

### 3.1. Elckerlyc International Primary School

Educational process	O	V	G
OP1 Education offered			*
OP2 Student tracking			*
OP3 Curriculum design			*

*Elckerlyc International School offers a very broad and attractive range of options*

With the International Primary Curriculum and the International Early Years Curriculum, Elckerlyc International School (Elckerlyc IS) offers a broad and attractive and, above all, future-oriented range of options for all pupils. Across the board, the various options and programmes are well-integrated. The projects developed by the pupils in cooperative groups cover all subjects. The pupils have the opportunity to use the many materials provided by the school.

The learning environment created in the classrooms as well as in the ancillary rooms and corridors is very attractive and provides ample challenges.

*The teachers show good insight into the development of the pupils*

The teachers monitor the development of the pupils, both during the lessons and when the pupils are working on projects. This allows the teachers to respond quickly and adequately to problems that individual pupils may have. Should any pupil fall behind, which rarely happens at Elckerlyc IS, a step-by-step process is initiated in which the pupil and their parents are involved. Compared to international standards, the pupils achieve high scores in the basic subjects of English and mathematics. For extra support, the partners (teacher, pupil, parents, and IB-er/pedagogical adviser, if necessary supplemented with help from the grouping) draw up a plan in which a dedicated didactic approach, with detailed problem analysis, is laid down. From group 3 and up, the Elckerlyc IS carries out assessments for English, mathematics, and spelling. In groups 5 and 7, the pupils take cognitive ability tests (CAT). In all, the school has a very complete and customised (international) system for accurately mapping the development of its pupils. The analyses of these data yield solid group overviews and individual education plans (IEPs), which teachers evaluate every 6 to 8 weeks with the pupils. All this is embedded in a fully cyclical process. Teachers systematically monitor pupils not only in the basic subjects but in all areas of study.

*The didactic actions of the teachers are of a high standard*

All the lessons we observed were lively, interesting, and captivating for the pupils. In a sense, the teachers function as coaches, giving instruction, guidance, and specific feedback on demand and on supply. They do so while the pupils are working independently, alone or in groups. The pupils are eager to learn, ask many questions, and explore topics on their own, in books or online. The teachers clearly have high expectations of their pupils and frequently challenge them. Learning the English language is paramount in all classes. It is a delight to see how quickly the pupils pick up the language, even if English is their second language, how they communicate with each other and assist and help each other where necessary. The pupils feel that the lessons and learning are fun and engaging, the interactive IPC lessons in particular. They appreciate the helpfulness of their teachers.

Quality assurance and ambition	G		
	O	V	G
KA1 Quality assurance			*
KA2 Quality culture			*

### *Quality assurance is above standard*

Elckerlyc has a proper quality assurance system, implements it consistently and well, and has clear and concrete (annual) plans. The team members discuss the test data and development of the pupils. In order to deal with the continuous entry and exit of pupils, a comprehensive system has been set up, in which each pupil is quickly categorised and provided with an individual plan. The director and the deputy director carry out regular class visits, followed by feedback interviews. Collegiate consultation is a matter of course at Elckerlyc. Collective learning does not only apply to the pupils, but also to the teachers. Elckerlyc IS' (annual) plans have clear and ambitious goals, which are regularly evaluated. The goals are based on international standards and clearly tailored to the school's pupils. Within the MZH, Elckerlyc IS is autonomous but works closely with other IGBO schools in the Netherlands. In addition, there are joint activities with the Elckerlyc Montessori school, which is housed in the same building.

### *The quality culture is good*

We assessed the quality culture as good, also because the school permeates an atmosphere of working and doing things together. The school has a very committed team, and everyone agrees with the ambitions of the school. When we interviewed the teachers, they indicated that they are very proud of the pupils and the school. The pupils show a lot of respect for each other. There is a sense of community in the school, which other schools would do well to emulate. We have clearly observed a joint effort to further increase professionalisation, to improve together, and to be critical of each other. In addition, the teachers indicated that they have great confidence in the management team.

### *Accountability and dialogue*

The school, its management, and its teachers at all levels communicate their actions to the parents, the management, and the board. Accountability is embedded in the quality assurance system. In addition, parents and other interested parties are extensively informed about the educational results: in the school plan, via the website, and in newsletters. The school primarily discusses developments in (international) education with the other IGBO schools in the Netherlands, but its management and team also maintain frequent international contacts with, for instance, schools in the United Kingdom. Elckerlyc IS is an open, close-knit, and friendly community with a focus on preparing pupils for the rest of their (international) lives, which has tailored its policy, vision, and mission to its special and specific pupil population.