



**DRAFT PROPOSAL TO THE EUROPEAN
SCHOOLS BOARD OF GOVERNORS FOR THE
TRANSFORMATION OF THE EUROPEAN
SCHOOL AT CULHAM, INTO A EUROPEAN
ACADEMY DEVELOPING TO “TYPE III” STATUS.**

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This document is an updated version of the proposal presented to the UK Government in March 2007, now modified for the attention of the European Schools Board of Governors. It represents the views of the Trustees of the English Trust for European Education (ETEE), 25 Pococks Close, Bampton, OX18 2JY. It is distributed in accordance with the Design and Copyright Act 1988; it may be quoted by the UK Government and the European Schools Board of Governors, but should not otherwise be re-circulated, or parts of it distributed without the prior consent of the publishers.

1. EXECUTIVE SUMMARY

- 1.1. The European School Culham is the only UK example of the network of European Schools in the European Communities. All European Schools are currently intergovernmental bodies, providing a curriculum that leads to the European Baccalaureate - an academic qualification fully recognised by all EU governments. The infrastructure of the European School Culham belongs to the British Government, which also supplies English speaking teachers, as well as funding the maintenance of the site and all existing buildings.
- 1.2. Although the school is highly successful in terms of parental demand and academic qualifications achieved by its pupils, the governing body of European Schools has determined that the Culham school no longer meets the primary purpose for which it was founded (i.e. the provision of education to employees of the European Commission), and has invited the UK to make a detailed proposal for its transformation. The English Trust for European Education (ETEE) has made a detailed proposal to transform the school into a state funded European Academy, serving a wider sector of the local population, and this is now under active consideration by the UK government. At the same time, a phased transition in European Schools terms, from Type I to Type III is proposed.
- 1.3. The newly formed European Academy will be unique in the UK, as an all-age inclusive, multilingual, coeducational school compatible with the European Schools curriculum and following the European Baccalaureate curriculum. The Academy will form part of a family of schools both in the local area and with other bilingual specialist language Academies and Schools in England and Wales and within the European Communities (through the growing network of the existing ('Type I') European Schools and other schools ('Type II and Type III') following the EB curriculum).
- 1.4. Links will also be forged with the local scientific institutions that have already expressed an interest in the school. We expect the synergies of these links to turn the Academy into a centre for innovation and support for other schools in the County, particularly those schools that may be in need of assistance.
- 1.5. The ETEE envisages that in virtue of the Academy's distinctive position at the forefront of bilingual European education and language teaching, a resource centre for bilingual education and the in-service development of language teachers involved in bilingual education could also be created, in co-operation with LEAs and other existing training institutions in the region.
- 1.6. The transformation of the existing school into an Academy, ideally in 2011, with the commitment to existing 'Type I' year groups phased out over seven years, and incoming year groups if possible piloting and securing Type III status, would see the creation of an all-age institution with initial numbers between the current ca. 850 pupils and 1046, and with a capacity to accommodate around 1200 pupils by 2020 if desired according to the demographic needs of the area. Modest infrastructural development costs would be required in the initial stages.
- 1.7. As requested by the European Schools Board of Governors, deadlines are now proposed for the transformation and for identification of partners, political, financial and administrative responsibility.

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2. CURRENT SITUATION

2.1. The existing European School

- 2.1.1. The European School (ES) in Culham was founded in 1978 and it is one of 13 such European Schools in the European Union, all overseen by the inter-governmental European Schools Board of Governors. However, it is the only European School in the UK, with recent numbers of 850–960 pupils.
- 2.1.2. The school provides mother tongue and bilingual education from kindergarten and primary sections through to secondary and university entrance.
- 2.1.3. A stated objective of all the European Schools is to give each pupil at least two working languages. Consequently the education is bilingual and bi-literate and the pupils work towards the European Baccalaureate (EB).

2.2. Community implications

- 2.2.1. The European School at Culham has contributed a great deal to the development of the region thanks to its ability to cater for families having a range of European mother tongues, as well as its excellence in the teaching of science.
- 2.2.2. The prospective loss of the school would damage plans for the development of the newly envisaged 'science city' at nearby Harwell and the arc of scientific development from Oxford to Cambridge.
- 2.2.3. In particular, closure would greatly impede the ability of locally based European and International employers, including local universities and other major organisations, from deploying or attracting skilled international staff to the region.

2.3. Phasing Out of the Type I School

- 2.3.1. The Board of Governors has nevertheless had to accept that the school can no longer be justified as a 'Type I' European School funded by the EU for EU employees, now that the European project for which it was primarily established is transferring from Culham.
- 2.3.2. It has resolved that the Type I provision should be phased out over a period of seven years. At the same time, it has invited the UK to present its proposal for the school to be transformed rather than eventually closed.
- 2.3.3. Details of the timing and nature of "phasing out" of Type I provision have still to be clarified, and would no doubt depend on the context.

2.4. Recent policy developments

- 2.4.1. Fortunately, this decision coincides with two policy developments, which are brought together in this proposal.
- 2.4.2. The first is the decision of the European Council of Ministers, endorsed by the European Parliament, to seek to widen access and open out the European Baccalaureate to schools other than those established primarily for EU employees (Type I European Schools).
 - 2.4.2.1. These proposals, now being addressed by the European Schools Board of Governors, foresee the creation of associate European Schools (referred to as Type II at locations where there are children of European Union staff, and referred to as Type III where there is no European Union agency or institution).

- 2.4.2.2. The Board of Governors is responding by establishing pilot study and projects for associated Type II and Type III schools.
- 2.4.3. The second new development is the extension of the UK government's Academies scheme, previously intended only to replace failing schools or communities, but now having the new criteria to widen choice and diversity, and to bring in schools of all kinds offering a range of specialisms.
- 2.4.3.1. Full details of this development may be viewed on the website of the newly named Department for Children, Schools and Families (DCSF), www.standards.dfes.gov.uk/academies

3. THE TRUST'S PROPOSAL FOR TRANSFORMATION INTO A EUROPEAN ACADEMY

3.1. TRANSFORMATION INTO A EUROPEAN ACADEMY PHASING TO TYPE III STATUS.

- 3.1.1. In this circumstance, the Trust's favoured outcome, having considered a range of options, is the transformation of Culham European School into a European Academy. The school will then become an independent state school within the UK system, contributing significantly to the choice and diversity available to parents and students.
- 3.1.2. The European Schools Board of Governors has received in April 2007 a summary of the Trust's initial proposal for transformation and has requested clarification of transformation measures with datelines and lines of responsibility.
- 3.1.3. The new Academy will inherit the existing school's unique example in this country of European bilingual and bi-literate education across all school age-ranges. This factor will open up and enrich the educational landscape. As well as adding to and enhancing choice and diversity, it will work with other schools, setting an example of living language learning and international citizenship.
- 3.1.4. The European Academy at Culham will continue to meet the requisite criteria to be recognised by the European Schools Board of Governors for access to the expanded European Baccalaureate and thus be associated with the network of European Schools. It will continue to be an all-through school, covering nursery education up to the European Baccalaureate, for pupils aged 4 -19.
- 3.1.5. Recent EU Ministers' proposals now being addressed by the European Schools Board of Governors foresee the creation of associate European Schools (referred to as Type II at locations where there are children of European Union staff, and referred to as Type III where there is no European Union agency or institution).
- 3.1.6. The Type III model could be applied to Culham, and this proposal envisages the European Academy at Culham as a pilot Type III school.
- 3.1.7. The opening of the European Academy would be feasible in September 2011, and it is suggested that in these circumstances, 2010 should be the last intake to the Type I school.

3.2. GOVERNING BODY

- 3.2.1. The new European Academy will be broadly based on the UK Government's Academies model. It will have its own independent Governing Body, appointed by the Culham European Academy Trust, a new sister body of our English Trust for European Education.

- 3.2.2. The new trust will be a registered trust charity and company limited by guarantee, and will initiate the Academy Governing Body, on which are represented parents, teachers, sponsors & stakeholders representing local interests, together with local and national government, and it is hoped with input from the European Schools Board of Governors.
- 3.2.3. As an admissions authority, the Academy Governing Body will be part of the area Admissions Forum, becoming available for informed parental choice. From the opening of the Academy, existing European School pupils will come under the jurisdiction of the Academy, and no fees will be paid for any pupils.
- 3.2.4. During a transition phase of seven years, with the support of the ES Board of Governors and national governments, the Academy will honour the existing commitment to 'Type I' year groups through to the EB, and as an intended 'Type III School' will continue at least to satisfy EB criteria for new intakes, but without being tied to the organisational structures of existing European Schools.

3.3. ADMISSIONS

- 3.3.1. Access will be available to children of all abilities. It is essential that parents should be made aware through 'Choice Advice' of the Academy's ethos and that the curriculum and final examinations for all children will be at least bilingual. Given this understanding, it is our considered view that geographical distribution of the pupil population will not differ significantly from the present patterns.
- 3.3.2. The Academy's CLIL (content and language integrated learning) will be particularly helpful to mixed-language families.
- 3.3.2.1. Within the codes of practice on school admissions, and in accordance with the Human Rights Act of 1998, account will be taken of expressed need of families who seek a sustainable bilingual and bi-literate European education.
- 3.3.2.2. The school will be suitable for professionally mobile families on limited term contracts from EU countries and it will also contribute to meeting the growing needs of economic migrants from other EU countries. These families are looking for recognised continuity of curriculum and qualification, so that they may return to their home country at the end of their contract.
- 3.3.3. It is anticipated that the Academy will continue to receive students from a broad area, principally Oxfordshire and the adjacent areas of Berkshire and Buckinghamshire, including the newly developed Science Park in Harwell/Didcot. It is suggested these may be conceived in terms of 'inner and outer catchment areas' (UK Code of Practice 2.37).
- 3.3.4. It is suggested that the Academy's discretion for 10% of admissions could be applied on a basis of family need for European Language bilingual teaching and learning, subject to language-group size, in keeping with Code of Practice 2.75 'able to benefit from teaching in a specific subject'. In-Year Fair Access Protocols will be negotiated, related to those in other all-age Academies.

3.4.EFFECT ON LOCAL AUTHORITY AND SCHOOL PLANNING

- 3.4.1. Currently, 90% of the European School's pupils come from families resident across Oxfordshire, and these numbers would be little affected by transformation to a European Academy (Annexe 3). The current numbers from within a five-mile radius are: for pre-primary and primary education, 123; for secondary education, 11–18, also 123.
- 3.4.2. Because the demand from families seeking a bilingual school environment is from a wide area, the Academy will have no more significant effect than the

present school on numbers applying to primary or secondary schools in the immediate vicinity.

- 3.4.3. The advantage with an Academy would be that the local authority, which has always been supportive of the presence of the school, could take formal and accurate account of this provision in its overall strategy, and admission numbers and criteria be negotiated through the area Admissions Forum.
- 3.4.4. The envisaged numbers for the Academy over the transition period (Annexe 2 – Pupil numbers) will be adaptable to the planned population of the area
- 3.4.5. Positive and encouraging initial discussions of this proposal have recently taken place with the Head of School Development for Oxfordshire County Council and County Councillors.

3.5. CURRICULUM

3.5.1. European Baccalaureate

- 3.5.1.1. The European Schools curriculum, recognised by EU national governments through a table of equivalence, will be followed by all pupils in at least two of the three European languages most used in European Union transactions (French, German, and English). In addition, pupils will take a third EU language and optionally Latin or Russian.
- 3.5.1.2. Subject to demand, there will also be opportunities to follow programmes across the curriculum in other EU languages, some of them through guided distance learning in the proposed UK Open School for Languages, and it is hoped in the European Schools network.
- 3.5.1.3. The European Baccalaureate, for which all pupils will be prepared, may be complemented in earlier years to include bilingual technology and vocational options.
- 3.5.1.4. Collaboration and interchange with the family of schools and colleges in the area and with the local authority will be particularly evident in arrangements for the new UK Languages Ladder and 14–19 Diploma as they develop.

3.5.2. Special Educational Needs and Personalised Learning

- 3.5.2.1. The Academy will follow the UK Code of Practice in its provision for meeting the special educational need of individual children at any stage, in full consultation with the local education authority.
- 3.5.2.2. It will also make a particular contribution to meeting special language needs, which may be of service more widely.
- 3.5.2.3. Its approach to meeting special educational needs will be within a general ethos of personalised learning, also applicable to the particular needs of mobile families, for which resource tools will be developed.
- 3.5.2.4. An example is the European Record of Achievement - ERA (see below) designed for the EU with the collaboration of the European School at Culham, and developed extensively from the Gulbenkian Project in the 1980s pioneered by the current Chief Inspector of Schools, Christine Gilbert.

3.5.3.A European Record of Achievement (ERA)

For a full description, see EU Socrates Project 87271-CP-2000-I-PL-Comenius-C2 - European Curriculum for Children of Migrant Workers. ISBN 83-918835-2-3

The ERA should be designed to:

- 1) be an integral part of the teaching and learning process and organisation of a school;
- 2) be a tool for increasing autonomy in young people's learning, development and progress
- 3) promote personal, social, academic development of individual learners;
- 4) be a framework for planning and recording individual learning programmes;
- 5) record the setting of realistic goals through a process of structured review;
- 6) give a structure for individual action planning;
- 7) enhance the self-esteem of all learners, and thereby promote equal opportunities;
- 8) provide feedback to teachers to inform future curriculum planning;
- 9) be a framework to record an individual's core skills across the curriculum;
- 10) communicate clear evidence of a learner's overall achievements in context;
- 11) assure effective transition and continuity through stages of education and beyond;
- 12) ensure two-way communication between school and parents;
- 13) show evidence of monitoring and evaluation in and beyond the school.

3.5.4. Citizenship Education

- 3.5.4.1. The European Academy will inherit from the European School its unique ethos of international living, bringing together families and teachers from different backgrounds and celebrating both common values and different approaches to achieve them.
- 3.5.4.2. The Academy will develop further the European School's work in personal, social and health education. Above all, the life of the school is a seedbed for demonstrating active citizenship, of individual and group responsibility for decision-making, respect for others, and service to the community.
- 3.5.4.3. Each national group is able to understand and appreciate its own background in an active comparative mode and international context. The European base of democratic values and of much social justice and human rights legislation comes to the fore, with mutual understanding of the variety of national interpretations. The current integrated European Hour in the primary phase is likely to be developed further.
- 3.5.4.4. Youth Parliament enactments and visits to and from the European Parliament and European agencies will also be a strong feature which could be shared with other schools, both in the local family and in wider networks.
- 3.5.4.5. It is widely accepted that the now compulsory citizenship curriculum in English schools is unevenly pursued. Although active citizenship is encouraged in the rubrics, there is also passive absorption. e.g. of information on how institutions work, which often fails to motivate the practice. The Academy will be a living example of real practice of citizenship across nationalities.

3.6. TEACHING STAFF

- 3.6.1. The Academy will continue to attract a teaching staff made up of native speakers of French, German, English, and other EU languages.
- 3.6.2. Many will be appointed through the normal channels, with some seconded to the Academy by reciprocal arrangements with other European Schools (Types I, II, III) as part of their career development, and it is hoped by national governments. Others will be engaged part-time according to need. All will be qualified to teach, and secure recognition by the General Teaching Council for England.
- 3.6.3. Culham will offer an attractive and well-supported environment for new teachers.
- 3.6.4. It will have a core of teaching staff skilled in counselling, teacher-training, special language and other educational needs, professional tutoring and in-service development course organisation.
- 3.6.5. Teaching assistants will include ICT and laboratory technicians, classroom and supervisory assistants, and assistants for special educational needs.

(Annexe 3 – Transition Questions discusses some transitional staffing questions.)

3.7. OUTREACH

3.7.1. Families of Schools

In recent years, the European Schools Board of Governors, encouraged by the European Parliament, has prompted links with local schools and extension activities. The Academy as a Type III school will go much further. It will belong to and work from the local family of schools, no longer being just a good physical neighbour.

- 3.7.1.1. Four family groupings are envisaged:
Neighbouring nursery, primary and secondary schools and further education colleges will collaborate in widening and enriching provision for pupils and developing professional skills and insights.
The network of partially bilingual schools in England practising CLIL in European languages, such as the Wix Primary School in Wandsworth, Ingatestone Anglo-European School in Essex, Hockerill Anglo-European School in Hertfordshire. This network is also to be promoted by ETEE.
Through the Specialist Schools and Academies Trust, in particular those other Academies and Specialist Schools with a strong outgoing foreign language dimension, such as the proposed Academy derived from Sir William Hulme School in Manchester.
The European Schools and in particular those emerging as Type III schools from within national frameworks. Current Type II and III proposals include schools in Italy, Ireland and Greece. Culham, with the support of ETEE, could have a leadership rôle, being the only existing European School planning to convert to Type III status.

3.7.2. Teacher Development and Networking

- 3.7.2.1. Culham will have initiated a network of European bilingual and bi-literate schools in Britain, with strong links to specialist language schools, and it will

continue to be part of a growing network of bilingual European Schools across the EU.

- 3.7.2.2. It will liaise with training institutions and accepts trainee-teachers for school experience from all EU countries.
- 3.7.2.3. In addition Culham will collaborate with the local authority in promoting the in-service development offered by its courses and support for teachers of languages, not least in primary education and in neighbouring schools having difficulties in language teaching.
- 3.7.2.4. It will be closely associated with university research centres on bilingual and bi-literate education, and will afford facilities for relevant research and evaluation.
- 3.7.2.5. The Academy will play a leading rôle in promoting European education, in collaboration with this charitable trust, ETEE, which will meanwhile have established a promotional network across Britain and which relates to corresponding initiatives in other EU countries.

The Academy will provide a high quality education at all levels, and in addition be transformed to meet the following outreach objectives in its area and the region:

3.7.3. A Centre For Excellence In Bilingual / Bi-literate Education and Language Development

- 3.7.3.1. The Academy will continue to maintain the European Schools' reputation (based on the ethos attached to the European Baccalaureate) for multi-literate education.
- 3.7.3.2. These unique strengths will be further enhanced by outreach of language-learning support to local schools, in consultation with the Oxfordshire County Council Modern Foreign Languages Adviser, particularly primary schools and for continuity across primary and secondary phases.
- 3.7.3.4. The provision of a centre for bilingual education and teacher development will support the entire region.
- 3.7.3.5. Assuming the Type III status (see above) now being actively considered is recognised by the European Schools' governing body, as part of the opening out of its network as demanded by the European Parliament, teachers will be empowered by tuition, shared resource activity and exchanges through the existing channels, and it is hoped via video links with other European Schools, adding to proposals in the (then) DfES Languages Review.

3.7.4. A Centre For Excellence In Science

- 3.7.4.1. The Academy will continue to offer the strengths of the school's broad curriculum and good record in science education, with a substantial percentage of its students continuing in higher education and graduating in scientific subjects.
- 3.7.4.2. The school's location so close to Culham and Harwell science parks, Rutherford-Appleton Laboratories plus its excellent links with Oxford's Universities and International Organisations such as the European Weather Centre and companies such as BMW will make it possible for the Culham Academy to contribute strongly to a regional centre for excellence in science education, promoting sciences across the region's schools and links with science institutions.

3.7.5 A Centre For Innovation, Training, And Support For Schools

- 3.7.5.1. The synergy between excellence in a broad bilingual education, coupled with the envisaged teachers' development centre, will turn the Academy into a centre for innovation and training; networking nationally and offering models that could then be adapted to other schools.
- 3.7.5.2. The Academy should be modelled so that through its teacher development facilities it can, in collaboration with the local education authority, offer support for any failing schools in the area and also offer support to schools seeking to strengthen their services especially in the education of mixed-language families, in the teaching of languages across primary and secondary phases.

3.7.6. Service To Families

- 3.7.6.1. In addition to providing a local option of bilingual education for families which have this as their priority, the Academy and its parents' association will wish to make contact with, and where helpful convene meetings of European mother-tongue families more generally, and to promote and sustain bilingual homes and economic migrants seeking support and counselling for the education of their children.
- 3.7.6.2. It will engage with the local authority, with its specialist language schools and with such bodies as COMPAS (Centre on Migration Policy and Society) to assist in the integration of the growing numbers of economic migrants from other EU countries.

3.8. MONITORING AND INSPECTION

- 3.8.1. Negotiation will be required to reconcile the evaluation and assessment requirements for a European School Type III leading to the European Baccalaureate and for an Academy in the national framework.
- 3.8.2. The current annual inspection for the European Schools Board of Governors is already the result of agreement among its national representatives to ensure compatibility with national systems including our own, and it should be possible to avoid duplication.
- 3.8.3. It is noted that Academies may choose to be monitored by an Agency accredited by the National Assessment Agency for key stages 1, 2 and 3 for English, Maths and Science.

3.9. INFRASTRUCTURE COSTS AND EXTENSION TO FACILITIES

- 3.9.1. The school has inherited a generous site and accommodation adjudged initially by Oxfordshire County Council as suitable for 1040 pupils and later adjudged by the UK Government to have capacity for more if and when desired.
- 3.9.2. It has been maintained by contract to the Government (Annexe 4). The school is already functioning successfully and is reasonably maintained and equipped.

- 3.9.3. However, new facilities such as a Resource Centre for Teachers will need to be developed in line with our outreach vision.
- 3.9.4. The initial outlay for such developments will be modest since the school is situated in a rural location and it has plenty of space within the existing grounds for extension or adaptation.
- 3.9.5. Annexe 4 outlines our understanding of the ownership and tenure of the present school site.
- 3.9.5.1 It is our strong hope that the UK Government will wish to extend to the proposed Academy's Governing Body the lease of the site for this response to Government policy.
- 3.9.5.2. At least during the transition phase from 2011, the main site and buildings would be leased by the Government to the Trust at no charge as currently to the EC, or at a nominal rate, and the lease of the playing fields transferred to the Academy Trust, which would then become responsible for the maintenance of the whole site.
- 3.9.6. Having secured sponsorship for its transformed future status, the Academy will begin in 2012 a programme of building adaptation and additional ICT capacity, and it is hoped will thereafter be endowed within the Academies building programme with state of the art facilities for technology.
- 3.9.6.1 There will be investment in the Resource Centre for Teachers and, through video conferencing facilities, in networking and to the proposed Open School for Languages, and, should it become possible, to a newly developed European Schools distance learning system,
- 3.9.7. An additional option for a later stage, once transition has been completed, would be the development of weekly boarding capacity for 80 pupils aged 9-19, possibly in co-operation with EU agencies.
- 3.9.7.1 The boarding accommodation would be used out of term time for conferences on bilingual education and research, for which good training and conference facilities will have been added via expansion of the Resource Centre for Teachers It would also be available for visiting international student groups for courses in English language and culture, and for exchanges with other institutions of the European Schools network.
- 3.9.8 The Resource Centre will have been planned as a self-sustaining cost centre and any residential dimension would be part of that (See Annexe 4 – Site, buildings, facilities).

3.10. BURSARIAL STAFF

- 3.10.1. The Academy Trust will after the transitional period be committed to seeking further sponsorship and support, ensuring that costs are met for all activities not covered by the Academy grant.
- 3.10.2. The Bursarial function within the Academy will be no less complex than at present.
- 3.10.3. The transitional period will be doubly demanding, with two different financial frameworks to reconcile, and the proposed self-costing conference component is an added bursarial dimension and It is hoped these challenging responsibilities will continue to attract such highly qualified and experienced bursarial appointments as enjoyed at present.

4. SPONSORSHIP

- 4.1. The Trust is grateful for the assistance of the DCSF's Office of the Schools Commissioner in securing suitable initial sponsorship, and is co-operating in this exercise. It is hoped in the very near future either that a Principal Sponsor and other sponsors will be identified who would be committed to the vision of a European Academy at Culham, or that ETEE will initially undertake that responsibility with the support of sponsorship.
- 4.2. The provision of European education at Culham has strong support from trans-national enterprises and institutions in the area, and some are currently contributing five and even six figure sums annually to reimburse the European Commission for its expenditure on the education of their employees' children. continuity for existing pupils, but we have no principal sponsor in mind. Negotiations are in train for them to divert a commensurate contribution to sponsorship of the Academy.
- 4.3. Transformation to an Academy would be an investment for the European Commission itself, which would otherwise have to contemplate a proposal for phased withdrawal, with expenditure affected by diseconomies of scale, and with the effect of destroying a unique resource for the area and the hopes of many families. (See Annexe 5).
- 4.3.2. It is assumed that during the phasing period, the Board of Governors will continue to meet additional expenditure during the term of secondment for existing teachers and the contractual period of locally recruited teachers and non-teaching staff continuing into the Academy, and to meet additional expenditure incurred by European School 'Type I' cohorts organised according to its current statutes as they complete their schooling. More detailed suggestions for financial management are annexed.

5. CONCLUSION

This initial outline from ETEE seeks to represent on behalf of parents and friends of Culham the spirit and general direction of our proposals. It is realised that much has to be done to negotiate across the UK and European Schools frameworks, but it is our considered view that with the existing goodwill and positive approach of all parties concerned the result will be a European Academy offering a distinctive approach in the UK landscape, bringing bilingual teaching and learning to the fore, setting standards of excellence and reaching out to those concerned with this aspect in particular of language learning. The DfES Languages Review has welcomed initiatives of language immersion, or content and language integrated learning (CLIL) of which Culham is a prime example. It has recommended (Dearing, 3.37) that ‘the Department increase its support for initiatives in this area and ensure that existing experience is disseminated more widely’. It is in this spirit that we offer this proposal, and would wish to contribute to further development, pending the establishment of the new Governing Body.

Annexe 1 – Timetable for transition

Current year (2007)

1. European Schools Board of Governors ¹(BoG) to encourage transformation proposal to Type III associated school.²
2. Department for Education and Skills (DfES) and Oxfordshire County Council (OCC) to encourage development of proposal as European Academy³.
3. Outline Academy proposal further developed by English Trust for European Education (ETEE) in consultation with OCC, DfES and CESPA.⁴
4. Business plan for European Academy compiled for presentation to potential sponsors.
5. Formal proposal to ES Board of Governors for ES Culham to become an ES Type III pilot project continuing European Baccalaureate.

2007-2008

1. Academy Sponsorship interest 'Brokering' phase.
2. Academy proposal formalised by consultant as Expression of Interest (Eoi) for Government agreement.
3. Appointment of ES Culham Head 2008–2011, with option to continue as Coadjutor⁵ (to 2012/3)
4. Academy Feasibility phase: funding agreement with Sponsor(s)

By 2009

Set up Academy Trust⁶

Deed of gift between Sponsor and Trust

Design group work on Academy building improvements.

By 2009–2010

Implementation phase

Appointment by Trust of Academy Governing Body⁷

Appointment by Academy Governors of Director-Designate for European Academy

Preparation for opening Academy, curricular programme

Staffing appointments and clarifications with ES Culham staff

Transition arrangements from 2011 agreed with BoG

Academy start up grant and revenue budget agreed by DCSF

¹ It would be helpful if the Board of Governors could record at its April meeting encouragement in principle for the phased transformation of ES Culham

² As a Type III Associated School the European Academy at Culham would continue to meet the criteria for the European Baccalaureate, but the current EC funding for Type 1 schooling would be phased out with ES cohorts.

³ The European Academy would also meet the criteria for Academies broadly along the lines set up by the UK government.

⁴ CESPA, Culham European School Parents Association, has a formal place in the Board of Governors through the European Schools Interparents Association.

⁵ As Coadjutor or Associate Head, the person appointed by the Board of Governors would assist in maintaining the criteria for the European Baccalaureate, the relationship with EU bodies and the transition for protected EU seconded teachers.

⁶ This Trust could be developed alongside the ETEE (already subject to a Trust Deed declaration) probably by adding a dimension as a Company Limited by Guarantee.

⁷ The appointment of the Governing Body (see above) would follow the criteria for Academies.

By 2011

Formal opening - all ES cohorts come also under Academy jurisdiction.
Nursery Year 1 admission, Primary 1, Secondary 1 new admissions according to Academy criteria
Building programme starts.

By 2012

Completion of Phase I building programme
Opening of ICT and technology facilities and Development Centre for Teachers

From 2016

Consideration by the Academy Trust of possible residential facilities

By 2018

Phasing completed, original Academy secondary cohort through as Type III year group presented for European Baccalaureate.

A more detailed correlation of datelines to April 2008 is appended.

Annexe 1a – Timetable for transition (details)

Timings to	allow Academy to start I 01/09/11	Culham As Type III designate	Within BoG Type III pilot project	With continuing BoG phased support for 'Type I' cohorts
2007	Culham Academy Proposal	Culham Type III proposal	Type III pilot project	School-Academy transition
March	ETEE proposal presented ———	ETEE adapted proposal ———		ETEE adapted proposal
April	DfES clarifies estate questions	BoG welcomes in principle –——	BoG working party set up	BoG calls for detailed proposal for Culham Type III
May	DfES begins to broker sponsorship			
June	DfES Consultation via ETEE on scheme to be formalized?			Culham Admin Board presses clarification of BoG phasing decision.
July		UK drafts Culham proposal.	BoG working party meets	Appointment of ES Head to 2012 as Head or Head-> Coadjutor?
September		UK send Culham Type III proposal.	BoG working party draft outline pilot scheme	ES Head starts?
October	Sponsorship identified	BoG accept in principle Culham proposal	BoG accept in principle w-p draft pilot scheme for Type III	Clarification of BoG commitments to 'Type 1' year groups. 2011-2017
November	Proposal formalised as 'Expression of Interest' (EoI)	Revisions as needed	Revisions as needed	Clarifications interpreted financially
December	Consultations on EoI			
2008				
January	Revisions as needed	BoG confirm involving Culham in Type III pilot.	BoG confirm Type III pilot project, with datelines.	
February			Revisions as needed	
March	Govt. agreement to pursue EoI			Staff transition process drafted for consultation
April	'Feasibility phase' for funding agreements with sponsors			
May	Design work begins on building			

	modifications			
June	Staff transition process negotiated —>	Staff Transition plan negotiated <————>		Staff Transition plan negotiated <————
July	Academy Trust deed drafted for consultation			
September	Staff Transition plan finalized –	Staff Transition plan finalized –		— Staff Transition plan finalized
October	Government agree to implement. Academy Trust established			
November	Implementation Grant (Recurrent Costs of pre-start expenditure) estimate submitted and agreed. School Improvement Partner found.			
December	Deed of Gift between Sponsor(s) and Academy Trust			
2009				
January	Finance transition plan agreed ———	Finance transition plan agreed ———		Finance transition plan agreed
February	Appointment by Academy Trust of Academy Governing Body			
March				
April				Elections of staff and parent Governors
May	1 st Meeting of Governing Body			
June				
July				
September				
October	Appointment by Governing Body of Academy Director-Designate (ADD)			
November	Building modifications agreed			
December	Agreed transition	Agreed transition		— Agreed transition arrangements

	arrangements –	arrangements		
2010				
January				
February				
March				
April	ADD starts at Culham			
May	Academy start-up and revenue budget agreed by DfES			
June	Building modifications start			
July				
September				
October				Staff (re-)appointments as designate to Academy.
November				
December				
2011				
January	New staff appointments			
February				
March	Building modifications completed			
April	Academy admissions criteria published			
May	parents apply for N1 & other vacancies	parents apply for N1 and other vacancies		
June				
July				
September	Opening of Academy	Type III intakes		ES Type I cohorts and staff registered in Academy
October				
November				
December				

Annexe 2 – Pupil numbers

2a. European School, Culham 2005

	German section	French section	English section	Italian section	NL section
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
N1	4	10	15	0	0
N2	13	13	16	4	4
Total nursery	17	23	31	4	4
P1	16	17	18	6	7
P2	19	21	22	2	9
P3	17	24	22	2	2
P4	16	23	19	2	8
P5	15	21	25	5	3
Total primary	83	106	106	17	29
S1	15	21	33	0	1
S2	12	20	28	4	7
S3	18	20	25	8	2
S4	16	16	20	6	8
S5	14	9	21	9	2
S6	9	13	15	7	5
S7	11	18	16	4	2
Total secondary	95	117	158	38	28
Total pupils by section	195	246	295	59	61

TOTAL SCHOOL POPULATION: 856

Source: *rapports de rentrée*

2005: N1: 29, N2: 50, P1: 64, P2: 73, P3: 67, P4: 68, P5: 69, S1: 70, S2: 71, S3: 73, S4: 66, S5: 55, S6: 49, S7: 51.

Figures for 2006 in the latest *rapport de rentrée* are very similar. Pupil numbers have varied in recent years between 850 and 960.

2b. Suggested pupil maxima at Culham European Academy in transition period from 2011.

	German m-tongue	French m-tongue	English m-tongue	Other EU m-tongues	TOTALS
N1	12 +-	12+-	12+-	12+-	48
N2	12 +-	12+-	12+-	12+-	48
Total nursery					96
P1	20+-	20+-	20+-	20+-	80
P2	20+-	20+-	20+-	20+-	80
P3	20+-	20+-	20+-	20+-	80
P4	20+-	20+-	20+-	20+-	80
P5	20+-	20+-	20+-	20+-	80
Total primary					360
S1	22+-	23+-	22+-	23+-	90
S2	22+-	23+-	22+-	23+-	90
S3	22+-	23+-	22+-	23+-	90
S4	22+-	23+-	22+-	23+-	90
S5	22+-	23+-	22+-	23+-	90
S6	18+-	17+-	18+-	17+-	70
S7	18+-	17+-	18+-	17+-	70
Total secondary					590
Total pupils					1046

Numbers in the intake year (to be defined) would be by admissions to the Academy according to the UK Code of Practice and the criteria of the new Academy Board of Governors. Numbers in all other years would comprise existing pupils, now taken into the Academy, plus casual admissions to vacancies.

2c. Suggested pupil capacity at Culham European Academy 2020.

	German m-tongue	French m-tongue	English m-tongue	Other EU m-tongues	TOTALS
N1	15 +-	15+-	15+-	15+-	60
N2	15	15	15	15	60
Total nursery					120
P1	20+-	20+-	25+-	25+-	90
P2	20	20	25	25	90
P3	20	20	25	25	90
P4	20	20	25	25	90
P5	20	20	25	25	90
Total primary					450
S1	25+-	25+-	25+-	25+-	100
S2	25	25	25	25	100
S3	25	25	25	25	100
S4	25(+?)	25(+?)	25(+?)	25(+?)	100
S5	25	25	25	25	100
S6	20+-	20+-	18+-	17+-	75
S7	20	20	18	17	75
Total secondary					650
Total pupils					1220

These numbers would be subject to negotiation each year in the Oxfordshire Admissions Forum, according to identified needs for school places and the stated criteria of the Academy Governing Body.

Annexe 3 – Transition Questions

General

This proposal is for a school already operating successfully in the European Schools statutory framework to become a flagship Academy in the UK Government framework, whilst continuing its association with the former in terms of the European Baccalaureate. It is an unprecedented move requiring sympathetic negotiation and flexibility. The ES Board of Governors will wish to embody in transition arrangements its commitment to existing pupils and teachers. Recent proposals for withdrawal of EC funding suggested a phased transition from 2010 or 2011 to 2017.

There was no estimate of costs in the Van DIJk Report, but this phased exit could have involved the Commission in 25 – 30 million Euros, and national governments in several millions each over this period, with only negative effect. A substantial saving would be effected by a transfer of governance to the Academy in 2011, identifying residual commitments only. If this is recognised, the ES Board of Governors may wish to recommend that it contribute to initial sponsorship to ensure the introduction of the Academy, both as an investment in order to make substantial savings, and to register its continuing involvement in upholding the European education and values which the Academy will represent. See Annexe 5.

Pupil numbers and distribution

It will be a priority during the transition period to secure continuity of curriculum groups and staffing for pupils admitted up to 2010, particularly those preparing for the EB. This will be a commitment to be shared by the current funding bodies, and negotiation will be needed to identify costs for these year groups over and above the Academy per capita grant. It will be helpful if the ES Board of Governors could in the period 2007-2010 bear in mind future transition flexibility, in applying its admissions criteria.

In order to meet the criteria for the European Baccalaureate, consonant with a broad and balanced curriculum, without continuing unjustifiable or unviable group sizes, but also without overcrowding it is suggested that overall pupil numbers during the transition phase from 2011 should not exceed 1046. Thereafter, subject to annual review and agreement with the local authority, the site capacity could be between 1100 and 1250 if needed. Assuming a continuing minority demand from adjacent Berkshire areas, this would not represent a significant change for Oxfordshire, from which 800-900 have previously been drawn from a wide area, and from which the Academy could accommodate 1000–1100 in the future; depending on that wider area's population needs and the LEA's strategic planning.

The current site had been considered to have accommodation for 1040 pupils, and more recently to have potential for a substantially higher figure (Annexe 4). It will be necessary to identify any modification needed to accommodate the suggested distribution of age-groups, and the number, size and nature of teaching areas, giving opportunity for more flexible and somewhat larger learning groups in appropriately sited and equipped spaces.

What in European Schools nomenclature is variously described as nursery or kindergarten encompasses what in UK would be pre-primary and infant school education. It would be for the Academy to decide on its organisational structures within the all-age school, and for any building modification to take this into account.

It is the wish of the clear majority of parents that the school should be in the public sector, and encouragement now of the Academy route will ensure that pupil numbers are at least maintained during the transition period.

Pupils are likely to be drawn as now from a wide area within the local authority, with some cross-border applications. A majority will therefore continue to be drawn from beyond the customary two-mile primary and three-mile secondary catchment areas. The present arrangements for the much wider area served work well, with CESPAs organising coach transport. It is recognised that, except for the provisions of the Admissions Code of Practice, this will continue to be funded from private sources, with necessary concessions to ensure that transport costs are not a deterrent. No significant changes to traffic levels are therefore envisaged.

The proposed later phase of weekly boarding accommodation will assist some families at a distance, as well as being part of the teacher development programme, principally out of term-time. The former teacher training college at Culham had 74 residential places. The option at a later stage of a residential dimension of the Academy, once established, would with the teacher development activity be a self-costing centre.

Staffing

It will be important to clarify for existing staff and those to be appointed in the period 2007–2011 what security they will have. Those who have been seconded for fixed terms to the ES Board of Governors will have their contracts honoured, some no doubt by the offer of transfer to other European Schools if that should be their wish. Others, for example those with *chargé de cours* (local part-time) appointments covered by UK employment law, will wish to know what could be their future in the European Academy. It must be emphasised that this is a successful and committed teaching staff, many of whom will hope to carry the school forward into its new rôle. Their particular skills of teaching in a multi-literate mode must not be lost. Equally, the Academy cannot be committed to current ES salaries and must make its appointments according to current good practice. If ES seconded teachers are reappointed to the Academy by its Governing Body, it is hoped that either their salaries will continue to be met by the European Commission, as would have happened if the school were wound down, or in other cases that the Commission will meet the difference between their current salary and the Academy's remuneration. This is a familiar question in all cases of school reorganisation, but the particular issues need to be identified and shared with the ES Board of Governors well before they are to be resolved. They apply in varying measure to both teaching and non-teaching staff. See Annexe 5.

An incoming Head of the European School will be appointed by the ES Board of Governors as from September 2008. The Principal-Designate of the future Academy would be appointed if possible a year later by the Academy

Governing Body. It will be vital for the incoming ES Head to be committed both to sustaining the values and standards of the school and to supporting the dynamics of change to the Academy and its wider rôle in the community. It is suggested that the headship of the present European School might for one or two years from 2011 retain its ES status but change its rôle to that of Coadjutor, in order to support the Principal in providing invaluable continuity and developing further the links with other European Schools. This would if possible be foreshadowed as part of the job specification.

In this transition, all will be deeply involved in the management of change. It would be helpful if a management consultancy could be identified to assist in the process, perhaps the 'school improvement partner' consultant appointed by the UK Government in its academies scheme. We have identified at least one body on the UK Government Management Services Providers list which could be approached, but this is of course a matter for the Department for Children, Schools and Families.

Annexe 4 – Site, buildings, facilities

Background

The European School is on the site formerly occupied by the Church of England Teacher Training College at Culham, founded in 1852 by Bishop Wilberforce on lands donated for educational purposes. The original buildings are grade 2 listed, and have collegiate character. To these were added extensive accommodation up to the 1970s. Both the original and the later buildings previously included student residential accommodation, and there are two large and well-built staff houses on site.

On the closure of the college, the site and buildings were purchased by the Government in 1977, for use by the European School, which was opened in 1978. Because of this continuing educational purpose, special dispensation was granted by the Charities Commission for the sale not to be on the open market. The playing fields are leased to the Government. The European School occupies the whole site as tenants free of rental. The school does not enjoy charitable status, paying business rates of which 70% reimbursed by the British government. Buildings have been added and adapted through the 1980s and 1990s, the latest major building being the Sports Hall. Building on the site is in stone or stone-faced. Six temporary classrooms are also in place. Maintenance has been contracted out by the Government to a local firm.

The school was the subject of a detailed space audit and curriculum analysis by the Architects and Buildings Division of the then Department for Education (DFE) in June 1995, as part of its property development strategy. This remains a valuable reference. Whereas the earlier survey by Oxford County Council (OCC) Architects Department had indicated accommodation for 1040 pupils, by 1995 the DFE showed space in theory for 1452, namely for nursery 132, primary 550, secondary 770. It recorded, however, the variety of room sizes and mismatch with European School curricular and grouping requirements, and made recommendations. Adaptations have since resulted, in addition to improvements such as ICT development and the current programme for interactive whiteboards throughout.

Accommodation needs for transition to the European Academy

In keeping with current arrangements, it would seem appropriate at least initially for the main site and buildings to be leased by the Government to the Trust at a nominal rate, and for the lease of the playing fields to be transferred to the Academy Trust, which would become responsible for the maintenance of the whole site. The suggested size for the Academy is well within the capacity of the site, its buildings and numbers of teaching areas. Class sizes will be somewhat larger and greater flexibility in the organisation of groupings and curriculum can be expected, whilst still maintaining the curricular criteria for the European Baccalaureate.

It will be of course for the BSF architects and the future Academy Trust to determine the accommodation needs for the future. The following are offered as preliminary observations.

There is scope for the provision of teaching areas for craft, design and technology, for senior primary and junior secondary pupils and also for older pupils, whether or not the European Baccalaureate will in the future have developed this dimension.

The proposal for a Resource and In-Service Centre for teachers in the region, particularly in the fields of bilingual education and language learning across the age-range, would once developed through the transition phase be facilitated by the use of good quality residential accommodation outside school term time, which would also serve for weekly boarding for Academy pupils and full-time for house staff. The precedent of residential accommodation, both in the listed and more recent buildings, has been noted. This option will be a matter for the Academy Trust to consider at a later stage, but it would be helpful if it could be envisaged in the initial building plans.

For an Academy of up to 1220, some extension of catering and dining facilities is recommended. This may well be planned in conjunction with the smaller-scale refreshment areas appropriate for outreach courses and conferences.

The Academy would benefit by resident caretaking, both for full use of the premises in and out of term and for security. CCTV coverage may need to be extended.

The DFE space audit noted the nature of access to the premises, particularly for car and coach transport, and there has been some adaptation since, also for staff car parking. The present day-long parking area and coach bays are adequate, whilst a setting-down and picking-up point and quick turn-around space for cars only nearer to the main road than at present would relieve congestion, possibly with traffic lights at peak periods.

The presence of the six temporary classrooms will be invaluable during the period of transition, building and adaptation, and it will be helpful to secure any necessary extension of planning permission for them in advance. Thereafter, their use becomes a matter for the Academy Trust.

Annexe 5 – Transitional Budget Questions

ETEE is not party to current budgeting for the European School or to the financial arrangements for Academies, and the figures below are indicative and illustrative only.

1. *Outline annual budget for the current Type I European School in 2007– 2008.* (nearest thousand) Euros

EC Expenditure through Board of Governors	6.440.000
National governments secondment expenditure	2.672.000
UK Government premises expenditure	0.595.000
Category 3 pupil fees	2.098.000
Category 2 pupil fees	0.536.000
Sundries	0.169.000
Total	12.510.000

This does not include the value of the lease without charge of the main building site or the cost to the UK Government of leasing the playing fields.

2. *Putative expenditure for 7-year phasing out (without transformation) in 2007–8 terms*

This would depend on interpretation of phasing. Very approximate indicators:–

EC Expenditure through Board of Governors	27.000.000
National governments secondment expenditure	10.000.000
UK Government premises expenditure	2.500.000
Category 3 pupil fees	11.000.000
Category 2 pupil fees	2.500.000
Total	53.000.000
Average annual expenditure	7.571.000

3. *Putative Academy annual budget for 2011 – 2012*

This does not take account of any capital grant for major building work, or initial adaptation grants. Assuming the commitment made to raise average expenditure per pupil to £6.600 (10.000 Euros) by 2010, plus increase in line with inflation for 2011:

UK Government per capita general annual grant for 950 pupils c.10.000.000	
Equivalent in 2007–8 terms	c. 9.000.000

The shortfall would have to be made up by

1. EC and national government transition support, e.g. for Type I year groups
2. Economies made possible by local management of expenditure
3. Sponsorship funding invested for longer term yield, from 2016.

4. *EC/BoG/National commitments to Type I Year Groups 2011–2017*

The commitment has been made by the Board of Governors to funding in full these year groups in seven years of phasing out to Type I closure. However, as Academy pupils, they would attract normal UK capitation annual grant. It is suggested therefore that with the advent of the Academy, the Board of Governors commitment (i.e. EC and EU governments) could be expressed by meeting the difference between what the Academy will receive in general annual grant for the 'Type I' year groups from the UK government, which is fixed annually by national standard, and what would have been its total annual

income in the phasing out situation. The latter could be calculated in sophisticated detail, using for example the costings set out in the Van Dijk report; but the cost of detailed calculation might not be justified and could not take account of unpredictable circumstances including staff movement, diseconomies of annually reduced scale, and the need for flexibility in this transition phase. A simple formula may be preferred, with parameters for annual negotiation. It is not for ETEE to make this calculation, but on the figures shown above, an indicator of such enhancement, from EC and national governments combined, might be in 2008 terms:

2011: 3.200.000 Euros
2012: 2.700.000
2013: 2.200.000
2014: 1.800.000
2015: 1.400.000
2016: 1.000.000
2017: 0.600.000

This would give a total of 12.900.000 Euros over seven years, instead of an estimated 39.500.000 Euros expenditure on phasing out to closure, and would represent a massive saving of 26.600.000 Euros. In addition, there would be an estimated saving to employers and parents of the 'Type I' year groups brought into the Academy from 2011, of about 13,500.000 Euros, a very strong incentive for continuing and future participation in the extended European Schools network and in the EB.

Annexe 6 – ETEE Background information

English Trust for European Education (ETEE) – background information

The English Trust for European Education is a charitable organisation set up in 2006 to foster the development of European Education in Britain. The ethos of European Education is based on the dictum of Jean Monnet, one of the founding fathers of the European Schools project:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in different cultures, it will be borne upon in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe”

The idea of setting up a Trust of this kind was started by Culham parents in 2003.

The Trust is a member of the National Council for Voluntary Organisation (NCVO). The Trust’s Patron is Lord Jay of Ewelme.

For additional information on the Trust and its activities visit www.ete.org.uk.

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