



The children on de Blauwe Lijn learn to develop their talents optimally on their journey throughout this colourful world

SCHOOL SUPPORT PROFILE DE BLAUWE LIJN

School year 2016-2017

A. Contact information school

Name	De Blauwe Lijn
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B. Educational concept of the school

On de Blauwe Lijn we provide education in a thematic, consistent and adaptive way to our students. We use a method in which all subjects, expressions, language, technique, culture and more are provided in a logical consistency.

This method is offered in all groups on 6 different levels, so that every students is educated on his/her own level.

At the moment we have 226 students, these students are divided over 11 groups. We have two special bridge classes (3/4 and 5/6). These bridge classes have the goal to get the student on a specific language level as soon as possible so that the child can get back to participating in regular education.

We also provide a calculus class on this level (at the moment we have 10 level groups calculus), the students begin their mornings in their calculus classes and go back to their own classes around 9.30 AM.

C. Worthy and Pride

Our student population and their educational needs are very important to us. On the basis of evaluation we work to better our school. To better our results we use an improving-project which takes multiple years.

Next to that we started bettering the quality of our lessons by working together with our teachers.

The last 3 years we have had guidance from foundation LeerKRACHT, their motto is “bettering each other every day”. The teachers prepare their lessons together and every two weeks they take a look in each other’s classes. They provide each other with feedback to improve their lessons even more. Upcoming year the central voice of the students will play an even bigger role. The teachers will ask the students for feedback on their lessons and together they will think of possible improvements.

Furthermore we are busy with the implementation of the Kanjertraining. Next to that, all of our teachers will be following a course of English with a Cambridge diploma for their English language. This so that we can offer our students even better lessons in English.

The last year we have started offering calculus on a lot of different levels. 10 levels at the moment. With our method All-in-1 the curriculum is offered in 6 levels so that our students are always educated on their own level.

D. Facts and numbers

Outflow of students to SBO/SO

<i>Number of students to</i>	School year						
	2013/ 2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
<i>SBO</i>	0	0	0				
<i>SO cluster 1</i>	0	0	0				
<i>SO cluster 2</i>	0	0	0				
<i>SO cluster 3</i>	0	0	3				
<i>SO cluster 4</i>	0	0	0				

Extra help within elementary school

<i>Number</i>	School year						
	2013/ 2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
<i>Students with LGF cluster 1</i>							
<i>Students with LGF cluster 2</i>							
<i>Students with LGF cluster 3</i>							
<i>Students with LGF cluster 4</i>							
<i>Students with individual arrangements</i>				1			
<i>Group arrangements</i>			1	1			
<i>Other types of commitment arrangement</i>							

E. Basic help

Recent rating from our school through the education inspection. Not every school is rated through the new inspection framework, that's why there are two ways to fill it in, the old way or the new way.

The inspection report is to be seen on the inspection's website

<https://zoekscholen.onderwijsinspectie.nl/zoek-en-vergelijk/sector/po/id/4979/?pagina=1&zoekterm=De%20Blauwe%20Lijn%20Amsterdam>

Rating inspection *(on the basis of old framework)*

General	De Blauwe Lijn has her student population and according educational needs in the picture. The school works on improving the school on the basis of evaluations. The school's management team and the teachers work together to improve their professionalism. Teachers and other people concerned with the school, work to create the best result possible. They are approachable on made agreements and are aware of the effects they have on the quality of the education and the development of the students.	
Points of improvement	Make clear the importance of the basic skills like providing the students with explanations for all teachers.	
Indicators concerning specific student help		
8. Care		
8.1 signaling care		4
8.2 on the basis of analysis concerning grounds of care		4
8.3 the school carries out the care by a plan		3
8.4 evaluating the effects of the care		3
9. Quality care		
9.1 the school has insight in the educational needs of the students		4
9.3 the school evaluates the educational learning process regularly		3
9.4 the school works on improving activities with a plan		3
9.5 the school recognizes the importance of quality in the learning process		3
9.6 the school recognizes stakeholders about realized educational quality		4
Data of establishment inspection		11-01-2016

Rating inspection *(on the basis of inspection framework from August 2017)*

General	Fill in answer here	
Points of improvements	Fill in answer here	
Indicators concerning specific student help		
2. Educational process		
2.4 (extra) help: students who need extra help received support		
2.5 collaboration: the school works together with relevant partners to form education for her students		
3. School climate		
3.2 supporting and safe school climate: the school knows a supporting and stimulating school climate		
4. Quality care and ambition		
4.1 goals, evaluation and improvement: the management board and his schools have formulated goals through their social assignments. They evaluate regularly and systematically the realization of the goals and improve education on the basis thereof.		
4.3 accountability and dialogue: the managing board and his schools account internally and externally accessibility and a trustworthy accountability about ambitions, goals and results.		
Data of establishment by inspection		11-01-2016

Level of basic support (<i>rating school</i>)	Agree	In beginning fase	In development	Disagree	Need external help	Not applicable	Working on this issue in year plan
The school monitors the learning-and social/emotional development of the students during the entire school period.	x						
The school is able to offer students extra help on different learning levels and signaling the social/emotional development early on.	x						
The school has good protocols on the area of serious learning problems/dyslexia, serious calculus-math problems/dyscalculia, medical handling and safety. The protocols are used.	x						
The school has a clear and adequate support structure within the school, recognizable for coworkers and parents.			x				Map it more clearly for parents
The school is able to think about handling, arranging or referring to feasible goals and evaluating them centrally.	x						
The school is able to set up light support early on, keep social emotional problems of students small, or help them so that they can keep on profiting from the educational offer.	x						
The school has a good collaborating relationship with parents there where the students need extra educational help.	x						
The school works together with the preschool, aimed at realizing a flowing line and a warm transfer of students to the elementary school.	x						
With transferring to High School, another elementary school or special education, the student's information is carefully submitted to the other school.	x						
The school powerfully works together with partners such as youth assistance, special education, arranging extra help, educational advisors of the SWV.	x						

F. Extra Support

<i>Circumstances</i>	Stimulating factors	Obstructed factors
Buildings	There is a lot of space to educate in small groups.	At the moment we are growing too fast, all our spaces are full
Attention and time	2 bridge classes, 3 educational assistants, group arrangement for the higher grades. Group 4 and upwards have learning labs.	Work pressure because learning labs are taught by own teachers
School environment	A lot of green around our school building. New houses are built around our school. Stores and public transport are close.	A lot of high buildings, a lot of moving
Student population	A lot of our students are highly motivated to study. Students enjoy going to school and feel good about it.	A lot of our students have a language barrier when they come to school. For these students a broad language offer is needed. The students need an educational offer on their own level. There are different learning levels in each group. We have students that meet the countries average, but also students that have a lower score than the countries average and students that score higher than the countries average. In the higher grades there are a couple of students that work on one learning line for one subject or for all subjects because they probably won't be able to meet the end levels of group 8.
Team factors	Ambitious team that is able to think outside the usual framework. Stable team.	Paying attention for the high work pressure. Can we give attention to the students? How do we give knowledge to new teachers?
Teacher factors	Teachers have great sight on development of students. Teacher scholarship.	Teachers don't make enough use of feedback given by students.
Neighbourhood-oriented collaboration	Great collaboration with preschool, OKA, town officer and Broad school	Parents don't come to school as much as we want them to.
Mogelijkheden inzet extra ondersteuning	Question of group arrangements	Shortage of good teachers
Other		

What **structural services** are offered within the school for students with specific educational needs?

Calculus on a level (10 groups)
Curriculum is offered on 6 different levels.
3 educational assistants at school
2 fulltime bridge classes $\frac{3}{4}$ and $\frac{5}{6}$
Speech therapist is present a day a week
2 hours a week MRT
Ib-er present 4 days
VVE tutor
Dyslexia specialist
Ortho pedagogue

	Within foundation Sirius Day week school
What chain partners does the school go to when a child has specific educational needs?	ABC Project office Parent and Child team Day week School The advice bureau Swazoom Veilig thuis (Home safely) Leerplicht (Obligatory educational officers) GGD

G. Developments and ambitions

Points of improvement for the basis quality and the basis support within the school

The students learn to be more responsible for their own learning process.

The students learn to think more in their learning goals.

The students learn to ask clear learning questions.

The teachers visit each other's lessons and give feedback on what they can do better.

The teachers give clearer instructions to the children.

Description of ambitions concerning fitting education

Our Ambition

Our teachers are able to map the just educational needs of our students and to carry them out. Our students can describe their own learning goals and reach these goals as well. This so that students are less dependent on their teachers.

We can offer our students the right curriculum. Whether the students flow out to PRO education or a VWO high school.

Translation of points to improve and ambitions to a school plan and year planning – short designation / reference / possible link to school plan/year plan

Team schooling (2016-2017) with the usage of requested school scholarship to give thematical education an optimal form.

This schooling is aimed to optimize the teacher's competences 4.0.

Every week LeerKRACHT carries out sessions to keep learning from each other (including lesson plans and feedback)

Visits to each other's classrooms every week, ib-er and managing board.

Every 3 weeks a student meeting takes place to discuss the educational needs of the students/

H. Borders to education

Description of borders to the school, there where it is all about realizing fitting education. Interpretation, arguments and alternatives.

How many levels do our teachers need to apply when they find out a student is not independent enough or can form their own learning question clear enough.

We started the method All-in-1 this year. This is the first time we start teaching on 6 different levels. This is also the first time we start teaching calculus on 10 different levels. At the end of this school year we will evaluate this manner of teaching and see what borders we crossed.

Especially concerning students that fall under cluster 3. The ambition is that they can spend their entire elementary school time on de Blauwe Lijn, but we have yet to discover if this is possible.