

### 3. Summary of main findings, recommendations

#### *Introduction*

The ESCPH started in September 2014 with two language sections: Danish and English, and two level groups: Nursery (one year) and Primary 1.

Due to circumstances the school has been forced to move several times over a short period of time (September 2014, December 2014, August 2015). This is a major challenge for everyone involved and implies that time and effort has to be divided over many different tasks.

Nevertheless the management has succeeded in getting everything up and running. Not only the moves were organised successfully, but also a team was built, different organisational procedures were put in place, pedagogical-didactical issues were addressed and time was invested in external networking.

The director is manager of both St Annae Gymnasium (SAG) and the ESCPH. Both schools share a mutual 'campus board'. Besides that, every school has its own board. For the time being both schools are located quite far from each other, but this should change in the future (August 2018), when the Carlsberg area will be common school ground. The SAG has a specific music profile and there are several ideas for closer cooperation in the future. In the meantime the ESCPH shares premises with Skolen i Sydhavnen (SIS).

The Audit Team met an engaged, enthusiastic team of teachers, administrative staff, deputy director and director. They are aware of the fact that they are in a way pioneers, laying the foundation for the school and deciding the future shape. A lot of efforts have been made to implement European syllabuses and to translate general policies of the European Schools into school guidelines. Of course There is still a lot under development. Thanks to the financial support of the Municipality of Copenhagen in the start-up phase, it is not only possible to offer the teachers extra time to contribute to establish the initial framework, but also to invest in material.

Also parents and Board-members are constructive and involved in building up the school and one of the stakeholders stated "we are inventing the school together".

Overall the observed lessons were of good quality. The team is aware that they can improve their pedagogical-didactical approach even more by visiting each other's classes and sharing good practice.

Thanks to all of this, we have seen the outlines of a real European School, both in spirit and in education, in line with the European curriculum and regulations.

#### *Recommendations:*

The recommendations are partly built upon reflections of the management and the team itself and they are in a process of realising them step by step.

- A good balance between a European and a Danish spirit and between European Schools and Danish Government demands should be kept
- All draft-documents must become approved/official documents.
- The team has to discuss the future organisation of coordination tasks.
- There are no school guidelines for assessment in place yet. Observed good practice could become common practice within and across language sections.

- The ES-support-policy is still in a first phase of implementation. School guidelines need to be worked out and implemented and clearly linked to the Danish way of 'interdisciplinary support' and the corresponding 'Resource teams' that offer schools external expertise.
- The ES-syllabuses still need to be implemented to their full potential.
- The age levels in Denmark differ from what is common in European Schools (later start in Denmark: Nursery children of 5-6 years old, P1 of 7-8 years old). Within the framework of the national demands, this asks for investigation of possible pedagogical-didactical implications regarding the ES-syllabuses. Page 8/18
- ESCPH has introduced 'Intra', a software-package for administration and communication. The advantages are recognised by the whole team, but for now it is only available in Danish. Since it is a communication tool for a European School, it should be available in at least one of the vehicular languages.

#### **4. Final conclusion**

The Audit Team recommends accreditation of the Copenhagen European School.

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