.1* The results/outcomes of the students at the end of the primary school are at least at the level that can be expected for the characteristics of the student population.				●	
1.2* The results/outcomes of the students for literacy and numeracy during the school period are at least at the level that can be expected for the characteristics of the student population.			●		
1.3 The students pass in principle through the school in the expected period of 7 or 8 years.					●
1.4 Students with specific learning needs realise their possible potential.					●
1.5 The social competencies of the students are at a level that can be expected.					●
<b>Quality aspect 2. Teaching &amp; learning. The curriculum content offered by the school prepares students for future education and society.</b>					
	1	2	3	4	
2.1* In the curriculum content offered for literacy, numeracy and mathematics the school includes all the 'core objectives' as obtainable objectives.				●	
2.2* The curriculum content for literacy, numeracy and mathematics is offered to sufficient students up to and including the level for group 8 in alignment with the IGVO ( <i>international secondary education</i> ).				●	
2.3 The curriculum content through the different year groups is aligned and has vertical articulation.				●	
2.4 The school offers curriculum content in literacy that is aligned to the specific educational needs of the student population.				●	
2.5 The schools has specific provision in its curriculum content for developing social competencies				●	
<b>Quality aspect 3. The teachers provide the students with sufficient time to understand and master the curriculum content.</b>					
	1	2	3	4	
3.1 De leraren maken efficiënt gebruik van de geplande onderwijstijd.				●	
3.2 De school heeft voor Nederlandse taal en rekenen en wiskunde de onderwijstijd afgestemd op de behoefte van de leerlingenpopulatie.				●	

<b>Quality aspect 4. The school climate is characterised by safety and respectful manners.</b>					
	1	2	3	4	
4.4 The school has insight into the sense of safety/security of students and staff and in incidents that occur in school in the area of social safety.			●		
4.5 The school has a safety policy directed towards the prevention of incidents in the school.			●		
4.6 The school has a safety policy that addresses how incidents in and around the school are handled.			●		
<b>Quality aspect 5. The teachers explain clearly, organise the educational activities efficiently and keep the students on task.</b>					
	1	2	3	4	
5.1* The teachers give clear instructions regarding the curriculum.			●		
5.2* The teachers realise a task oriented working atmosphere.				●	
5.3* The students are actively involved in their educational activities.				●	
<b>Quality aspect 6. The teachers align curriculum content, instruction, processing and teaching time to the developmental differences among the students.</b>					
	1	2	3	4	
6.1 The teachers align the curriculum content offered to the developmental differences among the students.			●		
6.2 The teachers align their instruction to the developmental differences among the students.			●		
6.3 The teachers align the processing tasks to the developmental differences among the students			●		
6.4 The teachers align the teaching time to the developmental differences among the students			●		
<b>Quality aspect 7. The teachers monitor the students' progress systematically.</b>					
	1	2	3	4	
7.1* The school uses a coherent system of standardised instruments and procedures for the monitoring of the performance and development of the students.			●		
7.2 The teachers monitor and analyse the performance and development of the students systematically.			●		
<b>Quality aspect 8. Students, for which it seems necessary, receive extra support.</b>					
	1	2	3	4	
8.1 The school signals at an early stage which students need support.			●		
8.2 On the basis of an analysis of the collected information the school determines the nature of the support for the student.			●		
8.3* The school implements the support in a systematic planned manner.			●		
8.4 The school regularly evaluates the effects of the support.			●		
<b>Quality aspect 9. The school has a system for quality care</b>					
	1	2	3	4	
9.1 The school has insight into the educational needs of its student population.			●		
9.2 The school annually evaluates the students' results.			●		
9.3 The school regularly evaluates the educational process.				●	
9.4 The school works systematically on improvement activities.			●		
9.5 The school guarantees the quality of the educational process.			●		
9.6 The school is accountable to its stakeholders for the quality of education it realises			●		
<b>Compliance with the law and regulations</b>					
				Yes	No
NT1a The inspection is in possession of a valid School Guide (art. 16, lid 2 en 3, WPO).				●	
NT1b The School Guide includes information regarding standard controlled elements (art. 13 WPO)				●	
NT2a The inspection is in possession of a valid School Plan (art. 16, lid 1 en 3, WPO)				●	
NT2b The School Plan includes information regarding standard one or more controlled elements (art. 12 WPO).				●	
NT3a The inspection is in possession of a valid special needs procedures document (art. 19, lid 3, WPO).				●	
NT4a There is sufficient lesson time programmed to meet the designated minima (art. 8, lid 7 onder b, WPO).				●	
NT4b There are a maximum of seven times an incomplete school week planned for groups 3 – 8. (artikel 8, lid 7 onder b, WPO).				●	

## General overview

The inspectorate concludes that the quality of education in the international department of the Violenschool is satisfactory to good. The results & outcomes are satisfactory to good and the inspectorate did not identify any shortcomings. Through this, the school shows that it has maintained the quality of education and has actually improved in comparison to the previous inspection visit in April 2007.

Based upon these conclusions the inspectorate has determined that a 'basic arrangement' is applicable for the school (*Every school receives a specific arrangement from the inspectorate. The 'basisarrangement' is only given when the inspectorate has full trust in the quality of the school.*)

Two aspects of the quality of the education were judged by the inspectorate as being outstanding in a positive sense.

- The teachers displayed a high didactic quality, in which a target based approach, a good working environment, an abundance of interaction between the students and the design of challenging education were evident.
- The systematic endeavours of management during recent years to improve the quality of education, made visible in a cyclic integrated system of quality control and improvement.

The remaining quality aspects are all of a satisfactory quality. There is a structured and wide range offered from the 'Primary Years Programme' of the International Baccalaureate. This is supplemented with English as a second language and Dutch as the host country language, aligned to the starting situation for each student.

The student support and monitoring uses a structured testing system that is carefully planned and executed.

The inspectors gained a positive impression of the school climate and the solidarity and professional culture of the teaching staff at both locations of the school.

## Explanation

### *1) Results & outcomes*

The school uses standardised tests for Spelling (SWST), Progress in English (PIE) and Mathematics assessment for Learning & Teaching (MaLT) and through this justifies the results at the end of the school period for group 8. On the basis of the results from 2009, 2010 & 2011, the inspectorate concludes that the results & outcomes for these years lies above average and are therefore of a good level.

This conclusion is further supported by the fact that almost all the students transfer to a higher level of secondary education (international oriented VWO).

The results of the students during the school period are regarded as satisfactory (indicator 1.2). This conclusion is based upon the results of the previously mentioned tests for Reading and Mathematics for groups 3, 4 and 6.

The school does not have any students at this moment in time that fall under the category 'specific elearning needs' (indicator 1.4). Therefore this indicator has not been included in the inspection.

The inspectorate has not given a conclusion on the social emotional development of the students (indicator 1.2). The school does have an instrument for measuring the social competencies but this has only been implemented on one occasion.

## *2) Teaching & learning*

### *Curriculum content.*

The curriculum content is based upon the Primary Years Programme (PYP) of the International Baccalaureate. The PYP is organised according to a transdisciplinary model with transdisciplinary learning a development goals that are structured within the organising themes of a 'Programme of Inquiry'. For the programming and sub-goals of the educational process in core subjects, use is made of the 'Curriculum Guidelines' and the 'Subject specific expectations by age range'. The documentation, the planning of the curriculum content and collaborative planning, (weekly planners and class schedules) and the lesson preparations prove that the curriculum is presented in a systematic fashion. The inspectorate concludes that the curriculum content provides sufficient coverage for the core objectives up to the required academic level. For the students that do not have English as their mother tongue there is a specific programme 'English as an Additional Language' (EAL) that is aligned to the needs of the students. All students, whether with little command of Dutch or Dutch native speakers, follow, at their own level, education in the Dutch language (HCL, Host Country Language). The content is determined using curricular objectives with intermediate goals and targets.

After enrolment, students receive a screening regarding their knowledge and command of English and Dutch.

Education in the social competencies is based upon the five transdisciplinary skills from the PYP and covers all age ranges at appropriate levels. In addition, there are two specific programmes for social-emotional development offered that have been translated from Dutch. Altogether, this offers sufficient guarantee for quality.

### *Didactic performance*

The inspectorate observed, to considerable degree, lively, relaxed and challenging lessons in which the students listened attentively, participated actively and got to work with no loss of time. The approach of the teachers is friendly and the process strongly reflects 'collaborative learning and discovering'.

The lesson time is used efficiently and management and teachers are alert to preventing time loss. Due to the teachers' use of a recognisable structure to their lessons, which is evidence of good planning and preparation, they are able to realise a task oriented atmosphere. There is also evidence of a respectful relationship between students.

Teachers introduce subjects enthusiastically, giving clear explanations and question the students specifically concerning the objectives of the lessons and the students' prior knowledge.

Following a short period of instruction, the students are encouraged to enter into discourse, individual inquiry or search for solutions.

The inspectors noticed that the teachers devote considerable attention to thinking and learning strategies, presentation of solutions/methods and reflection on your own learning process.

The school pays a lot of attention to the teaching of writing (at word- sentence- and text-level) in which the pre-phase of oral practice has a clear role. The students are involved, alert and in general clearly responsible for their own learning.

### *Alignment with student needs*

From this school year, the school is using a ‘Needs Based Approach’. Teachers draw up group plans in cooperation with the SENCO (Special Educational Needs Coordinator), in which level groups are described. This forms the basis for aligning needs within the group.

The inspectorate considers all indicators regarding alignment as satisfactory. The first concerns the manner in which the teachers align instruction to the relevant differences between students (indicator 6.2)

The teachers apply the direct instruction model with significant attention to cooperation and independence. The inspectors saw a number of lessons during which teachers gave short instruction to (individual or groups) students that had not understood something or needed an extra challenge. The teachers often ensure that materials for the lesson are prepared and ready to enable students with different levels and different approaches can start their work. More able students often get the opportunity to complete supplementary tasks. This area of alignment is being further developed in the school team.

Evidence of alignment of the teaching content and the lesson time to student differences was sufficiently detected by the inspectors (6.1 and 6.4). There are many different materials available due to the backgrounds and the education of the teachers being so very varied. The lesson materials are regularly replenished but also constantly reviewed, discussed, systemised and given coherence. There is a teacher in the school specifically for English, EAL, who supports students regularly and systematically. Time and content of schooling in the Dutch language is aligned to the levels of the students.

### *Testing & student monitoring*

The teachers keep systematic track and record of how far students are in the mastery of (pre-determined) intermediate goals and targets that also form the guidelines for the curriculum. The school reviews the competency of the student regarding the core subjects twice a year, at start of the school year and January/February, through standardised assessments. The basis is a comparison of each group with the 'National Mean Score' for a certain subject area and age-related. In addition, the teachers follow the development of the students through assessments belonging to the core subjects. A view of the results of the social studies subjects is obtained through the monitoring/assessment structures of the PYP.

The teachers monitor the social-emotional development of the students through the 10 attributes of the Learner Profile of the PYP. There are structured observations made by the teachers and tasks given to students for self-evaluation. In addition, student portfolios play an important role with significant attention for self-reflection and evaluation.

### *Analysis of results*

The inspectorate considers the analysis of test results as satisfactory (indicator 7.2) but the relevance of this for the daily educational practice is not very transparent. Teachers make conclusions regarding the degree to which students achieve curriculum goals for the treatment of subject matter, the students and didactics. There are many level groups formed and some students receive extra support. The consequences of the test results are, however, not evident enough in the approaches in the group.

### *Student support*

The international department of the ViolenSchool has a developed organisation for student support. The SENCO and support staff work from a clear structure with clear procedures. These



are explained in the 'Special Needs Procedures' document. Test/assessments are administered according to a calendar. Twice a year, the results of standardised assessments are discussed. The SENCO also holds regular meetings with the teachers concerning group and individual students. The inspectorate also considers indicator 7.2 as satisfactory.

The progress of the students is recorded by the SENCO in class overviews. By deviation from expected development the students are discussed and where necessary an individual education plan is drawn up and implemented. These plans are always communicated to and discussed with the parents who are also often consulted and involved. Teachers can refer students through use of the 'initial concerns' forms.

In order to provide student support a lot of attention is given to small groups. There are regular meetings between the SENCO, the learning support experts and teachers regarding the creation of support interventions and, if necessary, diagnostic investigations that form the base for extra support (indicator 8.2). The preference is for support in the group but, when necessary, support is given outside of the group. The school also has various specialists, including a speech therapist and a remedial teacher for motor performance. The SENCO coordinates the implementation of the support by the class teachers or the support staff. They always report back through standardised forms regarding interventions and the effects. The indicators 8.3 and 8.4 are also considered as satisfactory.

The support is being developed. In the past few years the support system has grown towards the Dutch system. There is now regular use made of external expertise and the SENCO participates fully in the relevant Dutch SENCO-networks. There are regular collegial consultations between the teachers from parallel groups of year groups. This year the SENCO is following a professional development course on developmental perspectives. However, at present, there are no students that qualify for an individual learning line so there are no developmental perspectives drawn up.

#### *Points for improvement in student monitoring and support*

Although all the indicators were judged as being satisfactory, there were three points of attention signalled by the inspectorate.

Firstly, the student guidance & support route can be recorded in more detail.

Secondly, the conclusions from the analyses of test results can be recorded more systematically.

Thirdly, the analysis of the reason for support (8.2) can be carried out in more depth so that the resulting (developmental, learning, support) targets can be more sharply formulated. In this way it would be possible to measure and illustrate the effects of extra support or monitoring.

#### *2) Quality care*

The quality care of the international department of the Violenschool is of satisfactory level. The documents and procedures are included in the Quality Handbook. There is a long term plan for the evaluation of student results (9.2) and the evaluation of improvement plans for the quality aspects (9.3) from the Dutch ('aspects') and from the International Baccalaureate Organisation ('standards') are planned in one schedule. The headmaster manages and guards this process; he is assisted in this by the quality coordinator. In this way there is sufficient guarantee that a cyclic process exists in which the situation regarding the planned improvements and the achieved quality of the various areas are regularly mapped. When necessary, the objectives of the four-year School plan are adjusted accordingly.

The details of the planning are given in an annual action plan. In this way the schools works systematically in improvement (9.4)

The improvements are guaranteed in different ways though , for example, structured lesson observations, agreements regarding the transfer of information on students between year groups, intervision and consultation, mentoring of new teachers, overviews and documentation (9.5).

Last year, collaborative planning of the curriculum was evaluated by the whole school in order to increase the alignment of curriculum content between year groups and also to refresh agreements and identify what needs to be recorded.

The school collects, pro-actively and in close cooperation with parents, relevant information about the students and adjusts the education to this. The school actively and thoroughly accounts for its realised quality of education to the parents. This occurs regularly, including parent-teacher conferences. The school also produces a year report for the parents (indicators 9.1 and 9.6).

The way in which the results are evaluated at school level is considered by the inspectorate to be satisfactory (indicator 9.2). The overview of the assessment results, for which the SENCO is responsible, provides an insight into the development of the results at school level. These are regularly analysed at group and school level and discussed in the team.

The school evaluates other aspects of education, without question, systematically (indicator 9.3). It applies, initially, quality cards. The information gained is then compared to lesson observations which are held frequently. These are conducted by management and the SENCO based using observation check sheets.

Every three years, parents complete a satisfaction survey regarding various aspects of education and the school climate. This also applies to staff and the school is now introducing a student satisfaction survey.

Every five years an external programme evaluation visit is made by the International Baccalaureate Organisation. This evaluation is prepared internally in the form of a structured self-evaluation process prior to the actual visit.

### 3 Control arrangement

#### **Quality**

The 'Inspectie van het Onderwijs' allocates the International department of the ViolenSchool the 'basisarrangement'. This means that the inspectorate does not see any reason at this moment in time to intensify the control.

#### **Compliance**

The 'Inspectie van het Onderwijs' also concludes that there are no short-comings in compliance with the legal requirements that were controlled.

*Please note that some of the points may be amended slightly following a final review by the School Board and management.*