



STOCKHOLMS STAD
UTBILDNINGSNÄMNDEN

2015-05-05
Dnr. 11-453/8882



UF
Oskar Sevefjord
Box 220 49
106 42 Stockholm

Stockholm 15 04 29

Europaskolan
Gotlandsgatan 43
116 65 Stockholm

Svar på 11-453/8882.

Föreläggande 1:

vi håller med, vi meddelade att vi halverade vår verksamhet under ett läsår med avvaktan hur vi skulle bedriva förskolan i framtiden.

Föreläggande 2:

vi har meddelat antal gånger att vi regelbundet utannonserar tjänster för förskollärare, om inte detta räknas som åtgärd, håller vi med att vi misslyckats.

Föreläggande 3:

sedan 2006 har våra föreståndare/chefer/pedagoger misslyckats att formulera sitt systematiska kvalitetsarbete, nästan årligen har allt omarbetats, vi har önskat få mallar/riktlinjer för att underlätta arbetet, utan att få något, men varje gång en ny version skickats in har denna fått kritik, vi håller med om kritiken, vi är inte kapabla till bättre.

Föreläggande 4:

orkar inte kommentera, vi håller med om kritiken.

Föreläggande 5:

flera år tillbaka överskred vi det tillåtna antalet barn 24, då ett sykon var i akut behov av förskoleplats, nu har vi minskat barngruppen till 12, allt kritiserats ändå, vi håller med.

Föreläggande 6:

för flera år sedan begick misstag genom att belastningsutdraget lämnades in efter att anställningen påbörjats, de nu två nuvarande pedagoger har korrekt avtal och utdraget lämnats före första anställningsdagen, vi håller med om kritiken, vi är inte kapabla att vrida tillbaka tiden med flera år och få misstag ogjorda.



Föreläggande 7:

språklagen gäller i första hand för myndigheter som ska uttrycka sig på ett begripligt sätt för medborgare.

Föreläggande 8:

vriden sanning, efter att vi erhållit beslutet meddelade jag att förskolechefens anställning nu ska delas upp, 20% i stiftelsen och 80% i aktiebolaget.

Nya brister:

1. Barnsäkerheten.

Anmälan som lämnats till UF gällde inte förskolans säkerhetsrutiner, det gällde sexårsklassens och därmed hanteras ärendet av Skolinspektionen. Intervjuad personal är oerhört upprörd över inspektörens vridning på det som sades, men vi håller med vi kan inte garantera att allt som sägs uppfattas korrekt av kontrollanten.

2. Avgifter.

Falsk information, inga avgifter tas ut och vid VARJE utflykt packas matsäck för de som så önskar eller glömt.

3. Öppettider.

Har inte hittat någon lag vad som måste finnas på förskolors websidor eller om det är obligatoriskt att ha en sida. Förskolepersonal börjar 7.30 och vi håller öppet tom 18.00, ingen familj har önskat längre öppethållande. På vissa lovveckor om så önskas erbjuder vi omsorg hos en samarbetspartner.

4. Samverkan med hemmet.

Vi håller med, vi har informerat och informerat på olika sätt, men alla har ändå inte förstått, beklagar, men vi är icke kapabla att alltid säkerställa att alla på 100% uppfattar informationen på sätt som menas.

5. Förskolechef.

Vi håller med, vi är inte kapabla till det heller.

Bilaga 1 - Skolinspektionens beslut.

Bilaga 2 - IBO-s rapport.

IBO är världens mest högtrankade utbildningsorganisation, känd för sina väldigt högt ställda krav på verksamheter. Varje år skickar vi in dokument för att bevisa att vi håller måttet. Vid



sista kontrollbesöket granskades förskolan upp till åk 5 under tre dagar av två erfarna och oerhört kompetenta pedagoger med gedigen internationell arbetslivserfarenhet samt granskningserfarenhet. Alla inspektörer inom IBO är specialutbildade och själva hårt granskade för att garantera en internationellt godkänd objektiv analys som utförs på ett professionellt sätt.

SI-s inspektionsbesök pågick i två dagar och utfördes av två inspektörer vilket resulterade till ca 17 sidor granskningsmaterial och efter bearbetning två sidors beslut. Klart, tydligt, trovärdigt, utvecklande.

UF inspektionsbesök har genomförts under några timmar, men under flera år, rapporten är som ett sopberg som bara vuxit till sig och innehåller nu 24 sidor om allt möjligt som inträffat under antal år.

Europaskolan är en av de bästa skolor i hela Sverige, med arbetsro, trivsel och höga resultat. Enbart Europaskolan har klarat av att tillfredställa IBO gällande PYP programmet i hela Stockholm. Inom MYP finns en skola till.

Under ca 9 år har vi ansträngt oss och lagt ner oändliga timmar för att tillfredställa UF gällande förskolan, men nu ger vi upp. UF har sönderkritiserat vår fina verksamhet och vi har varken lust eller kraft kvar till mer. Verksamheten vid Söderskolan kommer att stängas, lika med verksamheten vid skolan i Vasastan.

Vi är evigt tacksamma över beslutet att ansvaret och uppföljningen att fritidshem överfördes från UF till SI för några år sedan, exakt samma trakasserande sönderkritiserande pågick årtal angående Europaskolans fritidshem, men nu kan vi jobba i fred och SI är nöjd med vår verksamhet, likaså IBO.

Stiftelsen Docendo Discimus ger upp ansträngningar att tillfredställa UF gällande förskolan på Gotlandsgatan 43 och säger upp sitt tillstånd 15 08 31. Vi kommer att koncentrera oss på våra skolverksamheter, känna glädje över våra fina resultat och njuta av uppskattningen vi får.

Europaskolan erbjuder sig att bekosta utredning och hjälp åt personen som producerat dessa 24 sidor uppföljningsrapport från UF-n. Den är varken objektiv, sanningsenlig, utvecklande eller sund. Den är kränkande och förnedrande.

Med hälsningar
Anette Parts

2014-11-17
Dnr 44-2012:4382
1 (2)

AB Parts & Paomees
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Rektorn vid Europaskolan på Södermalm
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Biträdande rektorn vid Europaskolan på Södermalm
matthew.ouellette@europaskolan.nu

Uppföljning av tillsyn i den fristående grundskolan Europaskolan på Södermalm i Stockholms kommun

Beslut

Skolinspektionen bedömer att huvudmannen för Europaskolan på Södermalm har vidtagit tillräckliga åtgärder för att avhjälpa de påtalade bristerna i verksamheterna. Tillsynen avslutas därmed.

Bakgrund

Skolinspektionen har genomfört tillsyn i den fristående skolan Europaskolan på Södermalm (dnr 44-2012:4382). Tillsynen genomfördes under hösten 2013.

Vid tillsynen tog Skolinspektionen ställning till i vad mån verksamheten ger förutsättningar för barn och elever att nå de nationella målen. Granskningen bedömde om huvudmannen uppfyller de krav som ställs för godkännande och för grundskola rätt till bidrag för en fristående skola.

Skolinspektionen har i beslut den 12 december 2013 förelagt huvudmannen att vidta åtgärder avseende bedömningsområdena bedömning och betygssättning, pedagogiskt ledarskap och utvecklingen av utbildningen, personalkompetens, erbjudande av utbildning och uppföljning av elevens närvaro samt omfattning och resurstillgång. Skolinspektionen har begärt att huvudmannen för Europaskolan på Södermalm senast den 13 mars 2014 ska redovisa till Skolinspektionen vilka åtgärder som vidtagits på ovanstående områden. Huvudmannen har kommit in med en sådan redovisning den 12 mars 2014. Skolinspektionen har i uppföljningsprotokoll den 6 maj 2014 begärt att huvudmannen för Europaskolan Södermalm ska precisera sin redovisning inom områdena bedömning och betygssättning, pedagogiskt ledarskap och utvecklingen av utbildningen, personalkompetens, erbjudande av utbildning och uppföljning av elevens närvaro samt omfattning och resurstillgång. Huvudmannen har kommit in med en re-

SKOLINSPEKTIONEN

Beslut

2014-11-17

Dnr 44-2012:4382

2 (2)

dovisning den 1 september 2014 och med en komplettering den 27 oktober 2014.

På Skolinspektionens vägnar


Katarina Håkansson
Enhetschef


Mats Peterson

Undervisnings-
råd/Föredragande

Kopia till
Stockholms kommun

Report on the school evaluation



International Baccalaureate®
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Name of head of school	Mr. Ulf Jonsson		
Name of school	Europaskolan Soder	IB school code	006331
Date	16-02-2015	IB programme	PYP

Dear Mr. Jonsson,

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following.

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
 - the commendation, recommendation or matter to be addressed
 - related finding(s)
 - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
 - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
 - indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address.

C3.1b	The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme	The class timetables and conversation with teachers explained that from PYP4 above the classroom teacher is not responsible for language of instruction, mathematics, social studies and science. The	• All classroom teachers, that is, the teachers with whom the students spend most of their time, in all PYP year/grade levels take responsibility at least for the language of instruction, mathematics,	Teacher job descriptions providing information on teachers' teaching responsibilities, specifically the teaching of the language of instruction,
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	model of transdisciplinary teaching and learning.	classroom teachers swap roles for language and maths. The PYP coordinator explained that a new Swedish law, effective from 2015, requires that the teachers teach subjects accordingly to their teaching qualification.	social studies and science, to support the PYP model of transdisciplinary teaching and learning.	mathematics, social studies and science. Teacher timetables showing fulfilment of the requirement.
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The school is required to upload its response and the requested evidence in IB Docs by 15 November 2015.

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

Yours sincerely

Adrian Kearney

Director, Europe, Middle East and Africa

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months: 5
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	No
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	No
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	The school has recently revised the vision and the mission statement which is aligned with that of the IB. The leadership team is in the process of making the mission statement visible

	on the school documents, the new school website and promotional brochures. At the time of the visit the school mission statement was displayed at the main entrance of the school.
Commendations	The school for the close alignment of its mission and vision statement with the IB mission and philosophy.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.2

Practice 3b	The school as a community of learners is committed to a collaborative approach to curriculum development.
Findings of the team	Meetings with the self-study groups describe a collaborative approach to curriculum development in day-to-day planning and discussions, sharing of best practices, as well as documenting and refining the learning and teaching.
Commendations	The school for arranging schedules and timing to allow for collaborative planning and fostering a culture of collaboration.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.12, 14, 28 Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12

Practice 3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.
Findings of the team	Classroom visits show that the students often rely on textbooks during Math classes, Science and Social Studies. Conversations with teachers and the PYP coordinator indicate that inquiry is not always a reference for planning, teaching and learning. The inquiry cycle is not evident in the sample unit planners as well as in the classrooms. The unit planners do not show emphasis on the development of critical thinking skills.
The IB Recommends that	The school shows commitment to a constructivist inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills by ensuring that classroom resources and practices support an inquiry-based approach to teaching and learning,
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.28 Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	The sample unit planners don't provide evidence for action to be taken within and behind the community. Conversations with students and teachers reveal a superficial understanding of the action component and some uncertainty of how to support and recognize student-initiated

	action.
The IB Recommends that	The school further develop the understanding of the action component and implement strategies to promote and support student-initiated action, within and beyond the school community.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.25–27 Making the PYP happen: Pedagogical leadership in a PYP school, p.10

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Commendations	Evidence is provided for 7a and 7b.

Practice 7b	The school supports mother tongue and host country language learning.
Findings of the team	The school documents, class timetables and class visits provide ample evidence for consistent integration of the host country language and culture. Teachers and parents define the school as a bilingual school because of its emphasis on language acquisition. The language policy indicates Swedish and English as the languages of instruction. The pedagogical leadership team and the teachers indicate Swedish as the main language of instruction for all students from PYP3. The after school care service provides opportunities for students to develop their own mother tongues.
Commendations	The school for its support of the development of students' mother tongues and the acquisition of other languages, including the host country language and culture.
Support in IB Documentation	Learning in a language other than mother tongue in IB programmes, pp.1–5 Guidelines for developing a school language policy

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on

		some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	The leadership structure was recently changed. The combined position of PYP coordinator and Vice Principal is now split in two different roles, in order to allocate more time devoted to the implementation of the programme and to the educational support offered to the teachers.
Commendations	The governing body has enlarged the leadership structure to fully support all aspects of the implementation of the programme.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18

Practice 2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.
Findings of the team	The job descriptions of the principal, vice principal and the PYP coordinator, the organizational chart and the action plan do not show evidence of clear lines of both shared and individual responsibilities.
The IB Recommends that	The school ensures that the job descriptions and school organization chart clearly identify the relationship among, and shared responsibilities of the pedagogical leadership team.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18

Practice 4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the team	The PYP coordinator is new to the role. His position is part time 80% of which 50% is devoted to fulfil the duties of the job description. The remaining 30% is dedicated to learning support and substitute (supply) teaching. The school documentation provided for the self study shows that he will need to embrace a big challenge that requires resources and time.
The IB Recommends that	The school ensure that the PYP coordinator receive sufficient release time, resources and professional development to carry out the responsibilities of the position and provide pedagogical leadership.
Recommendation repeated from previous report	No

Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.5–18
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Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Findings of the team	The language policy includes both programmes PYP and MYP and has not been revised since the authorization. The self-study and meetings with teachers indicate that many teachers are not familiar with the policy nor do they know the plan, the process and the requirements for its revision.
The IB Recommends that	The school reviews its language policy with the participation of all stakeholders in the community and in accordance with the IB guidelines for school self-reflection on its language policy.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	Guidelines for developing a school language policy Learning in a language other than mother-tongue in IB programmes

Practice 5b	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	The Assessment policy has not been revised in the period under review. Conversation with both teachers and parents show that it is not a living document and a reference for the school community.
The IB Recommends that	The Leadership Team review and publish the Assessment policy and ensures that all teachers are aware of the related practices.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	The pedagogical leadership team is able to describe plans for the ongoing development of the programme. The school's induction and mentoring programme supports new teachers. A professional development plan, to ensure that all teachers develop an understanding of the programme, is one of the priorities of the leadership team.
Commendations	The school for its systems and resources provided to ensure the continuity and ongoing development of the programme.
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp.6–8

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	The written description of the self-study process is brief and indicates a limited time investment. Conversations with stakeholders reveal that, board members, parents and students were not involved in the self-study process. In the most of the study-groups the reflection could not take into consideration the recommendations received at the time of the authorisation, as the report was not available in school. The composition of the self -study groups and the short time allocated did not allow a deep understanding and reflection. The self-study of all standards C was carried out by 4 teachers of which 2 new to the programme.
The IB Recommends that	The school plans the next evaluation cycle according to the description included in the <i>Programme evaluation guide and self-study questionnaire: Primary Years Programme</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	Conversations with teachers, pedagogical leadership team, and the librarian show that the school provides enough resources to implement the programme.
Commendations	The governing body has allocated funding for the full implementation of the PYP.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.3, 5–7

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional
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	<p>development.</p> <p>a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.</p>
Findings of the team	Only recently the school has fulfilled the requirement of teacher training to ensure that all the teachers involved in the PYP are qualified to teach the programme. There have been no in school workshops or very few opportunities for IB professional development during the period under review.
The IB Recommends that	The school plan its ongoing professional development taking into consideration the turnover of teachers, the needs of staff. and the requirements of the programme.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	Guide to school authorization: Primary Years Programme

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	The librarian has attended IB workshops to become familiar with the programme. However, the organizational chart, the conversations with teachers and students show that the library does not play a central role in the implementation of the programme. The library, that is a shared resource for PYP and MYP, has been reorganized to accommodate the growing needs and to introduce a support to the programme of inquiry. There is a dedicated section for mother tongue books. There are no class schedules for visiting the library and not enough working spaces for the children. A tiny separate section is dedicated to the pre-school.
The IB Recommends that	The school further develops the library to ensure it has a central role in the implementation of the programme.
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.43

Practice 10+10a	<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.</p>
Findings of the team	The student schedule and the programme of inquiry are organized in a way to fulfil the requirements of both Swedish national programme and the PYP. Class visits and student schedules confirm that the time is often stretched between the disciplinary and the transdisciplinary dimension of learning, minimising the possibility for in depth- inquiry.
The IB Recommends that	The pedagogical leadership team reviews the student schedule to enable teachers to optimize time for student inquiry and transdisciplinary learning.
Recommendation	No

repeated from previous report	
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.14

Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the team	The school makes use of the outdoor environment and local sites for fieldtrips. Funds are allocated for field trips for all grade levels. In pre-school classes regular afternoon outings are part of the didactical programme.
Commendations	The school for its consistent use of the outdoor environment and local resources that enrich the curriculum.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.42–43 Developing a transdisciplinary programme of inquiry, p.6

Practice 12	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.
Findings of the team	The school's description includes a variety of resources for mentoring and coordinating the PYP exhibition. Meetings with students confirm that they receive plenty of opportunities and resources to succeed in their exhibition.
Commendations	The school and the teachers for allocating specific resources and support to implement the PYP Exhibition.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous

		evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	Allocated meeting time is used systematically for collaborative planning and reflection by all the teachers involved in the PYP. The teachers express satisfaction for the time and resources allocated for planning.
Commendations	The school for its development of a planning schedule that allows all teachers to regularly plan and reflect collaboratively.

Practice 4a	The school provides for easy access to completed Primary Years Programme planners.
Findings of the team	Teachers describe how and where they can access completed PYP planners. The visiting team had access to the online platform in use across the school for sharing resources and data.
Commendations	The school for providing digital resources that facilitate access to planning documents.

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	Samples of PYP planners do not provide enough evidence of how teaching teams have developed differentiated activities and tasks. The teachers are aware that this approach needs to be further developed across the school.
The IB Recommends that	The school ensures that planners reflect a differentiated approach to student learning.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp16–19

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	There is no evidence that student products are used to reflect on the efficacy of the programme and inform planning. The assessment policy does not make reference to using examples of student work for data collection.
The IB Recommends	The school ensures that examples of student work inform reflection on student learning and the collaborative moderation of that work provides data to guide future planning and curriculum

that	revision.
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp.9, 13 Making the PYP happen: A curriculum framework for international primary education, p 31

Practice 8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
Findings of the team	Teachers can give examples of their joint responsibility for language learning and describe the provision that the school offers across the grade levels.
Commendations	The teachers for sharing responsibility for language development of students as addressed in collaborative planning and reflection.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Findings of the team	A horizontal and vertical articulation of the essential elements of the PYP is not reflected in the programme of inquiry. The programme of inquiry contains units with lines of inquiry that are not coherent with the central ideas and / or the transdisciplinary theme. Key concepts and related concepts are not consistently specified and reported in the unit planners.
The IB	The school review the programme of inquiry to ensure coherency with the transdisciplinary

Recommends that	theme and articulation between the central idea, the lines of inquiry, the key questions/ teacher provocations and the assessment tasks.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.56 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	Curriculum documents do not clearly indicate progression of knowledge, skills, concepts and attitudes to be developed overtime. The school is exploring ways to merge the continuum for the development of the essential elements with the grade level learning expectations of the Swedish national curriculum.
The IB Recommends that	The school develop comprehensive and coherent scope and sequence documents which integrate: * the requirements of the Swedish national curriculum, where appropriate* the progression of knowledge, skills, concepts and attitudes to be developed over time
Recommendation repeated from previous report	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.10–27

Practice 6	The written curriculum incorporates relevant experiences for students.
Findings of the team	Teachers can explain how unit planners incorporate relevant experiences for students. Students can relate learning experiences that they found interesting. Visiting team could identify a wide range of relevant indoor and outdoor learning experiences.
Commendations	The school for providing a range of stimulating and relevant learning experiences both in school and in the wider environment.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.5

Practice 6a	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
Findings of the team	The visiting team identified several units of inquiry where the conceptual understandings to be developed were unclear and the subject area knowledge was factually questionable.
The IB Recommends that	The school review its current central ideas and subject area concepts and knowledge to ensure that these provide opportunities for student learning that is significant, relevant, engaging and challenging.
Recommendation repeated from previous report	Yes

School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.5

Practice 7a	The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.
Findings of the team	Teachers explain that students can relate personal experiences on how they have been able to share their own culture and belief systems with their peers through the units of inquiry. In the meetings, the parents confirmed that their children demonstrate cultural understanding and open-mindedness.
Commendations	The school for promoting students' cultural understanding and international mindedness through the programme of inquiry.

Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the team	The pedagogical leadership team is aware of the need to develop plans and timelines in order to incorporate the policies into the written curriculum.
The IB Recommends that	The pedagogical leadership team further explore ways to align the policies with the written curriculum.
Recommendation repeated from previous report	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory	• Shows satisfactory

	development	development
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Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1b	The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.
Findings of the team	The class timetables and conversation with teachers explained that from PYP4 above the classroom teacher is not responsible for language of instruction, mathematics, social studies and science. The classroom teachers swap roles for language and maths. The PYP coordinator explained that a new Swedish law, effective from 2015, requires that the teachers teach subjects accordingly to their teaching qualification.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> All classroom teachers, that is, the teachers with whom the students spend most of their time, in all PYP year/grade levels take responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.
Recommendation repeated from previous report	No

Practice 1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	Conversations with teachers and PYP coordinator confirm that the PSPE scope and sequence document is not available to the teachers of which they are not aware of. However, all the classroom teachers and single subject teachers share responsibility for social and personal development of the students as indicated in the Swedish curriculum.
The IB Recommends that	The school ensures that all teachers have knowledge and understanding of the PSPE scope and sequence document and the related share responsibility in supporting all students' personal and social education.
Recommendation repeated from previous report	No

Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	Classroom observations show teachers exercising their responsibility for language development of students. In collaborative planning meeting teachers reflect on the students' language acquisition processes.
Commendations	Teachers share responsibility for language development of students and reflect on its own processes.

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	Unit planner and samples of assessed student work show that teachers are not providing consistent and ample opportunities for differentiation in order to meet students' different needs and styles. During whole class instruction time the visiting team saw no evidence of differentiation. The teachers recognize the need to improve this practice.

The IB Recommends that	The teachers further explore developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
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Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	Teachers and students, as well as classroom visits, provide evidence of how a variety of resources, including specialized equipment, learning technology and internet access, are used in learning experiences.
Commendations	Teachers and students make optimal use of information technology resources in teaching and learning situations.

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and both inside and outside the classroom. Class observations show that students feel safe to express themselves confidently.
Commendations	The school has built a stimulating learning environment based on understanding and respect throughout the school community.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Requires significant attention

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
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Findings of the team	Meetings with teachers and parents prove that the Assessment policy is not a living document and is not made available for the school community.
The IB Recommends that	The school communicates its assessment policy to the whole school community and continue to develop an understanding of the implications of the policy on practices and procedures.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	The school has a system in place that provides data on ongoing formative assessment to students and parents. These data are communicated on a digital platform and are used for shared goal setting.
Commendations	The school uses formative assessments in all subject areas to provide regular feedback to students on their learning.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education

Practice 6a	Student learning and development related to all attributes of the IB learner profile are assessed and reported.
Findings of the team	The new report cards do not have a section dedicated to reporting on the development of the attributes of the learner profile. However, comments on the learner profile are reported in a narrative form. The portfolios viewed by the visiting team do not include student or teacher assessments of the attributes of the learner profile. The self study committee identified a lack of shared understanding on the expectations from the IB on how the learner profile should be assessed and reported on.
The IB Recommends that	The school develops assessment and reporting processes in determining and sharing student learning and development related to all attributes of their learner profile.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	Meetings with the parents, students and teachers prove that there are not opportunities for students to share examples of their self assessment strategies, their assessed works and reflection on learning collected in their portfolios. Teachers and students confirmed that they never experienced forms of student-led conferences. Students are not allowed to take their portfolios at home.

The IB Recommends that	The school supports students in documenting learning reflection and create opportunities for them to share their portfolios with parents, to celebrate progress and set goals.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.
Findings of the team	Students from the previous year were able to articulate their process and learning through the Exhibition. Records of past Exhibitions provide evidence of the structure and support that students receive from the school.
Commendations	The school has developed procedures and resources to guide the students towards their final PYP Exhibition

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

