



Schola Europaea

Office of the Secretary-General  
Pedagogical Development Unit

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## **Audit Report**

### **Europäische Schule RheinMain (Bad Vilbel, Germany)**

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**BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS**

Written procedure WP-2015/35

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# 1. General information

## A. Current audit

<b>Aim of audit</b>	<ul style="list-style-type: none"> <li>• Renewal of the Accreditation of Nursery, Primary and Secondary (years 1-5) cycles</li> <li>• Accreditation of Secondary Cycle, S6-S7</li> </ul>
<b>Inspectors</b>	Mrs. Helena Teixeira Coelho, Mr. Pierre Hess, Mrs. Dana Musilova
<b>Dates of audit</b>	02-06 March 2015

## B. General information about the school

<b>Name of the school</b>	European School RheinMain	<b>Organization (School provider)</b>	Humanistische Stiftung
<b>Street address</b>	Theodor-Heuss-Str. 65	<b>Street address</b>	Lichtenstr. 7
<b>Postal address</b>	D-61118 Bad Vilbel	<b>Postal address</b>	60322 Frankfurt am Main
<b>Telephone</b>	+49-6101-505660	<b>Telephone</b>	+49-69-5962526
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<b>Website</b>	www.es-rm.eu	<b>Website</b>	www.humanistische-stiftung.de

<b>Legal status of the school (independent / public; funding of school etc.)</b>	Independent school, privately funded. The German language section has been granted the status of "Ersatzschule" by the Land of Hessen.
<b>Reason for the introduction of European schooling</b>	To offer European School education to all pupils in the RheinMain area.

<b>Language sections</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total number of different language sections</b>
	EN/DE	EN/DE	EN/DE	2
<b>Number of classes</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	3	21	24	48
<b>Number of pupils</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	71	410	491	972
<b>Number and (%) of Category 1 pupils</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	N/A	N/A	N/A	N/A
<b>Number and (%) of SWALS pupils</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
	N/A	N/A	7 (1,4%)	7 (1,4%)
<b>L1 taught in the school</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total number of different L1 taught in school</b>
	EN/DE	EN/DE	EN/DE/ES	3
<b>Subjects taught in L2 in S 3-5</b>	Human Sciences, History, Geography, Economics			
<b>Subjects taught in L2 in S 6-7</b>	History, Geography, Economics and Physics (Religion is taught in mixed groups)			
<b>Tuition in the language of the country (compulsory / optional)</b>	L1, L2; L4; Human Sciences, History, Geography, Economics, Mathematics, Integrated Sciences, Biology, Chemistry, Physics, (Music, Art, Sport, Ethics, Religion) Nota bene: the subjects in brackets are taught in mixed groups Discovery of the World, European Hours			
<b>Composition of management and middle management staff</b>	Director, Co-Director, Financial Manager, Heads of Studies Primary and Secondary Deputy HoS Lower Primary Deputy HoS Secondary Deputy HoS Upper Primary			

<b>Number of teachers</b>	<b>Nursery/Primary</b>	<b>Secondary</b>	<b>Total</b>
<b>Full time</b>	20	30	50
<b>Part time</b>	15	16	31
<b>Number and (%) of qualified teachers</b>	<b>Nursery/Primary</b>	<b>Secondary</b>	<b>Total</b>
<b>Full time</b>	20 (100%)	30 (100%)	50 (100%)
<b>Part time</b>	15 (100%)	16 (100%)	31 (100%)

C. Information about previous audits and accreditations

<b>Dates of first accreditation of the school</b>	April 2013
<b>Dates of first accreditation of years 6 and 7</b>	N/A
<b>Dates of previous audits</b>	20-23 November 2012
<b>Recommendations from the last audit</b>	<ul style="list-style-type: none"> <li>• to focus on the process of the school's consolidation as a stable member of the system of the European Schools also with a fixed place among the schools in Bad Vilbel and Hessen,</li> <li>• to continue with the process of stabilizing the school team and ensure a positive school climate (find a solution to the risk of overloading teachers, admin staff and management with work and duties, finding time for effective communication, exchange of practice and experience etc.),</li> <li>• to develop further a functional system of communication between all stakeholders,</li> <li>• to continue in development of system of harmonised planning of the teaching and learning process,</li> <li>• to encourage, besides the streaming and learning support, differentiation and individualization of teaching and learning in every class in accordance of pupils abilities and needs,</li> <li>• to continue in developing a coherent and functional system of pupils' formative and summative assessment,</li> <li>• to create, on the basis of the analysis, a functional system of quality assurance</li> </ul>

## **2. 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
- European Baccalaureate team’s organisation
- 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 + one meeting with nursery teachers
- number lessons in primary cycle      13
- number lessons in secondary cycle      8

Analysis of the following relevant documents:

- Multiannual Plan
- Annual School Plan
- Rules regarding European Baccalaureate’s organisation
- Subject primary and secondary coordinators’ minutes and reports
- Pedagogical school guidelines: educational support; transition Nursery/Primary/Secondary cycles; careers’ guidance; forwards planning; project report Trialogue of Cultures; Assessment
- Primary and secondary timetables
- Job descriptions of the members of the middle management
- Teachers’ planning

Feedback meeting with the members of the school management.

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

The European School RheinMain is very quickly growing. While the total number of pupils was 381 in the year 2012, now it is 972 (which means the increase of 155%). The number of teachers increased in the same period from 49 to 81 (65%). This high increase of pupils on one side gives evidence about a very successful development of the school; on the other hand, it places immense demands on the school management as well as on all categories of the school staff.

The school is situated in a modern campus. The new nursery and primary building has been opened this school year. Both primary and secondary buildings are very well equipped with modern and appropriate school facilities including ICT material (smart boards - total of 78 in all the classes, laboratories for scientific subjects, specific spaces and classrooms for sports, art and music).

The two libraries (one for primary, another for secondary) are multimedia centres, very well managed by two full time responsible librarians and pupils use them regularly. The two canteens (one for primary, the other for secondary) are spacious, well equipped, tidy and clean, and provide healthy food.

The highest number of pupils in the class is 24, exceptionally 25.

The European School RheinMain organizes its studies and subjects according to the European School system. The organization of studies in all cycles and years corresponds to the regulations of the European School system and the teaching is entirely consistent with the European School curricula and syllabuses.

The school management ensures that teachers are aware of the arrangements for implementing the regulations for the European Baccalaureate, including the assessment procedures.

At the Europäische Schule RheinMain the audit team finds an atmosphere, a climate, an ambiance where the foundations of the European dimension are fully respected, where there is evidence of mutually respectful relations between members of the school community and where the National Days are celebrated. Communal events bring together pupils, parents and teachers from 44 nationalities.

The European dimension is respected and followed in the teachers' plannings, during the lessons and in the subject coordinators' meetings. Culture, history and geography of different countries are integrated in the teaching and learning process in the class when relevant.

The school management enables and encourages cooperation, coordination and harmonization within and between sections, cycles and subjects. Subject coordinators' work corresponds to this aim. It is a normal practice to exchange professional experiences and expertise among teachers and the peer observation of teaching and learning is regularly organized. There is evidence of high quality standards in teaching and learning following European Schools curricula. Teachers are highly motivated, have the appropriate qualifications for all cycles and levels and employ a variety of teaching and learning methods appropriately used to the content to be taught.

It is evident that the school management took into account the recommendations from the last audit very seriously and followed them systematically. The audit teams appreciate huge amount of work done in all areas of the school development and life.

The audit team recommends:

- to create an integrated system of quality assurance and development with a cyclic and systematic procedure for evaluation and self-evaluation of management, staff and pupils,
- to focus on possible extension of the range of languages taught as L1 and L2
- to improve differentiation in practical strategies teachers can use in class, especially in the secondary cycle,
- to continue in focus on processes of transition in wider perspective (mutual nursery/primary and secondary teachers' awareness of curricula, teaching and learning methodology etc.),
- to continue in developing a functional system of communication between all stakeholders,
- to continue in the process of stabilizing the school team and to support a positive school climate among all school staff.

#### **4. Final conclusion**

The audit team recommends that the Europäische Schule RheinMain be granted the renewal of accreditation for the nursery, primary and secondary cycles, and that an Additional Agreement to the Accreditation Agreement be signed for the years 6 and 7 of the Secondary cycle and the organization of the European Baccalaureate.



## 5. Findings

I. Pedagogical equivalence	
<b>I.1 Organisation of studies and subjects fully corresponds to the European Schools (ES) system.</b>	
<ul style="list-style-type: none"> <li>• <b>Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system.</b></li> <li>• <b>Syllabuses used in different subjects (nursery, primary, secondary S1–5) corresponds to the ES system.</b></li> <li>• <b>Three vehicular languages as L2 are offered.</b></li> <li>• <b>L3 tuition is offered.</b></li> </ul>	<ul style="list-style-type: none"> <li>• All subjects taught correspond to the European School’s curriculum, time allocation and syllabuses. All three vehicular languages as L2 are offered, but regarding as there is no teaching of French as L2, the audit team recommends the management to be more emphatic about trying to solve this lack of linguistic tuition.  The school is already active on this issue trying to motivate francophone parents on a regular basis to choose LI and LII French.</li> <li>• L3 tuition from S1 is offered in French, Spanish and ONL.</li> </ul>
<b>I.2. Organisation of studies and subjects correspond to the ES system on S6–7</b>	
<ul style="list-style-type: none"> <li>• <b>The school organises / has an intention to organise the European Baccalaureate.</b></li> <li>• <b>Organisation of studies in S6–7 corresponds to the regulations of the European Schools system.</b></li> <li>• <b>Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system.</b></li> <li>• <b>Teaching in S6–7 is entirely consistent with the European Schools syllabuses.</b></li> <li>• <b>Three vehicular languages as L2 are offered.</b></li> <li>• <b>The school offers L3 tuition.</b></li> <li>• <b>The range of options in S6–7 is conducive to pupils’ subsequent admission to the higher education courses.</b></li> <li>• <b>All students preparing for the European Baccalaureate have had European schooling in S6–7.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The school is organising the first European Baccalaureate in 2016.</li> <li>• All subjects taught correspond to the European School’s time allocation, curriculum and their syllabuses, including S6. All three vehicular languages are offered as L2.</li> <li>• All students preparing for the European Baccalaureate have entered the European School RheinMain in S6 at the latest.</li> <li>• The range of subjects and options offered is in line with other European Schools.</li> <li>• Time allocations for subjects follow the European Schools guidelines as per timetable.</li> <li>• For the BAC 2016 the following options will be offered: L3, L4, Economics, History, Geography, Math 5 + 8, Chemistry, Biology, Art, Music, French L3, Spanish L4, Philosophy 4 and Physics.</li> </ul>

## II. Management and Organisation

### II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology

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| <ul style="list-style-type: none"><li>• <b>There is a plan for continuous pedagogical development both at school and personal level.</b></li><li>• <b>Records of activities of continuous pedagogical development are kept at school and personal level.</b></li></ul> | <ul style="list-style-type: none"><li>• Before the beginning of each school year, the school management organises an induction week for all staff members especially for the new ones to inform them about the specificities of the European school system (marks, regulations, syllabi, assessment policy, educational support).</li><li>• The school management guides the staff to implement the outcomes of the INSET.</li><li>• The school plans the participation of the teachers in the in-service training organised by the European School system and respects the offers of the Land HESSEN.</li><li>• The school management provided the teachers of the Primary and Secondary cycle with detailed handbooks including e.g.:<ul style="list-style-type: none"><li>- fundamental principles of the European Schools' training and learning,</li><li>- duties and obligations of the staff members,</li><li>- guidelines for planning, homework, support and assessment,</li><li>- directives and regulations for organisation of teaching and learning processes.</li></ul></li><li>• Primary and Secondary school teachers participate in European School in-service trainings and conferences.</li><li>• Teachers partake in moderation exercises to prepare for exams and the marking thereof.</li></ul> |
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### II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles

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| <ul style="list-style-type: none"><li>• <b>There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles.</b></li></ul> | <p>There is evidence of the focus of the school management on harmonisation of pedagogical processes, teachers' cooperation and exchange of</p> |
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<ul style="list-style-type: none"> <li>• <b>There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc.</b></li>   <li>• <b>There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles.</b></li> </ul>	<p>experiences.</p> <p><b>Nursery and primary cycles :</b></p> <p>Every day contact between the teachers and the deputy head significantly contributes to harmonisation. Some teachers would appreciate more class visits of the members of the school management in order to get feedback on teaching and learning methodology used in the classes.</p> <ul style="list-style-type: none"> <li>• Regular (2 weekly) staff meetings</li> <li>• Subject, year and special role coordinators</li> <li>• Regular coordination meetings (2x semester)</li> <li>• Peer observation program and “Day in the Life of a student”</li> <li>• Year group “workshop” differentiation</li> <li>• European Hours rotation projects</li> <li>• Other subject and cross curricular projects</li> </ul> <p><b>Secondary cycle:</b></p> <ul style="list-style-type: none"> <li>• There is evidence of the minutes of the meetings of subject coordinators and of their semestrial reports. In both there are references to the strategies taken in order to deal with harmonising curricula and in some cases with assessment. Subject-coordinator meetings are evidences how experiences and expertise are exchanged. Representatives of subject areas also meet on a regular basis to work together and exchange ideas. Theatre productions, school trips, sports activities, Science Symposium and large initiatives such as the Trialogue of Cultures are organized across sections and cycles.</li> <li>• Management requires teachers to develop mutual peer lesson observation. This initiative is a very good principle for sharing expertises and experiences among teachers. Anyway, the management should revise this procedure creating a transparent and clear procedure for both teachers (observer and observed) in the secondary cycle.</li> <li>• Projects, especially in History and Geography, school trips, national day celebrations of the student body and staff strengthen the cooperation between the</li> </ul>
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	<p>sections.</p> <p><b>Nursery, Primary and Secondary cycles:</b></p> <p>Teachers are requested to carry out mutual peer observations at least twice a semester. This way of institutionalized organization is a real advantage for the teachers. It has been still carried out differently in the nursery and primary and in the secondary cycles. Should peer observations be really an effective tool for teachers' exchange of experience and expertise, enrichment and self-evaluation, its reasons and function have to be transparent for all teachers and processes should be harmonised across the school, as dialogs and interactions between the two teachers, a mutual reflexion and in-service training, leading to self-evaluation. Written evidences in this frame are useful for the two teachers involved, and their use should be limited to them.</p>
<p><b>II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary</b></p>	
<ul style="list-style-type: none"> <li>• <b>There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.).</b></li> </ul>	<p>Pre-Primary Transition Program:</p> <ul style="list-style-type: none"> <li>• PP teachers and coordinators prepare a PP-P1 transition plan which focusses on preparation of PP pupils entering P1.</li> </ul> <p>P5 Transition Program:</p> <ul style="list-style-type: none"> <li>• The setting up of the working group "Transition" and coordinators is a first step for a smooth passing process from the Primary to the Secondary cycle.</li> <li>• Wide range of activities for P5 and S1 pupils, like mutual visits across the cycles, common school trips or reading activities in the library started at the very beginning of the school year.</li> <li>• Buddy system for the students of S1</li> <li>• More structured peer activities between P5 and S1 pupils are planned in the second semester as last year:</li> <li>• European Day of Languages, biographical/cultural shoeboxes in Primary</li> </ul>

	<p>and Secondary, L3 language taster lessons in P5, visiting lessons and having a day in Secondary.</p> <ul style="list-style-type: none"> <li>• Various Parents’ Evenings for the passing on of information are organised.</li> <li>• Primary students use Secondary Library :</li> </ul> <p>The audit team attended a very nice, unexpected and unforeseen moment when a P5 student presented a book to his class, with help of a smart board and efficient interactive strategies.</p> <p><b>The audit team has the following recommendation on the area of transition:</b></p> <ul style="list-style-type: none"> <li>• It should not be limited to links between P5 and S1, but should be considered in a wider perspective</li> <li>• Mutual knowledge of the curricula is necessary for the teachers from primary to secondary, and vice versa</li> <li>• Mutual knowledge of types of teaching and evaluating, and of behaviour of children and teenagers is necessary too</li> <li>• Peer observations can bring part of this knowledge, and visits from primary teachers to secondary classes, and from secondary teachers to primary classes must be organized.</li> </ul>
<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>• <b>There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.).</b></li> <li>• <b>The school follows the ES L1 syllabuses.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The school is prepared for offering all SWALS provisions, if needed, for all students.</li> <li>• L1 Spanish is now offered and running in S6 in addition to DE and EN.</li> <li>• The school applies the European schools’ L1 curricula in detail.</li> </ul>
<p><b>II.5 The school management ensures an effective use of teaching time</b></p>	
<ul style="list-style-type: none"> <li>• <b>Timetabling ensures an equitable distribution of subject time through the week/half term.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The timetable respects the distribution and time-attribution of the European Schools. The building has space enough for organizing</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Measures are taken to make best use of teaching time (including replacements).</b></li> </ul>	<p>the pupils' timetables.</p> <ul style="list-style-type: none"> <li>• The class timetables in the primary cycle are structured with attention to mental and physical rhythm and needs of young learners</li> <li>• In the secondary cycle subjects such as maths, languages and other theoretical subjects are carefully distributed along the week in prime periods.</li> <li>• The Primary teacher's handbook provides guidelines for coordination between teachers, promotes the use of the European Schools' template for 3 level planning and gives guidance on the objectives and time limits for homework. The effectiveness of the teaching staff is further enhanced by: <ul style="list-style-type: none"> <li>• a number of regular replacement teachers are accessible on-call who know the pupils and the system</li> <li>• specialist part-time teachers support class teachers in Sport and Music</li> <li>• non-teaching staff are provided for playground and canteen supervision</li> <li>• a permanent support teacher is available for spontaneous replacement and in-class observation on support needs.</li> </ul> </li> </ul>
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### 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

<ul style="list-style-type: none"> <li>• <b>The European dimension is integrated in subjects' syllabuses, teachers planning and lessons.</b></li> <li>• <b>A rich provision of European language courses and high standards in them is ensured (L3, L4).</b></li> <li>• <b>Pupils work together across language sections.</b></li> <li>• <b>There is evidence of celebration of national festivals and reference to</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are aware of the multicultural nature of the school. By following the European Schools' subject curricula, the European dimension is considered. European topics are regularly introduced both in subjects and in cross curricular activities in the primary cycle. In the secondary, these topics are regularly introduced in Geography and History. Attention is drawn to European scientists and mathematicians. The school calendar respects national and European</li> </ul>
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<p><b>national current affairs.</b></p> <ul style="list-style-type: none"> <li>• <b>School organises communal events which bring together pupils and teachers (and parents) from different language sections.</b></li> </ul>	<p>days.</p> <ul style="list-style-type: none"> <li>• Schumann Day, Ethos Day, European Day of Languages, Tolerance Day, Eurosport and the Science Symposium are some examples of activities.</li> <li>• Pupils work together across language sections for instance in Music, ICT, Art, Sport and L3 Spanish and French.</li> <li>• The school organises some events with the aim of bringing together, e.g. the Open Day, the Inauguration, common “national lunches” etc. National days are planned to be celebrated within the whole school. A Christmas Bazaar, concert and theatre pieces are prepared.</li> <li>• Pupils’ cooperation across year levels and language sections is steered by the election of the class representatives who discuss the current affairs, events and pupils’ needs. Other activities that students across sections and cycles do include Yearbook, MUN, Students Lounge, etc.</li> <li>• After school activities, like school choir, music band and orchestra, sport activities, creative writing, theatre, extra languages and planned Science Symposium support bring pupils from different language sections together.</li> </ul>
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### **III.2 The physical environment reflects the purpose of teaching and learning**

<ul style="list-style-type: none"> <li>• <b>There are an adequate number of rooms of appropriate size.</b></li> <li>• <b>Classrooms and public areas are clean, safe, and tidy and are in good repair.</b></li> <li>• <b>There are displays of work and other materials in corridors and classrooms related to the European dimension.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The physical environment reflects the aims of the school well.</li> <li>• The school site now comprises separate Secondary and Primary (including Pre-Primary) buildings plus a separate sports hall.</li> <li>• The completely new school campus includes an adequate number of classrooms of appropriate size, specialist rooms for certain subjects (e.g. sciences rooms, music room, arts and crafts room etc.) and enough space for activities outside the classroom. Classrooms are situated in a way that the groups of the same year level are nearby.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Cork boards are provided inside and outside of the classrooms for displays.</li> <li>• Some pupils' works are exhibited in the classes and in the corridors in the primary. In the secondary just the rooms are provided with the exhibition of students' works, not the corridors.</li> <li>• The school provides two well- equipped libraries with books, CDs and DVDs etc.</li> <li>• In the secondary cycle one of the Pedagogical Advisors is present and easily accessible in a special office in the main entrance hall which is the central meeting point of pupils.</li> <li>• The terraced outer area provides a multifunctional space with school gardens, tiers, meeting points and a playground suited for younger pupils.</li> <li>• The school environment (classrooms and corridors) reflects the European dimension more in the primary than in the secondary cycle. In secondary cycle more displays of pupils' works should be placed in corridors.</li> </ul>
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### **III.3 The social climate promotes successful learning and fosters tolerance and mutual respect**

<ul style="list-style-type: none"> <li>• <b>There is evidence of -mutually respectful relations between members of the school community, in particular across language sections.</b></li> <li>• <b>Pupils' behaviour and attendance is monitored.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students are respected in their role as young citizens with their own particular backgrounds and identities and they are encouraged to see themselves as such. At the same time a number of basic social competences are promoted in a set of rules about how to live together in a European School.</li> <li>• Ethos project, Trialogue of Cultures, Primary European Days, Schumann Day, Day of Tolerance are some examples of activities supporting cooperation and mutual respect.  The "Trialog of Cultures" involves the three monotheistic religions (Judaism, Christianity and Islam). In a school with a substantial community of children of Islamic and Jewish beliefs, this project is particularly appropriate (students from P5 to S6 are engaged).  It is based on the concept of tolerance, which</li> </ul>
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	<p>is defined not only as acceptance of the others with their differences, but means the ability to imagine their feelings and emotions in many different situations.</p> <p>The project includes a large scaled competition, which brings important financial advantages, but is somehow in contradiction with its humanist purpose.</p> <ul style="list-style-type: none"> <li>• The School has a Counsellor who takes a central role in guiding students, setting up peer activities and class visits.</li> <li>• The school has also a buddy system comprised of older students to help guide and encourage students when needed.</li> <li>• Classroom displays concerning appropriate behaviour and social interaction are present in all Primary classrooms.</li> <li>• A child protection program is conducted throughout the school year to promote and reinforce appropriate social behaviour.</li> <li>• Students' behaviour and attendance is monitored and administrated.</li> <li>• PA's monitor attendance on a daily basis and behaviour on a regular basis with consultation to the Head of Studies and teachers.</li> <li>• Secondary students receive a Handbook at the beginning of the school year, containing general information about the European School System and all the rules.</li> <li>• The ESRM rules ensure respectful relations between all members of the school community.</li> </ul>
<p><b>III.4 Communication is rapid and appropriate</b></p>	
<ul style="list-style-type: none"> <li>• <b>There are formal and informal communication channels within the school community.</b></li> <li>• <b>There are formal and informal communication channels with stakeholders outside the school.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The school management has established a range of formal communication channels covering different areas of the school organization: <ul style="list-style-type: none"> <li>- staff meetings</li> <li>- management meetings</li> <li>- coordination meetings</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- meetings of the Parents Association</li> <li>- meetings of the General School Advisory Council</li> <li>- Pedagogical Committee</li> <li>- meetings of Culture, Library and Sports Committees</li> <li>- extended Management Meetings with the Directors/Heads of Studies/Staff Representatives</li> <li>- regular Parents Evenings</li> <li>- Daily Notice</li> </ul> <ul style="list-style-type: none"> <li>• The audit team recommends the organization of coordinators' meetings, in order to harmonize methodology, strategies and procedures.</li> <li>• Parents and pupils are represented in most of the school committees.</li> <li>• Operational exchange of information between the management and the school staff is provided by an intranet system.</li> <li>• There is a daily direct contact between the members of the school management and the staff members.</li> <li>• Parents are informed about their children's achievements by personal contact, written correspondence and by e-mail. Anyway parents would like to have more personal contacts.</li> <li>• All teaching staff have a weekly appointment hour when parents can meet them.</li> </ul>
<b>III.5 Co-operation with the society</b>	
<p><b>There is evidence of co-operation with</b></p> <ul style="list-style-type: none"> <li>• local community,</li> <li>• local schools,</li> <li>• trade and industry,</li> <li>• schools in abroad (including European Schools, international co-operation).</li> </ul>	<ul style="list-style-type: none"> <li>• The cooperation with the society is active, intense and diverse. As the school is a product of private/public cooperation, it already plays an important role in the town and in the region (sports, clubs, the local press and cultural associations). The Inauguration ceremonies and the opens days have shown the close cooperation of ESRM with the local community and authorities.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is an exchange of ideas and material with schools such as ES Bergen, ES Karlsruhe and ES Strasbourg. ESRM and Strasbourg have an annual sports competition and the school also has a joint Eurosport team with ES Bergen.</li> </ul> <p>The audit team recommends the relation with the European School of Frankfurt to become closer.</p> <ul style="list-style-type: none"> <li>• Students’ exchanges and partnerships with schools abroad are taking place.</li> <li>• The 4 field sports hall is used by the school and local clubs. The school participates in local and regional sports competitions such as Jugend Trainiert für Olympia and the German rugby championships.</li> <li>• There are music exchanges with the Music School in Bad Vilbel and the Waldorf School in Frankfurt.</li> <li>• There is a cooperation with the Munich European School Theatre project.</li> <li>• The Director participates in two working groups (Eurosport and School Exchange from ES Inspectors) on behalf of the AES.</li> <li>• The ESRM is an active member of the European Schools community.</li> <li>• As part of the career advisory program the school has links with the local “Abiberater”. The school has organised a “meet the professionals” evening in which local professionals were invited to talk to S5 students.</li> <li>• The school has hosted a L2 competition with participants from a local school also taking part.</li> <li>• The school has links with the European Central Bank (ECB) and takes part in ECB competitions.</li> <li>• The Primary School has a close relationship with a local farm. This involves visits to the potato and apple harvests for a healthy breakfast event. The farm supplies the school child-minding classes with fresh products for</li> </ul>
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	<p>their afternoon snacks.</p> <ul style="list-style-type: none"> <li>• Programs take place locally in Bad Vilbel.</li> <li>• The local fire brigade has visited the Pre-primary.</li> <li>• Various trips take place in the Bad Vilbel/Frankfurt area.</li> <li>• Several work experience students have visited the Primary School of local schools, European teacher training colleges and part of the Erasmus project.</li> <li>• The school takes part in local, national and international competitions, like Pangea, Kangaroo, Hessische Malwettbewerb, DELF, Science Symposium, ECB competition, Trialogue of cultures, Vorlesewettbewerb, Straßbourg Sports Tournament, Rugby, exchange with Waldorf Schule Frankfurt, Jugend trainiert für Olympia, etc.</li> <li>• Before the winter break each year the school has held a winter concert and bazaar. At the bazaar arts and crafts made by pupils are sold. The proceeds from the bazaar are donated to a charity chosen each year by the school community. In 2012 this was Asante e.V. (Kenia), 2013 VisionHope International (Syria) and 2014 MainLichtBlick e.V. (Germany).</li> <li>• The School is working hard on strengthening its roots in the local community. Against this background the School Aula is used by the Stadtparlament and political parties, ministers, service clubs, newspapers, television, radio, as well as for local community meetings.</li> </ul>
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## IV. Curriculum and Planning

### IV.1 There is a long term and short term planning based on the curriculum

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| <ul style="list-style-type: none"><li>• <b>Teachers have their short term and long term planning based on the curriculum.</b></li><li>• <b>The planning of the curriculum is regularly reviewed and revised.</b></li><li>• <b>Teachers hand over their planning to the management.</b></li></ul> | <ul style="list-style-type: none"><li>• Coordinated forward long term planning and short term planning in the Primary and in the Secondary cycle is handed in and monitored by the Heads of Studies twice a year. They are based on the curricula of the European school system. The planning of the curriculum is reviewed in light of any curriculum changes, via professional development and through subject area meetings to refine teaching content and harmonisation.</li></ul> |
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### IV.2 There is continuity and progression from year to year

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| <ul style="list-style-type: none"><li>• <b>There is evidence of transfer of planning documents from teacher to teacher.</b></li><li>• <b>Planning is easily accessible to the substitute teachers.</b></li></ul> | <ul style="list-style-type: none"><li>• Subject coordination across years takes place for instance, during the induction week, where teachers pass on information and relevant material to colleagues. This also happens on a regular basis in subject meetings where teachers design and harmonise exams as well as exchange material and ideas.</li><li>• Transition programs for PP - P1 and P5 – S1 are in place.</li><li>• In the primary and in the secondary cycles the forward planning of teachers is easily accessible for the replacement teachers and ensures the continuous teaching process. A “shadow timetable” in the secondary makes sure that most lessons are normally covered. The «shadow timetable» is composed by the available hours of the teachers in confront of «normal» timetables.</li><li>• Teachers provide cover material and extra material is available if needed, which is managed by the Pedagogical Advisors.</li><li>• Day to day planning is always available for replacement teachers, either digitally via the HoS/intranet or in hardcopy in the classrooms. For long term substitution;</li></ul> |
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	meetings are organised to ensure the smooth transition from one teacher to another.
<b>IV.3 The planning within and across the sections is harmonised</b>	
<ul style="list-style-type: none"> <li>• <b>The school has guidelines for short and long term planning which are followed by the teachers.</b></li> <li>• <b>The school has planning templates which are used by the teachers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• ESRM's approach to planning is detailed in the teacher handbooks and discussed in the induction week and in coordinator meetings.</li> <li>• The school's management has guidelines for long term planning in the primary and secondary such as: objectives, contents and main methodology, types of assessment and didactical material. In the secondary, the school gave freedom to the subject coordinators to find the best format to the forward planning according to the specificities of each subject.</li> <li>• Coordination meetings in the primary take place at least twice per semester for subjects and two-weekly in year groups. In the secondary cycle the head of Studies has meetings in the beginning of the school year and informal meetings with subject coordinators when relevant.</li> <li>• All the planning is supervised and monitored by the Heads of Studies of both cycles.</li> </ul>
<b>IV.4 Individual needs of pupils are respected in planning</b>	
<ul style="list-style-type: none"> <li>• <b>Differentiation is taken into account in planning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence of the effort and focus on differentiation in planning and teaching, in particular in the primary cycle.</li> <li>• In the secondary cycle in some forward planning good examples of differentiation were found.</li> <li>• The very specific situation of the school determines the differences in competences of the students coming from different schools and different backgrounds obliges the teachers to verify the pre-requested level of competences in every subject and to give individual help in order to diminish the range of competences.</li> <li>• On the basis of initial examination of the pupils' competences at the beginning of the</li> </ul>

	<p>school year, groups of pupils with similar knowledge are provided with intensive Learning Support in languages and mathematics. Where the differences are too significant, the process of streaming can be used in L2. In some L2 classes there are advanced classes to help students in maintaining a high level. Various tools are used to differentiate; including software such as Linguascope for language learning and Mathletics for Maths. Various clubs from Science Symposium to theatre and orchestra play a role in encouraging students in their areas of interest. Teachers also work with the counsellor when appropriate for students who have special requirements. There is an ongoing evaluation of the student's needs and an ongoing differentiation in class as part of teaching. Various sporting activities and after school activities take place for those who wish to extend themselves.</p> <ul style="list-style-type: none"> <li>• Implementation of the methods of differentiated teaching and learning in accordance with pupils' abilities is more frequent in the primary than in the secondary cycle.</li> <li>• During the induction week which is held prior to every academic year for all members of staff differentiation features as a key point</li> </ul> <p>The audit team recommends further teachers' training about differentiation.</p> <ul style="list-style-type: none"> <li>• Lesson planning comprises differentiated activities and in the Primary School the week work planning identifies the expected work to be achieved across the subjects as well as identifying extension activities for more able students.</li> <li>• P1 + 2 classes are equipped with computer terminals which again allow differentiated activities to take place. In P3-5 the tablet case can be brought in for the same purpose.</li> <li>• Cross year group "workshops" are offered in L1, mathematics and L2 to achieve a flexible temporary streaming approach to focus on specific pupil needs including extension</li> </ul>
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	<p>groups for able pupils.</p> <p>This type of differentiation is very positive :</p> <ul style="list-style-type: none"> <li>• it does not work only in order to support the students who have some difficulties, but also to bring the most advanced ones to a higher level</li> <li>• to know which group they belong to, the younger pupils have only pictures as points of reference, so they have no information about the level of their group</li> <li>• This streaming approach works once a week for each subject involved, which seems to be a good balance for the students between belonging to a specific class and being mixed in the frame of level groups.</li> <li>• Streaming as it is organized in some L2 classes brings an appropriate solution, especially for a better oral practice of the language, to the problem of the presence in the same class of native speakers (or bilingual students) and beginners.</li> </ul>
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V. Resources	
V.1 Human resources are managed efficiently	
<ul style="list-style-type: none"> <li>• <b>Teachers are appropriately qualified.</b></li> <li>• <b>Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system.</b></li> <li>• <b>L1 teachers are native speakers of the language they teach.</b></li> <li>• <b>Authorities of the country in which teachers are qualified to teach, are consulted in recruitment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• All Primary and Secondary class teachers are qualified and hold the respective diploma of the country of origin.</li> <li>• Subject teachers have the required language skills according to the European Schools system’s regulations. All L1, L2, L3, L4 and L5 teachers are native speakers of the language they teach.</li> <li>• The Hessen “Staatliches Schulamt” is in charge of verifying the diplomas of the teachers working for the German section. The teachers in the English section hold the respective diploma of the country of origin.</li> <li>• European Hours is taught on a rotating project approach where teachers create a</li> </ul>



	<p>culturally based project utilizing their skills and passions.</p> <ul style="list-style-type: none"> <li>• The Primary specialist rooms (woodwork, kitchen, art room, music room and computer room) are available to be booked by all teachers to supplement normal class room activities with their specialist skills.</li> <li>• In Primary, specialist music and sports teachers complement the class teachers.</li> <li>• All new teachers in Primary and Secondary have been assessed before the Christmas holidays and all German colleagues are approved by the respective national authorities.</li> </ul>
<p><b>V.2 A range of adequate equipment is available</b></p>	
<ul style="list-style-type: none"> <li>• <b>There is an adequate supply of subject-related equipment.</b></li> <li>• <b>There is an adequate supply of ICT equipment.</b></li> <li>• <b>There is a school library / media centre with adequate range of relevant books and ICT-material.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subject related equipment is available, for example well equipped science rooms and the generous sports hall.</li> <li>• All regular classrooms have a Smartboard for teaching and learning. Some language classrooms have a selection of books and material on hand. The art and music rooms have a range of equipment, materials, furniture and instruments for teaching of the subjects.</li> <li>• Both schools have dedicated ICT rooms. In Primary, all P1 + 2 classrooms have computers for pupils to use and a case of tablets is available for use in P3-5 classrooms. In the Secondary building there are two dedicated ICT rooms; one with laptops and one with desktops.</li> <li>• Both schools have excellent libraries. All Primary + PP classes visit the library for one lesson per week (L1) and sometimes during L2 classes.</li> <li>• The libraries organise activities like the “Vorlesewoche” and author readings throughout the school year for each class.</li> <li>• The libraries contain books, magazines, CD/DVD material, Smartboards, TV-screens and will shortly also provide e-books. The</li> </ul>

	<p>catalogue is accessible on-line via the school web site.</p> <ul style="list-style-type: none"> <li>• The library also has on-line tools where students can check the library catalogue as well as other online search tools.</li> <li>• The school subscribes to linguascope and mathletics as well as Britannica.</li> </ul>
<b>V.3 A range of European dimension resources is used</b>	
<ul style="list-style-type: none"> <li>• <b>European, multicultural and national resources are used appropriately and integrated into the teaching.</b></li> </ul>	<ul style="list-style-type: none"> <li>• When adequate, European and national resources are used and integrated in teaching, e.g. the European School System tailored books for S3 Human Sciences (Mediterranean World) as well as Inter Math and Discovery of the World in the Primary School. European maps and atlases and European coinage are available.</li> </ul>

## VI. Teaching and Learning (based on class-visits)

### VI.1 Teachers realise the ES syllabuses

<ul style="list-style-type: none"> <li>• <b>Teachers show knowledge of the subject and the European School syllabuses.</b></li> <li>• <b>Lessons are planned, well-structured and related to the syllabus.</b></li> <li>• <b>Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant.</b></li> <li>• <b>Cross curricular links are emphasized.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The teachers bring to the European School experience from various systems of education across the world.</li> <li>• All the teachers are qualified and in the induction week, they are trained in the use of the European school curricula in the teaching process. The monitoring of the planning by the Head of Studies ensures that process.</li> <li>• Staff regularly have subject meetings to continue planning after the induction week and in light of any curriculum changes.</li> <li>• The culture of the countries is incorporated into many teaching subjects particularly in the languages in Secondary. The human sciences take into account various countries in their teaching.</li> <li>• Cross curricular links occur between the music, art and the languages relating to performances and projects. Other projects such as the Trialogue of Cultures, Day of</li> </ul>
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	<p>Tolerance and the shoeboxes project bring together other subjects.</p> <ul style="list-style-type: none"> <li>• Primary: Class prepares a presentation for the school community about a European country on the respective national days.</li> <li>• Collective works of art are on display in the common spaces around the school.</li> </ul> <p><b>Lesson observations in the Nursery, Primary and in Secondary cycles:</b></p> <ul style="list-style-type: none"> <li>• Most of the visited lessons were well structured and pupil centred. Cross curricular links were generally emphasised.</li> <li>• Teachers showed very good knowledge of the subjects taught and of the general pedagogical principles.</li> </ul>
<p><b>VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught</b></p>	
<ul style="list-style-type: none"> <li>• <b>Teachers communicate the objectives and competences to be accomplished to their pupils.</b></li> <li>• <b>When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson.</b></li> <li>• <b>Teachers use variable methods (work in pairs, groups, teams, individually etc.</b></li> <li>• <b>Teachers involve all pupils actively.</b></li> <li>• <b>Teachers integrate ICT into their lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Learning processes in the nursery classes were mostly adapted to the level of physical and neuropsychological development of the children. Lessons were stimulating and challenging; activities were arranged according to the capacity and interests of the children. When appropriate, the older and younger children worked separately on different tasks according to their abilities. Children learnt actively in connection with practice, they were self-confident and communicative.</li> <li>• In the primary cycle, teachers informed pupils about learning objectives of the lesson.</li> </ul> <p>The audit team recommends the criteria for achievement of concrete tasks to be more often set together with the pupils.</p> <ul style="list-style-type: none"> <li>• Teachers used appropriate teaching and learning methods which allowed active involvement of the pupils. In many classes the structure of the lesson enabled pupils to learn independently and/or collaboratively; team-work and peer-work were encouraged. Teachers often used a smart board to introduce the topics and tasks; in some</li> </ul>

	<p>classes pupils worked with tablets. Differentiation of learning according to pupils' abilities were noticed in many lessons.</p> <ul style="list-style-type: none"> <li>• Pupils learn through practical activities and handling.</li> <li>• In the secondary cycle, in some lessons, it was possible to see that teachers communicated the objectives (and the competences involved) to be accomplished by pupils. Most of the pupils were actively involved showing a relevant and active participation during the lessons. Individual work, work in pairs and group work were noticed in some lessons as measures regarding differentiation.</li> <li>• In the secondary cycle ICT (Smart board) was always used by teachers according to the purpose of the lesson, Very good examples were seen.</li> <li>• Various teaching methods and differentiation are required and encouraged in the school. This process starts as part of the induction week. Teachers present or provide topic outlines to students and communicate the objectives required.</li> <li>• The broader context of the subject is encouraged in lessons and often followed up by a field trip; e.g, S6 biology students visited a university laboratory, S6 students had an art retreat and Ethics students have visited a Synagogue</li> <li>• Various constellations of students are used in class depending on the subject material and the needs of the students.</li> <li>• In the Primary School the furniture has been specially selected for such activities.</li> <li>• P1 + 2 classes are equipped with computer terminals which again allow differentiated activities to take place. In P3-5 the tablet case can be brought in for the same purpose.</li> <li>• ICT is used in many lessons most of the time via the use of the Smartboard in class rooms.</li> </ul>
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	<p>For special projects teachers can use the ICT rooms in the Secondary section or tablets when needed. The school is looking into data logging equipment for the science department. ICT is also used in clubs to encourage the specialized use of computers, for example there is a video editing club as an after school activity.</p>
<p><b>VI.3 Pupils are active learners</b></p>	
<ul style="list-style-type: none"> <li>• <b>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.).</b></li> <li>• <b>Pupils get feedback in order to improve their learning.</b></li> <li>• <b>Pupils are responsible for aspects of their own learning.</b></li> <li>• <b>Pupils use ICT in learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers share a holistic view on their pupils; an extended policy regulating correct behaviour in class and in school is applied. It is ensured that not only curricular competences are transmitted, but also social competences are expected, acquired and evaluated as part of the learning process when students are encouraged to answer questions, do presentations and often are working on the Smartboard during teaching.</li> <li>• The large use of ICT ensures that pupils are encouraged to search for the correct information they can get on a subject, select the useful information and make a presentation of the results of their research. Thus they become responsible for their own learning process.</li> <li>• In the secondary cycle it was not possible to find evidences of pupils being encouraged to use self-assessment or evaluate the products of their peers. A few examples were seen about pupils being responsible for aspects of their own learning.</li> <li>• Students receive feedback in class after having taken tests and exams, and may receive a copy of these if required. During continuous assessment in the classroom there is a flow of information to the students on their progress and how they can better themselves. As students' progress up the school they are encouraged to be independent learners, however with the support of the teachers and the school.</li> <li>• The communication between teachers and pupils is efficient, respectful and straight-</li> </ul>

	forward. Teachers work with pupils following the principle of the minimal help enabling the pupils to achieve their tasks.
<b>VI. 4 Teachers take care of pupils' individual needs in their teaching</b>	
<ul style="list-style-type: none"> <li>• <b>Differentiation is practiced in lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lessons are designed and planned to be pupil centred. Different learning styles and differentiated approaches cater for the pupils' needs and abilities. There is a range of individual and group tasks, weekly working plans, workshops and homework. Learning support helps underachievers but is also used to promote the high achievers and more gifted pupils.</li> <li>• In the secondary cycle, in general, practical strategies about differentiation are not yet a general practice in lessons.</li> <li>• Audit team recommends a pedagogical day to discuss this issue.</li> </ul>
<b>VI.5 Teachers show effective class room management</b>	
<ul style="list-style-type: none"> <li>• <b>Teachers create a stimulating learning environment.</b></li> <li>• <b>Teachers use resources effectively.</b></li> <li>• <b>Teachers use teaching time effectively.</b></li> </ul>	<ul style="list-style-type: none"> <li>• ICT software is outstanding, didactical material is at hand, the library is efficiently integrated in the teaching and learning process, smart boards in all classrooms enable a varied and motivating work. The décor in the classrooms reflects the daily work. The material and resources that the school has in the classrooms such as Smartboards helps the teachers create effective lessons.</li> </ul>

## VII. Assessment and achievements

### VII.1 Teachers apply the school guidelines on assessment

<ul style="list-style-type: none"><li>• <b>School has guidelines on assessment.</b></li><li>• <b>Teachers apply the school guidelines on assessment.</b></li><li>• <b>Teachers assess pupils' progress (formative and summative) on a regular basis.</b></li><li>• <b>A range of different assessment methods is used to provide a broad picture of pupils' competences (knowledge, skills and attitudes).</b></li></ul>	<ul style="list-style-type: none"><li>• Teachers know the ES system policy regarding assessment and apply it.</li><li>• In both cycles they follow the marking scheme of the European School system and during the induction week they are trained on how to use the marking system.</li><li>• The new European School assessment procedures and portfolios are being introduced this year across the Nursery and Primary cycles.</li><li>• The new School Report format is being used this year in the Primary.</li><li>• In all nursery and primary classes the Entry profile is used for initial pupils' assessment and portfolio is used as a tool for on – going assessment of processes and results of education and as a tool for visualisation of pupils' development and progress. In the Nursery cycle there is evidence of use of observation sheets (annexe of the Early Education Curriculum).</li><li>• As this is the first year of introduction of the portfolio as an assessment tool, teachers and pupils look for the most appropriate structure and work with the portfolio. Some portfolios include also self-evaluation sheets of the pupils which help to show the pupil's progress, but do not always correspond with the assessment scale and criteria which are part of the assessment concept in the primary cycle of the ES and are used for mid-term/end-term assessment on the school report (e.g. 4 assessment levels).</li><li>• In the secondary cycle the evaluation of students includes knowledge, skills and attitudes. Short and long tests, A-Tests and B-Tests are used. Teachers' planning show that pupils' assessment is done formatively</li></ul>
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	<p>and summatively on a regular basis.</p> <ul style="list-style-type: none"> <li>• The methods of assessment are often discussed in meetings, but there was no evidence of different assessment methods.</li> <li>• The implementation and use of harmonised and specific assessment criteria within and across sections and subjects should be developed.</li> <li>• There is a shared understanding amongst teaching staff that evaluation and assessment should encourage and motivate the pupils in the spirit of the rules of the European Schools.</li> </ul>
<p><b>VII.2 The European Schools' assessment system is used</b></p>	
<ul style="list-style-type: none"> <li>• <b>Record of child's development, portfolio in Nursery cycle.</b></li> <li>• <b>School report in Primary cycle and S1–5.</b></li> <li>• <b>Harmonised tests and exams in S5.</b></li> <li>• <b>The European Schools' marking system in S6–7.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The Record of the Child's Development is not still systematically used. The teachers use observation sheets for monitoring pupils' progress.</li> <li>• The new ES School Report format is being used in Primary.</li> <li>• Pupils' portfolios are used in both nursery and primary classes.</li> <li>• The European School RheinMain uses the SMS system including the electronic version of the School Report for the primary cycle.</li> <li>• The European School report format for S1-6 is using SMS.</li> <li>• In secondary cycle subject coordinators have meetings with teachers to harmonise S5 exams and to coordinate those in S6. The European School marking system is being used in S6.</li> <li>• The Deputy Head of Studies helps to coordinate the harmonised tests and exams in the secondary cycle.</li> </ul>
<p><b>VII.3 Assessment methods are valid, reliable and transparent</b></p>	
<ul style="list-style-type: none"> <li>• <b>Assessment is clearly related to the learning objectives.</b></li> <li>• <b>Information about learning objectives, assessment criteria, and time of assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• In the primary cycle assessment corresponds with the learning objectives of the syllabuses. Teachers use various tools for on-going assessment of pupils. Sheets of pupils' work are maintained in the files of the subjects and</li> </ul>



<p><b>is available for pupils.</b></p> <ul style="list-style-type: none"> <li>• <b>Records of pupils' progress are maintained.</b></li> <li>• <b>Pupils' results are analysed.</b></li> <li>• <b>Pupils' attainments are communicated to their parents regularly.</b></li> </ul>	<p>in the portfolios. Criteria for on-going assessment of achievement of learning objectives in the visited lessons were not always transparently introduced and only rarely were set together with the pupils. The scales used for on-going assessment and self-assessment do not always correspond with those used in the School Report.</p> <ul style="list-style-type: none"> <li>• In Primary and Nursery, the portfolios can then be easily communicated to parents.</li> <li>• In the secondary cycle students confirmed that they are informed about learning objectives, assessment criteria. They understand them.</li> <li>• Students' results (tests, homework, contribution in class etc.) are analysed and filed for future reference. Students are informed about how their respective achievements have been translated into the marks. Parents and students are informed about progress and achievements in the respective reports (November, January, April and July). Weak achievements are communicated directly to parents (orally or by mail).</li> <li>• Students and parents may receive copies of test and exams to review their progress in the Secondary School. The tests schedule is posted online for the students. Staff all maintains a record of student progress. The student results are analysed by the management and in the subject / coordinator meetings in order to review and improve any processes if necessary.</li> <li>• Parents' evenings are scheduled during the school year.</li> </ul>
<p><b>VII.4 Pupils develop the ability to assess their own work and that of their peers.</b></p>	
<ul style="list-style-type: none"> <li>• <b>There is evidence of self-assessment and peer assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• In the primary cycle, there was some evidence of pupils' self-assessment in the portfolios and some examples of peer assessment were noticed in visited lessons. However, the pupils' competence of self-reflection and self-assessment should be supported and developed in a more</li> </ul>

	<p>systematic way.</p> <ul style="list-style-type: none"><li>• In the secondary cycle neither peer assessment nor pupils' self-assessment were observed. Audit team recommends that management encourages teachers to discuss this issue to find the best solutions.</li><li>• There is evidence of peer assessment which it is being actively encouraged across the Primary as part of teaching in accordance with the new European School assessment guidelines.</li></ul>
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## VIII. Educational Support

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

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| <ul style="list-style-type: none"><li>• <b>School has guidelines on educational support.</b></li><li>• <b>There are harmonised procedures to identify pupils individual learning needs.</b></li><li>• <b>Pupils' individual needs are appropriately supported.</b></li><li>• <b>Pupils receive support in learning the language of the section into which they are integrated when needed.</b></li><li>• <b>ILPs (Individual Learning Plans) are compiled, reviewed and updated.</b></li><li>• <b>Given support is monitored, progress and results are registered.</b></li></ul> | <ul style="list-style-type: none"><li>• The school provides guidelines for support based on the official documents of the European schools.</li><li>• Relevant information is provided in General Staff Meetings</li><li>• In school concept of educational support, the newly established learning support advisory group and the school counsellor play key role.</li><li>• Learning Support in the ES RheinMain is seen as the last possibility to help pupils where differentiation in the class and possible streaming were not successful. In the L2 subjects there is a process of streaming in some classes where necessary.</li><li>• General and moderate support in L1, L2 and Mathematics is provided for small groups of pupils. In case of moderate support, the individual learning plans for individual pupils are elaborated.</li><li>• Subject teachers evaluate the needs of students in consultation with the counsellor and the Head of Studies when necessary.</li><li>• If applicable the students' psychological reports can be referred to and the parents consulted if required.</li><li>• Templates are applied to identify the pupils' needs and Individual Learning Plans complete the request form. In order to support necessary early identification and timely intervention, the audit team recommends to provide class and subject teachers with basic information about how to recognise and treat the most frequent diagnosis (e.g. dyslexia, ADHD etc.)</li><li>• Evaluation of the efficiency of the Learning Support is carried out regularly by reviewing students' progress in light of the goals set in</li></ul> |
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	<p>the individual learning plans.</p> <ul style="list-style-type: none"> <li>• As soon as goals are achieved, pupils return to normal lessons enabling rapid reallocation of teaching resources for the benefit of other.</li> </ul>
<p><b>VIII.2 Resources for educational support are in place</b></p>	
<ul style="list-style-type: none"> <li>• <b>Support materials are available (ICT, national materials etc.) and easy to access.</b></li> <li>• <b>Time allocation of support is transparent and flexible.</b></li> <li>• <b>Relevant services for educational support are available.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Resources are sufficient and easily accessible.</li> <li>• Different types of rooms with the necessary equipment, ICT facilities, didactic material and literature are available.</li> <li>• Subject teachers conducting learning support have a range of materials and methods.</li> <li>• The primary building has a specialist learning support room available equipped with a range of resources.</li> <li>• Educational support is provided in various formats including in-class support, small group extraction and use of the learning support resource room.</li> <li>• The Secondary School uses online and offline ICT tools to engage students to conduct self-study and self-assessment as part of educational support. For example Mathletics is used to further advance Math students. Linguascope in turn is a learning support tool for students who are beginning their journey in languages.</li> <li>• Various apps (Mathletics/ Linguascope/ Antolin) are available in the Primary School for use on tablets/computers for support/differentiation purposes. Some of these apps include self-assessment possibilities and are accessible from home.</li> <li>• For certain students the use of laptops is allowed and some students may use coloured overlays etc.</li> </ul>

## **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**

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| <ul style="list-style-type: none"><li>• <b>The school has clearly stated its aims and objectives.</b></li><li>• <b>The school development plan is compiled in consultation with the different stakeholders of the school.</b></li><li>• <b>The development activities are linked to the objectives and to the short and long term plans on areas of improvement.</b></li></ul> | <ul style="list-style-type: none"><li>• The school aims and priorities are described in the Multiannual Plan and in the Annual School Plan.</li><li>• Teachers and parents took an important role in the establishment of these two documents.</li><li>• In a near future action plans should be established in liaison with the Multi Annual Plan and the Annual Plan.</li></ul> |
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### **IX.2 There is an integrated system of quality assurance and development**

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| <ul style="list-style-type: none"><li>• <b>There is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act).</b></li><li>• <b>Different stakeholders (staff, pupils, parents) are involved in evaluation.</b></li><li>• <b>The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country).</b></li><li>• <b>Results of evaluations are communicated to the school community and key stakeholders.</b></li></ul> | <ul style="list-style-type: none"><li>• This procedure is still in a phase of being analysed. The school is still looking for the best way of organizing a systematic and a cyclic procedure of self-evaluation.</li></ul> |
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## **OPINION OF THE JOINT BOARD OF INSPECTORS (NURSERY, PRIMARY AND SECONDARY)**

By means of the written procedure initiated on 6 July 2015 and completed on 20 July 2015, the Joint Board of Inspectors scrutinised and took note of the report on the audit of *Europäische Schule RheinMain* at Bad Vilbel (Germany) and recommends to the Board of Governors Renewal of the accreditation of this school's nursery cycle, primary cycle and secondary cycle (years 1-5) and Accreditation of its secondary cycle, years S6-S7.