



## Sacred Heart School

### Biennial Quality Survey

Caribbean Netherlands

Date of adoption: July 1, 2024

# Resume

The Education Inspectorate conducted a quality investigation into risks at Sacred Heart School on April 11 and 12, 2024. For this research we deviated from the regular planning. The reason for this is that we have received signals about concerns about the financial situation, safety at school and the quality of education. The aim of this research is to assess whether education meets the legal requirements regarding quality, financial management and safety.

**Board:** Catholic Foundation  
Education Saba

**Board number:** 21355

**School:** Sacred Heart School 30HN

**Total number of students:** 150

## Final verdict

We rate the educational quality of Sacred Heart School as Inadequate. The standards Vision, ambitions and goals (SKA1), Implementation and quality culture (SKA2) and Accountability, evaluation and dialogue (SKA3) are Insufficient. This also applies to the standards: View of development and guidance (OP2), Pedagogical-didactic action (OP3), Teaching time (OP4) and Safety (VS1). In addition, the school guide does not meet the legal requirements and the school must adhere to the established period for the major holidays.

## What needs to be improved?

The school must ensure the continuous development of students and the coordination of education with the progress in student development. The working methods and agreements regarding student care are not clear, which means that the support a student receives depends on the teacher. The insufficiently effective use of care and support for students, but also the lack of lessons in Dutch and English as a foreign language, are now causing learning disadvantages.

The quality of lessons must be improved. Because too much time is lost in the lesson, the instruction is insufficiently effective and differentiation in coordination is often lacking, students learn too little and lags behind. There is also no continuous line in classroom management, which means that students do not know what is expected of them.

The school must provide more teaching time to the students, so that they have sufficient time to learn at school. Time must also be used more effectively.

The school must update the safety policy, appoint a safety policy coordinator and someone to act as a point of contact in the context of bullying.

The school must provide a vision of good education that is supported by all those involved, with clear ambitions and measurable goals. So that all employees know what the management team is aiming for in its policy and what results must be achieved.

The internal division of responsibilities must also be clear, so that employees know who is responsible for what.

The school must ensure a working quality assurance system with which it evaluates, analyses, improves and safeguards the quality of education. The school management must make interim adjustments if necessary. This requires that structural consultation takes place and communication within the education team improves.

The school must ensure a professional and safe learning and improvement culture. The school management, board and teachers must take their responsibility and work together to improve the quality of education.

The school must provide a school guide that meets the legal requirements. The school guide is currently missing: a description of the goals of education and the results that are achieved, the way in which education for the young child is given shape, information regarding the voluntary parental contribution, information about the complaints procedure, the safety and absenteeism policy and results achieved and any measures taken to improve education.

The school must pay attention in a structural and recognizable manner to combating disadvantages, in particular language disadvantages, by teaching the subject Dutch.

In addition, the school must adhere to the established (major) holidays.

The school must provide a targeted, coherent and recognizable citizenship program.

**Follow-**

**up** Because the quality of education is considered Insufficient, we are intensifying supervision. The board must ensure that the quality at Sacred Heart School improves within a year.

During the recovery period we will conduct four progress discussions with the board and management. We look at how far the board has progressed with the recovery order. To this end, in consultation with the board, we draw up a supervision plan containing interim improvement agreements.

A year after this report was adopted, we will visit the school again with a remedial investigation. The quality of education must then have improved and meet the basic quality. For the exact phasing and recovery orders, see the table Agreements on follow-up supervision.

# Table of contents

1.	Design of the quality research	6
2.	Conclusion and follow-up	9
3.	Results of quality research	16
4.	Response from the board	29

# 1 . Design of the quality research

The Education Inspectorate conducted a quality investigation into risks at Sacred Heart School on April 11 and 12, 2024.

According to the Caribbean Netherlands research framework (Research Framework 2021, version 2023 for the supervision of preschool education and primary education (appendix 6)), we conduct a quality survey every two years at the schools/institutions in the Caribbean Netherlands. Every other year we hold a progress meeting. The quality survey was planned for November 2024. However, we conducted this quality survey into risks earlier, which means we deviate from the biennial survey in the Caribbean Netherlands (the last quality survey took place in November 2022). The reason for conducting this investigation earlier is the signals we received from November 22, 2023. We have verified these signals, but our concerns have not been addressed. This has made us decide to bring the quality research forward and carry it out in April 2024.

## Quality signals

On November 17, 2023 we visited the school for a regular progress meeting. Prior to this conversation, we made a number of lesson visits in the context of the recovery assignment for OP3 Pedagogical didactic action (report January 6, 2023). No signals were received from the school or the board during this progress meeting. The restore order for OP3 remained standing. It was decided not to intensify the process, because the school had an overview of the findings itself and is working on them in a targeted manner through an action plan.

Signals have been received since November 22, 2023, which we verified in the period December 2023-February 2024.

The verification has not led to allaying the concerns. That is why we have decided to conduct the quality research earlier feed.

## Financial signals

One of those verification routes concerned the school's finances. The verification of the financial signals was unable to allay our concerns and this has led to a financial investigation by the board, which was announced on January 22, 2024.

In December 2023 and January 2024, various additional signals were received that also related to educational quality and management thereof. This fact in combination with the findings

resulting from the ongoing financial investigation (started in January 2024) has made us decide to further expand the ongoing investigation to a specific investigation under Article 15 of the WOT and a quality investigation into risks at the school. The results of the specific investigation Article 15 WOT will be recorded in a separate report. This report describes the results of the quality research carried out at the school.

**Objective** A quality study into risks answers the question of whether the quality of education meets the legal requirements. The investigation leads to a final assessment of the school and possibly to intensified follow-up supervision.

#### **Content**

To arrive at a final assessment, we investigate and assess the standards that are taken into account in the decision rule on the final assessment with the Research Framework 2021, version 2023, including adjustment in October 2023 for the supervision of preschool education and primary education. (Hereinafter referred to as Research Framework)

This concerns the following standards: • View of development and guidance (OP2); • Pedagogical-didactic action (OP3); • Safety (VS1); • Results (OR1, no judgment); • Vision, ambitions and goals (SKA1).

For this research we have added the standards below. These have also been assessed by us. • Execution and quality culture (SKA2); • Evaluation, accountability and dialogue (SKA3); • Teaching time (OP4).

The standards SKA 2 and SKA3 have been added to better explain the facts resulting from the assessment of the educational process. OP4 was added because we received signals that structurally too little teaching time had been scheduled and during the research day we noticed that teaching time was leaking away.

The Research Framework contains the Caribbean Netherlands valuation framework in Appendix 6. Citizenship has become part of a number of standards. This means that we involve citizenship in the assessment of the relevant standards.

Standard	Investigated
OP Education Process	
OP2 View on development and guidance	•
OP3 Pedagogical-didactic action	•
OP4 Teaching time	•
USA Safety and School Climate	
VS1 Safety	•
OR Education results	
OR1 Results[1]	•
SKA Steering, Quality Care and Ambition	
SKA1 Vision, ambitions and goals	•
SKA2 Execution and quality culture	•
SKA3 Evaluation, accountability and dialogue	•

[1] There are no standards yet for educational results in the Caribbean Netherlands. Therefore, we do not rate the standard OR1. We do describe the development of the educational results in the report.

#### Research activities The

research consisted of the following activities: we visited lessons, analyzed documents and held interviews with the director, members of the management team and the internal supervisor.

We also spoke to a number of students, parents, teachers and members of the participation council. In addition to the director, the board was present at the feedback from the research.

#### Other legal requirements We

summarize soundness requirements that are not linked to a standard in the valuation framework under the heading of other legal requirements (see Research Framework).

We have examined the presence and content of the school guide (Article 16, WPO BES), looked at the structural approach to combating (language) disadvantages and the established holidays (major holidays) (Article 20, second paragraph, WPO BES jo Article 10 Regulations on determining school holidays 2022-2025).

#### Reading

**guide** Chapter 2 contains the conclusion and follow-up to the research. Chapter 3 further discusses the results of the research on the standards examined. Chapter 4 contains the board's response to the investigation and the report.



## 2 ■ Conclusion and follow-up

In this chapter we present the judgments and conclusions of the research at Sacred Heart School.



**The quality of education at Sacred Heart School is Inadequate.**

We rate the quality of education at Sacred Heart School as Inadequate. The primary process of teaching, student care and safety does not meet basic quality. The management, quality assurance and ambition are also insufficient.

The research has shown that the standards we assessed do not meet basic quality. We therefore assess the standards as Inadequate. This concerns the standards:

OP2 View of development and guidance; OP3 Pedagogical-didactic action; OP4 Teaching time; VS1 Safety; SKA1 Vision, ambitions and goals; SKA2 Implementation and quality culture; SKA3 Evaluation, accountability and dialogue.

The standard OR1 Results are part of the research but is not assessed by us but described. A You will find a detailed explanation of this later in the report.

### Context

Sacred Heart School finds itself in a very turbulent and difficult period. There have been several management and board changes in recent years.

In November 2021, we rated the school as Insufficient during a quality survey. In August 2022, the Sacred Heart School board changed in composition and the school board appointed an executive director as executive director.

In November 2022, we carried out a recovery investigation and issued a satisfactory assessment. The school once again met the basic quality standards. We indicated that the improvements that had been made were early and that they were in the process of development. The board received a repair assignment for the standard OP3 Pedagogical didactic action. In June 2023, the school director left the school.

The current director started at the school in June 2023. Based on her findings, the new director wrote an action plan with clear prioritization. We discussed this plan and the progress of the improvements made during the progress meeting in November 2023 with the director and the executive director. The director said that the required developments had not been sufficiently continued in the period from November 2022. Reasons for this included insufficient management by the board on improving the quality of education. In addition, no transfer took place between the directors in June 2023.

The new director's plan of action contained the topics that needed to be focused on to strengthen basic quality. Didactic activities in particular would receive renewed attention. The right focus and the formulated approach gave us the confidence that educational development was being worked on.

Immediately after this progress meeting, we received various signals from various sources about the quality and financial situation of the school. This resulted in unrest at the school, partly because employees were dismissed by the executive director and the necessary materials could not be purchased. This had an impact on the atmosphere at school and on teachers and students. The executive director also announced his departure. Instead of taking up its role, the board has shifted the administrative tasks to the director from the end of November 2023. As a result, the director was charged with administrative tasks including the financial and organizational challenges of the school.

#### Conclusion

Despite the fact that the management saw risks in the quality of education during the progress meeting in November 2023, we have to conclude that insufficient results have been achieved with the actions mentioned in the improvement plan developed at the time. The translation into daily educational practice and embedding in policy has not been successful. The management did not implement the improvement topics sufficiently and there was a lack of direction and control by the board. This can partly be explained by the unrest described above. The decline in educational quality observed by us during this quality survey concerns student care, pedagogical-didactic actions, safety and quality assurance. As for the educational results, we have already indicated above that we do not assess them because no legal standard has been established.

However, it can be concluded from our observations that a decline is noticeable. We have therefore included this descriptively in this report.

To bring about recovery and stop deterioration, it is

It is necessary that the management can focus on managing the school and working on improving the quality of education and not also be burdened with administrative tasks. The team and the entire management will have to express commitment to jointly realize the necessary educational improvements. The action plan, called 'With the goal in mind', can serve as a basis for this. This plan describes the improvement topics with goals to be achieved that the school must work on in the near future to improve the quality of education in a structural and future-proof manner. To remove the shortcomings in this way so that the law is once again complied with.

### **Agreements about follow-up supervision**

Because the school has been assessed as Inadequate, we are intensifying our supervision.

We will conduct 4 progress discussions: September 2024, November 2024, spring 2025 and June 2025 with the board and school management. We will conduct a recovery investigation one year after adoption of this report.

The table below lists all shortcomings and associated repair orders. The period within which the board must ensure recovery is also included.

For a more detailed explanation, please refer to the text under the various standards. In addition, we will record the repair assignments in interim improvement agreements in a Supervision Plan.

We will include this supervision plan with the final version of this report.

Shortcoming	What do we expect from the board?	What are we doing?
<p>We assess the standard OP2 View on development and guidance as Insufficient.</p> <p>The school does not sufficiently guarantee the uninterrupted development of the students (Article 10, first paragraph, WPO BES).</p> <p>The school's education is not sufficiently focused on guidance at group and individual level and is therefore not tailored to the educational needs of students (Article 10, first paragraph WPO BES).</p> <p>The school has insufficient insight into the progress of the students because results, especially in the area of basic skills, are not systematically incorporated into a student monitoring system. (Article 10 fourth paragraph, WPO BES).</p> <p>The school does not provide sufficient individual guidance that is tailored to the needs of students with specific learning needs (Article 10, fifth paragraph, WPO BES).</p> <p>Education is insufficiently equipped to pay attention to combating (language) disadvantages in a structural and recognizable manner (Article 10, paragraph 8, WPO BES).</p>	<p>The board ensures that students can experience uninterrupted development.</p> <p>The board ensures that education is focused on guidance at group and individual level, so that coordination is achieved in the educational needs of the students.</p> <p>The board ensures that the progress of the students, at least in the basic skills, is systematically monitored and structured and kept in a student monitoring system, which provides insight into their development.</p> <p>The board ensures that the school makes analyzes that make it possible to provide sufficient (individual) guidance that is tailored to the specific educational needs of students.</p> <p>The board ensures that education is organized in such a way that the school pays attention to combating (language) disadvantages (NL and ESL) in a structural and recognizable manner by offering these lessons.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>During the recovery investigation in 2025, we will assess OP2 as standard.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p>
<p>We assess the standard OP3 Pedagogical-didactic action as Insufficient.</p> <p>The lessons provided by the teachers are insufficiently effective, insufficiently tailored to the learning needs of students and there is no continuous line in classroom management, which means that uninterrupted development is not guaranteed (Article 10, first paragraph, WPO BES).</p>	<p>The board ensures that education and in particular didactic action (effective instruction, guidance, tailoring to learning needs, differentiation, targeted assignments, effective teaching time and classroom management) is purposefully tailored to the educational needs of groups and individual students. So that there is 'continuous development'.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving this legal shortcoming.</p>	<p>During the recovery investigation in 2025, we will assess OP3 as standard.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p>

Shortcoming	What do we expect from the board?	What are we doing?
<p>We assess the standard OP4 Teaching Time as Insufficient.</p> <p>The students do not receive the minimum 7,520 hours of education in 8 school years because insufficient teaching time is offered and planned teaching time is lost. The students are not given enough time to familiarize themselves with what is on offer. (Article 10, sixth paragraph, sub a and b, WPO BES).</p>	<p>The board ensures that the shortcoming is remedied within the period stated above.</p> <p>With effect from the new school year (2024-2025), the school plans more teaching time so that the legal minimum hours are achieved and ensures that teaching time is used efficiently.</p> <p>We will receive an overview of the planned teaching period for 2024-2025 no later than September 1.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>During the recovery investigation in 2025, we will assess OP4 as standard.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p>
<p>We rate the standard VS1 Safety as Inadequate.</p> <p>Due to the absence of a safety policy, the school has no insight into the prevention, handling, registration and evaluation of incidents. The school does not have a coherent set of measures. Due to the absence of a safety policy, the school also fails to implement the safety policy. The school therefore does not ensure safety at school. (Article 6A first paragraph, sub A, WPO BES).</p> <p>No safety policy coordinator has been appointed and there is no point of contact for combating bullying. The school therefore does not ensure safety at school. (Article 6A, first paragraph, sub C, WPO BES).</p>	<p>The board ensures that the safety policy is formulated and recorded in a plan and that the policy is implemented.</p> <p>We will receive the safety policy no later than November 1, 2024.</p> <p>The board ensures that a safety policy coordinator and a point of contact in combating bullying are appointed.</p> <p>We will receive the name and job description of the coordinator and point of contact no later than September 1, 2024.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>We will assess VS1 during the recovery investigation in 2025.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p> <p>After November 1, 2024, we will assess whether the safety policy complies with the law and is being implemented.</p>

Shortcoming	What do we expect from the board?	What are we doing?
<p>We assess the standard SKA1 Vision, ambitions and goals as Insufficient.</p> <p>There is insufficiently a working system of quality assurance that ensures that, based on a supported vision, ambitions and goals are widely shared and supported within the school and that care must be taken to monitor the uninterrupted development process of the students and in is able to determine what measures are needed for improvement. (Article 13 in conjunction with 15, fourth paragraph, sub a and b, WPO BES).</p> <p>In the quality assurance system, the school has not included how it promotes active citizenship and social cohesion in a recognizable, targeted and coherent manner. (Article 13 in conjunction with 10, third paragraph, WPO BES).</p>	<p>The board ensures that the quality assurance system is organized and implemented in such a way that improvement activities can be carried out effectively.</p> <p>The board ensures that the school makes clear how it promotes active citizenship and social cohesion.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>We will assess the standard SKA1 during the recovery investigation in 2025.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p>
<p>We rate the standard SKA2 as Inadequate.</p> <p>The school does not make sufficient interim adjustments. There is also insufficiently a professional and safe learning and improvement culture. (Article 13 and Article 15, Jo, fourth paragraph sub a and b, WPO BES).</p>	<p>The board ensures that the implementation of quality assurance and professional development within the school is shaped in such a way that the improvement measures are actually implemented and, with the efforts of everyone, lead to improvement and a joint focus on the quality of education.</p> <p>The board also ensures the realization of a professional and safe learning and improvement culture.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>During the recovery study in 2025, we will assess the standard SKA2.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p>

Shortcoming	What do we expect from the board?	What are we doing?
<p>We assess the standard SKA 3 Evaluation, accountability and dialogue as Insufficient.</p> <p>The school does not analyze and evaluate systematically and insufficiently whether goals are being achieved, as a result of which improvement measures are not determined, as a result the school does not make timely adjustments, which means that the uninterrupted development of the students is not guaranteed (Articles 13 and 15, fourth paragraph under a and b, jo article 10, first paragraph, WPO BES).</p>	<p>The board ensures that, as part of the quality assurance system, the school systematically analyzes and evaluates whether it is achieving its goals. The board draws up improvement measures to ensure the uninterrupted development of students. The board is accountable for this.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>During the recovery study in 2025, we will assess the standard SKA3.</p> <p>We will conduct progress discussions in September 2024, November 2024, spring 2025 and June 2025.</p>
<b>Other legal requirements</b>		
<p>The school does not comply with Article 10, paragraph 8, WPO BES: Education is organized in such a way that attention is paid in a structural and recognizable manner to combating disadvantages, in particular language disadvantages. The Dutch subject is not offered.</p>	<p>The board ensures that attention is paid to the Dutch subject in a structural and recognizable manner.</p>	<p>During the recovery investigation in 2025, we will assess whether the board has fulfilled the recovery assignment.</p>
<p>The school guide does not meet the legal requirements (Article 16, first paragraph, sub a, b, e, f, i, k, l, and m. WPO BES).</p> <p>The current version is missing: a description of the goals of education and the results that are achieved, the way in which education for the young child is given shape, information regarding the voluntary parental contribution, information about the complaints procedure, the safety and absenteeism policy and results achieved and any measures taken to improve education.</p>	<p>The board ensures that the shortcoming is remedied within the period stated above.</p> <p>As of the new school year (2024-2025), the school guide complies with legal requirements.</p> <p>We will receive the school guide no later than September 1, 2024.</p>	<p>We will assess after September 1, 2024 whether the board has complied with the recovery order.</p>
<p>The school does not adhere to the established period for the long holidays (Article 20, second paragraph, WPO BES in conjunction with Article 10 of the regulation on determining the school holiday 2022-2025).</p>	<p>The board ensures that the school complies with the legally established holiday period with effect from the new school year (2024-2025).</p> <p>We will receive the 2024-2025 holiday overview by September 1, 2024 at the latest.</p> <p>No later than one week prior to each progress meeting, the board will send a progress report in which the board describes the progress aimed at resolving these legal shortcomings.</p>	<p>We will assess after September 1, 2024 whether the board has complied with the recovery order.</p>

## 3 . Results of quality research

In this chapter we provide the assessments and results of the research at Sacred Heart School per quality area.

### 3.1. Educational process

KWALITEITSGEBIED ONDERWIJSPROCES (OP)	O	V	G
OP2 Zicht op ontwikkeling en begeleiding	●		
OP3 Pedagogisch-didactisch handelen	●		
OP4 Onderwijstijd	●		

#### ON 2. View of development and guidance We

assess the standard View of development and guidance (OP2) as Insufficient.

The school does not sufficiently monitor the development of the students and therefore does not provide enough appropriate guidance and extra support.

As a result, the school does not sufficiently ensure the uninterrupted development of students.

In addition, education is not sufficiently focused on guidance at group and individual level and is therefore not tailored to the educational needs of students. The school therefore does not comply with Article 10, first paragraph, WPO BES. The school also does not comply with Article 10, fourth paragraph, WPO BES: the school provides a student monitoring system in which student progress is recorded. The same applies to Article 10, fifth paragraph, WPO BES: the school does not offer individual guidance that is tailored to the needs of the student and Article 10, eighth paragraph, WPO BES: education is not organized in such a way that attention is paid in a structural and recognizable manner. is spent on disadvantages, in particular language disadvantages.

The school receives repair orders for this. An explanation follows below.

Guaranteeing by uninterrupted development is insufficient because agreements and control is missing

At Sacred Heart School, too many issues surrounding student care are not clear to the teachers. As a result, education is not organized in such a way that students can go through an uninterrupted development process. The school lacks clear agreements about student care: when is a student with special needs, what analyzes do we make, what approach is needed for specific educational needs and when do we call in external help? It is also not clear within the team what the decision is whether or not to provide remedial teaching.

The result of the lack of clarity is that everyone interprets it in their own way and for students it depends on the teacher which one



care and guidance is provided. From the conversations we had with the teachers, we concluded that they have great needs for more guidance and guidance when working with students who need extra care. Our observations and conversations show that the care structure needs to be reshaped with explanations, agreements and management at team level. For example, there is not always a warm transfer between teachers when students move to the next group after the school year. Necessary information is then not shared. There is also no reasoned assessment of how long students spend in nursery classes.

The student's entry date determines whether the toddler moves on to the next year. Too little attention seems to be paid to the development of the toddler, whether there is acceleration or deceleration.

Uninterrupted development does not guarantee systematic processing missing and of results in student monitoring system

The school does not sufficiently monitor the development of the students because, due to the lack of a student monitoring system, it has insufficient insight into the knowledge and skills of the students, especially in the area of basic skills. As a result, the school does not make any adjustments or makes them too late and students may fall behind in their learning, including in the English language. The school therefore does not guarantee the uninterrupted development of the students.

When students start at Sacred Heart school, they are discussed during a so-called Transition meeting. In this way, childcare ensures a warm transfer at the start of primary school. Once the students are at school, the school collects math and English results from grade 1 by administering method tests. These results are not systematically processed in a student monitoring system. Due to the lack of insight into the performance of the students, it is not possible to make analyzes that show where stagnation occurs or where there is progress in development. This means that timely intervention and the ability to provide appropriate guidance and coordination of education at group or individual level do not happen or happen too late. This is confirmed by the observed learning deficits that came to light in the autumn of 2023. At the request of the newly formed management, students from grade 2 to grade 6 (groups 4 to 8) were assessed by the Education Expertise Center (EC2) was tested because the management suspected learning delays and questioned the reliability of previously administered school tests.

These results confirmed this suspicion and showed that a large proportion of students showed learning delays and learning gaps of an average of 2 years. One of these learning deficits concerns language deficits in the English language. The school currently pays insufficient structural attention to combating this language deficit, including English as a second language.

#### Insufficient guidance

The students at Sacred Heart School do not receive the right guidance when they need it. Education is insufficiently focused on guidance at group and individual level and is therefore not tailored to the educational needs of students. It also takes a long time before the right guidance is deployed. The school thus fails to guarantee uninterrupted development.

First of all, we note that the school has not yet done much with the test results from November 2023 (see above), which means that support for students is being deployed too late. For one group, the school has drawn up an action plan for mathematics to catch up on the identified gaps. This approach consisted of creating a group plan with a level division. The further elaboration of this and what it means for coordination in the group was brief and did not give the teachers enough guidance to be able to work in a differentiated manner.

Secondly, we note that because a thorough analysis of the stagnation in student development is lacking, insufficient appropriate interventions are deployed. During care meetings with the internal supervisor and teachers, students who stand out because of their educational results or behavior are discussed. Without it being clear what the underlying cause is for delayed development, teachers are given guidance on how to work with the student or the group. These interventions are mainly focused on behavioral change and little on the cognitive development of the students. For example, our research showed that little use is made of remedial teaching (RT), although there are learning disadvantages. In addition, it is not clear within the team what the decision is whether or not to provide RT.

Finally, we see that the measures implemented, such as the guidelines, are not sufficiently evaluated to determine their effectiveness. From conversations with teachers and parents, we conclude that what and when teachers offer extra guidance depends on the teacher. Some teachers indicate that the guidelines do not provide the teacher with sufficient guidance or do not meet the guidance needs of the students.

#### Extra care and support

There is not a current development plan for all students who need extra care and support. The development plans we saw were mainly activity-oriented. It was not always clearly stated which goal had to be achieved. A timetable and evaluation moment were also often lacking. These plans are not concrete enough to give teachers sufficient tools to work with them. For example, it was not clear whether the student had a cognitive or intellectual disability

had a social-emotional problem and where the first attention should be paid. This influences the development of students. All this means that teachers themselves are often looking for a targeted approach, they told us during conversations with them.

EC2 (the education expertise center) offers education in the special needs class for students who need it. The school indicates that it is currently unclear whether all students who need it actually receive education there. As a result, the school does not meet the specific educational needs of the students. During the parent meeting, parents also indicated that they had the impression that it takes (too) long before EC2 is activated and their child receives the necessary care.

**OP3. Pedagogical-didactic action** We assess

the standard Pedagogical-didactic action (OP3) as Insufficient. The actions of the teachers are insufficiently tailored to the development of the students. The education provided by the teachers does not match the development level of the students and therefore there is no uninterrupted development of the students. In the lessons we see too little effective instruction, loss of teaching time and education that is not sufficiently tailored to educational needs. As a result, the lessons are insufficiently effective and the teachers do not sufficiently ensure that all students learn and develop. There is also a lack of a continuous line in classroom management. The school must tailor education to the progress in the development of students, so that students can go through an uninterrupted development process. The actions of the teachers explained above mean that there is insufficient coordination with the development level of the students and that therefore uninterrupted development is not guaranteed. The school therefore does not comply with Article 10, first paragraph, WPO BES. The school will receive a repair order for this.

We provide an explanation below.

We visited almost all groups on the 2 research days. An observer from the school was present at a number of lesson observations.

classes are not very effective

In a number of lessons, instruction is not given effectively: students watch a video, teaching time is lost, the pace is (too) slow and the activity is more task-oriented than goal-oriented, resulting in students learning too little. During the lessons we also see working methods of which it is not clear whether they fit the lesson objective and whether the students achieve the intended lesson objective in this way.

Insufficient coordination of students' learning needs

The teachers do not tailor education in a sufficiently targeted manner in terms of instruction, guidance, assignments and teaching time

learning needs of the students.

In the lessons we visited, we saw classroom instructions without any form of differentiation, which meant that there was insufficient coordination with the learning needs of the students. Occasionally, during processing, we see that students are given other assignments or work with the teaching assistant in a separate group.

Teachers should make more use of information about students in lessons. We described this in the standard OP2 above.

No continuous line in classroom management

Discussions with management and teachers showed that there are currently no school-wide agreements on classroom management and that a continuous line is therefore lacking. During our lesson observations we see unrest and lack of concentration in a number of groups. There is a lack of rules and fixed routines. Students do not always know what is expected of them, cannot deal with delayed attention and are corrected or not corrected in various ways. This means that teachers spend a lot of time organizing the group, which means they have less time to work on the content.

We also see students who are waiting for assignments from the teacher before they can continue working and students who are not addressed when they do not participate in class. Also, (too) much time is given for a test.

The classrooms are often colorful and varied. With the toddlers it is noticeable that there is a lot of (language) material on the wall, but very little at 'eye level'. There is therefore a chance that they will not see it.

#### **OP4. Teaching time**

We assess the standard Teaching time (OP4) as Insufficient. The students are not given enough time to familiarize themselves with what is on offer. The school therefore does not comply with Article 10, sixth paragraph, sub a and b, WPO BES: the school provides at least the legally required number of hours of education and ensures that students can, in principle, complete the school within eight consecutive school years. We will issue a repair order for this. We provide an explanation below.

Insufficient teaching time

Students at Sacred Heart School are not provided with sufficient instructional time over a period of eight years. The students do not achieve the statutory number of hours of 7,520 spread over 8 years. This is because too little teaching time for the students is included in the timetable, because the planned teaching time is not used efficiently and because too much holiday time is planned.

Due to the shortage of teaching time, there is a high risk that students are not offered all the material from primary school and are therefore insufficiently prepared for secondary education.

In addition to the minimum number of prescribed teaching hours, the school would do well to build in margin hours. To this way, when education cannot be given because of

weather conditions or other reasons, the teaching time for the students does not fall below the statutory number of minimum hours.

More efficient use of teaching time is needed

During the lesson observations it became apparent that teaching time is not always used efficiently. Before the lesson actually started, time was wasted unnecessarily, which also happened during lesson changes, for example when waiting for gym class.

Furthermore, the school must better formulate what is meant by break time and what is meant by teaching time. So that it is clear within the school when it concerns a goal-oriented educational activity and when the students are really allowed to play and relax freely.

### 3.2. Safety and school climate

Kwaliteitsgebied Veiligheid en Schoolklimaat (VS)	O	V	G
VS1 Veiligheid	●		

#### VS1. Safety We

assess the standard Safety as Insufficient. The school is not responsible for safety at school. The school does not comply with Article 6a, first paragraph, sub a and sub c, jo paragraph 2, WPO BES: The competent authority is responsible for safety at the school, whereby the competent authority in any case implements a policy with regard to safety and ensures that a person has at least the following tasks: coordination of policy in the context of combating bullying at school and acting as a point of contact in the context of bullying.

Policy and coordination is lacking

The school currently does not have a safety plan that describes the policy regarding (online) social, psychological and physical safety. The school has also not appointed a person to coordinate the anti-bullying policy and there is no point of contact for students and parents in the event of bullying.

School monitors safety

Sacred Heart School monitors the safety perception among students and takes action if the answers indicate this. The school management indicates that it is looking for a more suitable English questionnaire in order to increase the reliability of the answers. In the lower grades, observation lists are used to monitor the well-being of the students. Here too, the school is focusing on a different instrument that better suits the student population.

During the parent meeting, parents said that bullying is taking place. This happens on the way to school on the school bus, during school hours and afterwards and online. The school management is aware of this, talk about it

regularly with parents and the student in question and provides a follow-up process. The students we spoke to indicated that if the teacher is aware, bullying will be tackled, but that the action taken depends on the teacher.

Well, rules but school-wide approach none

There are rules of conduct in the classrooms and reward systems are used. However, there are no school-wide agreements on compliance with the rules of conduct. This makes it teacher-dependent whether the subject receives attention and what possible measures are taken in the event of undesirable behavior. There is a lack of a clear through line, which makes it unnecessarily complicated for students and can lead to unrest.

The school also has no offer in the field of promoting social safety. However, a start has been made on forging the right group feeling when students return to school after the long holidays.

### 3.3. Educational outcomes

KWALITEITSGBIED ONDERWIJSRESULTATEN (OR)

O

V

G

OR1 Resultaten

Niet te beoordelen

#### OR1. Results Since

we do not yet have reliable standards and lower limits for the final assessment in primary education in the Caribbean Netherlands, we do not assess the Results (OR1). We intend to do this in the future. In order to do this, it is important that school boards formulate realistic and ambitious standards for the final results at school level based on the results achieved. They and we can compare the results against this. This process is under development.

Worried about the results

The test results achieved by the students remain downright worrying, according to the management. More focus must be placed on learning outcomes because students enter secondary education with a significant disadvantage.

It is necessary that the school targets levels for the basic skills formulates which students must achieve in order to gain a clear idea of what they are working towards. An ambitious and realistic target level is currently lacking. By formulating targets, it is clear what students need to achieve and results-oriented work receives the necessary attention.

### 3.4. Management, quality assurance and ambition

KWALITEITSGEBIED STUREN, KWALITEITZORG EN AMBITIE (SKA)	O	V	G
SKA1 Visie, ambities en doelen	●		
SKA2 Uitvoering en kwaliteitscultuur	●		
SKA3 Evaluatie, verantwoording en dialoog	●		

#### SKA1. Vision, ambitions and goals We

assess the standard as Insufficient. The school does not have a supported vision of good education with ambitions and goals and does not sufficiently focus on achieving these.

The school therefore does not comply with Article 13 in conjunction with Article 15, fourth paragraph, sub a and b and Article 10, third paragraph, WPO BES: the board must ensure the quality of education at a school. In any case, taking care of is taken to mean: complying with the law and implementing the system

quality assurance. This means, among other things, that verifiable goals have been formulated. In addition, the school must provide insight into the management of these goals, the results it wants to achieve or the quality expected in these areas. This also applies to citizenship. Care must also be taken to monitor the continuous development process of the students and the board must be able to determine what measures are needed for improvement.

The school has ~~no~~ <sup>has</sup> vision and concretely formulated goals ~~and~~ <sup>appropriate ambitions and no</sup>

There is no team-supported vision of good education. What this is included in the 2021-2024 school plan no longer reflects the current situation in which the school finds itself. This also applies to the goals and ambitions on the basis of which the school draws up educational policy. The policy stated in the school plan is not reflected in practice. As a result, the school cannot meet the legal duty of care to ensure that students undergo an uninterrupted development process and any necessary improvement measures for this cannot be determined.

The school has gone through a turbulent time. Due to developments at board level (see Chapter 2 under the heading Context), but also in the change of management, the current management has set priorities in its activities. As a result, the management, in its own words, has not gotten around to developing a vision and drawing up goals and ambitions for the necessary policy development. In this way, the school cannot provide sufficient insight into the management of the goals to be pursued and which ones

results one wants to achieve or what quality is expected in these subjects. This applies, for example, to the way in which the school structurally pays attention to citizenship and to combating language disadvantages in English and Dutch (see OP2 and Other legal requirements). The plan "With the goal in mind" is a first step towards formulating vision and goals. There is still a lack of support from the team and the concretization of goals, a timetable, interim evaluation moments and the method of safeguarding. It is also important that the results of previous evaluations and the results of internal and external dialogue are visible in the goals for educational policy (see also SKA2 and SKA3).

The conditions are missing

During the investigation, we noted that there is no clear internal division of responsibility, this applies to the board, school management and employees. This ensures that it is unclear to team members who is responsible for what and how educational policy is established. The board ensured that, due to the ambiguities at board level (see Chapter 2), the administrative responsibilities fell to the director. The director was not given time to do this, which put pressure on daily management at school level and keeping an eye on the quality of education.

In order to achieve a shared vision, it is important that the conditions for achieving the educational ambitions and goals are known to everyone, so that the goals can be worked on by one team. The board must take its own role in this.

The school has system quality assurance established

The school carries out activities in the context of quality assurance, but there is no question of implementing a quality assurance system. There is insufficient structure in the quality assurance system, which means that the school does not sufficiently manage the quality of education. The school does not have an overview of all topics that are important for the quality of education. This applies, for example, to the quality of the pedagogical didactic activities and the educational and care support for students.

Because this insight is lacking, the school management does not implement improvement measures or implements them too late.

#### **SKA2. Implementation and quality culture We**

assess the standard Implementation and quality culture as Insufficient. The school does not make sufficient interim adjustments where necessary. There is also insufficient professional and safe learning and improvement culture. The school therefore does not comply with Article 13 and Article 15, fourth paragraph, WPO BES. The board must ensure the quality of education at a school. In any case, 'ensuring' means: complying with the law and implementing it



of the quality assurance system. This means, among other things, that the board and the schools have insight into the quality of education.  
The functioning of the quality cycle must be central.  
The school will receive a repair order for this. An explanation follows below.

The school does not promote sufficient quality culture

Based on discussions we have had, we have concluded that there is no professional and safe learning and improvement culture within the school organization.  
The lack of trust between and within administration, school management and employees stands in the way of a quality culture focused on collaboration, learning and improvement. There is a very diverse cultural background among both the students and employees of the school.

Based on this diversity, all school employees should pursue one common goal: getting the best out of the students and doing everything they can to help students develop optimally. However, we did not see this during the investigation. We do not see a culture in which all parties work together to achieve this goal.

The board and school management have insufficient insight into the quality culture within the school and do not sufficiently focus on the development of a safe and professional learning and quality culture. It is important that all those involved, including the board, not only have the responsibility to work on a safe learning and improvement culture, but all those involved must also take that responsibility based on their role and task within the school. A condition for achieving this common goal is that the internal division of responsibilities is clear to everyone, so that every employee knows who is responsible for what. At management and team level. In addition, the school management will have to demonstrate educational leadership and exemplary behavior in this process so that together with the entire team they can do their utmost to achieve good education together. From our conversations and observations we conclude that this educational leadership and exemplary behavior is lacking. Such a professional quality culture only exists when all those involved have the same goal in mind, have expressed commitment and they can each contribute to educational developments from their own role.  
The board should support the management and the team in this process.  
Various conversations during the investigation show that the board is currently not doing this.

The school does not make sufficient interim adjustments

We note that the school management does not provide sufficient guidance in the implementation and improvement of education. An example of this is the realization of the improvement plans, which were discussed by the management in November 2023 during the progress meeting with the inspectorate.

shared. This progress interview is part of our working method in which we conduct a progress interview every two years in the context of monitoring school development. Due to recent administrative developments, as a result of which the board has passed on the administrative tasks and responsibilities to the director, the management has had to prioritize, with the result that the intended improvements in the quality of education are insufficiently visible. For example, the policy document Pedagogical didactic action has not yet been implemented and agreements on this matter are therefore insufficiently established. The board is insufficiently aware of the consequences of passing on administrative responsibilities to the management for developments within the school.

Structural consultation and guidance is necessary

There is also insufficient interim adjustment, because there is a lack of structural consultation and communication within the education team. Team consultations are not conducted on a structured basis, which means that it is not always clear to employees where the priorities of the school management lie and why certain choices have been made. This is evident from the implementation of the policy plan 'Working independently: structure and phases of implementation' by the school management this school year. Teachers and teaching assistants have received the policy document, but there is insufficient systematic support, evaluation or involvement by the school management, resulting in a lack of adjustment. In the lessons we observed, we noticed a strongly varying picture of independent work in the classroom, because teachers act according to their own insight, rather than based on the established policy. Employees indicate that they experience a clear need for structural coaching and guidance, so that they know where they stand in their development.

### **SKA3. Evaluation, accountability and dialogue** We

assess the standard Evaluation, accountability and dialogue as Insufficient. The school does not evaluate and analyze systematically whether it is achieving goals, because concrete goals are lacking. The school also makes insufficient adjustments when necessary and does not provide sufficient accountability for this. As a result, education is insufficiently organized in such a way that students can go through an uninterrupted development process. The school therefore does not comply with Article 13 jo and Article 15, fourth paragraph, sub a and b, WPO BES: The board ensures the quality of education at the schools through a system of quality assurance. This includes regular evaluation of whether these goals are being achieved. Also that the quality assurance system ensures that an uninterrupted development process of students is monitored, that education is tailored to the development of students and that it is possible to determine which measures are needed for improvement. Article 10 jo, first paragraph, WPO BES is also not complied with: It

education is organized in such a way that students can go through an uninterrupted development process. The school receives repair orders for these shortcomings. An explanation follows below

The school does not evaluate sufficient policy goals

The school is not succeeding sufficiently in completing the quality assurance cycle. The lack of concrete goals means that the school cannot evaluate whether the ambitions have actually been achieved.

In addition, the safety policy is missing (see VS1). Because the school has not formulated sufficient concrete goals, a systematic analysis of (the achievement of) these goals is not possible. An example of this is evaluation of the care and guidance of students. The school's student population is diverse, which makes a good and thorough school care structure essential, so that every student can go through an uninterrupted development process. It is important that goals and ambitions are also drawn up for the care structure, so that the effectiveness of the support and care provided to students can be evaluated and the school can account for the realization of goals.

The school states, Where necessary, insufficient to update policy

It is unclear what the school does with the information that is collected. The school does not provide insight into whether it makes analyzes based on collected information and to what extent the analyzes give reason to adjust the existing policy or not. An example of this is the analysis of student performance, which the school has mapped out in collaboration with EC2 for all students from grade 4 onwards. The evaluation of the test results shows that adjustments in education policy are necessary, but these improvement measures are not implemented or are implemented too late.

As a result, students are not sufficiently enabled to go through an uninterrupted development process.

Information to stakeholders must do better

The provision of information to internal and external stakeholders lags behind in some areas. For example, the information on the school's website is not up to date: for example, the 2022 calendar has not been updated to this school year. In addition, information is missing: the school has not published a current school guide in which the school makes clear what the goals of education are and what results are achieved with the teaching-learning process (see Other legal requirements).

Organization by contradiction has improved

An improvement is visible when it comes to involving internal and external stakeholders in a dialogue. With the start of the Youth Advisory Board, an initial improvement compared to November 2023 is visible. In addition, among other things

invested in increasing parental involvement. Work is also being done to strengthen the position of the MR.

### 3.5. Other legal requirements

We found the following shortcomings in the other legal requirements included in the study.

The recovery orders are formulated in the table Agreements on follow-up supervision.

- The school does not comply with Article 10, paragraph 8, WPO BES: Education is organized in such a way that attention is paid in a structural and recognizable manner to combating disadvantages, in particular language disadvantages. The Dutch subject is not offered.
- The school guide does not meet the legal requirements. The school must provide a school guide that meets the legal requirements, as regulated in Article 16, first paragraph, sub a, b, e, f, i, k, l, and m, WPO BES: a description of the goals of education and the results achieved with it, the way in which education for the young child is given shape, information regarding the voluntary parental contribution, information about the complaints procedure, the safety and absenteeism policy and results achieved and any measures taken to improve education . • The school extends the long holidays by 1 week. This concerns a fixed holiday and it is not permitted to extend it or change the period. (Article 20, second paragraph, WPO BES in conjunction with Article 10 Regulations on determining school holidays 2022-2025)

## 4 . Response from the board

Below, the board indicates how it incorporates the findings from the research in the further development of educational quality:

We have received the correspondence and the draft report in good order. We would like to provide our response to the report.

The results of the quality research are not unknown to us. We had already identified these concerns ourselves in November 2023 and were already working on restoring the quality of education in our school. The school principal showed this in her presentation of the improvement plan to the inspectors.

The report provides further guidance for the necessary improvements. Based on the findings presented by you last April, the board and school have continued with the improvements and we have already improved and/or implemented several of the designated points. We have already adjusted both the holiday schedule and the teaching hours for the coming years. This means that we will more than comply with the stated requirements and there is still room for two study days and two downtime days. From next year we will start working with a management team that will fall under the leadership of the school head so that she can focus more on the quality of education and its implementation. Furthermore, we are already busy designing a new safety plan that meets the requirements and the sports teacher will be responsible for implementing this. This will be done in collaboration with the rest of the staff, to name just a few examples.

We are also working closely with the Diocese of Willemstad, who provide us with their expertise and support.

We are grateful for the guidelines you have set as mentioned earlier. This not only gives us more guidance, but also sets the course for us, so to speak. However, we would like to express our concerns about the tight schedule and its feasibility. This is partly due to the fact that we cannot hire additional support due to the tight financial situation.

As a board and school, we look forward to a productive and successful new school year with good courage and we trust that we will work together to meet and achieve the quality requirements.

SKOSaba

