

QUALITY ASSESSMENT REPORT ABROAD DAY  
SCHOOL PO

**The Netherlands School Lagos, Nigeria**

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## INTRODUCTION

- 1 The Dutch Inspectorate of Education visited The Netherlands International School Lagos in Nigeria for the purpose of undertaking a quality assessment (QA). This involved an assessment based on the quality indicators as set down in the relevant Primary/Secondary 2011 Monitoring Framework. During such assessments, an evaluation is made into the quality of education by focusing on the core of quality education at the school. This includes indicators relating to quality assurance, course content being offered, teaching hours, teacher's pedagogical and didactic methodology, level of suitability to educational needs of pupils, active student involvement, the school's environment, facilitation/guidance and the level of attention to and the results and the development of students. Inspection indicators can be determined by the inspectorate based on an already established quality profile created during previous school inspection, on the basis of risk factors known to the inspectorate, based on agreements that were made with the school, or on the basis of the information that was provided sent by the school. This did not apply to your school. If the school has collected adequate reliable and valid information in the context of self-evaluation of a particular indicator or of a specific quality aspect, it is acceptable to use consultation between the school and the inspectorate to verify the self-evaluation ratings and to avoid a repeat assessment by the inspectorate itself. In this way, the inspection not only corresponds to the specific situation of the school, but the school does not incur unnecessary burden. Your school has submitted documents in addition to the school prospectus and the school plan, but these are not relevant to your self-evaluation activities such as being referred to above. Previously, recent outcomes data was sent in together with a draft of the school plan. In addition, the results of a teacher survey that was used to obtain input for the design of the new school plan have been viewed. Several other documents were sent in or viewed on location, including the support plan, an analysis of learning outcomes and the management statute in which the delegated tasks and responsibilities for the Principal are described. We have included this and other information in the inspection.

### **Assessment design**

This quality assessment process consisted of the following activities:

- Inspection and analysis of documents and data already available to the inspectorate.
- Analysis of documentation that is relevant to self-evaluation-activities by the school and of other documents that were previously sent in and considered during the school inspection visit.
- School visit, during which teaching practice in the three combination groups is observed by attending classes in Dutch language, mathematics, and global orientation education. In addition, a brief visit also took place to the pre-nursery and to two year groups in the English Stream.
- In addition and in the context of the school and the quality of the indicators, talks were held with Management, the Executive Board including the three 'stream leaders' and with the SENCo.
- Discussions also took place with students, teachers and parents and with the English Stream school team.

At the completion of the school visit, the inspectorate discussed the quality inspection outcomes and conclusions of the school visit with the Executive Board and a Management Representative.

### **Contents of the report**

Assessment of the quality of education results in a quality profile of the school (Chapter 2).

In Chapter 3 the inspectorate provides a reflection of education quality in relation to the context or basic principles of the school. Reports from January 2014 will also include any consequences of cost savings. If relevant, any additional indicators will also be added to this evaluation.

Chapter 4 covers follow-up monitoring and, if necessary, states agreements made with regard to legal provisions with which the school does not yet comply.

## QUALITY PROFILE

The quality profile provides an overview of ratings allocated by the inspectorate for the indicators that relate to important characteristics of good education.

Ratings reflect the degrees to which the indicators contribute to the quality of education:

<b>Dutch Ratings</b>	<b>Ofsted Equivalent</b>
1. does not or barely contribute;	Inadequate
2. contributes unsatisfactorily;	Requires improvement
3. satisfactory contribution;	Good
4. contributes significantly;	Outstanding

5. unable to rate (only for student Results and Development). This rating is used when the school has no reliable or valid data about certain indicators available.

<b>Outcome</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.1* At the end of the school year, student outcomes for Dutch language and mathematics are at least at the level that should be expected based on the characteristics of the student population.			•		

<b>Course content</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.1* The school encompasses all of its set core objectives into objectives to be achieved for Dutch and mathematics.			•	
2.2* Learning content for Dutch, arithmetic and mathematics is provided for a large enough number of students up to and including group 8.			•	
2.3 Learning content for different years follow a logical sequence.			•	

<b>Time management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.1 Teachers employ planned lesson times efficiently.				•
3.3 Loss of planned learning activities is minimised.			•	
3.4 Unauthorised student absences are minimised.			•	

<b>School climate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.1 Parents are involved in the school through activities organised by the school.				•
4.2 Students clearly indicate that they feel safe at school.			•	

<b>School climate</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.3	School staff clearly reflects that they feel safe at school.			•	
4.7	School staff ensures that students treat each other and others respectfully.				•
<b>Didactic approach</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.1*	Teachers clearly explain learning content.			•	
5.2*	Teachers achieve a task focussed work setting.				•
5.3*	Students are actively involved in education activities.			•	
<b>Responsiveness</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.1	Teachers fine-tune learning content involved to students' developmental differences.			•	
6.2	Teachers modify instructions according to students' developmental differences.			•	
6.3	Teachers adapt learning assignments according to students' developmental differences.				•
<b>Administration</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	The school applies a comprehensive system of standardised tools and procedures to monitor student performance and development.			•	
	Teachers systematically monitor and analyse student progress and development.				•
	School uses information from other schools and institutions relevant to the students to direct the students.			•	
<b>Support</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8.1	The school promptly flags those students who need extra support.			•	
8.2	The school bases the nature of extra support on an analysis of collected information about students who need extra attention.				•
8.3*	The school implements support plans systematically.				•
8.4	The school regularly evaluates the effects of support plans.			•	
<b>Quality assurance</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
9.1	The school understands the learning needs of its student population.			•	
9.2	The school analyses student outcomes on an annual basis.			•	

<b>Quality assurance</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
9.3	The school regularly evaluates the teaching process.			•		
9.4	The school takes a planned approach to improvement activities.				•	
9.5	The school ensures quality teaching and learning processes.			•		
9.6	The school holds itself responsible for its achieved level of quality of education to stakeholders.			•		
<b>Legal and regulatory requirements</b>					<b>Yes</b>	<b>No</b>
N1B The school prospectus includes information about generally monitored sections.					•	
N2B The school plan contains information about generally monitored sections.					•	
N4A Adequate teaching time is programmed in to be able to meet relevant minimum requirements.					•	

## EVALUATION

- 3 This chapter describes the outcomes of the inspection of the quality of primary education at Primary School 'The Netherlands School' in Lagos, Nigeria and elaborates on its quality profile. The inspectorate provides as many links as possible between the various examined indicators themselves and, where relevant, between the indicators and the school's context, specific school objectives and earlier inspection surveys.

To ensure a clear understanding, the school's starting position will be described first.

### **Starting position**

The Netherlands International School in Lagos has had this name since August 2009, but has been a Dutch school since 1967. From 2006 the school has been located where it is now and consists of two former public staff houses of the Dutch Embassy. Recent extensions have been built, namely a new and larger building for nursery and early years, as well as a building for more senior years in the English Stream. An almost completed gym hall is being added and the swimming pool is being renewed. This swimming pool is located on the Dutch Embassy property opposite the school. The immediate surrounds of the school accommodates various Embassies, including those of Russia, England and America. This means that the access route to the school is subject to extensive security processes that also apply to the Dutch school. Therefore, there are comprehensive safety plans appropriate to several types of disasters.

In 2010, an international department was established. This is now known as the English Stream. This action was related to a waning Dutch Stream. An International Stream offers synergy benefits to the Dutch school, making it easier for it to stay viable. This appears to have been a wise choice, as there are now various educational benefits including the delivery of the International Primary Curriculum (IPC) and availability of gym classes. Synergy is also found in the stimulating environment and among support staff. The Dutch stream continues to be stable compared to four years ago while the English Stream is developing. There was some initial growth in the Dutch Stream, but the Ebola outbreak caused students to leave and current low oil prices also cause companies to cancel projects and send less or no new employees.

The English Stream follows the British National curriculum which is subject to different inspection and supervision by an international branch of Ofsted. They will visit the school in the autumn of 2017.

The Dutch department consists of three groups, 1/2/3, 4/5 and 6/7. There are no students in Group 8. The Dutch Stream had a total of 30 students at the time of the inspection visit; the majority of these students come from fully Dutch-speaking expatriate families. Six Dutch children visit the nursery while approximately 10 children attend the toddler school. Standard language applied in these two last facilities is English.

The school has faced a period of almost annual Management changes. During one of these changes, almost the entire Management team resigned. On the other hand, two of the three Dutch teachers have been working at the school for more than four years. The Principal is appointed effective from the start of the current school year.

In the past few months, construction activities have placed many demands on the current Principal. In the meantime a start has still been made on building the team and to creating a shared vision. Details will soon be publicised in the new school plan, for which all sections of the school will provide input.

### **Effects and consequences of cost savings**

The school is not feeling effects of the withdrawal of subsidies by the Dutch Government because the amount of this subsidy is totally outweighed by the school's total operating budget.

### **General overview**

Overall, the Netherlands International School at Lagos offers satisfactory to good education quality. We note the following listed points of improvement related to the previous inspection visit:

- there is an improved one distinct vision approach;
- a shared thread in learning and teaching is visible throughout the school;
- good class organization supports learning;
- pedagogic approach is generally strong;
- teachers really 'know' their students and modify their teaching accordingly;

- learning outcomes are satisfactory in terms of individual student progress.
- All in all, we place trust in further school developments. In principle, the school's next inspection visit will be conducted in four years' time.

## **Elaboration**

### *Outcomes*

The school currently has few students at upper levels, but over the past few years there were more, with the exception of last year. In previous years, the entrance test scores at the end of Group 7 were always above national average. On this basis, we conclude that the school achieves satisfactory results at the completion of school years. This picture is confirmed when reviewing outcomes achieved by individual students in technical and comprehensive reading and arithmetic and mathematics. Their results are somewhat different compared to Dutch standards, but on closer inspection this only relates to differences in students' baseline situations and language backgrounds. All students actually achieve approximately one year of progress per year. The school performs relatively well in the context of spelling.

In English, the school applies British standard based reading tests. Resulting outcomes are satisfactory to good.

The school has recently found a single pupil who needs a learning support plan or development perspective to be created. The school is working on this. Because of the absence of any other students with specific educational needs we did not assess the related indicator.

### *Teaching practice*

The inspectorate assesses teaching practices to be satisfactory to good overall. Strong points are its pedagogical approach to students and the way in which teachers organise the teaching/learning process. The teacher's actions enhance a sense of self confidence in their students and increase levels of ownership over their learning. Teachers implement structural cooperative forms of learning for this as well as principles of 'making learning visible'. The groups reflect a good level of task-orientation and available learning time is utilised efficiently.

The range of subject matter reflects core objectives. The language scheme was updated a few years ago and a new maths scheme was introduced this year. We noted increased differentiation in instruction and processing compared to the last inspection visit.

In the context of responding to performance level differences between students, the school has clearly made progress. A library upgrade was long overdue and this is also being addressed by the school, along with increasing attention to reading and literacy improvement. For other subjects, the school uses the International Primary Curriculum in both streams. Teachers apply the principles of this curriculum in both the English and in the Dutch stream. The units are prepared in cooperation. Time dedicated to the IPC is fairly tight. More time savings may be achieved by closer amalgamation with the basic skills. Another point of improvement for the school is student development monitoring. Students are monitored by nationally standardised tests, method testing and observations done by their teachers and the internal supervisor/coordinator. The analysis is a particularly strong point, to which the SENCo makes an important contribution, including in the English stream. The school now also delineates the students' social-emotional development. The student support system is well designed, with arrangements for group and student discussions, absenteeism criteria and extra support and the use of individual or group plans for this support.

Both parents and students with whom the inspectors spoke, are positive about the atmosphere and learning at the Nederlandse School in Lagos.

Communication by the school about organisational matters is progressing well, parents also have a good overview of the development of their children.

Discussions did produce a few small areas for possible improvement, such as setting up a Student Council. Because the school will soon be conducting surveys itself, these and other suggestions can emerge in a more integrated and more broadly-based sense.

#### *Quality assurance*

Shortly after his arrival, the Principal produced an outline of areas for improvement in several contexts, based on initial impressions and discussions. As a result of this, a number of areas of improvement have been addressed, for instance, more uniformity in learning directions and didactic approaches.

This year also saw the start of structured implementation of a quality assurance system. Structural analysis of learning outcomes has already been performed as part of the quality assurance system. A teacher survey was conducted in the context of development of the new school plan and the teachers have recently also conveyed a list of priorities for further school development. Student and parent questionnaires will be circulated soon after the inspection visit. These will also collect data as input for priority setting in the new school plan. The school also wants to include our findings. Discussions have taken place with Management and the Board about a number of possible priorities,

such as improving the international image of the school and the use of ICT and ICT skills acquisition. Course availability and objectives for English classes were also discussed. Possible increases in teaching time were also addressed related to being able to achieve the above (current available times are quite tight). Finally, discussion took place about the option of offering NTC-VO and about possibly recommencing NTC education in the primary school. This was provided previously but was stopped despite the fact that there appears to be a need for it, for instance for Dutch children in the English stream. The school reflects responsibility for its results and its improvement policy in various ways such as via the school prospectus, at annual meetings and in newsletters. Parent interviews are now being held more often, the first of which will be done as soon as November.

## FOLLOW-UP MONITORING

- 4 This quality review has also included assessment of adherence to a number of legal compliance requirements for the school's manual and plans as laid down by the Board, as they apply to schools in the Netherlands. On this basis, the inspection concludes that the school complies with the current legal requirements. We look forward to seeing the new school plan applied at the beginning of the new school year.

The findings of this quality assessment resulted in the following arrangement for the continuation of quality monitoring (monitoring package): The quality of education at the school does not require any adjustment of the regular assessment plan for inspections. In principle, the next inspection will take place in four years' time.