



Inspectie van het Onderwijs  
*Ministerie van Onderwijs, Cultuur en  
Wetenschap*

## International School Delft

**quality Research**

Inspectorate of Education

Date of establishment: October 16, 2018

# Resume

The inspection at the International School Delft conducted an investigation into the quality of education. We found that the quality of education at the International School of Delft is sufficient.

**Directors:** Lawrence Foundation  
**Board Number:** 40928

---

**School:** International School Delft Total  
**students:** 85 **BRIN:** 12SL-4

## **What is going well?**

At the International School Delft dominated a true community between teachers and students and between teachers and students. The students come from many cultures and countries. The consistent use of English ensures that there is and exists equality between pupils. In addition, the curriculum offered is aimed at comprehensive development of students, including on encouraging an active global citizen.

The students are showing very much fun to go to school, they say a lot to learn and find the offer, themes, and good fun, especially doing their own research. In the latter, students get a lot of responsibility and are challenged to a good cooperation with their peers.

## **What can be done better?**

The base is the quality of the school is in order and thus sufficient. Various aspects thereof may (and, according to the management will be) in the next period to be drawn more deeply.

## **What needs to improve?**

There are no issues found at the International School of Delft that do not comply with the law.

# Index

1.	<b>Study design</b>	<b>4</b>
2.	<b>Main conclusion and follow</b>	<b>6</b>
3.	<b>research results</b>	<b>8</b>
4.	<b>Reaction of the Board</b>	<b>12</b>

# 1. Study design

The inspection carried out total quality survey on June 18, 2018. We make an annual risk assessment for all schools in the Netherlands. When analyzing the data we have, we have the International School Delft noted that no research has been carried out since the start of school in March 2014. It was therefore decided to carry out this quality research, specifically for new schools, now.

## Method

We form our judgments by entering the educational practice of the school to the standards of the research framework 2017 primary education.

Standard	Investigated
<b>Education Process</b>	
OP1 offer	•
OP2 View development	•
OP2SN View development and support OP3 didactic	
	•
OP4 (Extra) support OP6	
Cooperation OP8 Review and closure	
<b>School Climate</b>	
SK1 Safety	•
SK2 Educational climate	•
<b>Results and Evaluation</b>	
OR1 Results	•
OR 2 OR 3 social and civic competences Continued Success	
<b>Ability Assessment and Quality</b>	
KA1 Quality	•
KA2 Quality Culture	•
KA3 Accountability and Dialogue	•

## research activities

The study consisted of the following activities: there are lessons visited, analyzed documents, interviews with students, teachers, management and the board.

### Other legal requirements

The reliability requirements not to stand in the valuation framework connected we summarized under the heading of other legal requirements (see Research Framework). We have examined the following requirements:

- Presence art school guide. 16, paragraphs 2 and 3, WPO
- Voluntary parental contribution art. 13, paragraph 1 under e, read in conjunction with Art. 40 WPO
- Presence reporting code child abuse and domestic violence art. 4b, WP

### Reading Guide


Chapter 2 describes the judge, the conclusion and the continued surveillance.  
Chapter 3 will elaborate on the results of the study on the researched standards.  
Chapter 4 contains the response of the government on the investigation and report.

### Legend

Reviews as they appear in the reports:

-  Good
-  Enough
-  Inadequate
-  could be better

### Quality Areas:

-  Education Process School
-  Climate Education Results
-  Quality and ambition
- 

## 2. Main conclusion and follow

In this chapter, we give the judge and the conclusion again of research at the International School of Delft.

The school is truly an international community in which it is for everyone and a good place where everyone we spoke indicated to feel safe. Mainly the pleasant and open atmosphere and good, pleasant and open educational environment are striking. The students also report that they go to school with pleasure and feel at home when they enroll at the start or during the school year due to relocation to the Netherlands.

The curriculum of the school that meets international standards is challenging and gives students many opportunities to develop aspects such as cooperation, explore, discuss and philosophize. Additionally, it offers a strong focus on the development of students as full and active global citizen. The selection of the school is also well appreciated as well as the teaching behavior of teachers.

The final results of the school, in which students from grades 7 and 8 who will leave the school at the end of the school year 2017-2018 are an above-average level.

Today, recently appointed, management recently has lots and arguably made the appropriate changes. Especially regarding the development of a sound quality is good progress. The management does indicate that the ultimate purpose of this is not reached yet.

Overall, the education of the International School of Delft is a satisfactory level but there is the potential to develop into a good school.



#### Kwaliteitsgebieden

- Onderwijsproces
- Schoolklimaat
- Onderwijsresultaten
- Kwaliteitszorg en ambitie

## 3. research results

### 3.1. educational Process

Onderwijsproces	O	V	G
OP1 Aanbod			2
OP2 Zicht op ontwikkeling		•	
OP3 Didactisch handelen			2

#### The educational process is of good quality



At the International School of Delft is used for the curriculum, the International Baccalaureate Primary Years Program (IBPYP shortly PYP), which reading, language and mathematics are integrated. This international curriculum, which all teachers are trained and for which the school is authorized, gives students the opportunity to develop an active learning attitude and invites to an intensive collaboration between teacher and pupil, but especially between the students themselves. On this floor is the visible range aimed at the development of students to active global citizenship. This is partly because many students over time is very likely their parents will settle in another country.

The main point of the concept of PYP is to discover the development of learning skills in students and themselves by actively doing their own research. All this means that, in terms of age, composed of heterogeneous groups has a very active working environment. This is done in peace. The students are in a cooperative working environment to perform at all levels, from kindergarten to 8th grade, research. The results of this capture, the students in a variety of ways, drawings and maps to extended PowerPoint presentations. It determined by identifying the students the goals of the lessons / assignments: what do I learn what I already know and what I eventually learned all this on the basis of the study circle: learning by practice.

Besides the core objectives sufficient PYP, the school offers art and culture, music and drama provided by specialist teachers. In addition there is for those students whose English is the second language is also taught in their own language (often by parents) and lessons in the Dutch language.

During the school period following the developments of school pupils for language and mathematics with independent method and also standardized tests in kleutergroep conducts the school's Early Years Screening out. All this is laid down in a clear key calendar.

Teachers guide the learning process of students with enthusiasm, using a sound monitoring system. They ensure a relaxed atmosphere in the group, speaking quietly progress in the working groups, also allowing the students quietly very focused at work (can). Striking is the way all problems like environmental pollution are raised in kleutergroep. The teacher invites the children from taking to think, discuss and philosophize and devising solutions. This is a process that is further elaborated in the higher groups and refined.

### 3.2. school Climate

Schoonklimaat	O	K	V	G
SK1 Veiligheid				2
SK2 Pedagogisch klimaat				2



At the International School of Delft has been a very pleasant and safe school environment. All groups are attentive to the learning environment and there are agreements on how to deal with each other. These are visibly suspended in the group and in the central areas. The vision and mission of this are everywhere in the school noticeable and perceptible. The students and the teachers that give spoken to feel secure. The school has a point when it comes to bullying and coordination when it comes to preventing bullying policy. This policy works well because the students tell in school bullying does not occur. The word respect is paramount and the students show that for each other.

School climate and safety are therefore both assessed as good because the school has clear personal goals, but also handle the students before their own goals, which always within groups

being discussed.

The agreements on the educational climate are anchored in the educational vision of the school.

### 3.3. education Results

Onderwijsresultaten	O	K	V	G
OR1 Resultaten			•	



The educational outcomes of the International School of Delft are adequate but are at the end of the school year 2017-2018 demonstrated an above-average level, measured by the standard scores on the Cognitive Ability Test.

### 3.4. Quality assurance and ambition

Kwaliteitszorg en ambitie	O	V	G
KA1 Kwaliteitszorg		•	
KA2 Kwaliteitscultuur		•	
KA3 Verantwoording en dialoog		•	



Basically the International School Delft has its quality in order. As a professional learning community spend management team and a lot of time on the further development of the PYP curriculum. In addition, teachers monitor the development of the students closely, which they challenge students to formulate their own goals. The manner in which the discovery learning is given shape and its quality is monitored at a professional level, is a positive part of the quality assurance. Self-assessment and reflection takes place at all levels of the school, certainly among the students.

The responsibility for the quality of the educational environment is a shared responsibility of all employees of the school, which fits clearly within the principles of the PYP program. Then the school by an international organization recently audited and based on its results is now an IB World School.

Board and school provide a comprehensive program for the further professionalisation of teachers. In addition, the school also uses its network within the IGBO schools in the Netherlands. Communication within the school, but also to parents and other stakeholders is open and clear. The school uses therefor oral, written and comprehensive digital

opportunities.

### **3.5. Other legal requirements**

As far examined we found no deficiencies in other legal requirements.

## 4. Reaction of the Board

We are very proud That our young school has received Such a positive report.

We will be working hard on the elements That Were highlighted in the report to Achieve a better status next time. We found the inspection to be a great opportunity for us to showcase our school.

