



Schola Europaea / Office of the Secretary-General

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Orig.: EN



Audit report: European School RheinMain (DE) - Accreditation renewal N-S7

Approved by the Board of Governors at its meeting of 13, 14 and 15
April 2021

Aim of audit	Type D: Renewal of Accreditation Agreement for N-S5 (Standard) Renewal of Additional Agreement for S6-S7
Audit team	Inspectors: Gisele Ducatez (Nursery and Primary), Tuulamarja Huisman (Secondary) External expert: Ms Ewa Rudomino (Head of the BaccaLaureate Unit, OSG)
	Expert: Ms Antonia Ruiz Esturla
Date of audit	2nd to 6th of November 2020

Due to the COVID-19 Pandemic situation, the audit was carried out at a distance by the Inspectors.

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1. Overall Conclusions

Short summary of the school

The school has 2 language sections and 14 year groups: N 1-2, P1-5, S1-7. It offers 3 L1s and 2 (DE, EN) as L2. The self-evaluation and the pre-audit forms presented a school that was well functioning. Inspectors found a very dedicated team of teachers and Management and consider the school to be a highly professional with positive pedagogical climate for pupils and staff to study and work.

Section summary

1. *Pedagogical Content and Equivalence:*

Contains strengths Fulfils requirements Recommendations provided

2. *Language Conditions:*

Contains strengths Fulfils requirements Recommendations provided

3. *Quality Assurance:*

Contains strengths Fulfils requirements Recommendations provided

4. *Conditions in Article 7:*

Contains strengths Fulfils requirements Recommendations provided

Strengths: Focusing on the areas of inspection covered in Annex 3 and the section summary above, outline a maximum of two strengths from each topic (up to a maximum of four strengths).

<u>Section</u>	<u>Strength (state sub-section)</u>	<u>Additional Comments</u>
3	3.3	The school promotes European Specificity in general very well: the school is active in ES activities and school projects. The school has extensive cooperation with local society (business and environmental projects etc.).
4	4.1	The school's support system in general is well organised throughout the school. The pupils' access to the curriculum is guaranteed in many ways. Good practices were observed; for example in Secondary the teachers' collected new and possibly unknown subject specific terms and their explanations.

4	4.1	The school ensures well pedagogical continuity and has created strong transition procedures between all cycles.
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Recommendations: Focusing on the areas of inspection outlined in Annex 3, and the section summary above, outline a maximum of two recommendations for each section (up to a maximum of four recommendations) for future work by the school over the coming years.

<u>Section</u>	<u>Recommendation (state sub-section)</u>	<u>Additional Comments</u>
2.	2.2	The school has two language sections (DE and EN) and L2 FR is not taught. Therefore, pupils from the aforementioned sections cannot mix in lessons taught in L2. The school should do its utmost to enable the possibility for pupils to study French language as L1 and L2 in the school.
2.	2.3	The school should offer tuition for SWALS pupils in their own dominant language. In the Dossier of Conformity, it has been stated (page 32): The creation of corresponding courses will be made dependent on a pedagogically sensible number of pupils and on the availability of suitable qualified teachers. Currently only Spanish as L1 is offered to SWALS.
3.	3.3	In general the school promotes European Specificity very well. In the physical environment (class rooms, corridors etc.) European Specificity is well visible in Nursery and Primary, however in Secondary, this was less visible. The Secondary school should make European Specificity more visible in the physical environment.

2. Final recommendations

Type C and Type D (with Baccalaureate cycle)

Recommend renewal of the accreditation of the school from N-S7

Do not recommend renewal of the accreditation of the school from N-S7

Annex 1: General Information

A. Current audit

Aim of audit (can cross more than one box for Type C and Type D)	Type A:	First Accreditation Agreement for N – S5	<input type="checkbox"/>
	Type B:	First Additional Agreement for S6 – S7	<input type="checkbox"/>
	Type C:	Renewal of Accreditation Agreement for N-S5	<input type="checkbox"/>
	(Light)	Renewal of Additional Agreement for S6-S7	<input type="checkbox"/>
	Type D:	Renewal of Accreditation Agreement for N-S5	<input checked="" type="checkbox"/>
(Standard)	Renewal of Additional Agreement for S6-S7	<input checked="" type="checkbox"/>	
Audit team	Inspectors: Gisele Ducatez (Nursery and Primary), Tuulamarja Huisman (Secondary). External expert: Ms Ewa Rudomino (Head of the Baccalaureate Unit, OSG).		
	Expert: Ms Antonia Ruiz Esturla.		
Date of audit	2.-6.11.2020		

B. General information about the school

Management team	Role	Name
	Director	Tom Zijlstra
	Co Director	Gitta Lotz
	Head of Upper Secondary (S5-7)	Simon Hanheiser
	Head of Lower Secondary (S1-4)	Daniella Schmitt
	Head of Nursery/Primary	Marcus Adams
Legal status of the school	<input type="checkbox"/> Private (parents pay fees) <input checked="" type="checkbox"/> PPP (fees paid and money received from the state) <input type="checkbox"/> Public (funding received exclusively from the state) <input type="checkbox"/> Sponsored (fees paid and money received from a private company)	
School provider	Humanistische Stiftung	

Existing language sections ¹	Language	Cycles/Year groups			Number of Pupils
	DE	Nursery – S7			1024
	EN	Nursery – S7			612
L1 taught in the school ² : state the L1s taught in each section of the school	Nursery	Primary	S1-S5	S6-S7	Total number of different L1 taught in school
	DE EN	DE EN	DE EN ES	DE EN ES	3
Number of SWALS ³ per language ⁴ e.g. BG 17	ES	17			
Subjects taught in L2 in S3-S5 (if year groups present at the school)	<input checked="" type="checkbox"/> Same as European Schools <input type="checkbox"/> Other (explain):				
Tuition in the language of the country (compulsory/ optional)	<input checked="" type="checkbox"/> Yes, compulsory (DE as L1/L2) <input type="checkbox"/> Yes, optional <input type="checkbox"/> No				
L2 taught	<u>Primary</u>			<u>Secondary</u>	
	<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input type="checkbox"/> FR			<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input type="checkbox"/> FR	
L3 taught	<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR <input checked="" type="checkbox"/> ES <input checked="" type="checkbox"/> IT				

¹ Insert extra rows if necessary.

² Use standard EU 2-letter language abbreviations: (https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Country_codes)

³ SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

⁴ Add extra boxes if more than 10 SWALS languages provided

Annex 2: Methodology of the audit

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 self-evaluation form is attached as Annex 4 to this report.

Prior to the audit, the experts analysed the documents provided by the school and wrote the pre-audit report, attached as Annex 5 to this audit report.

The audit activities included:

a. Meetings with the Management team

Meeting 1 Date of meeting: 2.11.2020

Meeting 2 Date of meeting: 6.11.2020

Other meetings:

With whom?	Date of meeting	Aim of meeting
Meeting with the section coordinators N/P and S	N/P 3.11.2020 S 4.11.2020	Confirm the information in the Dossier of Conformity and Self Evaluation form. Obtain information about the quality assurance in the school.
Meeting with the EdSup representatives N/P and S	3.11.2020	Confirm the information in the Dossier of Conformity and Self Evaluation form. Obtain information about the support system and language support.
Meeting with the Transition coordinators N/P and S	N/P 4.11.2020 S 4.11.2020	Confirm the information in the Dossier of Conformity and Self Evaluation form. Obtain information about the quality assurance in pedagogical continuity.
Meeting with the BAC responsible	4.11.2020	Confirm the information in the Dossier of Conformity and Self Evaluation form. Obtain information about the organisation of the European Baccalaureate.

b. Lesson observations in all the language sections and across different subject areas. Provide details below and add more rows if necessary.

<u>Nursery/Primary/Secondary</u>	<u>Year group</u>	<u>Subject</u>	<u>Language of instruction</u>
Nursery	M1 / M2	Phonics	EN
Nursery	M1 - M2	Phonics	DE
Primary	P5	European hours	L3 Greek
Primary	P4	Math	DE
Primary	P1	L1	EN
Primary	P4	L1	EN
Secondary	S2	MAT	DE
Secondary	S3	SCH	EN
Secondary	S4	L3	FR
Secondary	S5	L1	ES
Secondary	S5	L2	EN
Secondary	S6	MA	EN
Secondary	S6	HI	EN
Secondary	S7	MA	EN
Secondary	S7	L1	EN

Summary:

<u>Total per cycle</u>		<u>Total per language</u>	
Nursery:	2	L1 EN	1
		L1 DE	1
Primary:	4	L1 DE	1
		L1 EN	2
		L3 EL	1
Observation:	2	L1 EN	1
		L1 DE	1
Pre-orientation:	3	L2 EN	1
		L1 FR	1
		L1 ES	1
Orientation:	4	L1 EN	4
		Mixed groups:	0

c. Analysis of relevant documents:

- pre-audit report
- teaching and language qualifications
- other documents as outlined in the pre-audit report

d. Feedback meeting with the management

- discussed the initial findings
- double-checked that the findings are accurate
- stated any concerns, if necessary
- complimented, if necessary

The meeting gave a possibility to ask some additional questions to clarify for example teachers' qualifications, recruitment process in land Hessen and teachers' evaluations.

All areas of audit (1.-4.) were discussed. The strengths and areas for improvement were pointed out. The management was given an opportunity to give clarifications and explanations to some observed points.

Annex 3: Specific Findings

Areas for inspection	Audit findings. Comments are not compulsory.		Type A	Type B	Type C +D (NO Bac)	Type C +D (With Bac)
1. Pedagogical Content & Equivalence						
1.1 Is the curriculum in compliance with the European Schools?						
Nursery	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>	✓		✓	✓
Primary	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>	✓		✓	✓
Secondary	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>	✓		✓	✓
1.2 Is the Baccalaureate offered in accordance with the regulations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<u>Comments:</u>		✓		✓
2. Language Conditions						
2.1 Are the language sections in compliance with the Regulations on Accredited European Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> Only 2 sections (EN, DE).	✓	✓	✓	✓
2.2 Is the Language Policy in compliance with the European Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> Language Policy is in line with ES regulations in the Dossier of Conformity. In practice, only two L2 languages are taught (EN, DE).	✓	✓	✓	✓
2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> Dossier of Conformity (page 32): The creation of corresponding courses will be made dependent on a pedagogically sensible number of pupils and on the availability of suitable qualified teachers. Currently only Spanish as L1 is offered to SWALS.	✓	✓	✓	✓

3. Quality Assurance							
3.1.1 Are teachers qualified for the subject and level that they teach?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> Teachers are qualified according to the regulations in land Hessen.	✓	✓	✓	✓	
3.1.2 Are teachers qualified to teach in the language in which they give their lessons?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.3 Is teacher training provided regularly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.4 Is teacher training provided by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.5 Are teachers regularly appraised?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> See below.	✓	✓	✓	✓	
3.1.6 Are teacher appraisals carried out by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> According to the director, the teachers are visited by regional Inspectors on a regular basis. No written reports are being drawn up as result of such lesson visits. The teacher concerned receives direct oral feed-back from the Inspector and the directors are informed during a feed-back talk.	✓	✓	✓	✓	
3.1.7 Do teachers follow European Schools marking system?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
3.1.8 Do teachers plan appropriately over an annual period?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	

3.2.1 Do parents/pupils receive regular reports on pupil progress?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> 	✓	✓	✓	✓
3.2.2 Is pupil attendance reliable monitored?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> 	✓	✓	✓	✓
3.3 Is the European Specificity present throughout the school?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u> In general the school promotes European Specificity very well. In the physical environment (class rooms, corridors etc.) European is well visible in Nursery and Primary, however in Secondary, this was less visible.	✓	✓	✓	✓

4. Conditions in Article 7							
4.1 Is there a Support system in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
4.2 Is TARAC provided at every level and in keeping with the DoC?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	
4.3 Does the timetabling allow for the general and specific rules regarding teaching time to be met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Comments:</u>	✓	✓	✓	✓	

Annex 4: the self-evaluation report



Schola Europaea / Office of the Secretary-General

Self-evaluation form

School: Europäische Schule RheinMain

Date of audit: 2. November 2020

Type of audit: Type A Type B Type C Type D

A. Current audit

Aim of audit	Type A:	First Accreditation Agreement for N – S5	<input type="checkbox"/>
	Type B:	First Additional Agreement for S6 – S7	<input type="checkbox"/>
	Type C:	Renewal of Accreditation Agreement for N-S5	<input type="checkbox"/>
	(Light)	Renewal of Additional Agreement for S6-S7	<input type="checkbox"/>
	Type D:	Renewal of Accreditation Agreement for N-S5	<input checked="" type="checkbox"/>
(Standard)	Renewal of Additional Agreement for S6-S7	<input checked="" type="checkbox"/>	
Audit team	Inspectors:		
	Expert:		
Date of audit	2.11.2020		

B. General information about the school

Management team	Role	Name
	Director	Tom Zijlstra
	Co Director	Gitta Lotz
	Head of Upper Secondary (S5-S7)	Simon Hanheiser
	Head of Lower Secondary (S1-S4)	Daniella Schmitt
	Head of Primary	Marcus Adams
Legal status of the school	<input type="checkbox"/> Private (parents pay fees) <input checked="" type="checkbox"/> PPP (fees paid and money received from the state) <input type="checkbox"/> Public (funding received exclusively from the state) <input type="checkbox"/> Sponsored (fees paid and money received from a private company)	
School provider	<i>Humanistische Stiftung</i>	

Existing language sections ⁵	Language	Cycles/Year groups			Number of Pupils	
	DE	Preprimary – S7			1024	
	EN	Preprimary – S7			612	
L1 taught in the school ⁶ : state the L1s taught in each section of the school	Nursery	Primary	S1-S5	S6-S7	Total number of different L1 taught in school	
	DE EN	DE EN	DE EN ES	DE EN ES	3	
Number of SWALS ⁷ per language ⁸ e.g. BG 17	ES	17				
Subjects taught in L2 in S3-S5 (if year groups present at the school)	<input checked="" type="checkbox"/> Same as European Schools <input type="checkbox"/> Other (explain):					
Tuition in the language of the country (compulsory/ optional)	<input checked="" type="checkbox"/> Yes, compulsory L1/L2 DE <input type="checkbox"/> Yes, optional <input type="checkbox"/> No					
L2 taught	<u>Primary</u>			<u>Secondary</u>		
	<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input type="checkbox"/> FR			<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input type="checkbox"/> FR		
L3 taught	<input checked="" type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR <input checked="" type="checkbox"/> ES <input checked="" type="checkbox"/> IT <input type="checkbox"/> _____ <input type="checkbox"/> _____					

⁵ Insert extra rows if necessary.

⁶ Use standard EU 2-letter language abbreviations: (https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Country_codes)

⁷ SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

⁸ Add extra boxes if more than 10 SWALS languages provided

C. Self-evaluation

Areas for inspection	Self-evaluation ⁹		Type A	Type B	Type C + D, NO Bac	Type C + D, with Bac
	Comments are not compulsory.					
1. Pedagogical Content & Equivalence						
1.1 Is the curriculum in compliance with the European Schools?						
1.1.1 Is the curriculum organised according to the organisation of studies in the European Schools? ¹⁰	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: Evidence: 010	✓		✓	✓
1.1.2 ES Curriculum in Nursery						
1.1.2.1: Are language awareness activities organised?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: 024 timetables	✓		✓	✓
1.1.3 ES Curriculum in the Primary school						
1.1.3.1: Does the school provide L2 courses from Primary 1 onwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: 010, sms	✓		✓	✓
1.1.4 ES Curriculum in the Secondary school						
1.1.4.1: Does the school provide L3 courses from Secondary 1 onwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: sms timetables	✓		✓	✓
1.1.4.2: Does the school provide L4 courses from Secondary 4 onwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: sms timetables	✓		✓	✓
1.1.4.3: Is teaching about religion and civics (TARAC) taught in mixed groups?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Exception for Primary school in semester 1 2020 (Covid) Evidence: sms timetables	✓	✓	✓	✓

⁹ Refer to documents uploaded on to Teams in the 'evidence' section

¹⁰ See, *inter alia*, document 2011-01-D-33

1.2. Is the Baccalaureate offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccalaureate? (2015-05-D-12)						
1.2.1: Is the curriculum offered in S6 and S7 as stated in the Regulations pertaining to the European Baccalaureate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 025, 027, Pre-Bac planning and Bac schedule		✓		✓
1.2.2: Are students offered a range of options for their subject choices?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence:029 – subject choices		✓		✓
1.2.3: Does the school organise the Baccalaureate (marks, exams, orals) in strict adherence to the rules laid down in the Regulations pertaining to the European Baccalaureate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 025, 025b, 025+027		✓		✓

Areas for inspection	Self-evaluation	Type A	Type B	Type C + D, NO Bac	Type C + D, with Bac	
	Comments are not compulsory.					
2. Language conditions						
2.1 Are the language sections in compliance with the Rules on Accredited European Schools?						
2.1.1: Does the school offer a minimum of two language sections?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: DE EN Evidence: sms timetables	✓	✓	✓	✓
2.1.2: Is at least one of the language sections in one of the L2 (DE, EN, FR) languages?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: DE EN Evidence:	✓	✓	✓	✓
2.1.3: Are all the language sections official EU languages?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence:	✓	✓	✓	✓
2.2 Is the language policy in compliance with the European Schools?						
2.2.1: Is there a free choice of L3, from amongst the official ES languages list?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: 012b2	✓		✓	✓
2.2.2: Is there a free choice of L4, from amongst the official ES languages list?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: 012b5, 012b5a.	✓		✓	✓
2.2.3: Are groups mixed across language sections for subjects that are not taught in L1?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: Evidence: sms timetables	✓	✓	✓	✓
2.2.4: Are students taught music in a language that they already study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: sms timetables	✓	(✓)	✓	✓
2.2.5: Are students taught art in a language that they already study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: sms timetables	✓	(✓)	✓	✓
2.2.6: Are students taught sport in a	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: sms timetables	✓	✓	✓	✓

language that they already study?						
2.2.7: Are maths and science taught in the language of the section?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: sms timetables	✓	✓	✓	✓
2.2.8: Are humanities taught in L2 from S3 upwards?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: sms timetables	✓		✓	✓
2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?						
2.3.1: Are L1 courses offered to SWALS, in compliance with the DoC?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 023. Sms timetables, Parade of Languages.pdf	✓	✓	✓	✓
2.3.2: Are SWALS in one of the following language sections: DE, EN, FR, HCL as their main section?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: EN Evidence: 023. sms timetables	✓	✓	✓	✓
2.3.3: Do pupils without their own language section receive support to learn the language of the section that they join?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 005a, 005b	✓	✓	✓	✓

Areas for inspection	Self-evaluation		Type A	Type B	Type C + D, NO Bac	Type C + D, with Bac
	Comments are not compulsory.					
3. Quality Assurance						
3.1 Teacher qualifications and training						
3.1.1: Are teachers qualified for the subject and level they teach?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: Evidence: 017.	✓	✓	✓	✓
3.1.2: Are teachers qualified to teach in the language in which they give their lessons?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment: Evidence: 017.	✓	✓	✓	✓
3.1.3: Is teaching training provided regularly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 015a, 015b2, 015b3.	✓	✓	✓	✓
3.1.4: Is teacher training provided by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 015.	✓	✓	✓	✓
3.1.5: Are teachers regularly appraised (evaluated)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 019a, 019b.	✓	✓	✓	✓
3.1.6: Are teacher appraisals (evaluations) carried out by appropriate groups/authorities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: Schulamtbefuch2019	✓	✓	✓	✓

3.1.7: Do teachers follow the European Schools marking system?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: assessment policy	✓	✓	✓	✓
3.1.8: Do teachers plan appropriately over an annual period?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 007a, 007b	✓	✓	✓	✓
3.2 Pupil progress and attendance						
3.2.1: Do parents/pupils receive regular reports on pupil progress?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: . parent talks twice a year Evidence: school reports, 021a, 021b	✓	✓	✓	✓
3.2.2: Is pupil attendance reliably monitored?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 022a2	✓	✓	✓	✓
3.3 The European specificity						
3.3.1: Are pupils taught in mixed groups for European Hours?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: 'European Hours Year Plan', 'P3-5 Course lists'	✓		✓	✓
3.3.2: Are pupils taught in mixed groups for Human Sciences, History & Geography?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Comment: Evidence: sms timetables	✓	✓	✓	✓
3.3.3: Are pupils taught in mixed groups in L2?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Secondary school Evidence: sms timetables	✓	✓	✓	✓
3.3.4: Does the school promote their European specificity?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 008a, 008b	✓	✓	✓	✓
3.3.5: Does the European specificity appear in teachers' forward planning?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 007	✓	✓	✓	✓

Areas for inspection	Self-evaluation	Type A	Type B	Type C + D, NO Bac	Type C + D, with Bac
	Comments are not compulsory.				
4. Conditions in Article 7					
4.1 The support system					
4.1.1: Is there a support system in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 004, 005	✓	✓	✓
4.2 TARAC (Teaching about Religion and Civics)					
4.2.1 Is TARAC provided at every level of the school?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 024. sms timetables	✓	✓	✓
4.2.2 Is TARAC provision in keeping with the DoC?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 024. sms timetables	✓	✓	✓
4.3 Teaching time					
4.3.1: Does the timetabling allow for the correct number of hours to be spent on each subject?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 024. sms timetables	✓	✓	✓
4.3.2: Does the timetabling allow for the rules regarding general teaching time to be met?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Comment: Evidence: 024. Sms timetables	✓	✓	✓

Annex 5: the pre-audit report



Schola Europaea / Office of the Secretary-General

Pre-audit report

School: Europäische Schule RheinMain

Date of audit: 2 - 6 November 2020

External expert: Antonia RUIZ ESTURLA

**In-school inspection team:
Gisèle DUCATEZ
Tuulamarja HUISMAN
Ewa RUDOMINO**

Type of audit: Type A Type B Type C Type D

Section 1: pedagogical content & equivalence

1.1	That the curriculum is in compliance with the European Schools:	
1.1.1	Is the curriculum organised according to the organisation of studies in the European Schools? ¹¹	
1.1.2	The ES curriculum in the Nursery:	
1.1.2.1	Are language awareness activities organised?	<input checked="" type="checkbox"/>
1.1.3	The ES curriculum in the Primary school:	
1.1.3.1	Does the school provide L2 courses from Primary 1 onwards?	<input checked="" type="checkbox"/>
1.1.4	The ES curriculum in the Secondary school:	
1.1.4.1	Does the school provide L3 courses from Secondary 1 onwards?	<input checked="" type="checkbox"/>
1.1.4.2	Does the school provide L4 courses from Secondary 4 onwards?	<input checked="" type="checkbox"/>
1.1.4.3	Is teaching about religion and civics (TARAC) taught in mixed groups?	<input checked="" type="checkbox"/>

Article 2: The pedagogical equivalence, year group by year group, of the education provided by the Accredited European School and that provided by the European Schools shall be ensured in such a way that it confers on pupils of Accredited European Schools the same rights as those granted to pupils of the European Schools by Article 5 of the Convention defining the European Schools signed at Luxembourg on 21 June 1994.

Article 3: Only schools which undertake to enhance and promote their European specificity, by guaranteeing firstly, to provide their pupils with the same type of education as that provided in the European Schools and secondly, equality of opportunity for pupils in terms of preparation for the European Baccalaureate, subject, as far as secondary years 6 and 7 are concerned, to strict application of the provisions laid down by the Regulations pertaining to the European Baccalaureate can be considered for accreditation. The 'same type of education' implies using, inter alia, the same curriculum and syllabuses, and the same marking system and promotion criteria, as used in the European Schools.

1.2	That the Baccalaureate is offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccalaureate (2015-05-D-12)	
	School has no Baccalaureate cycle (tick here and move to the next page)	<input type="checkbox"/>
1.2.1	Is the curriculum offered in S6 and S7 as stated in the Regulations pertaining to the European Baccalaureate?	<input checked="" type="checkbox"/>
1.2.2	Are students offered a range of options for their subject choices?	<input checked="" type="checkbox"/>
1.2.3	Does the school organise the Baccalaureate (marks, exams, orals) in strict adherence to the rules laid down in the Regulations pertaining to the European Baccalaureate?	<input checked="" type="checkbox"/>

Article 3: Only schools which undertake to enhance and promote their European specificity, by guaranteeing firstly, to provide their pupils with the same type of education as that provided in the European Schools and secondly, equality of opportunity for pupils in terms of preparation for the European Baccalaureate, subject, as far as secondary years 6 and 7 are concerned, to strict application of the provisions laid down by the Regulations pertaining to the European Baccalaureate can be considered for accreditation. The 'same type of education' implies using, inter alia, the same curriculum and syllabuses, and the same marking system and promotion criteria, as used in the European Schools.

¹¹ See, inter alia, document 2011-01-D-33

Article 5: As far as the pedagogical content of the education is concerned, when it is envisaging offering the European Baccalaureate certificate, a school may be accredited only if:

1. It undertakes to prepare pupils effectively to take the European Baccalaureate examinations in the last year of the secondary cycle, respecting the particular features that characterise European schooling and delivering a curriculum matching and consistent with that objective.

2. It undertakes, for years 6 and 7 of the secondary cycle, to abide by the Regulations for the European Baccalaureate, as signed on 11 April 1984 and amended by the Board of Governors at its meeting in Helsinki of 15 and 16 April 2008, and by the Arrangements for implementing those Regulations and the other decisions of the Board of Governors concerning the European Baccalaureate.

3. It offers a range of options, particularly in secondary years 6 and 7, which is conducive to pupils' subsequent admission to courses in higher education.

State, with justifications, any concerns or clarifications that you have with the 'pedagogical equivalency' section, for further follow up by the inspectors.

1.1	That the curriculum is in compliance with the European Schools:	
1.1.1	<input checked="" type="checkbox"/> No comment	Comment:
1.1.2	<input checked="" type="checkbox"/> No comment	Comment:
1.1.2.1	<input checked="" type="checkbox"/> No comment	Comment:
1.1.3	<input type="checkbox"/> No comment	Comment: It would be interesting to have the feedback form the school on the introduction of L3 in P4 and P5.
1.1.3.1	<input checked="" type="checkbox"/> No comment	Comment:
1.1.4	<input checked="" type="checkbox"/> No comment	Comment:
1.1.4.1	<input checked="" type="checkbox"/> No comment	Comment:
1.1.4.2	<input checked="" type="checkbox"/> No comment	Comment:
1.1.4.3	<input checked="" type="checkbox"/> No comment	Comment:

1.2	That the Baccaureate is offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccaureate (2015-05-D-12)	
1.2.1	<input checked="" type="checkbox"/> No comment <input type="checkbox"/> No Bac cycle	Comment:
1.2.2	<input checked="" type="checkbox"/> No comment <input type="checkbox"/> No Bac cycle	Comment:
1.2.3	<input checked="" type="checkbox"/> No comment <input type="checkbox"/> No Bac cycle	Comment:

Section 2: Language Conditions

2.1	That the language sections are in compliance with the Rules on Accredited European Schools:	
2.1.1	Does the school offer a minimum of 2 language sections?	<input checked="" type="checkbox"/>
2.1.2	Is at least one of the language sections in one of the L2 (DE, EN, FR) languages?	<input checked="" type="checkbox"/>
2.1.3	Are all the language sections official EU languages?	<input checked="" type="checkbox"/>

Article 4: As far as the linguistic conditions of the education provided are concerned, a school may be accredited only if, within the meaning of the General Rules of the European Schools:

1. It offers a minimum of two language sections, including at least one in either English, French or German and one in any other L1 accepted in the European Schools system, ordinarily that of the host country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.

2.2	That the Language Policy is in compliance with the European Schools:	
2.2.1	Is there a free choice of L3, from amongst the official ES languages list?	<input checked="" type="checkbox"/>
2.2.2	Is there a free choice of L4, from amongst the official ES languages list?	<input checked="" type="checkbox"/>
2.2.3	Are groups mixed across language sections for subjects that are not taught in L1?	<input checked="" type="checkbox"/>
2.2.4	Are students taught music in a language that they already study?	<input checked="" type="checkbox"/>
2.2.5	Are students taught art in a language that they already study?	<input checked="" type="checkbox"/>
2.2.6	Are students taught sport in a language that they already study?	<input checked="" type="checkbox"/>
2.2.7	Are maths and science taught in the language of the section?	<input checked="" type="checkbox"/>
2.2.8	Are humanities taught in L2 from S3 upwards?	<input checked="" type="checkbox"/>

Article 4: As far as the linguistic conditions of the education provided are concerned, a school may be accredited only if, within the meaning of the General Rules of the European Schools:

4. Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.

2.3	That SWALS¹² provision is in compliance with the European Schools / Dossier of Conformity	
2.3.1	Are L1 courses offered to SWALS, in compliance with the DoC?	<input checked="" type="checkbox"/>
2.3.2	Are SWALS in one of the following language sections: DE, EN, FR, HCL as their main section?	<input checked="" type="checkbox"/>
2.3.3	Do pupils without their own language section receive support to learn the language of the section that they join?	<input checked="" type="checkbox"/>

Article 4: As far as the linguistic conditions of the education provided are concerned, a school may be accredited only if, within the meaning of the General Rules of the European Schools:

2. *It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.*

3. *Pupils without their own language section receive support to learn the language of the section which they join.*

State, with justification, any concerns or clarifications that you have with the ‘language conditions’ section, for further follow up by the inspectors.

2.1	That the language sections are in compliance with the Rules on Accredited European Schools:	
2.1.1	<input checked="" type="checkbox"/> No comment	Comment:
2.1.2	<input checked="" type="checkbox"/> No comment	Comment:
2.1.3	<input checked="" type="checkbox"/> No comment	Comment:
2.2	That the Language Policy is in compliance with the European Schools:	
2.2.1	<input checked="" type="checkbox"/> No comment	Comment:
2.2.2	<input checked="" type="checkbox"/> No comment	Comment:
2.2.3	<input checked="" type="checkbox"/> No comment	Comment:
2.2.4	<input checked="" type="checkbox"/> No comment	Comment:

¹² SWALS are pupils for whom no language section in their mother tongue/dominant language (L1) exists in the school but who receive tuition in their L1 whilst being enrolled in one of the working language (DE, EN, FR) sections or in the HCL section.

2.2.5	<input checked="" type="checkbox"/> No comment	Comment:
2.2.6	<input checked="" type="checkbox"/> No comment	Comment:
2.2.7	<input checked="" type="checkbox"/> No comment	Comment:
2.2.8	<input checked="" type="checkbox"/> No comment	Comment:
2.3	That SWALS provision is in compliance with the European Schools / Dossier of Conformity	
2.3.1	<input checked="" type="checkbox"/> No comment	Comment:
2.3.2	<input checked="" type="checkbox"/> No comment	Comment:
2.3.3	<input checked="" type="checkbox"/> No comment	Comment:

Section 3: Quality Assurance

3.1	Teachers	
3.1.1	Are teachers qualified for the subject and level they teach?	<input checked="" type="checkbox"/>
3.1.2	Are teachers qualified to teach in the language in which they give their lessons?	<input checked="" type="checkbox"/>
3.1.3	Is teacher training provided regularly?	<input checked="" type="checkbox"/>
3.1.4	Is teacher training provided by appropriate groups/authorities?	<input checked="" type="checkbox"/>
3.1.5	Are teachers regularly appraised (evaluated)?	<input checked="" type="checkbox"/>
3.1.6	Are teacher appraisals (evaluations) carried out by appropriate groups/authorities?	<input checked="" type="checkbox"/>
3.1.7	Do teachers follow the European Schools marking system?	<input checked="" type="checkbox"/>
3.1.8	Do teachers plan appropriately over an annual period?	<input checked="" type="checkbox"/>

Article 6: Teachers should hold a pedagogical qualification in the subjects that they have been employed to teach. The qualification, or recognition of same for non-EU qualifications, should be from one of the EU member states. Teachers must have language competences equivalent to those required for the teachers in the European Schools¹³. The final decision concerning the pedagogical qualifications of a teacher rests with the national body responsible for quality assurance of the EU member state in which the Accredited School is situated.

Article 16: The teachers of the Accredited European School may receive any in-service training provided by the European Schools subject to the conditions laid down in Article 17.

3.2	Pupils	
3.2.1	Do parents/pupils receive regular reports on pupil progress?	<input checked="" type="checkbox"/>
3.2.2	Is pupil attendance reliably monitored?	<input checked="" type="checkbox"/>
3.3	European Specificity	
3.3.1	Are pupils taught in mixed groups for European Hours?	<input checked="" type="checkbox"/>
3.3.2	Are pupils taught in mixed groups for Human Sciences, History & Geography from S3 upwards?	<input checked="" type="checkbox"/>
3.3.3	Are pupils taught in mixed groups in L2?	<input checked="" type="checkbox"/>
3.3.4	Does the school promote their European specificity?	<input checked="" type="checkbox"/>
3.3.5	Does the European specificity appear in teachers' forward planning?	<input checked="" type="checkbox"/>

State, with justification, any concerns or clarifications that you have with the 'quality assurance' section, for further follow up by the inspectors.

3.1	Teachers	
3.1.1	<input type="checkbox"/> No comment	Comment: The teachers' qualification Excel sheet (doc 017) has been provided. However, a comprehensive list of teachers with an indication of the subject taught and the language of instruction per course does not seem to appear among the school documents.

¹³ Decision of the Board of Governors of 17-19 April 2018 on the control of the level of linguistic competence as part of the procedure for recruitment of non-native speaker teaching and educational support staff (2018-01-D-65-en-3).

3.1.2	<input type="checkbox"/> No comment	Comment: The level of language proficiency quoted on the Excel sheet (doc 017) does not always match the provisions of Doc Ref. 2018-01-D-65-en-3. For one teacher, language competence level is missing; for one teacher, language competence level is indicated for one of the languages of instruction (EN), but not for the other (DE: S6DES-A and S7DES-A - if those two courses are taught in German).
3.1.3	<input checked="" type="checkbox"/> No comment	Comment:
3.1.4	<input checked="" type="checkbox"/> No comment	Comment:
3.1.5	<input type="checkbox"/> No comment	Comment: Doc 019b does not specify frequency of appraisal by the school management.
3.1.6	<input checked="" type="checkbox"/> No comment	Comment:
3.1.7	<input checked="" type="checkbox"/> No comment	Comment:
3.1.8	<input type="checkbox"/> No comment	Comment: The forward planning template provides scope to include it. To be checked during the audit once the forward planning samples are available.
3.2	Pupils	
3.2.1	<input checked="" type="checkbox"/> No comment	Comment:
3.2.2	<input type="checkbox"/> No comment	Comment: Detailed records are kept of pupils' absences by means of Excel sheets. A column summarising the overall percentage of absences per student for the entire school year would be useful.
3.3	European Specificity	
3.3.1	<input type="checkbox"/> No comment	Comment:
3.3.2	<input type="checkbox"/> No comment	Comment: The school has two language sections (DE and EN) and L2 FR is not taught. Therefore, pupils from the aforementioned sections cannot mix in lessons taught in L2.
3.3.3	<input type="checkbox"/> No comment	Comment: See above.
3.3.4	<input checked="" type="checkbox"/> No comment	Comment:
3.3.5	<input checked="" type="checkbox"/> No comment	Comment:

Section 4: Conditions in Article 7

4.1	Support system
4.1.1	Is there an Educational Support system in place? <input checked="" type="checkbox"/>

Article 7: *Accreditation shall also be conditional upon:*

1. The existence of an educational support system for special needs pupils, within the meaning of the legislation of the country in which the Accredited European School is located.

4.2	TARAC (Teaching about Religion and Civics)
4.2.1	Is TARAC provided at every level of the school? <input checked="" type="checkbox"/>
4.2.2	Is TARAC provision in keeping with the DoC? <input checked="" type="checkbox"/>

Article 7: *Accreditation shall also be conditional upon:*

2. The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.

4.3	Teaching time
4.3.1	Does the timetabling allow for the correct number of hours to be spent on each subject? <input checked="" type="checkbox"/>
4.3.2	Does the timetabling allow for the rules regarding general teaching time to be met? <input checked="" type="checkbox"/>

Article 7: *Accreditation shall also be conditional upon:*

3. Compliance with a minimum and maximum length per teaching period, ensuring that the minimal total teaching time at the Accredited European School corresponds to that allocated in the organisation of studies for the European Schools.

State, with justification, any concerns or clarifications that you have regarding the compliance with Article 7, for further follow up by the inspectors.

4.1	Support system	
4.1.1	<input type="checkbox"/> No comment	Comment: Docs 005a and 005b provide detailed information in this regard. A summary table with the actual timetable for each course is missing.
4.2	TARAC (Teaching about Religion and Civics)	
4.2.1	<input checked="" type="checkbox"/> No comment	Comment:
4.2.2	<input type="checkbox"/> No comment	Comment: According to the DoC, two periods of RC would be offered in P5. According to doc.024, in P1-P5, one 45' period is being organised + a 30' period for Kiva. Yet, in SMS, for P3-P5, the teacher in charge of MOR appears to have a 30' period assigned for that subject. Clarification in this respect should be sought.
4.3	Teaching time	
4.3.1	<input type="checkbox"/> No comment	Comment: In Primary, the overall contact teaching time corresponds to the harmonised timetable or is slightly above the foreseen number of teaching periods. However, according to doc 024, the number of periods assigned to certain subjects differs from the information that appears on doc 010; e.g.: 5h45 v 6h45 for L1 in P5.
4.3.2	<input type="checkbox"/> No comment	Comment: See above.

Annex 6: the audit report feedback form

Comments on the draft report (to be completed by the school)	To be completed by the audit team
Section: <input type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3 <input checked="" type="checkbox"/> Annex 5	<input type="checkbox"/> Reflected in the final report <input type="checkbox"/> Not reflected in the final report Comments?
Specific section: 3.1.1	
School comment: Comprehensive list was submitted	
Supporting evidence submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, details: 017. New list of teachers/courses/language of tuition	
Section: <input type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3 <input checked="" type="checkbox"/> Annex 5	<input type="checkbox"/> Reflected in the final report <input type="checkbox"/> Not reflected in the final report Comments?
Specific section: 4.3.1	
School comment: <i>ICT is on the timetable as ICT, but comes out of the L1 time. As a lot of L1 curriculum aims are taught through ICT this is why the time is taken there. So we lose perhaps 15 minutes compared to the official times HOWEVER we teach 60 minutes more a week in L2 and 15 minutes more a week in Art. KiVa comes out of the time for DOW</i>	
Supporting evidence submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, details:	
Section: <input checked="" type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3	<input type="checkbox"/> Reflected in the final report <input type="checkbox"/> Not reflected in the final report The audit team recognises from the school documents that the school has offered FR language as one of the L2 languages, without success. Continuation of systematic promotion and work for multilingual education in all vehicular languages starting from the early school years is recommended.
Specific section: 2.2	
School comment: The use of the finite verb “should” could give the readers the impression that the school is not doing enough to promote French as L1 and 2. However, the opposite is the case. Since the start of ESRM we have done the utmost to promote these subjects but the parents simply prefer other combinations. As you seem to expect more, ESRM awaits your suggestions with interest. By the way, French L3 and 4 are popular.	
Supporting evidence submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, details:	

Section: <input checked="" type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3	<input type="checkbox"/> Reflected in the final report <input type="checkbox"/> Not reflected in the final report Due to the online audit and class visits it was not possible to observe the examples of the European Specificity in public areas of the school. In the observed Secondary classrooms, the European Specificity was not very visible.
Specific section: 3.3	
School comment: Due to remote lesson visits the school does not feel we had a fair chance to show how much Europe is visually integrated in the daily life of the students. Because of Covid regulations on student bubbles there is a temporary room occupancy. On a physical visit European Specificity is far more visible in the classrooms and in the general areas of the Secondary School.	
Supporting evidence submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, details: attached photos	
Section: <input checked="" type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3	<input type="checkbox"/> Reflected in the final report <input type="checkbox"/> Not reflected in the final report Comments?
Specific section: 3.1.1	
School comment: We were not aware that another list was required	
Supporting evidence submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, details: list of teachers, subject taught, language of instruction	
Section: <input checked="" type="checkbox"/> Part 1 <input type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3	<input type="checkbox"/> Reflected in the final report <input type="checkbox"/> Not reflected in the final report Comments?
Specific section: 3.1.2	
School comment: Language of tuition for S6DES-A and S7DES-A is English. This is a complementary course in a mixed group. For Complementary courses the language is 'not defined'. (see also S7SPO, S7SOC	
Supporting evidence submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, details:	