



Schola Europaea

Office of the Secretary-General

Ref. : 2018-01-D-59-en-3

Orig. : EN

## **Audit report (Nursery-S7)**

**Europäische Schule RheinMain, Bad Vilbel**

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**BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS**

Meeting on 17-19 April 2018 – Tallinn (Estonia)

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## I. General information

### A. Current audit

Aim of audit	Renewal of the Accreditation agreement (Nursery-S5) and the Additional agreement (years 6 and 7 of Secondary).
Inspectors	Ms. Karin Nilsson, Mr. Helder Guerreiro, Ms. Jana Handzelova
Dates of audit	November 20-24, 2017.

### B. General information about the school

Name of the school	European School RheinMain	Organisation (School provider)	Humanistische Stiftung
Street address	Theodor-Heuss-Str. 65	Postal address	Lichtenstr. 7 60322 Frankfurt
Postal address	61118 Bad Vilbel	Telephone	+49-69-5962526
		Contact person	Dr Hansgeorg Jehner
Telephone	+49-6101-505660	E-mail	info@humanistische-stiftung.de
Contact person	Mr T Zijlstra Mrs G Lotz		
Telephone			
E-mail	t.zijlstra@es-rm.eu G.lotz@es-rm.eu		
Website	www.es-rm.eu		
Legal status of the school (independent / public; funding)	Independent School, privately funded. The German language section has been granted the status of "Ersatzschule" by the Land of Hessen. Non-profit organisation (gGmbH).		

of school etc.)				
Reason for the introduction of European schooling	To offer European School education to all students in the RheinMain area.			
Language sections	Nursery EN/DE	Primary EN/DE	Secondary EN/DE	Total number of different language sections  2
Number of classes	Nursery	Primary	Secondary	Total
	3	31	38	72
Number of pupils	Nursery	Primary	Secondary	Total
	74	626	795	1495
Number and (%) of Category 1 pupils	Nursery	Primary	Secondary	Total
Number and (%) of SWALS pupils	Nursery	Primary	Secondary	Total
	N/A	N/A	8 (1%)	8
L1 taught in the school	Nursery	Primary	Secondary	Total number of different L1 taught in school
	EN/DE	EN/DE	EN/DE/ES	3

Subjects taught in L2 in S 3-5	Human Sciences, History, Geography, Economics, Religion and Ethics		
Subjects taught in L2 in S 6-7	History, Geography, Economics, Religion and Ethics		
Tuition in the language of the country (compulsory / optional)	L1, L2; L4; Human Sciences, History, Geography, Economics, Mathematics, Integrated Sciences, Biology, Chemistry, Physics, (Music, Art, Sport, ICT) Nota bene: the subjects in brackets are taught in mixed groups Discovery of the World, European Hours		
Composition of management and middle management staff	Director, Co-Director, Financial Manager, Head of Primary, Head of Lower Secondary, Head of Upper Secondary		
Number of teachers	Nursery / Primary	Secondary	Total
	7/47	73	127
Full time			
Part time			
Number and (%) of qualified teachers	Nursery/Primary	Secondary	Total
	7/47 (100%)	73 (100%)	127 (100%)
Full time			
Part time			

C. Information about previous audits and accreditations (Filled in by the Central Office)

Dates of first accreditation of the school	08/05/2013 (Nursery, Primary, Secondary S1-S5)
Dates of first accreditation of	04/09/2015

years 6 and 7	
Dates of previous audits	March 2-5, 2015
Recommendations from the last audit	See doc.2015-06-D-2-en-2

## II. Methodology of the audit

The audit was carried out according to the document “Accredited European Schools” (2013-01-D-64-en-4).

Prior to the audit a school self-evaluation form, following the structure of the criteria and indicators for audits, was sent to the school.

The school forwarded the following documents to the inspectors, which were analysed before the school visit:

Self-Evaluation Form; Multiannual Plan and Annual School Plan

### **The audit activities included:**

Meetings with

- Management
- Primary subject coordinators
- Secondary subject coordinators
- Educational Support and Counselling coordinators
- Pedagogical Advisor responsible for the European Baccalaureate
- Parents’ representatives
- Teachers’ representatives
- Students’ representatives
- PAS’ representatives

Lesson observations in all the language sections and of different subjects

- number lessons in nursery cycle: 2
- number lessons in primary cycle: 8, of which 1 Educational support
- number lessons in secondary cycle: 22, of which 1 Educational support

Analysis of the following relevant documents:

- Development Plan
- School Calendar Primary and secondary
- Guidelines for the European Baccalaureate organisation
- Subject coordinators' minutes and reports for Primary and Secondary
- Pedagogical school guidelines: educational support; transition Nursery/Primary/Secondary cycles; careers' guidance; assessment policy; forward plannings
- Primary and secondary timetables
- Job descriptions of the members of the middle management
- Teachers' planning

Feedback meeting with the members of the school management.

### **III. Summary of main findings, recommendations**

The Europäische Schule RheinMain (ESRM), in Bad Vilbel, is characterised by a friendly and safe environment. It is evident that the school cares about the wellbeing of the students and ensures a good classroom management. In observed lessons the teachers used appropriate teaching and learning methods and diverse pedagogical approaches in order to help students to achieve their goals and involve them actively in the process of learning. The small size of students in each classroom (a maximum of 24) seems to have positive effects on the good relationships among students.

Subjects taught in the school and the organization of studies correspond to the regulations of the European Schools system and the ES syllabuses.

The school management enthusiastically pushes the development of the whole school and encourages coordination and cooperation within and between sections, cycles and subjects. A newly created middle-management will take on a more established and formal governance and managerial function.

An active and interested parents' association has indicated ongoing cooperation and collaboration with the school management and involvement in the school's activities in the future. Also the students' representatives indicate a wholehearted regard for their school.

The school has established fruitful relations with other European schools, foremost ES Frankfurt, and local schools, e.g. the French school, Lycée Victor Hugo. The students have contact with other European Schools through participation in common projects.

The school buildings are modern and very well-equipped with appropriate school facilities for all subjects including laboratories for natural science, art and music, ICT etc. The two libraries, one for Primary and one for Secondary, are run by qualified librarians and frequently used as a resource during lessons and in the students' spare time. The sports hall is located in a separate building offering a most stimulating environment for sport activities. The students also have access to generous indoor play areas as well as outside playgrounds.

It is evident that the school management has taken into account the recommendations from the last audit and followed them up systematically.

Recommendations:

- to offer French as L1, covering the three vehicular languages, and to offer more European language options, thus strengthening one of the basis of the European School Curriculum
- to clarify responsibilities assigned to middle management and other positions, such as Heads for Junior and Senior Secondary, Heads of Departments, Senior Teachers and Coordinators, in order to avoid overlapping roles and tasks
- to work out a long-term inset programme for the school staff taking advantage of the existing school know-how and of regional partnerships
- to make systematic use of data and other sources of information to support decisions leading to improvement
- to inform the school community and other stakeholders about the school quality assurance policy, practices and outcomes, as well as about some of the decisions taken upon school self-evaluation outcomes
- to create the necessary conditions to facilitate the access of students to ICT equipment in the classes, namely by increasing the number of ICT devices and/or increasing the number of ICT equipped areas liable to be used for teaching and learning.

#### IV. Final conclusion

The audit team recommends that the Europäische Schule RheinMain, in Bad Vilbel, be granted the renewal of the accreditation for the nursery, primary and secondary cycles.



## V. Findings

<b>I. Pedagogical equivalence</b>	
<b>I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5</b>	
<ul style="list-style-type: none"> <li>• Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system.</li> <li>• Syllabuses used in different subjects (nursery, primary, secondary S1–5) corresponds to the ES system.</li> <li>• Three vehicular languages as L2 are offered.</li> <li>• L3 tuition is offered.</li> </ul>	<p>Time allocated to the different subjects corresponds to the steering document of the ES system.</p> <p>All subjects correspond to the European School’s curriculum.</p> <p>Three vehicular languages have been offered as L2, but teaching is done only in English and German. The school management has offered tuition in the French language and tried to motivate parents through Application for admission, parents’ meetings, and newspapers.</p> <p>L3 tuition is offered from S1 in French and Spanish.</p> <p>L4 in S4-S5 is taught in Italian, French and Spanish.</p>
<b>I.2. Organisation of studies and subjects correspond to the ES system on S6–7</b>	
<ul style="list-style-type: none"> <li>• The school organises / has an intention to organise the European Baccalaureate.</li> <li>• Organisation of studies in S6–7 corresponds to the regulations of the European Schools system.</li> <li>• Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system.</li> <li>• Teaching in S6–7 is entirely consistent with the European Schools syllabuses.</li> <li>• Three vehicular languages as L2 are offered.</li> <li>• The school offers L3 tuition.</li> <li>• The range of options in S6–7 is</li> </ul>	<p>The school is going to organize the European Baccalaureate for the third time in 2018.</p> <p>Organization of studies, time allocation of the different subjects in S6 – S7 correspond to the guidelines of European Schools.</p> <p>All students preparing for the European Baccalaureate entered school in S6 at the latest.</p> <p>Teaching in S6-S7 is in line with the European Schools syllabuses.</p> <p>The three vehicular languages are offered as L2, as well as L3 tuition in French, Spanish and other languages (ONL) – Dutch, Italian, and Portuguese.</p> <p>The range of options in S6-S7 is conducive</p>

<p>conducive to pupils' subsequent admission to the higher education courses.</p> <ul style="list-style-type: none"> <li>All students preparing for the European Baccalaureate have had European schooling in S6–7.</li> </ul>	<p>to pupils' admission to the higher education courses.</p>
<p><b>II. Management and Organisation</b></p>	
<p><b>II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology</b></p>	
<ul style="list-style-type: none"> <li>There is a plan for continuous pedagogical development both at school and personal level.</li> <li>Records of activities of continuous pedagogical development are kept at school and personal level.</li> </ul>	<p>The ESRM Development Plan builds on pillars of key competences, skills and attitudes for the school community and is worked out by the different stakeholders of the school. The targets are set within the time frame of 2016-2020 clearly indicating when introduction, implementation and evaluation take place. The audit found the plan to be a living working document.</p> <p>In Professional Learning Profiles new teachers and then regularly every third year all teachers set goals that are self-evaluated and signed by the management. Based on needs emerged here work-shops are formed during an induction week at the beginning of each school year.</p> <p>Many of the pedagogical activities during the 5-days induction week are provided by the school teachers. In August and September 2017 the following were developed, among others:</p> <ul style="list-style-type: none"> <li>- Self and peer assessment,</li> <li>- Use of the interactive whiteboard,</li> <li>- Giving meaningful feedback,</li> <li>- Excel for beginners,</li> <li>- Mindfulness,</li> <li>- Classroom management,</li> <li>- Pupil engagement,</li> <li>- Teaching maths in the primary</li> <li>- Learning strategies</li> <li>- Using SMS - attendance, reports</li> </ul> <p>Teachers are encouraged to take part in in-service trainings organized by the European schools, the Bundesland Hessen or other organizers.</p>

	<p>Still being a new school, the different demands have not yet been canalized to a long term plan for in-service training and linked to the Development Plan.</p>
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**II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles**

<ul style="list-style-type: none"> <li>• There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles.</li> <li>• There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc.</li> <li>• There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles.</li> </ul>	<p>The audit confirms the management’s determined endeavor to harmonize pedagogical processes and boost teachers’ cooperation and exchange of ideas.</p> <p>A newly created structure with Senior Teachers has a responsibility to assist the harmonisation within different cycles. The Senior Teacher Council brings together Senior Teachers from both the Primary and Secondary sector to discuss, share and reflect upon pedagogical issues.</p> <p>Regular meetings take place between the teachers in Primary to harmonise their plans in all subject areas and to ensure harmonisation between language sections. Harmonised plans for clusters of subjects are uploaded on the school data base</p> <p>In Secondary the school electronic platform contains the harmonized forward plans, one for each subject and year group, with common objectives and success criteria and a harmonised calendar. Forums, files, policies etc. on the serve facilitates cooperation and coordinating.</p> <p>The exchange of professional experience and expertise begins during an induction week where teachers are organised within and between sections. A wide range of activities and projects - Tolerance Day, Europe Day, Sports Day, Languages Day, Eurosport, KiVa, Sport Tournaments, Concerts etc have been planned and carried out throughout the year.</p> <p>In focus groups specific issues are addressed like homework, language acquisition etc.</p>
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<p><b>II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary</b></p>	
<p>There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.).</p>	<p>The ESRM has a well worked out Transition Plan for 2017-2018 covering planned pedagogical activities and information on curriculum, transfer of information etc. Desired impact and evidence of success are tools for feed-back. A transition coordinator is appointed and it was stressed during the audit that the Senior Teachers (see above) will play an important role in the transition.</p> <p>The pupils' portfolios will for the first time be transitioned from P5 to S1.</p>

<p><b>II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section</b></p>	
<ul style="list-style-type: none"> <li>• There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.).</li> <li>• The school follows the ES L1 syllabuses.</li> </ul>	<p>The school is prepared for offering all SWALS provisions, if needed, for all students.</p> <p>L1 Spanish is now offered and running in S6 and S7 in addition to DE and EN. The school is also looking into starting L1 Dutch.</p> <p>The school applies the European schools' L1 curricula in detail.</p>

## II.5 The school management ensures an effective use of teaching time

- Timetabling ensures an equitable distribution of subject time through the week/half term.
- Measures are taken to make best use of teaching time (including replacements).

The timetable is constructed in accordance with the European School regulations.

When scrutinizing the table it is obvious that the free timeslots are brought to a minimum during the school day in order to make room for choices, educational support and other school activities.

In Secondary the Pedagogical Advisors construct and manage a shadow timetable in order to ensure that the vast majority of lessons are covered and that the students are provided with meaningful tasks.

## III. School Ethos and Climate

### III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting

- The European dimension is integrated in subjects' syllabuses, teachers planning and lessons.
- A rich provision of European language courses and high standards in them is ensured (L3, L4).
- Pupils work together across language sections.
- There is evidence of celebration of national festivals and reference to national current affairs.
- School organises communal events which bring together pupils and teachers (and parents) from different language sections.

The European dimension is integrated in the teachers planning, lessons (teaching materials, documents), and daily school life (display of posters,). In the primary cycle it is embedded into the syllabus of European Hours as well as in cross curricular activities. In the secondary level the European dimension is integrated in topics related to cultural and political themes in subjects such as Ethics, History, Geography, Economics, and with a strong focus on European Scientists and Mathematicians within Math and Science. Examples of European dimension in lessons as examples of good practice were observed too.

Language courses in L3 and L4 (French, Spanish) are offered. The school has organized exchanges for Spanish and French students.

Students work together across language sections in Art, Music, ICT, Economics projects, sport activities, field and ski trips, and common Religious and Ethic lessons.

The school calendar respects national days.

	<p>The issues of tolerance and equity were explored during the celebration of Tolerance Day. Schumann Day, Eurosport, European Day of Languages are other examples of activities with focus on the European dimension.</p> <p>The school organizes some events to join teachers, parents, and students from different language subjects: a Christmas concert, celebration dance, etc.</p> <p>Students from different language sections meet during after school activities such as choir, orchestra, clubs (for example media-electronic club) and sport events. They are brought together during Science Symposium, Art Vernissages, and presentations of external people. The student council plays a relevant role in this area (student lounge, student representative campaigns and election).</p>
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### III.2 The physical environment reflects the purpose of teaching and learning

<ul style="list-style-type: none"> <li>• There are an adequate number of rooms of appropriate size.</li> <li>• Classrooms and public areas are clean, safe, and tidy and are in good repair.</li> <li>• There are displays of work and other materials in corridors and classrooms related to the European dimension.</li> </ul>	<p>The physical environment is appropriate to the school vision and its targets. The school consists of Primary and Secondary buildings and a Sports hall. The buildings include an adequate number of classrooms (with the maximum number of students in a class 24), and enough space in corridors equipped with tables and chairs. The school has rooms for certain subjects (art, craft, music, science, ICT, etc.) and two very well-equipped libraries.</p> <p>Indoor space (classrooms, corridors) reflects the European dimension.</p> <p>Outdoor activities are provided through multifunctional spaces with a garden, playgrounds and meeting points.</p>
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### III.3 The social climate promotes successful learning and fosters tolerance and mutual respect

- There is evidence of -mutually respectful relations between members of the school community, in particular across language sections.
- Pupils' behaviour and attendance is monitored.

The school creates a safe and supportive school environment, promotes European values, European and global identity as well as respect for culture differences through process of instruction, and development of meaningful opportunities to allow students to succeed through differentiation.

Students' creativity is expressed through displays of their work. They are engaged and respected for their multicultural background. The school climate promotes their ability to learn and achieve academically.

The school has implemented a Pupil Engagement Policy, devised Core Values and Expectations, which have been the subject of discussion of all stakeholders. The Engagement Policy is part of the school development plan.

The development of respectful relations between the members of school community is created through many classroom activities such as Mother's Day celebrations, Martin's Day lantern walk, presentations, art exhibitions etc.

Student's behavior and attendance is in Secondary monitored and administered according to the school Attendance Policy by the pedagogical advisors. The school has also a discipline policy.

Pedagogical advisors are available to the students throughout the day. Their office is located in the entrance hall of the secondary school building and offers students counselling and drop-in sessions.

Secondary students obtain general information about the European School System and all rules from a Handbook.

### III.4 Communication is rapid and appropriate

<ul style="list-style-type: none"> <li>• There are formal and informal communication channels within the school community.</li> <li>• There are formal and informal communication channels with stakeholders outside the school.</li> </ul>	<p>Formal communication involves the use of formal communication channels including meetings, committees and focus groups.</p> <p>The targets of the school development plan, pedagogical issues are topics of discussions during the:</p> <ul style="list-style-type: none"> <li>- meetings of the senior teachers with the heads – every week and with the director once a month,</li> <li>- coordination meetings –held every 2<sup>nd</sup> and 4<sup>th</sup> week per month,</li> <li>- weekly management meetings,</li> <li>- meeting of the committees,</li> <li>- meeting of the school advisory council twice a year,</li> <li>- Daily Notice.</li> </ul> <p>External communication focusing on distribution of information about harmonization, supervision, exam conduct, etc. involves monthly newspapers to parents, regular meetings with the representatives of Parent Association and parent conferences. Information is also spread through videos prepared by students for parents’ meetings.</p>
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### III.5 Co-operation with the society

<p>There is evidence of co-operation with</p> <ul style="list-style-type: none"> <li>• local community,</li> <li>• local schools,</li> <li>• trade and industry,</li> <li>• schools abroad (including European Schools, international co-operation).</li> </ul>	<p>Cooperation with the local community represented by local industry, local town, and other schools is evident.</p> <p>The school plays a very active role at several local events in Bad Vilbel and Frankfurt. Students are involved in many projects – painted bottles around the town, Urban Landscape project, enterprise workshops.</p> <p>Members of the local community take part in school KIVA launch, and local farmers</p>
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	<p>present their products in Primary. Students in S6 visit local industry/organizations within the project Week in reality.</p> <p>The School cooperates actively with the local sport clubs, and is involved in common sport activities.</p> <p>The school actively cooperates with the local Music School, which provides private lessons for the students after school.</p> <p>There is collaboration with the local kindergarten. Students prepare programs for local care homes, participate in the Charity program, organize winter bazaar to raise money to support children with cancer and to build wells in Ethiopia.</p> <p>The school attended the world youth economic forum in China and has links with the European central Bank (ECB).</p> <p>The school has close relationships with other European schools in Frankfurt and Strasbourg. Students of S4 were involved in a mini sport tournament and participate in Festival of Art and Music of the ES.</p> <p>Information about the school, its activities, projects, successful results, and achievements are presented in national and local newspapers.</p>
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<b>IV. Curriculum and Planning</b>	
<b>IV.1 There is a long term and short term planning based on the curriculum</b>	
<ul style="list-style-type: none"> <li>• Teachers have their short term and long term planning based on the curriculum.</li> <li>• The planning of the curriculum is regularly reviewed and revised.</li> <li>• Teachers hand over their planning to</li> </ul>	<p>Long and short term planning is based on the curriculum. In secondary the harmonized forward plans, one for each subject and year group together with a harmonized calendar are uploaded on the platform IServe. These plans are regularly reviewed and revised by the Senior teachers/coordinators and the</p>

the management.	management.  Also in Primary there is a harmonized period planning for each subject, which is the basis for weekly planning to be prepared by each individual teacher. These plannings are uploaded to Iserve on a weekly basis.
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#### **IV.2 There is continuity and progression from year to year**

<ul style="list-style-type: none"> <li>• There is evidence of transfer of planning documents from teacher to teacher.</li> <li>• Planning is easily accessible to the substitute teachers.</li> </ul>	<p>In Secondary planning documents are easily transferred between the teachers since they are electronically kept. Also substitute teachers have access to these documents.</p> <p>In Primary teachers meet during the induction week, and the previous teacher passes relevant information to the new one. Teachers are required to read the files of each student.</p>
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#### **IV.3 The planning within and across the sections is harmonised**

<ul style="list-style-type: none"> <li>• The school has guidelines for short and long term planning which are followed by the teachers.</li> <li>• The school has planning templates which are used by the teachers.</li> </ul>	<p>There are guidelines for long and short-term planning.</p> <p>The templates for planning are harmonized.</p>
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#### **IV.4 Individual needs of pupils are respected in planning**

<ul style="list-style-type: none"> <li>• Differentiation is taken into account in planning.</li> </ul>	<p>Differentiation is taken into account in the templates for long term planning. Good examples of differentiation in practice have been observed.</p> <p>Differentiation was a topic for discussion, as the part of the professional development, during the induction week.</p> <p>Students work in pairs and in group, or get differentiated tuition in extra lessons, as part of differentiation practices.</p>
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## V. Resources

### V.1 Human resources are managed efficiently

- Teachers are appropriately qualified.
- Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system.
- L1 teachers are native speakers of the language they teach.
- Authorities of the country in which teachers are qualified to teach, are consulted in recruitment.

The qualifications of German teachers meet the regulation of Hessen.

L1 teachers are native speakers of the language they teach. All other subject teachers have required language skills.

Apart from the German teachers, the authorities of the country in which teachers are qualified to teach are not regularly consulted.

### V.2 A range of adequate equipment is available

- There is an adequate supply of subject-related equipment.
- There is an adequate supply of ICT equipment.
- There is a school library / media centre with adequate range of relevant books and ICT-material.

The school has got two very well-equipped libraries with books, magazines, CD materials, PC with e-books, visual dictionaries. The library spaces allow for study and relaxation for individual and group reading.

Despite the fact that learners can bring their own laptops, the number of available computers for pupils to use is insufficient. Considering the electronic didactic materials and software at their disposal a more intensive use of electronic-based activities, e.g. a wide range of books in electronic format, is prevented.

### V.3 A range of European dimension resources is used

European, multicultural and national resources are used appropriately and

There is a range of materials, both referring to a diversity of EU and non-EU countries, as well as to Europe, as a whole, and many countries

<p>integrated into the teaching.</p>	<p>located in many other continents.</p> <p>Country and European maps were displayed very often, as well as many students' outputs with data and general information about several national and European features, such as geographical, cultural and historical, adding value to the contents of the curriculum.</p> <p>In Primary, the European Hours are used as opportunities to share a lot of knowledge about European diversity, underpinned by a variety of resources.</p>
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<b>VI. Teaching and Learning (based on class-visits)</b>	
<b>VI.1 Teachers realise the ES syllabuses</b>	
<ul style="list-style-type: none"> <li>• Teachers show knowledge of the subject and the European School syllabuses.</li> <li>• Lessons are planned, well-structured and related to the syllabus.</li> <li>• Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant.</li> <li>• Cross curricular links are emphasized.</li> </ul>	<p>Visited lessons were well structured and related to the curricula.</p> <p>The teachers showed consistent knowledge of the subjects taught and were familiarized with the European School Curriculum. Although they come from different educational systems, the support given by the structures of coordination and the induction period for new teachers have been effective.</p> <p>The classes consist of a diversity of nationalities with different cultural backgrounds. In few observed lessons in Primary the content was taught with explicit references to differences across countries, by making explicit references to them. However, in almost all visited classrooms there are materials displayed, telling about Europe and about national diversity.</p> <p>In Secondary the European dimension was integrated in the process of instruction of Human Science, Geography; cross-curricular links were emphasized.</p>
<b>VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught</b>	
<ul style="list-style-type: none"> <li>• Teachers communicate the</li> </ul>	<p>In Primary objectives are communicated both</p>

<p>objectives and competences to be accomplished to their pupils.</p> <ul style="list-style-type: none"> <li>• When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson.</li> <li>• Teachers use variable methods (work in pairs, groups, teams, individually etc.</li> <li>• Teachers involve all pupils actively.</li> <li>• Teachers integrate ICT into their lessons.</li> </ul>	<p>at the beginning of a lesson and as the work progresses, whereas competences are worked out, even though not always explicitly communicated.</p> <p>Very often and across subjects, teachers and pupils use the world outside the school to illustrate questions, answers and contents.</p> <p>A wide variety of methods was observed, depending on the aim of the lesson. In many cases individual work prevailed, with the pupil reporting directly to the teacher and in rare cases the individual work was the unique working method while in others classes worked in other constellations – group work, peer support, plenary, etc. Apart from a kindergarten lesson, where a very traditional model of class organization and work was followed, all the others were managed with flexibility respecting differences between pupils. The many displayed works on class walls and in corridors, give evidence of both individual and group work outputs.</p> <p>ICT were routine tools for teachers and for teaching, with relevance to smart boards</p> <p>In Secondary teachers aim to maximize each student's' skills or strengths. Through a positive climate and engagement, they established a mindset for growth and a culture of active learning.</p> <p>Teachers used a variety of teaching methods with the aim to help students raise questions, explore their thinking and accomplish a common learning goal.</p> <p>Also in Secondary the teachers effectively integrated ICT into the lessons.</p>
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### VI.3 Pupils are active learners

- Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.).
- Pupils get feedback in order to improve their learning.
- Pupils are responsible for aspects of their own learning.
- Pupils use ICT in learning.

In all observed lessons in Primary, pupils played an active role, participating actively and orderly in class activities, always eager to answer and focused on class content and activities. The classes are run in a motivating atmosphere, where pupils show both competitiveness and social competences of mutual respect and mutual help.

Feedback is systematically given and pupils are supported to correct mistakes. In addition, they are praised when they succeed.

There is a special concern to support individual pupils whenever they do not achieve an objective. That support is requested at a first stage by each pupil who does not understand a content or a task, with openness and without fear. Teachers are committed to help individuals to overcome any difficulties.

The use of ICT seems to be a regular practice, although the number of computers/laptops available in the classrooms is rather limited. However, very often pupils have access to a smartboard to undertake some classwork.

In Secondary pupils were actively engaged in their learning process. During collaborative work they showed interpersonal and communication skills. Teachers monitored pupils' work, gave them feedback and supported them to achieve their tasks.

They were not seen to be engaged in self-assessment or peer-assessment but showed responsibility for their own learning during group - and pair work.

#### **VI. 4 Teachers take care of pupils' individual needs in their teaching**

Differentiation is practiced in lessons.

Differentiation was part of the professional development during the induction week for new and old staff.

In the secondary cycle teaching approaches based on differentiation were observed in some lessons during group - and pair work and through adjusting teaching and expectations for students.

In many of the observed lessons in Primary, differentiation was visible: the tasks and materials delivered to pupils were not always the same; the layout of the classroom enabled pupils to group with flexibility and to develop different kinds of social interaction, among them and with the teacher.

In P2 of the German section, an experiment of collaborative work, involving all teachers, is underway, enabling to create four level-groups in Math, once a week. It has potential to be spread to other subjects and to other sections.

#### **VI.5 Teachers show effective class room management**

- Teachers create a stimulating learning environment.
- Teachers use resources effectively.
- Teachers use teaching time effectively.

The audit confirmed that the teachers created a positive environment helping each student to reach his/her full potential. They provided frequent positive feedback, used visual materials and activities promoting questioning and discussion. Most classrooms were decorated appealingly, with didactic materials and pupils' outputs. Resources (books, maps, ICT) and teaching time were used effectively intended to broaden knowledge and to

	develop competences.
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<b>VII. Assessment and achievements</b>	
<b>VII.1 Teachers apply the school guidelines on assessment</b>	
<ul style="list-style-type: none"> <li>• School has guidelines on assessment.</li> <li>• Teachers apply the school guidelines on assessment.</li> <li>• Teachers assess pupils' progress (formative and summative) on a regular basis.</li> <li>• A range of different assessment methods is used to provide a broad picture of pupils' competences (knowledge, skills and attitudes).</li> </ul>	<p>The school has a policy on assessment for the Secondary cycle, whereas in Primary they only have some Principles on assessment. Coordination meetings are held every month where assessment issues are discussed. Teachers assess pupils' progress both with formative and summative purposes and on a regular basis. Different methods are used for evaluation purposes: besides the tests, other students' outputs are valued and used for evaluation, with regard to the assessment policy.</p>

<b>VII.2 The European Schools' assessment system is used</b>	
<ul style="list-style-type: none"> <li>• Record of child's development, portfolio in Nursery cycle.</li> <li>• School report in Primary cycle and S1–5.</li> <li>• Harmonised tests and exams in S5.</li> <li>• The European Schools' marking system in S6–7.</li> </ul>	<p>Both in Nursery and Primary cycles the portfolio is a means to store a range of evidences of each pupil's attainments and of each pupil's progress.</p> <p>The portfolio is also used to support transition, as children bring them when moving from pre-primary to P1, and later on when they are promoted from P5 to S1.</p> <ul style="list-style-type: none"> <li>• A Reporting Policy and set of Procedures were created..</li> <li>• Harmonised exams and the European School marking system are used across the curriculum in S5 to S7. In subject groups across sections teachers work together seeking to harmonise examinations. Teachers have been informed about the new marking system and its implementation plan.</li> </ul>



**VII.3 Assessment methods are valid, reliable and transparent**

<ul style="list-style-type: none"><li>• Assessment is clearly related to the learning objectives.</li><li>• Information about learning objectives, assessment criteria, and time of assessment is available for pupils.</li><li>• Records of pupils' progress are maintained.</li><li>• Pupils' results are analysed.</li><li>• Pupils' attainments are communicated to their parents regularly.</li></ul>	<p>EdSup pupils are assessed according to their learning plans. Other students are evaluated according to the general curriculum.</p> <p>In September, the teachers present to parents the learning objectives for the year.</p> <p>In primary several assessment records are stored inside a portfolio.</p> <p>There are conferences to communicate to parents pupils' attainments – November / February. Then, there are other meetings with the parents.</p>
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**VII.4 Pupils develop the ability to assess their own work and that of their peers.**

<p>There is evidence of self-assessment and peer assessment.</p>	<p>Some situations of peer assessment were observed in the visited classes, with pupils helping each other to correct class work and to finalize them.</p>
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## VIII. Educational Support

### VIII.1 Pupils individual needs are recognised and pupils get educational support

- School has guidelines on educational support.
- There are harmonised procedures to identify pupils individual learning needs.
- Pupils individual needs are appropriately supported.
- Pupils receive support in learning the language of the section into which they are integrated when needed.
- ILPs (Individual Learning Plans) are compiled, reviewed and updated.
- Given support is monitored, progress and results are registered.

The school has got guidelines that comply with those of the European School documents but is in the process of devising a new approach to ensure and clarify to all concerned that all needs are addressed.

In Secondary subject teachers identify the needs of the pupils. In Primary a framework is highlighting the main roles of EdSup teachers.

A range of means to support the pupils' individual needs appropriately are in place.

A fulltime psychologist is appointed to observe in class, make tests and be of support to the teachers. Staff members act as assistants at times to give extra support in class; intensive language support with a modified timetable for a few weeks is given to late comers. For repeater students the Pedagogical Advisors have worked out a target setting program. A Peer support group is meeting junior students twice a week to be of support.

In a voluntary lunch-time class three times a week pupils in S6-7 can get extra language support.

Pupils with educational needs have got a personal folder with all recommendations that are followed up regularly.

## VIII.2 Resources for educational support are in place

<ul style="list-style-type: none"><li>• Support materials are available (ICT, national materials etc.) and easy to access.</li><li>• Time allocation of support is transparent and flexible.</li><li>• Relevant services for educational support are available.</li></ul>	<p>In Primary the learning support coordinator has a room allocated to support lessons. Some materials are stored there, but also in other rooms. The current needs of ICT for Educational Support overcome the existing equipment and materials.</p> <p>In Secondary the audit found that the individual needs of support are well provided.. The teachers are supported by a fulltime psychologist and a peer support group.</p> <p>Time allocated for support takes into consideration the kind of support need and requires-an agreement of the parents. General Support usually lasts 6 to 8 weeks and is mostly provided inside the classroom.</p>
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## IX. Quality Assurance and development

### IX.1 The school has described its vision and its areas of improvement in the school development plan or related document

<ul style="list-style-type: none"><li>• The school has clearly stated its aims and objectives.</li><li>• The school development plan is compiled in consultation with the different stakeholders of the school.</li><li>• The development activities are linked to the objectives and to the short and long term plans on areas of improvement.</li></ul>	<p>The school has a vision, called “The vision of the Europäische Schule RheinMain for the 21<sup>st</sup> century”, stated in some core documents, which underpins the school Development Plan.</p> <p>The school Development Plan has been presented and discussed in several meetings involving a diversity of stakeholders.</p> <p>The development plan is clearly presented in a template, which aligns - skills/competences/attitudes - with targets.</p>
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## **IX.2 There is an integrated system of quality assurance and development**

<ul style="list-style-type: none"><li>• There is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act).</li><li>• Different stakeholders (staff, pupils, parents) are involved in evaluation.</li><li>• The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country).</li><li>• Results of evaluations are communicated to the school community and key stakeholders.</li></ul>	<p>All the actions of the Development Plan are evaluated, with regard to the success criteria.</p> <p>The different stakeholders are heard and give contributions for the evaluation, by means of their participation in the Pedagogic Committees. A questionnaire is given to the pupils as part of the evaluation. Every two months an open forum, a “Town Hall Meeting”, is held to tackle all kinds of issues.</p> <p>Although these measures may be considered school self-evaluation practices, they are not integrated in a system of quality assurance. The same way, there is a lack of awareness among the school community on what the school self-evaluation consists. Having such disperse initiatives has made it more difficult to communicate what the school self-evaluation is and its results to the school community and other key stakeholders.</p>
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### **Opinion of the Joint Board of Inspectors**

At its meeting of 7 February 2018, the Joint Board of Inspectors scrutinised the Report on the audit conducted from 20 to 24 November 2017 for the nursery, primary and secondary cycles up to S5 and for S6-S7 at the *Europäische Schule RheinMain*, Bad Vilbel. It recommended that the Board of Governors approve it and mandated the Secretary-General to renew firstly, the Accreditation Agreement for the nursery, primary and secondary cycles up to S5 and secondly, the Additional Accreditation Agreement for years S6-S7.