Common framework for the 4th round of Whole School Inspections (WSI) in Nursery/Primary and Secondary cycles

Approved by the Joint Teaching Committee on its meeting on 12 and 13 February 2026 – Brussels (Hybrid)[2]

Immediate entry into force

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[1] Document 2025-02-D-2 repeals and replaces document 2019-09-D-24-en-5 at the end of the third round of Whole School Inspections

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1. Introduction

In accordance with Article 17 of the Convention, which concerns the Inspectors of the European Schools, the functions of the Board of Inspectors are 'to assure quality by setting up team and group inspections to supplement the work of individual Inspectors and, by using the evaluation produced, to improve the quality of teaching and the standards of pupils' attainment', 'to ensure effective coordination and supervision of studies in all areas of the curriculum by providing appropriate specialist advice' and 'to use the Inspectors' knowledge of the schools gained through inspection to spread good practice and promote harmonisation between sections'. Article 18 of the Convention also mentions 'joint visits, team or group visits to inspect the teaching of a given subject or aspects of the work of the school' and indicates that 'inspection also serves the purpose of promoting the self-evaluation of teachers and schools.

In December 2009 the Board of Governors approved the Rules of procedure for the Boards of Inspectors (2009-D-225)[3]. This document mentions in Article 1 'that the two Boards of Inspectors shall put in place, at system level, analysis instruments and evaluation criteria enabling the quality of the education provided to be ensured. To that end, they shall be responsible for individual inspection of teachers, inspection of sections and team inspections of the teaching of the different subjects and of thematic topics of whole-school dimensions.'

A Common framework for WSIs in Nursery/Primary and Secondary cycles was drawn up. This involved a WSI in schools every four years and a follow-up inspection two years after the WSI.

A steering committee – comprising of four Inspectors, representing primary and secondary, and a directors' representative - approved by the Joint Board of Inspectors, has the general responsibility for the organisation of the WSI.

In 2015, four years after the start of the first round of the WSI process, a formal evaluation of the Common Framework was completed. The WSI steering committee took the opportunity to propose a different approach. This new approach further utilised the schools' own self-evaluation and the results of their follow-up. This new approach also included the participation of a director in the inspection team.

In 2019, the WSI steering committee reviewed the findings from the second round of WSIs 2016-2019. The WSI steering committee noted that the main recommendations for improvement are in the area of teaching and learning. Therefore, the WSI steering committee made a selection of criteria to provide this stronger focus on teaching and learning for the third round of WSIs.

In 2024 the WSI methodology was again evaluated by stakeholder focus groups and an external evaluation. It was decided to maintain the focus on teaching and learning but include educational support. Adaptions to the WSI methodology included:
- Formulating criteria for recommendations.

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[3] This document is published on the website with the new reference 2021-01-D-70.

- Formulating clearer instructions on how to fill in in the WSI report.
- Include the new indicators for teaching and learning, differentiating between effective and highly effective practice.
- Formulate new indicators for educational support.
- Include an open-door session for professional dialogue with teachers in the inspection timetable.
- Include (online) meetings with inspection team to prepare for the inspection.
- Include an (online) meeting with the school management to prepare for the inspection.
- Incorporate the WSI recommendations as priorities in the Annual Pedagogical School Plan.

2. Whole School Inspection in Nursery/Primary and Secondary

WSIs in the European Schools provide an external evaluation of the quality of teaching and learning and the overall effectiveness of a school in order to improve the quality of education. This external evaluation incorporates the schools' self-evaluation.

This inspection framework provides a structure for the WSI process. This framework includes a catalogue of criteria and general indicators, based on the document "Quality Assurance and Development in the European schools" (Ref: 2000-D-264).

2.1. Inspection cycle
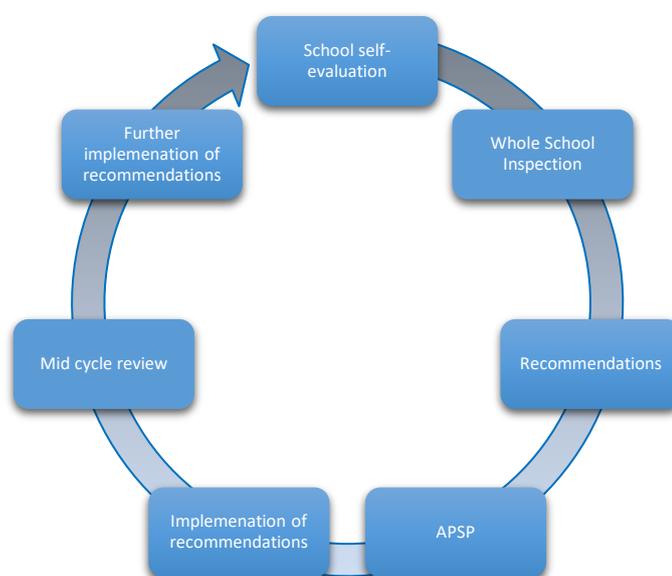
2.2. The inspection team

One of the Inspectors of this steering committee will coordinate the inspection team for each WSI, which in principle will exist of four to eight Inspectors, depending on the size of the school and the number of sites. The team should also include one director as a fully participant member. The team must have a common working language.

The coordinating Inspector is responsible for the communication with the school, the Pedagogical Development Unit (PDU) and the inspection team. The coordinating

Inspector ensures that all stakeholders are informed of and prepared for their role in the WSI.

2.3. Focus of the 4th round of WSI

For the 2025-2029 cycle the focus will remain on teaching and learning and include educational support. The framework consists of four standards consisting of 16 criteria in total. These are listed in Annex 1 including indicators for effective and for highly effective practice. Next to the evaluation of these 16 criteria, the WSI will also focus on the recommendations given in previous WSI.

2.4. The self-evaluation

The WSI is based on the school's self-evaluation. The self-evaluation format is in Annex 4. For the sixteen criteria the school will evaluate itself as:

- Not yet demonstrating effective practice
- Demonstrating effective practice
- Demonstrating highly effective practice

For each indicator the school will give a short justification.

The self-evaluation methodology will be determined by the school. It is recommended to involve all stakeholders in the self-evaluation. Commonly used methods for doing this are focus groups or questionnaires. As not all criteria are relevant for all stakeholders and some criteria may need further explanation, it is not recommended to send the entire self-evaluation form to the stakeholders.

2.5. Lesson visits

An important part of the WSI are the lessons visits:

- The lessons are randomly chosen to give a representative view of teaching and learning at the school. Randomly means that there is no bias towards certain subjects, language sections, cycles, years or teachers.
- The Inspectors are not evaluating individual teachers, they are evaluating the level of teaching and learning in the school.
- The Inspectors will often visit half lessons, usually the first or the second half.
- If it doesn't disturb the class, the Inspectors will introduce themselves to the teacher.
- Teachers decide if and how they wish to introduce the Inspector to the class.
- If appropriate the Inspector may ask the pupils questions.
- Inspectors never interfere into the teaching and learning process.
- Members of the inspection team do not give individual feedback to the teacher during the lesson visit. Teachers who have been visited are free to attend the open-door meeting to discuss the observed lesson.

2.6. Meetings

During the WSI there will be meetings with:

- School management
- Nursery and Primary elected teacher representatives
- Secondary elected teacher representatives

- Elected parent representatives.

And representatives of:
- Primary pupils
- Secondary pupils
- Nursery and Primary teachers
- Secondary teachers
- Educational support staff

Additional meetings can take place at the school's or the inspection team's request. Meetings will last maximum one hour. Ideally meetings have 6-10 participants. Meetings will take place in parallel. The school is asked to indicate the preferred working language (DE, EN or FR) of the participants attending the meetings and in this way the inspection team can organise accordingly to facilitate communication.

Meetings will be chaired by a member of the inspection team. The chair of the meeting should:

- Explain the objective of the meeting.
- Make sure everybody has the opportunity to actively participate in the meeting.
- Summarise what is said during the meeting.
- Ensure time management in accordance with the schedule.
- Explain the following inspection procedure.

2.7. Reporting procedure

- The inspection team gives oral feedback at the end of the WSI.
- A draft report is sent to the school by the PDU for factual verification.
- A final report is sent to the school by the PDU and presented to the JBI and JTC.
- WSI recommendations are included in the next APSP which is sent to the WSI steering committee.
- Two years after the WSI the steering committee has a meeting with school management to review the recommendations in terms of their development, implementation, and results. This meeting will be based on the school's APSP and the AAR. The school is asked to present a PowerPoint presentation (maximum six slides) of work carried out and reflections made.
- The WSI steering committee writes a short follow-up report which is sent to the school and presented to the JBI and JTC.

Annex 1: Standards, criteria, and indicators for WSI round 4 2025-2029

Criteria	Indicators	
	Effective practice	**Highly effective practice**
Standard I. Planning, preparation and documentation: plans to promote good progress for all pupils		
1. Common pedagogical planning	The common pedagogical planning is harmonised as required in the general rules. Forward planning is based on the ES syllabus and includes the European Dimension and the 8 key competences.	The common pedagogical planning incorporates inclusive strategies in the planning process, considering diverse pupil needs.
2. Logbooks	Reflection on learning is provided in the logbook as required in the general rules.	Reflection includes suggestions for improvement.
4. Assessment	Teachers plan for both the formative and summative assessment of pupils' attainment of the learning outcomes, including self-assessment and peer assessment.	Teachers plan assessment of all competences (subject and key competences). Teachers plan assessment as learning to encourage pupils to take responsibility for their own learning.
Standard II. Delivery: promotes good progress for all pupils		
1. Lesson structure	Teachers manage teaching time efficiently. Teachers deliver lessons with clear and challenging learning outcomes which are shared with the pupils. Teachers relate learning outcomes and success criteria to pupils' previous and planned learning.	Teachers differentiate learning outcomes for individual or groups of pupils. Teachers demonstrate flexibility by adjusting teaching methods and strategies during the lesson.
2. Teaching methods	Teachers employ appropriate and varied teaching and learning methodologies and resources to develop the relevant competences (knowledge, skills and attitudes).	Teaching methods support autonomous learning by giving pupils choices and encouraging them to develop their own learning strategies and monitor their own progress.
3. Participation	Teachers maintain an appropriate balance between teacher-centred and pupil-centred approaches to ensure active participation and learning of pupils of all abilities.	Teachers encourage a collaborative learning environment where pupils work together and learn from each other.

4. Knowledge	Teachers demonstrate good subject and curriculum knowledge. Teachers demonstrate knowledge of the eight key competences.	Teachers encourage pupils to make links within their subject area and to other subjects.
5. Assessment	Teachers use various assessment methods, including self- and peer assessment. Teachers frequently give constructive feedback to pupils on their learning. Teachers take time at the conclusion of lessons to consolidate learning outcomes and assess the level of attainment.	Teachers promote and support assessment as learning to encourage pupils to take responsibility for their own learning.
Standard III. Pedagogical climate: creates a stimulating pedagogical climate		
1. Classroom management	Teachers establish an inclusive, safe and stimulating learning environment for all pupils. Teachers effectively manage challenging behaviours in the classroom.	Teachers encourage and facilitate pupils to regulate and monitor their own behaviour.
2. Motivation	Teachers, through their own enthusiasm for the subjects they teach, motivate pupils to engage in their learning.	Teachers model enthusiasm in learning, and thereby create a learning environment where pupils are self-motivated to engage in their learning.
Standard IV. Educational support: The policy on the provision on Educational Support is implemented		
1. Identification	Pupils with specific learning needs are identified in compliance with the school's guidelines.	School has clear processes for the organisation of support including early identification (also of gifted and talented pupils) and communication with stakeholders.
2. Planning	GLPs and ILPs are developed and implemented according to the educational support policy of the European Schools.	Schools have in place mechanisms to monitor the implementation of GLPs and ILPs.
3. Training	Training is given to colleagues who are involved in educational support.	The school has implemented a professional development programme in educational support for all school staff.
4. Evaluation	The school demonstrates how it evaluates the effectiveness of the school's educational Support.	The school has implemented actions based on the evaluation.

Annex 2: Draft Inspection programme

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	• Tour of the school • Introduction of inspection team to the staff • Presentation of the self-evaluation by the school management	• Class visits	• Class visits	• Parallel meetings with deputy heads NP and S • Additional meetings and/or class visits if necessary	• Writing of report by inspection team
Afternoon	• Internal meeting inspection team	13:30-14:30: meeting 15:00-16:00: meeting 16:00-17:00 meeting inspection team	13:30-14:30: meeting 15:00-16:00: meeting 16:00-17:00 meeting inspection team	13:00-15:00 Writing of report by inspection team 15:00-17:00 Open door session for professional dialogue with teachers	• Feedback meeting

- Pupils, in groups of 6-10 with as wide a variation (year, language section etc.) as possible.
- Teachers in groups of 6-10 with as wide a variation (subject, language section etc.) as possible.
- Meetings can be held in parallel, two at the same time at smaller schools, three at the same time at larger schools.
- Please adapt the schedule to the schools' timetable and suggest other relevant stakeholders if required.

Annex 3: WSI timelines for schools, PDU and coordinating Inspector

School management

1. **Before the school-visit the school management will:**

- Inform teachers, pupils and parents about the purpose and the requirements of the inspection.

- If possible, schools are encouraged not to organise school outings during inspection week.

- Upload the following documents to a SharePoint, organised in a logical way, the document title should clearly demonstrate the content:

  - The self-evaluation
  - The most recent Annual Pedagogical School Plan (APSP)
  - The most recent Annual Activity Report (AAR)
  - School's guidelines on educational support
  - Examples of documents relevant to teaching and learning or educational support (not more than five)
  - An excel spreadsheet per cycle (N, P & S) with a filtering system showing teacher's full name, level, course code, subject code, classroom number, day and period
  - Access to SharePoint showing teachers' timetables
  - Teachers' forward planning (or a link to the forward planning)
  - A map of the school with building names and/or codes so we can locate the classroom

- Share access to the SharePoint with the inspection team.
- Draw up - in cooperation with the coordinating Inspector - a proposed schedule for the school inspection visit six weeks prior to the inspection.

2. **During the school visit the school management will:**

- Support and assist the inspection team in their work when necessary. For example, inform the inspection team of absences before the first lesson.
- Provide the necessary space and ICT support for the inspection week.

3. **After the school visit the school management will:**

- Check the draft report for possible factual errors and communicates them to the PDU within one week after receiving the draft report.
- Decide how to communicate the outcomes of the inspection with the stakeholders after having received the report.
- Incorporate the actions planned concerning the recommendations into the school's APSP.

4. **Follow up of the WSI the school management will:**

- have an online meeting with the WSI steering committee two years after the WSI to discuss progress on the implementation, development, and results of the recommendations. This meeting will be based on the school's APSP and AAR. The school is asked to present a PowerPoint presentation (maximum six slides) of work carried out and reflections made.

Pedagogical Development Unit (PDU)

All official communication concerning the WSI will take place via the functional mailbox: ES-WHOLE-SCHOOL-INSPECTION@eursc.eu.

1. Before the school-visit the PDU will

- at least 8 weeks in advance send the school,
    • the letter announcing the inspection including the draft agenda
    • the self-evaluation form.

- make sure that all relevant and up-to-date instruments, templates, and documents are available on the PDU SharePoint, namely:

    • Reports and follow-up reports of the previous WSI
    • Common framework for the 4th round of Whole School Inspections (WSI) in Nursery/Primary and Secondary cycles
    • Lesson observation forms.

2. After the school visit the PDU will

- send the draft report and an accompanying letter to the school,
- send the feedback from the school on the draft report to the coordinating Inspector,
- send the final report to the school when the coordinating Inspector has incorporated the school's feedback,
- send the follow-up report to the school two years after the WSI.

The Coordinating Inspector

1. Before the school-visit the coordinating Inspector will:

- Organise an online training for the inspection team,
- Organise an online meeting with the school's management to clarify the procedure, discuss the agenda and answer any questions,
- Finalise the inspection agenda,
- Divide the tasks between the inspection team including chairing of meetings and planning of lesson visits.

2. During the school visit the coordinating Inspector will:

- Organise any extra meetings if there is a need to clarify certain issues,
- Coordinate the writing of the report.

3. After the school visit the coordinating Inspector will:

- send the draft report to the PDU within one week of the end of the inspection,
- communicate the school's remarks on the draft report to the team and make sure that the amendments are made if needed,
- finalise with the team the report and send it to the PDU.

Annex 4: Self-evaluation format

Self-Evaluation of the European School xx

Name of school:	Date:

Management of the school:

Methodology of the evaluation
State how the self-evaluation was carried out. The self-evaluation methodology will be determined by the school. It is recommended to involve all stakeholders in the self-evaluation. Commonly used methods for doing this are focus groups or questionnaires. As not all criteria are relevant for all stakeholders and some criteria may need further explanation, it is not recommended to send the entire self-evaluation form to the stakeholders.

Standard I. Planning, preparation and documentation: plans to promote good progress for all pupils			
	NY = Not yet demonstrating effective practice EP = Demonstrating effective practice HE = Demonstrating highly effective practice		
Criterion	**NY**	**EP**	**HE**
1. Common pedagogical planning - The common pedagogical planning is harmonised as required in the general rules. - Forward planning is based on the ES syllabus and includes the European Dimension and the 8 key competences. - The common pedagogical planning incorporates inclusive strategies in the planning process, considering diverse pupil needs*.			
Clarification: Give concise justification why the school management evaluates this criterion as not yet demonstrating effective practice, demonstrating effective practice or demonstrating highly effective practice.			
2. Logbooks - Reflection on learning is provided in the logbook as required in the general rules. - Reflection includes suggestions for improvement*.			
Clarification:			
4. Assessment - Teachers plan for both the formative and summative assessment of pupils' attainment of the learning outcomes, including self-assessment and peer assessment. - Teachers plan assessment of all competences (subject and key competences) *. - Teachers plan assessment as learning to encourage pupils to take responsibility for their own learning*.			
Clarification:			

*Indicators for highly effective.

Standard II. Delivery: promotes good progress for all pupils

NY = Not yet demonstrating effective practice
EP = Demonstrating effective practice
HE = Demonstrating highly effective practice

Criterion	NY	EP	HE
1. Lesson structure • Teachers manage teaching time efficiently. • Teachers deliver lessons with clear and challenging learning outcomes which are shared with the pupils. • Teachers relate learning outcomes and success criteria to pupils' previous and planned learning. • Teachers differentiate learning outcomes for individual or groups of pupils*. • Teachers demonstrate flexibility by adjusting teaching methods and strategies during the lesson*.			
Clarification:			
2. Teaching methods • Teachers employ appropriate and varied teaching and learning methodologies and resources to develop the relevant competences (knowledge, skills and attitudes). • Teaching methods support autonomous learning by giving pupils choices and encouraging them to develop their own learning strategies and monitor their own progress*.			
Clarification:			
3. Participation • Teachers maintain an appropriate balance between teacher-centred and pupil-centred approaches to ensure active participation and learning of pupils of all abilities. • Teachers encourage a collaborative learning environment where pupils work together and learn from each other*.			
Clarification:			
4. Knowledge • Teachers demonstrate good subject and curriculum knowledge. • Teachers demonstrate knowledge of the eight key competences. • Teachers encourage pupils to make links within their subject area and to other subjects*.			
Clarification:			
5. Assessment • Teachers use various assessment methods, including self- and peer assessment. • Teachers frequently give constructive feedback to pupils on their learning. • Teachers take time at the conclusion of lessons to consolidate learning outcomes and assess the level of attainment. • Teachers promote and support assessment as learning to encourage pupils to take responsibility for their own learning*.			
Clarification:			

*Indicators for highly effective

Standard III. Pedagogical climate: creates a stimulating pedagogical climate

	NY = Not yet demonstrating effective practice EP = Demonstrating effective practice HE = Demonstrating highly effective practice			

Criterion	NY	EP	HE
1. Classroom management • Teachers establish an inclusive, safe and stimulating learning environment for all pupils. • Teachers effectively manage challenging behaviours in the classroom. • Teachers encourage and facilitate pupils to regulate and monitor their own behaviour*.			
Clarification:			
2. Motivation • Teachers, through their own enthusiasm for the subjects they teach, motivate pupils to engage in their learning. • Teachers model enthusiasm in learning, and thereby create a learning environment where pupils are self-motivated to engage in their learning*.			
Clarification:			

*Indicators for highly effective

Standard IV. Educational support: The policy on the provision on Educational Support is implemented

	NY = Not yet demonstrating effective practice EP = Demonstrating effective practice HE = Demonstrating highly effective practice			

Criterion	NY	EP	HE
1. Identification • Pupils with specific learning needs are identified in compliance with the school's guidelines. • School has clear processes for the organisation of support including early identification (also of gifted and talented pupils) and communication with stakeholders.*			
Clarification:			
2. Planning • GLPs and ILPs are developed and implemented according to the educational support policy of the European Schools. • Schools have in place mechanisms to monitor the implementation of GLPs and ILPs.*			
Clarification:			
3. Training • Training is given to colleagues who are involved in educational support. • The school has implemented a professional development programme in educational support for all school staff.*			
Clarification:			
4. Evaluation • The school demonstrates how it evaluates the effectiveness of the school's educational Support.			

• The school has implemented actions based on the evaluation.*			

Clarification:

*Indicators for highly effective

Annex 5: Report format

Ref.: **202x-xx-D-xx-en-1**
Orig.: xx

Report of the Whole School Inspection at the European School xx from ddth to ddth Month 202x

Joint Board of Inspectors

Meeting on xx and xx xx 202x – Brussels (Hybrid)

Joint Teaching Committee

Meeting on xx and xx xx 202x – Brussels (Hybrid)

TABLE OF CONTENTS

1. INTRODUCTION

Name of school:	Date:
Inspection team:	School management team:

The inspection was carried out according to the document 'Common framework for the 4th round of Whole School Inspections (WSI) in Nursery/Primary and Secondary cycles (2025-02-D-2-xx-2).

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

The school forwarded the following documents to the Inspectors, which were analysed before the school visit:
- the schools' self-evaluation form
- Annual Pedagogical School Plan
- Annual Activity Report
-

The inspection activities included:
- A presentation by the school management
- Meetings with:
-
-
- Lesson observations in all the language sections and of different subjects
  XX lessons in nursery cycle
  XX lessons in primary cycle
  XX lesson in secondary cycle
- Analysis of relevant documents: teachers' planning, documents concerning the standards that are to be evaluated, documents concerning relevant projects, portfolios, educational support learning plans (individual educational plans).
- Feedback meeting with the management

2. SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

> *Context* write a short description of the school, numbers of pupils, language sections, elements that are relevant to the functioning of the school. These are not our findings or our recommendations.

Summary of main findings 5-10 statements summarising our findings based on the indicators that were evaluated.

-
-
-

Summary of recommendations: 1-3 recommendations, these must be linked to the indicators that were evaluated. Recommendations should clearly state the desired outcome. Outcomes should be realistic and measurable/observable. All schools receive recommendations in the areas that could be strengthened.

1.
2.
3.

3. FINDINGS

Whole School Inspection - Evaluation Form	
Name of School: European School	**Date:**

Standard I. Planning, preparation and documentation: plans to promote good progress for all pupils			
	NY = Not yet demonstrating effective practice EP = Demonstrating effective practice HE = Demonstrating highly effective practice		
Criterion	**NY**	**EP**	**HE**
1. Common pedagogical planning • The common pedagogical planning is harmonised as required in the general rules. • Forward planning is based on the ES syllabus and includes the European Dimension and the 8 key competences. • The common pedagogical planning incorporates inclusive strategies in the planning process, considering diverse pupil needs*.			
Clarification: • State if the inspection team agrees with the self-evaluation. • Give concise justification why the inspection team evaluates this criterion as not yet demonstrating effective practice, demonstrating effective practice, or demonstrating highly effective practice. • Give examples of what was and what wasn't observed. Refer to the indicators for this criterion. This is especially important if the inspection team does not agree with the school's self-evaluation.			
2. Logbooks • Reflection on learning is provided in the logbook as required in the general rules. • Reflection includes suggestions for improvement*.			
Clarification:			
Clarification:			
4. Assessment • Teachers plan for both the formative and summative assessment of pupils' attainment of the learning outcomes, including self-assessment and peer assessment. • Teachers plan assessment of all competences (subject and key competences)*. • Teachers plan assessment as learning to encourage pupils to take responsibility for their own learning*.			
Clarification:			

*Indicators for highly effective.

Standard II. Delivery: promotes good progress for all pupils

NY = Not yet demonstrating effective practice
EP = Demonstrating effective practice
HE = Demonstrating highly effective practice

Criterion	NY	EP	HE
1. Lesson structure • Teachers manage teaching time efficiently. • Teachers deliver lessons with clear and challenging learning outcomes which are shared with the pupils. • Teachers relate learning outcomes and success criteria to pupils' previous and planned learning. • Teachers differentiate learning outcomes for individual or groups of pupils*. • Teachers demonstrate flexibility by adjusting teaching methods and strategies during the lesson*.			
Clarification:			
2. Teaching methods • Teachers employ appropriate and varied teaching and learning methodologies and resources to develop the relevant competences (knowledge, skills and attitudes). • Teaching methods support autonomous learning by giving pupils choices and encouraging them to develop their own learning strategies and monitor their own progress*.			
Clarification:			
3. Participation • Teachers maintain an appropriate balance between teacher-centred and pupil-centred approaches to ensure active participation and learning of pupils of all abilities. • Teachers encourage a collaborative learning environment where pupils work together and learn from each other*.			
Clarification:			
4. Knowledge • Teachers demonstrate good subject and curriculum knowledge. • Teachers demonstrate knowledge of the eight key competences. • Teachers encourage pupils to make links within their subject area and to other subjects*.			
Clarification:			
5. Assessment • Teachers use various assessment methods, including self- and peer assessment. • Teachers frequently give constructive feedback to pupils on their learning. • Teachers take time at the conclusion of lessons to consolidate learning outcomes and assess the level of attainment. • Teachers promote and support assessment as learning to encourage pupils to take responsibility for their own learning*.			
Clarification:			

*Indicators for highly effective

Standard III. Pedagogical climate: creates a stimulating pedagogical climate

NY = Not yet demonstrating effective practice
EP = Demonstrating effective practice
HE = Demonstrating highly effective practice

Criterion	NY	EP	HE
1. Classroom management • Teachers establish an inclusive, safe and stimulating learning environment for all pupils. • Teachers effectively manage challenging behaviours in the classroom. • Teachers encourage and facilitate pupils to regulate and monitor their own behaviour*.			
Clarification:			
2. Motivation • Teachers, through their own enthusiasm for the subjects they teach, motivate pupils to engage in their learning. • Teachers model enthusiasm in learning, and thereby create a learning environment where pupils are self-motivated to engage in their learning*.			
Clarification:			

*Indicators for highly effective

Standard IV. Educational support: The policy on the provision on Educational Support is implemented

NY = Not yet demonstrating effective practice
EP = Demonstrating effective practice
HE = Demonstrating highly effective practice

Criterion	NY	EP	HE
1. Identification • Pupils with specific learning needs are identified in compliance with the school's guidelines. • School has clear processes for the organisation of support including early identification (also of gifted and talented pupils) and communication with stakeholders.*			
Clarification:			
2. Planning • GLPs and ILPs are developed and implemented according to the educational support policy of the European Schools. • Schools have in place mechanisms to monitor the implementation of GLPs and ILPs.*			
Clarification:			
3. Training • Training is given to colleagues who are involved in educational support. • The school has implemented a professional development programme in educational support for all school staff.*			
Clarification:			
4. Evaluation • The school demonstrates how it evaluates the effectiveness of the school's educational Support.			

• The school has implemented actions based on the evaluation.*			

Clarification:

*Indicators for highly effective

Annex 6: Follow-up report format

4. Follow-Up Report on Implementation of Whole School Inspection Recommendations

School Name:
Date of report:

1. Participants

1.1 School Representatives

-
-
-

1.2 WSI Steering Committee Members

-
-
-

2. Recommendations and Follow-Up Actions

Recommendation	Actions Taken by the School	Steering Committee's Comments
Recommendation 1:	- [Description of actions taken to address this recommendation and outcomes achieved.]	-
Recommendation 2:		
Recommendation 3:		

3. General Observations

3.1 Progress Made

[Summary of the overall progress observed by the Steering Committee, highlighting examples of best practices implemented by the school.]

3.2 Areas for Further Development

Annex 7: Guidelines for the Inspection team concerning the WSI

1. All inspectors plus the director's representative participate in the inspection from the first presentation meeting until the concluding feed-back meeting.

2. Before the school visit the Inspectors and the director should take note of the following documents: the school self-evaluation form, Annual Pedagogical School Plan, Annual Activity Report, previous WSI report and the follow-up report.

3. In the school:

   - All observations and discussions are confidential.
   - The purpose of the WSI is to evaluate teaching and learning on the school level, not to evaluate individual teachers or certain subjects.
   - Observing the lessons, the Inspectors and the director are a FLY ON THE WALL. The Inspectors and the director do not interfere into the teaching and learning process during the class visits.
   - At the end of the lesson the members of the inspection team should not give any individual feedback to the teacher.
   - The Inspectors must not plan or have any other activities in the school during the inspection (e.g., meetings with his / her national teachers, parents etc.).

4. The inspection team do not discuss the lessons or any other findings in the presence of the school staff.

5. The team gives verbal feed-back to the school management.

Annex 8: Overview lesson observations

Lesson number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standard II. Delivery: promotes good progress for all pupils																				
1. Lesson structure																				
2. Teaching methods																				
3. Participation																				
4. Knowledge																				
5. Assessment																				
Standard III. Pedagogical climate: creates a stimulating pedagogical climate																				
1. Classroom management																				
2. Motivation																				

NY = Not yet demonstrating effective practice, EP = Demonstrating effective practice, HE = Demonstrating highly effective practice

Evidence for not yet demonstrating effective practice

Evidence of highly effective practice

Annex 9: List of relevant documents

The indicators evaluated in the WSI are based on the documents listed below.

Teaching standards

- Ref.: 2023-01-D-32: Evaluation of Seconded and Locally Recruited Teachers in the European Schools

Assessment

- Ref.: 2011-01-D-61: Assessment Policy in the European Schools

Common harmonised pedagogical planning and individual record of material covered

- Ref.: 2014-03-D-14: General Rules of the European Schools (Article 26)
- Ref.: 2022-01-D-50: Harmonisation of Pedagogical Planning of the European Schools between the nursery, primary and secondary cycles

Educational Support

- Ref.: 2012-05-D-14: Policy on the Provision of Educational Support and Inclusive Education in the European Schools
- Ref.: 2012-05-D-15: Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document
- Ref.: 2019-12-D-39: Profile of Teaching Staff involved in Educational Support and Guidelines on their Appointment and Recruitment

Annex 10: Provisional Calendar - Overview planning Whole School Inspections

	2025	2026	2027	2028	2029	2030	2031
Alicante	November		October-November		October-November		
Bergen	March		March-April		March-May		
Brussels I + Berkendael		March		April-May		March-May	
Brussels II + Evere		20-24 April		March-May			
Brussels III		April		March-April		March-May	
Brussels IV		November			March-April	October-November	
Frankfurt	13-16 October		October-November				
Karlsruhe	17-21 November		October-November				
Luxemburg I	May		April-May		March-May		
Luxemburg II	May		May	October-November			March-May
Mol		18-22 May		March-May			
Munich		16-20 November		October-November			
Varese	March		March		April-May		March-May

Legend:
- Follow-up meeting
- Whole school inspection