



Inspectie van het Onderwijs
*Ministerie van Onderwijs, Cultuur en
Wetenschap*

REPORT OF FINDINGS

de Haagsche Schoolvereniging, International Department

Plaats : 's-Gravenhage
BRIN nummer : 05VW|C2
Onderzoeksnummer : 289900
Datum onderzoek : 8 september 2016
Datum vaststelling : 6 april 2017

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SUMMARY OF THE MOST IMPORTANT OPINIONS

De Haagsche Schoolvereniging, International Department (ID) has control over quality and the inspectorate maintains the basic arrangement.

- The end results of the students are at a good level, in line with the characteristics of the student population;
- The International Department offers broad education, modern and perfectly suited to the large varieties within the student population;
- The students are monitored in their development in an adequate manner; there is continuous monitoring;
- The didactic actions of the teachers are of a good professional level, motivating and show flair;
- The school atmosphere is very welcoming, all students feel at home at school within a short time;
- Safety is paramount for management and team, The ID is a safe environment for all those involved;
- In agreement with the objectives of the board, the quality care of the ID is as solid as a rock.

2 NOTES ON THE OPINIONS

2.1 Quality judgement of the standards investigated

The judgements of quality in comparison with the standards in each given area are listed below. The score indicates the degree to which the standard has been realised. Below is an explanation. In appendix 1, the profiles can be found which have been used to develop the standards.

Grading:

1. very weak
2. weak
3. satisfactory
4. good
5. cannot be assessed

Educational results	1	2	3	4	5
1.1 Results				•	

Educational results

The school makes the results of the education provided measurable by taking part in the English standard tests (CAT - Cognitive Abilities Test) and by carrying out the standard tests for Progress in English and Progress in Maths. If the results of the highest group (year group 6) are compared on the basis of the CAT over the last three years with the standard scores on the normalised tests, then it is apparent that there is no significant deviation for more than 80% of the students. This means that the results obtained for the standard tests for Progress in English and Progress in Maths, are more than equal to what may be expected on the basis of the results achieved under CAT. Therefore the appraisal of the inspectorate at the end of the school term is good.

Educational process	1	2	3	4
2.1 Offer				•
2.2 View on development				•
2.3 Didactic actions				•

Educational process

The ID has a large range of programmes that are based specifically on the international population of students (IPC and the English Primary Strategies Framework). The elements of IPC can be seen everywhere and the students determine their own objectives which they will reach on the basis of the available programmes. These objectives are visible in the classrooms and this motivates the students. The school is clearly proud of what it provides; a broad curriculum where use is made of the international experiences of the students and their parents. Especially, but not surprisingly, both the Dutch and English languages can be used. The way in which the students, shortly after arrival, can communicate with each other in English and then in Dutch is admirable. In addition, the school makes extensive use of the internet. At the same time the opportunity to increase social skills and the attention for getting on with each other (to prevent bullying) is varied and aimed at achieving results. Culture and handicraft flourish when students, who have mastered English, have the opportunity to learn and experience various aspects of the Dutch culture.

The teachers monitor the progress of the students very carefully, discuss developments with each student and regularly involve the parents. The teacher and student agree new personal objectives for the following period. Everything can be easily followed in each student's portfolio.

Discussions with students are held periodically. In October, the teachers discuss each individual student with the internal Learning Support Coordinator and the Head of School. This can lead to an adjustment to individual programmes or to the curriculum. This process is repeated in June. In addition, the Head of School and the internal Learning Support Coordinator weekly discuss the individual needs of the students. Annually, there is an intensive hand-over when students change groups

The lessons which were observed, together with representatives of the school demonstrate that the teachers are very professional and give their lessons with motivation, enthusiasm and flair. The students are very involved in the lessons, show a high degree of independence and learn a lot from other students by working together.

There were many moments of feedback observed during the lessons. The teaching in the ID is at a high, professional level.

School climate and safety		1	2	3	4
3.1	School climate				•
3.2	Safety				•

School climate and safety

In all the discussions which the inspectorate held, it was demonstrated that the ID of HSV is a safe school. Students and parents are quite clear about this and are very satisfied. The team should be complimented for creating such a safe environment where students from tens of different countries and with many different nationalities, with their own norms and values, are able to get along with one another and work and learn together in such an exceptionally good and disciplined way. The school in this respect is an example for others. The school climate is stimulating, motivating and designed for achievement. The whole environment (English style) invites learning. The work of the students can be seen everywhere and the results of projects are displayed in the school. The objectives which are agreed with the students are clearly focused on personal and mental growth. Even in the infant groups the teachers discuss the objectives with the students. The parents are closely involved with this process which strengthens the involvement with the whole school and ensures that everybody belongs to one 'school family'.

Quality care and ambition		1	2	3	4
4.1	Evaluation and improvement				•
4.2	Quality culture				•

Quality care and ambition

The care for quality within the ID is at a high level. The system which is used is solid. Every member of the team is aware of quality. The school plan is consistent with the aims of HSV, but also shows clearly the vision of international education to a school population which is very diverse. The ID works very closely with the Dutch department of HSV which creates positive synergy.

In the school plan and the annual plans the objectives are clearly described and there is continual evaluation of progress with regard to the implementation of (improvement) activities.

The whole school culture demonstrates professionalism and an increase in this. The school wishes to be the best. According to the parents this has already been achieved.

The annual report is clear and is intended for the board and the parents. The open communication with parents, the board and other stakeholders is remarkable. The school is led by a professional management team which shows targeted educational leadership. The directors show that setting a good example is the right form of top-down leadership. The team is very happy with this.

2.2 Opinion as to satisfying requirements

The inspectorate concludes that all legal requirements which have been examined have been entirely satisfied.

3 REACTION FROM THE BOARD

This report gives the opinions of the inspectorate as to the quality of the education at de Haagsche Schoolvereniging, International Department. We asked the school and the board to describe the direction of developments on the basis of their own judgement of quality and that of the inspectorate.

The reaction of the board is as follows:

We had a very positive feeling during and following the inspection with Mr. Joustra. We welcome the fact that he visited all of our International Department Locations and worked with all the members of the ID leadership Team. All staff members appreciated the way that he introduced and described the day as well as the way he approached their classrooms. He gave time to the whole team. He also visited some of the Dutch Department/Bilingual classrooms. We valued his insights and feedback. The inspection helped us focus and think about future developments. All-in-all it was a very valuable experience.

Comments on the judgements:

Summary

The summary is clear and highlights many of the school's strengths.

Educational results

We agreed with the judgement. The inspection report makes a comparison with the Cognitive Assessment Test (CAT) and found a match in achievement between the CAT and The Progress Test in English and Maths. Many of our children join us for a short time with little or no English and perform well against the standardised average for the same age group from the UK

Educational process

We agreed with the judgement. The inspector recognised our work to offer a rich and linguistically strong curriculum to the children. The effort we make to teach Dutch and language and culture was commented on. The inspector recognised how our children learn cooperatively but also have a high degree of independence.

The inspector looked carefully at our monitoring system.

He recognised what an enthusiastic, motivated and professional team we have here.

School climate and safety

We agreed with the judgement. We work hard to create a safe environment and one in which children are free to express themselves and parents are involved. Following observations and discussion with school staff, children and parents the inspector was very complimentary about school safety and school climate. To learn effectively children must feel safe.

Quality care and ambition

We agreed with the judgement. Our school plan is a living document that is evident in our daily practice as well as how we work across the ID Locations and with the Dutch/Bilingual Department. The management and the team work closely together to realise the goals each year.

4 STRUCTURE OF THE INVESTIGATION

It is legally required that, once in four years, all schools are visited by the inspectorate. Since January 2015, the investigation of all schools concerned is based on the new evaluation framework. This also applies to de Haagsche Schoolvereniging, International Department.

On 8 and 9 September 2016 the following investigation activities took place:

- an analysis of documents;
- a presentation given by the school with several examples of practice;
- meetings with different groups of stakeholders: directors, coordinators, teachers, parents and students;
- studies of educational practice in a number of groups. These took place in the presence of representatives of the school.

At the end of the second day there was a feedback session with the board, the school leadership, coordinators and teachers. The findings and judgements of the inspectorate were discussed and the school indicated how they would deal with these findings.

For more information about the new form of supervision and the structure of the new quality investigations, see appendix 2 and the website of the inspectorate www.onderwijsinspectie.nl.

APPENDIX 1 STANDARDS AND PROFILES

The profiles of all standards contained in the evaluation framework are detailed below. In quality investigations where there is differential supervision, appraisal of a school will be based on a selection of these standards.

QUALITY AREA 1: EDUCATIONAL RESULTS

STANDARD 1.1: COGNITIVE END RESULTS

The students achieve cognitive end results which given the characteristics and starting level of the students are at least conform the norm set.

The students achieve end results which at least conform to the given (minimum)norm. The goals for cognitive learning results which the school sets are consistent with the characteristics of the students and social expectations. The school shows that the goals have been realised. In this respect, the school looks beyond the Dutch language and arithmetic.

STANDARD 1.2: SOCIAL LEARNING RESULTS

The students achieve social learning results at a level at least conform the norm set.

The school attaches importance to acquiring social competencies. The school has analysed the characteristics of the student population and has formulated ambitions as to the level which the students can reach. The growth which is realised by the students during the school term is assessed against these goals. The students leave the school with social competencies which are in line with the characteristics of the student population and the goals set. All students profit optimally from the education which they have enjoyed in these areas. The school can demonstrate that the students have achieved what was possible.

STANDARD 1.3 : SUBSEQUENT SUCCESS

The destination of the students after leaving school is known and at least satisfies the school's expectations.

The school has adequate data regarding the subsequent career of the students who have left the school. This is at least in line with the expectations of the school. The school analyses this data and uses it when improving the quality of the education.

QUALITY AREA 2: EDUCATIONAL PROCESS STANDARD 2.1: TEACHING

The teaching prepares the students for their next education and society.

The teachers offer a broad range of modern instruction suited to achieving the main objectives. Within the scope of the law they make choices which are in line with the educational needs which are characteristic of the student population. The school offers teaching for the reference levels of language and arithmetic which are in line with the level of all students. The teachers employ methods that are suited to the phase of development of the students. The teaching is in line with the level of the students when they join the school and prepares them for the start of their following education. In between, the teaching is divided in a balanced way over the entire learning period. The teaching contributes to the basic values of a democratic legal state.

STANDARD 2.2: DEVELOPMENT IN VIEW

The teachers follow and analyse the development of all students with the aim of giving form to suitable education.

The teachers continually collect systematic information regarding the development of their students. They regularly check the extent to which the students have profited from the education that has been offered and how their development has progressed, also in comparison with their contemporaries. When this seems to have fallen behind, the school will investigate the possible causes. The teachers use all this information to adapt education to the needs of groups of students as well as individual students. They use a cyclical approach.

STANDARD 2.3: DIDACTIC APPROACH

The didactic approach of the teachers enables the students to learn and to develop.

The teachers plan and structure their approach with help from the information which they have about the students and stimulate a broad development. The team teaches on the basis of an integrated and consistent pedagogical didactic concept.

The teachers ensure that there are effective instructions: appealing, directed and interactive. They make it known that they have high expectations and react positively to the contributions from students which gives them a feeling of being supported and of being challenged. In giving instructions and setting tasks, the teachers employ suitable professional didactic principles and work forms. They also ensure that the level of their lessons is in line with the intended end level.

They adapt the instruction and task setting to the needs of the groups and individual students so that the students are motivated and involved and use their time effectively. During the (learning) activities, the teachers check that the students have understood the learning materials and the tasks which they have been set. In this way the teachers provide direct and individual feedback to the students as to how they are working and learning.

STANDARD 2.4: SUPPORT

Students who need it receive extra teaching and support.

The school has taken measures to provide for students with special needs. These are directed to the (development) perspective of the student. For students who get structural education at another level than the age group or are financed from a partnership/co-operation, the school will draw up a (development) perspective. The school evaluates regularly if the extra support is having the desired effect and, if necessary, adjusts the measures being taken.

STANDARD 2.5: CO-OPERATION

The school works closely, prior to subsequent education or after previous education, with local authorities and other partners such as parents.

The school works closely with parents, pre-school facilities, previous schools and chain partners by exchanging information about students to avoid students dropping out and to support the students with special needs. The school sees parents as partners in stimulating the development of their children and design the policy towards parents accordingly. For students who are behind and/or have special support needs, the school will work closely with parents, chain partners and partners in joint cooperation.

At the end of a school period or at an earlier departure of a student, the school informs the parents and the next school about the development of the student.

STANDARD 2.7: TESTING AND COMPLETING

Testing and ending are managed with care

All students in group 8 get a final test (eindtoets); During the school period, the students regularly take tests from the student follow-up system. The teachers supervise the tests in accordance with the specifications in the manual. The school follows a careful procedure in coming to an advice regarding subsequent education and does everything to ensure that the students are placed at a suitable level. The advice procedure involves the parents and the students, is

regularly evaluated and where necessary adjusted. Parents are informed about school policy regarding testing, delaying and accelerating.

QUALITY AREA 3: SCHOOL CLIMATE AND SAFETY

STANDARD 3.1: SCHOOL CLIMATE

The school has an ambitious and stimulating climate.

The school leadership and teachers create a stimulating and ambitious pedagogical climate. There are clear rules and a predictable and reliable positive climate where agreements are carried out.

The school leadership and teachers have a focus on personal development and learning where all students are seen and feel involved in the school community. The school climate supports cognitive and social development.

STANDARD 3.2: SAFETY

The school leadership guarantees a safe, respectful and involved environment for students and teachers

The school leadership and teachers guarantee the safety of the school and its environment for students and staff. Students, teachers, the school leadership and other staff are respectful toward one another and are involved with each other. The teachers teach students social skills and demonstrate model behaviour. The school leadership and teachers ensure that bullying, aggression and force in whatever form are prevented and, if necessary, act quickly and adequately. The school has a safety policy directed towards prevention, registration, tackling and evaluating incidents. The policy includes regular measurement of how safety is perceived by students and staff. The school has a confidential person. Everybody involved knows this policy.

QUALITY AREA 4: QUALITY CARE AND AMBITION

STANDARD 4.1: EVALUATION AND IMPROVEMENT

The school has, on the basis of its role in society, formulated ambitions and goals. These are evaluated regularly as to their realisation. This leads to systematic improvements in the education offered.

The school wishes to distinguish itself taking account of its social role in society and the characteristics of the student population. It has drawn up objectives for the shorter and middle longer term which can be measured. Quality care is, in any event, concerned with results, the educational process including the

teaching, the school climate and safety. The school leadership and teachers appraise systematically measures and instruments to ensure that the staff is competent and maintains this competence. The school involves independent experts and others concerned in this appraisal and analyses the relationship which the results have to financial facilities and legal requirements. The evaluation leads to accessible management information. Where necessary, the school will carry out planned improvements which are sufficiently ambitious and are in line with the evaluations.

STANDARD 4.2: QUALITY CULTURE

The school has a professional quality culture and operates transparently and honestly.

The policy of the school and its vision as to educational quality and the ambitions it wishes to realise, is broadly supported. There is a great willingness to improve education together. The board and the school leadership demonstrate educationally competent leadership and awareness of quality. There are clear divisions of responsibility.

The school leadership and the teachers work together towards a continual improvement of their professionalism. Teachers and others involved in the school work with results clearly in mind, are accountable for decisions made and are aware of the effects of their work on the quality of education and the development of the students. The school operates with a transparent and honest culture where actions are carried out with care.

STANDARD 4.3: ACCOUNTABILITY AND DIALOGUE

The school is accountable in an open and reliable way for its ambitions, objectives and results and discusses these regularly with its environment.

The school involves internal and external stakeholders in the development of its policy, regularly discusses ambitions and results which have been achieved. An active contribution is asked from those stakeholders in realising the ambitions and objectives and the school addresses them. In addition, the school is open for wishes and proposals from internal and external stakeholders and will consider them seriously. The school gives account of the results in a manner that is accessible and clear for the stakeholders.

APPENDIX 2 BACKGROUND INFORMATION

The education inspectorate renews supervision

In the coming years, the education inspectorate is renewing its approach to the supervision of education: more tailor made, more room for satisfactorily performing schools and more emphasis on the further development of quality in education. Schools, boards and teachers have – and take- responsibility for getting the best from students in their own way. Under the new supervision the inspectorate wishes to stimulate this own responsibility more strongly.

- **The basic quality is in order, the whole needs to be better** – During the last decades we have expended a lot of energy in discovering which schools and educational courses are performing less well, and together with them ensuring that they improved. This has worked: the number of schools that is weak or very weak has reduced considerable. The basic quality is more often in order. But, at the same time we see that Dutch education in general can improve and has to improve. With renewed supervision we hope to contribute to this.
- **Process: developing the renewed approach together** – We cannot pursue the way towards renewed supervision alone. This is an open process of joint development with schools, boards, managing partners, OCW and politicians.
- **Own responsibility for educational institutions, the inspectorate will stimulate** Boards, school leadership and, certainly not in the last place, the teachers carry – and take – responsibility for the quality of education and for the way that they get the best from students. The inspectorate stimulates the institutions to take this own responsibility and our supervision will be allied to this.
- **Further quality improvement** - The core of the new form of supervision is to stimulate schools and boards above the lowest level to introduce further improvements for their students. We support, therefore, the schools and their boards in their ambitions and improvement capacity. Schools will then be labelled 'satisfactory' or 'good'. The inspectorate has, however, the same degree of attention for risks.
- **Total picture** – We make our judgement on the basis of the total picture, taking account of the specific character of each school. This judgement will be supported by data which can be tested.
- **Support the quality care of boards and schools** – Boards and school leaderships take more and more responsibility for the quality of their schools and the education offered. The inspectorate will discuss with all

boards the quality of the school and education, partly on the basis of the information supplied by the board itself. We wish to regularly discuss with boards, school leaderships and teachers what they find important, how they are progressing and where development opportunities can be found.

- **Teacher is central** - Crucial in supervision is attention for the central role of the teacher and his/her professionalisation. Together with school leaderships and boards, we wish to stimulate teachers to develop themselves. Teachers together determine for a great part the quality of the education and the improvement in it. Teachers must again feel that they are the owner of the education which is given in their schools. The inspectorate wishes to support this movement.