

Summary

Inspection Report HSV

At least once every four years, the Inspectorate of Education inspects every school board in the Netherlands. The four-yearly inspection has been carried out this year at the board of the Stichting Haagsche Schoolvereniging. We have investigated whether the board provides education of sufficient quality at its schools, and whether it is financially capable to continue providing good education in the future.

What is being done well?

We have observed that the various teams are very good at cooperating with each other. In this way, the teachers are learning together and from each other. Collaborating on themes is also going well. We have seen or heard the mission statement "global citizenship and lifelong learning" at every inspected school (during talks with pupils, parents, teachers, management, central participation council -CPC- and the Supervisory Board -SB-). The board ensures in this way, among other things, cohesion between the different schools.

The current management culture offers a broad base for education quality and improvement of that quality and lives up to the abovementioned mission statement.

The board knows how much money it needs to provide good education, now and in the future. The board obtains and spends the means received from the central government in accordance with the legal requirements.

What could be done better?

The board has started working with an annual report at its schools. The schools must write down what they have done and what they will do. More specific questions could be identified by the schools, such as 'when will the outcomes be satisfactory for you' and 'how do you make sure that you will improve or keep functioning well'.

In the next annual reports, the board could focus more on explanatory notes to the multi-annual budgets and risk management, and on accountability regarding the means for adequate education. In addition, we think that the transparency of the annual report could be improved, by explaining the public and private means more clearly.

Board: Stichting Haagsche School Vereniging (HSV) Board number: 95694

Number of schools under supervision of the board: 10

Total number of pupils: 1205

List of inspected schools:

ooWO-C1 IVIO
Dutch Department
Institute for Individual Education SBO

ooWO-C2 Lighthouse
International Department Special
Education

05VW-C1 Nassaulaan
Dutch Department
Bilingual School for Primary
Education

05VW-C2 Van Heutszstraat
International Department
School for Primary Education

14DG-C1 Willemsparkschool
Dutch Department
School for Primary Education

14DG-C2 Het Open Venster (HOV)
Dutch Department School for pupils
with dyslexia and dyscalculia

3. Results verification inspection

In this chapter, we describe the results of the verification inspections at three schools (and the various sites) of the Haagsche Schoolvereniging. In addition, we have inspected Lighthouse with a more elaborate set of standards. This concerns an international department, special education school, which has not been registered as such.

The School for Young Talent (SfYT, a branch of the Royal Conservatoire) falls within the scope of supervision of the Dutch department of the school for primary education HSV, as far as it concerns primary education pupils. We supervise the quality of education provided by SfYT. The educational management is carried out by the Royal Conservatoire. With regard to inspectorate supervision this falls within the scope of Higher Education. The School for Young Talent has not been incorporated in a verification inspection and there were no representatives present at the roundtable discussions.

As indicated, we have assessed the standard KA2, Quality Culture, at almost all schools (except the School for Young Talent), by having roundtable discussions with several team members (management, internal tutors, teachers). Our findings have been recorded in Chapter 2. Moreover, we have looked at the degree of insight some schools have in their own quality, improvement and accountability, and also what proposition they offer to pupils. Because global citizenship and lifelong learning form the motto of the Haagsche Schoolvereniging, we have also looked at the way the board propagates this motto at some of the schools, and we have checked whether there is support for it.

3.1. The Haagsche Schoolvereniging, International Department

Please find below a description of the verification inspection that took place at HSV, International Department, location Van Heutszstraat. The following standards have been assessed:

- O*P*i - Proposition
- K*A*i – Quality Care
- K*A*2 – Quality Culture
- K*A*3 – Accountability and dialogue

In addition, we have investigated whether there is support for the board's mission statement: 'Global citizenship and lifelong learning' and whether it has been implemented.

The HSV International Primary School, the International Department of the Haagsche Schoolvereniging, is located at four different sites since this year. The sites each have their own site supervisor and

cooperate intensively. The four sites are managed by a managing director. The site at the Van Heutszstraat has been in use since this school year and has grown from 60 to 120 pupils in a couple of months. The pupils of this school have various cultural backgrounds and mother tongues and stay in the Netherlands for a relatively short period of time, because of their parents' work.

Proposition is well thought out

OrJ *The education proposition is well thought out and tailored to the pupils' needs*

We rate the performance on the standard Proposition 'Good', because we have seen that the school offers a broad and future-oriented proposition that is based on a clear vision with regard to the desirable development of pupils. The board's mission statement (global citizenship and lifelong learning) is a common thread in the curriculum of the school.

The school contributes to global citizenship by organising several activities, both internal and external. This provides pupils the opportunity to learn a lot about their own culture and the cultures of other pupils and the Dutch culture as well. The school involves the parents in this range of activities.

In addition, the school has a sound curriculum for the various subjects. Clear objectives have been established and the subjects are offered in conjunction with each other where possible. There is a Leader for Learning who monitors the continuity of learning and supervises the teachers in offering a challenging and goal-oriented curriculum. We have seen that the teachers achieve a varied and activating proposition, based on well-defined objectives, where learning together and from each other play a central role.

The education proposition places great emphasis on abilities that are necessary for lifelong learning. The model for a Growth Mindset plays a central role in the education offered. Pupils know that they go to school in order to learn something. The school does not want pupils to measure their achievements in comparison to others, but wants them to become people who are aware of the stages of development they are going through and who are not afraid to make mistakes. We have observed that the proposition is fully geared towards this purpose. For example, the pupils work with personal objectives, are offered a challenging curriculum and their wishes regarding their development are noticed.

Quality Culture: Stronger together

jfr Quality care and ambition

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KAi Quality Care

KA2 Quality Culture

KAj Accountability and Dialogue

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The school has high standards with regard to its social responsibility.

We rate the performance on the standard Quality Care 'Good', because the school meets the high standards it sets for itself regarding its social responsibility. The school offers its pupils a continuous learning curve and tailors the education programme to the developmental needs and the specific situation of its pupil population. The school does this, for example, by benchmarking the learning outcomes of its pupils with both pupils at other sites of the International Department and with UK National Norms. These benchmarking sessions take place during team meetings of the four sites of the International Department. They jointly decide what is going well in the education programme and what needs to be improved. The management incorporates the intended improvements in the annual report, and this immediately leads to improvement measures, without losing sight of the big picture of the chosen path. In other policy areas (such as personnel or parental satisfaction) the achieved results are evaluated as well. These evaluations are part of the annual report that is used for the accountability of the executive director towards the board.

Stronger together

We rate the performance on the standard Quality Culture 'Good', because it is visible in all layers of the school that the team is using many opportunities to learn and develop together. This happens from a widely accepted vision and a jointly felt ambition to offer pupils the best of the best. The management stimulates the team to develop themselves and the school from a Growth Mindset. This results in a climate where teachers actively professionalise and share the acquired knowledge with the team. The teachers indicate that they learn a lot from their pupils and that they are allowed to take classes and courses that are relevant for the school's development to a more than satisfactory extent. In addition, the teachers and management indicate that they also learn very much from the other schools within the association, for instance in the umbrella curriculum working groups, in which all sites participate. If necessary, the school buys external expertise.

The team and management have set the bar high and do not allow themselves lengthy processes. If something can be improved, the team takes action and implements the desired innovation.

The way in which the school has developed itself into a fully functioning department within a year is a striking example of this.

Parents increasingly involved in policy

We judge the performance on the standard Accountability and Dialogue to be Adequate, because the accountability of the school towards the board and the school's environment is sufficient. In addition, the school has an active dialogue with the pupils by means of a school council. Pupils may indicate which aspects they think could be improved and they participate in the discussion on topics such as the layout of the schoolyard. Parents are also actively engaged in the school. Parents are invited for celebrations and extracurricular activities, for example. Moreover, the parents' council plays an active role in caring for parents who are still finding their way in the Netherlands.

The school increasingly involves parents in policy issues regarding the school. Because parents are only associated with the school for a short period of time, it stays important to think about ways in which the school can realise this involvement.

Other legal requirements

To the extent that we have inspected other legal requirements, we have not detected any shortcomings.

Lighthouse Special Education

Please find below a description of the verification inspection that took place at Lighthouse Special Education (LSE). The following standards have been inspected:

OP2S – Insight in development and guidance

OP3 – Educational practice

KAi – Quality Care

KA2 – Quality Culture

In addition, we have investigated the degree of support for and implementation of the board's mission statement: 'Global citizenship and lifelong learning'.

Lighthouse Special Education offers special primary education in English to pupils between 3 and 13 years of age with special educational needs. This concerns international pupils who live in the Netherlands for a limited period of time, usually because of their parents' work. The school has lower levels and upper levels. During our visit, there were five pupils in the lower levels and three in the upper levels.

Insight into development and educational practice is adequate

Education process

- OP2 Insight into development •
- OP3 Educational practice •

Teachers know how to adjust educational practice to specific needs of pupils

We judge the educational practice to be Adequate, because the teachers succeed in tailoring their actions to the specific educational and support needs of the pupils, based on clear short-term and long-term objectives.

In the Lighthouse Special Education branch, the educational practice has been strengthened over the past years, under supervision of the interim director. This is clearly visible in the classrooms: committed teachers and assistants are working together in a goal-oriented way and on the basis of a shared vision, in order to offer adequate education to pupils who are dealing with very diverse support and educational needs. In practice, this means that teachers define short-term objectives based on the 'Individual Education Plan', in the field of cognitive and also social and emotional development. Teachers adjust their actions to the specific needs of pupils; the lessons are characterised by clarity, structure and challenges to encourage pupils to take the next step in their development. The school gives effect to the (managerial) theme of 'global citizenship' by, for instance, getting pupils acquainted with (traditional) Dutch holidays.

Insight in development and guidance is adequate

We judge the performance on the standard 'Insight in development and guidance' to be Adequate.

The school drafts an 'Individual Education Plan' (IEP) for every pupil. This plan is, among other things, based on an analysis of the educational starting point of the pupils and their support needs.

These support needs can be very diverse, varying from pupils who have serious learning disabilities and pupils with severe (multiple) disabilities to pupils with behavioural problems. Teachers transform the IEP into objectives, which they evaluate every two weeks. Subsequently, the internal tutor and management evaluate the IEP every six months, based on the previously mentioned evaluations and the results of tests linked to the teaching method. The national British curriculum is the basis for the school standards, which serve to plan and assess the development. This evaluation will be facilitated by the planned implementation of a digital pupil monitoring system next school year, in combination with using 'Curriculum ladders'. We establish that the school has designed a cycle to plan and evaluate the cognitive and social-emotional development, and to take additional actions if

necessary to keep the pupil on track. The content and form of this cycle are suitable for the specific characteristics of the international pupils, who stay in the Netherlands for a short period of time and are being prepared for continuation of their school career somewhere else.

The lessons in English at Lighthouse are characterised by a good cooperation between the teachers and assistants involved, which results in challenging the pupils to take the next step in their development. The lessons have a clear structure, and teachers visibly tailor the lessons to the pupils' support needs. The teachers also define learning goals in the field of social and emotional development and give the pupils interim feedback and evaluate the developments with regard to these goals together with them if possible.

Despite the big differences between pupils, the programme has group activities in addition to individual instruction. For example, we have witnessed a goal-oriented instruction, where pupils were actively involved and received interim feedback with regard to their learning attitude.

Quality Culture: Stronger together

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KA1 Quality Care

KA2 Quality Culture

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The importance of quality assurance is acknowledged

We judge the performance on the standard Quality Care to be Adequate. The standards Quality Care and Quality Culture are strongly intertwined at the school: where the description of Quality Care may seem limited, we have seen that working on improvement and assuring quality are strong parts of the Quality Culture.

As stated before, the school has reinforced the teaching component of the education under supervision of the interim director over the past couple of years. The management has a clear and distinctive quality vision, which is the basis for improvement measures. Teachers feel involved in the development of the educational programme and the culture is characterised by openness and commitment. The school team regularly talks about the quality of education and the shared vision. This ensures a similar way of acting and the possibility of sharing opinions on quality and necessary improvements.

Stronger together

We rate the performance on the standard Quality Culture 'Good', because the teachers and all the specialists and assistants involved are working together on the basis of a vision and an agreed working method in order to shape the education. This requires a good coordination and being able to rely on each other. In addition, the teachers and management of Lighthouse have indicated that they also learn a lot from other schools within the association (that share the same building). The move to another building last year caused a

considerable amount of turmoil. In particular for Lighthouse's pupil population, a move to new surroundings, where the building is shared with two other schools and a preschool as well, is a major event. The team succeeded in taking on this challenge together. The various teams of the three schools that are housed at the Van Heutszstraat give the impression of working together as one team.

Other legal requirements

To the extent that we have inspected other legal requirements, we have not detected any shortcomings.

