

Schola Europaea / Office of the Secretary-General

Ref.: 2023-10-D-24-en-3 Orig.: EN



Audit Report: European School RheinMain, Bad Vilbel (DE) – Accreditation Renewal N-S7

Approved by the Board of Governors at its meeting of 10, 11 and 12 April 2024 in Parma (Italy) - Hybrid

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1. Overall conclusions

Short summary of the school

Insert here a short description of the school:

The European School Rhein-Main has 1572 pupils with 62 nationalities. There are 75 pupils in nursery, 496 in primary and 1001 in secondary. The school is run by the Humanistische Stiftung and recognised by the national authorities. It is a private school but also receives public funding for the pupils in the German section. The school offers L1 English and German and has 9 Spanish SWALS in S7. The school is very well equipped and shares facilities and staff with the International School Rhein-Main.

Section summary

Choose one option for each section:

- 1. Pedagogical Content and Equivalence: At expectations
- 2. Language Conditions: At expectations
- 3. Quality Assurance: At expectations
- 4. Conditions in Art. 7: At expectations

Strengths

Focusing on the areas of inspection covered in Annex 3 and the section summary above, outline a <u>maximum of 2 strengths from each topic</u> (up to a <u>maximum of 4 strengths</u>).

Section	Strength (please state sub-section)	Additional Comments
3. Quality Assurance	3.1.5	The practice of peer-observation is exemplary.
3. Quality Assurance	3.1.3	The induction week is a booster for communication, quality assurance and teacher training at the start of the year.
3. Quality Assurance	3.3.4	The European specificity is clearly visible in the school. The school organises and participates in many European projects.
4. Conditions in Article 7	4.1.1	The school offers a very large amount of learning support.

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.

Section	Recommendation (please state sub-section)	Additional Comments
2. Language Conditions	2.2.0 Are the pupils who enrol in N, P1 and P2 tested for their dominant language?	Education in a pupil's dominant language is a key aspect of the European Schools language policy. Therefore the school should place more emphasis on the identification of dominant language in order to be able to offer more L1's and meet the needs of the pupils (62 nationalities and from 2024 on only two L1's?).

2. Final recommendation

□ <u>Type A:</u>

□ <u>Type B</u>:

□ <u>Type C and Type D (without Baccalaureate cycle)</u>:

⊠ <u>Type C and Type D (with Baccalaureate cycle)</u>: Recommend renewal of Accreditation N-S7 cycles

Insert here any further comments or remarks concerning your recommendation:

Annex 1: General information

A. Current audit

<u>Aim of the current audit</u>: Type D (standard, with Bacc): Renewal of Accreditation Agreements for N-S7

<u>Composition of the audit team:</u> • Experts: M. Radhuber • Inspectors: A. Coenen, K. Grgec

Date of audit: From 25/09/2023 until 27/09/2023

B. General information about the audited school

Management team:

Role	Name
Director	Tom Zijlstra
Co-Director	Gitta Lotz
Head of Secondary School	Daniella Schmitt
Head of Primary School	Marcus Adams

<u>Legal status of the school</u>: PPP (fees paid + money received from the state) Add here any additional information regarding the legal status of the school, if needed: non-profit organisation, state funding for P1-S5 DE section only.

School Provider: School Foundation: Humanistische Stiftung Frankfurt

Existing language sections:

Sections' language	Cycles	Year group(s)	Number of pupils
English	N/P/S	N-S7	571
German	N/P/S	N-S7	1001

L1 taught in the school (state the L1s taught in each section of the school) Use standard <u>EU 2-letter language abbreviations</u> (EN, FR, etc...)

Nursery	Primary	S1-S5	S6-S7
EN	EN	EN	EN
DE	DE	DE	DE
			ES

Total number of different L1 taught in school: 3

Number of SWALS¹ per Language:

Language	Number of pupils
Spanish	9

Subjects taught in L2 in S3-S5 (if year groups present at the school): Same as European Schools

If you selected 'Other', please explain:

Tuition in the language of the school's host country: Yes, optional

L2 taught:

Primary:	⊠English	□French	⊠German	□Host country Language (HCL)
Secondary	English	□French	⊠German	□Host country Language (HCL)

L3 taught:

French	
Italian	
Spanish	

¹ 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.

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, shared with the audit team as part of the preparation for the audit visit.

The audit activities included:

a. Meetings with the Management team Meeting 1 \boxtimes Date of meeting: 25/09/2023 Meeting 2 \boxtimes Date of meeting: 27/09/2023

Other meetings:

Date	With whom?	Aim of the meeting
26/09/23	Primary pupils, teachers and support stafft	Verification of self-evaluation
26/09/23	Secondary pupils, teachers, support staff and Bac coordinator	Verification of self evaluation

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

Cycle	Year group	Subject	Language of instruction	Language sections of the students present in the lesson
Nursery	1/2	MATHS	DE	DE
Primary	4	EUROPEAN HOURS	EN/DE	EN/DE
Primary	1	L1EN	EN	EN

Primary	1	L1DE	DE	DE
Primary	4	MUS	EN	EN
Primary	1	MUS	DE	DE
Primary	4-5	L1DE	DE	DE
Primary	4	L2DE	DE	EN
Primary	4	L2EN	EN	DE
Secondary	3	SCIH	DE	EN
Secondary	4	L1	EN	EN
Secondary	7	BIO4	DE	DE
Secondary	5	ART	EN	EN/DE
Secondary	4	L3ES	ES	DE/EN
Secondary	5	PHY	DE	DE
Secondary	3	SHIH	EN	DE
Secondary	5	GEO	DE	EN
Secondary	1/2	LANGUAGE DAY ASSEMBLY	EN/DE	EN/DE

Secondary	4	L1EN	EN	EN
Secondary	4	L2EN	EN	DE
Secondary	5	HIS	DE	EN
Secondary	5	GEO	EN	DE
Secondary	6	ECO	EN	DE
Secondary	7	MATH5	EN	EN

- c. Analysis of relevant documents:
 - ⊠ pre-audit report
 - \boxtimes teaching and language qualifications
 - \boxtimes other documents as outlined in the pre-audit report

If you did not tick one or more of the options above, please insert here the reason why you did not analyse the document(s):

- d. During the feedback meeting with the management, the visiting audit team:
 - \boxtimes discussed the initial findings
 - □ double-checked that the findings are accurate
 - \boxtimes stated any concerns, if necessary
 - \boxtimes complimented if necessary

Insert here any additional comments or remarks, if necessary:

The findings were double checked before the feedback meeting.

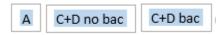
Annex 3: Specific findings

Note: The following tags indicate to which type of audit the question is applicable

A B C+D bac C+D no bac
1. Pedagogical Content & Equivalence
1.1 Is the curriculum in compliance with the European Schools?
A C+D no bac C+D bac
Nursery ⊠Yes ⊡No □N.A Comment:
Primary \boxtimes Yes \square No \square N.A Comment:
Secondary ⊠Yes □No □N.A Comment:
1.2 Is the Baccalaureate offered in accordance with the regulations?
B C+D bac
⊠Yes □No □N.A
Comment:
2 Languago Conditions

2. Language Conditions

2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language?



 \Box Yes \boxtimes No | Comment: When new pupils enter the school they are observed by staff to determine whether they will enter the German or the English language section. Pupils whose dominant language is not German are mostly placed in the English language section. Further determination of the dominant language other than English or German does not take place. In 2023 three pupils were tested to determine whether they would enter the DE or the EN language section.

2.1 Are the language sections in compliance with the Regulations on Accredited European Schools?



 \boxtimes Yes \square No | Comment: ESRM has two language sections, EN and DE. This means that there is no mixing between the language sections in L2. Specify exemptions, if any:

2.2 Is the Language Policy in compliance with the European Schools?

 \boxtimes Yes \square No | Comment: The language policy is conform the DoC which states that the school will initially have two language sections (EN and DE) and will open French or Spanish language sections if there is a demand.

2.3 Is SWALS provision in compliance with the European Schools / Dossier of Conformity?

 \boxtimes Yes \square No | Comment: In the DoC states that provision of L1 for SWALS depends "on a pedagogicaly sensible number of pupils and on the availability of suitably qualified teachers". The school has 9 Spanish SWALS in S7. Specify exemptions, if any:

3. Quality Assurance

3.1.1 Are teachers qualified for the subject and level that they teach?

 \boxtimes Yes \square No | 7% of qualifications checked

Comment: 10 of the teachers qualifications were checked.

3.1.2 Are teachers qualified to teach in the language in which they give their lessons?

 \boxtimes Yes \square No | 7% of qualifications checked

Comment: 10 of the teachers qualifications were checked.

3.1.3 Is teacher training provided regularly?

 \boxtimes Yes \Box No | Comment:

3.1.4 Is teacher training provided by appropriate groups/authorities?

 \boxtimes Yes \square No | Comment:

3.1.5 Are teachers regularly appraised?

 \boxtimes Yes \square No | Comment:

3.1.6 Are teacher appraisals carried out by appropriate groups/authorities?

 \boxtimes Yes \square No | Comment: Next to appraisal by management the teachers also visit each others' lessons.

3.1.7 Do teachers follow European Schools marking system?

 \boxtimes Yes \square No | Comment:

3.1.8 Do teachers plan appropriately over an annual period?

 \boxtimes Yes \square No | Comment: The planning is fully harmonised.

3.2.1 Do parents/pupils receive regular reports on pupil progress?

 \boxtimes Yes \Box No | Comment:

3.2.2 Is pupil attendance reliable monitored?

 \boxtimes Yes \Box No | Comment:

3.3 Is the European Specificity present throughout the school?

 \boxtimes Yes \square No | Comment:

4. Conditions in Article 7

4.1 Is there a support system in place? ⊠Yes □No | Comment:

4.2 Is TARAC provided at every level and in keeping with the Dossier of Conformity?

 \boxtimes Yes \square No | Comment:

4.3 Does the timetabling allow for the general and specific rules regarding teaching time to be met?

 \boxtimes Yes \square No | Comment:

Annex 4: The school self-evaluation report



Schola Europaea / Office of the Secretary-General

Self-evaluation form (to be filled by the <u>school</u>)

School: Europäische Schule RheinMain, Bad Vilbel

Date of audit: 25/09/2023 until 28/09/2023

Type of audit: Type D with BAC (Renewal N-S7)

A. Current audit

The information previously indicated in this section (type and date of the Audit, Experts and Inspectors involved in the Audit) is now indicated on the final Audit Report.

B. General information about the school

Management team:

Role	Name
Director	Tom Zijlstra
Co-Director	Gitta Lotz
Daniella Schmitt	Head of Secondary School
Marcus Adams	Head of Primary School

<u>Legal status of the school</u>: PPP (fees paid + money received from the state) non-profit organisation, state funding for P1-S5 DE section only

<u>School provider</u> (E.g government department, school foundation, etc.): School Foundation: Humanistische Stiftung Frankfurt

Existing language sections

Sections' language	Cycles	Year group(s)	Number of pupils
English	NN-S7	NN-S7	570
German	NN-S7	NN-S7	1001

<u>L1 taught in the school:</u> state the L1s taught in each section of the school Please use standard <u>EU 2-letter language abbreviations</u> (EN, FR, etc...)

Nursery	Primary	S1-S5	S6-S7
EN	EN	EN	EN
DE	DE	DE	DE
			ES

Total number of different L1 taught in school: 3

Number of SWALS² per language:

Language	Number of pupils
Spanish	9

² 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.

Subjects taught in L2 in S3-S5 (if year groups present at the school):

- $\boxtimes\,$ Same as European Schools
- \Box Other (explain) :

<u>Tuition in the language of the country</u>: \Box Yes, compulsory \Box Yes, optional \Box No

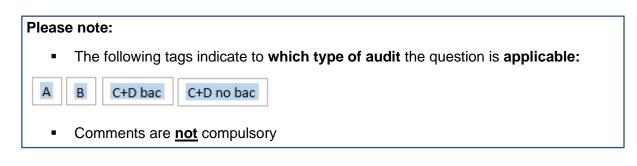
L2 taught:

Primary:	⊠English	□French	⊠German	□Host Country Language (HCL)
Secondary:	⊠English	□French	⊠German	□Host Country Language (HCL)

L3 taught:

French	
Italian	
Spanish	

C. <u>Self-evaluation³</u>



1. Pedagogical content and 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?⁴ Yes Comment:

Evidence: School brochure.

1.1.2 ES Curriculum in Nursery

1.1.2.1: Are language awareness activities organised? **Yes** Comment: Evidence:

1.1.3 ES Curriculum in the Primary school

1.1.3.1: Does the school provide L2 courses from Primary 1 onwards? **Yes** Comment: Evidence:see document 024b.

1.1.4 ES Curriculum in the Secondary school

1.1.4.1: Does the school provide L3 courses from Secondary 1 onwards? **Yes** Comment: Evidence:

1.1.4.2: Does the school provide L4 courses from Secondary 4 onwards? **Yes** Comment:

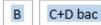
Evidence:

А	В	C+D no bac	C+D bac	(applies to section 1.1.4.3)	

1.1.4.3: Is teaching about religion and civics (TARAC) taught in mixed groups? **Yes** Comment: Evidence:

³ Refer to documents uploaded on to Teams in the 'evidence' section

⁴ See, inter alia, document 2011-01-D-33



(applies to all sections below until otherwise indicated)

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? Yes Comment: Evidence:

1.2.2: Are students offered a range of options for their subject choices? Yes Comment: subject choices S6 and S7 Evidence:028a., 031a.

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? Yes Comment: BAC docs Evidence:025a.

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? Yes Comment: 2 sections minimum Evidence:017.

2.1.2: Is at least one of the language sections in one of the L2 (DE, EN, FR) languages? Yes Comment: both Evidence:017.

2.1.3: Are all the language sections official EU languages? Yes Comment: English and German Evidence:017.



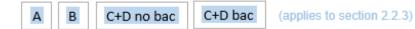
2.2 Is the language policy in compliance with the European Schools?

2.2.0: Are the pupils who enrol in N, P1 and P2 tested for their dominant language? Yes Comment: doc

Evidence: see document 002b.1.

2.2.1: Is there a free choice of L3, from amongst the official ES languages list? **Yes** Comment: French, Italian, Spanish and other European languages offered on demand Evidence: 012a.1-6

2.2.2: Is there a free choice of L4, from amongst the official ES languages list? **Yes** Comment: French, Spanish and other European languages offered on demand Evidence:012a.5



2.2.3: Are groups mixed across language sections for subjects that are not taught in L1? **Yes** Comment: in Secondary

Evidence:024a



2.2.4: Are students taught music in a language that they already study? **Yes** Comment: Music taught in English and German Evidence:024a.

2.2.5: Are students taught art in a language that they already study? **Yes** Comment: Art taught in English and German Evidence:024a.



2.2.6: Are students taught sport in a language that they already study? **Yes** Comment: Sports taught in English and German Evidence:024a.

2.2.7: Are maths and science taught in the language of the section? **Yes** Comment: Evidence:024a.

A C+D no bac C+D bac	(applies to section 2.2.8)
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2.2.8: Are humanities taught in L2 from S3 upwards? **Yes** Comment: Evidence:024a.

А	В	C+D bac	C+D no bac	(applies to all sections below until otherwise indicated)
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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? **Yes** Comment: L1 Spanish Evidence:032a.

2.3.2: Are SWALS in one of the following language sections: DE, EN, FR, HCL as their main section? **Yes** Comment: English Evidence:032a.

2.3.3: Do pupils without their own language section receive support to learn the language of the section that they join? **Yes** Comment: if required Evidence:005a.

3. Quality assurance

3.1 Teacher qualifications and training

3.1.1: Are teachers qualified for the subject and level they teach? **Yes** Comment: Evidence:017.

3.1.2: Are teachers qualified to teach in the language in which they give their lessons? **Yes** Comment: Evidence:017.

3.1.3: Is teaching training provided regularly? **Yes** Comment: Evidence:015, 016

3.1.4: Is teacher training provided by appropriate groups/authorities? **Yes** Comment: Evidence:015, 016

3.1.5: Are teachers regularly appraised (evaluated)? **Yes** Comment: Evidence:019

3.1.6: Are teacher appraisals (evaluations) carried out by appropriate groups/authorities? **Yes** Comment: Evidence: 019

3.1.7: Do teachers follow the European Schools marking system? **Yes** Comment: Evidence:016a.3, 016a.4

3.1.8: Do teachers plan appropriately over an annual period? **Yes** Comment: Evidence:013

3.2 Pupil progress and attendance

3.2.1: Do parents/pupils receive regular reports on pupil progress? **Yes** Comment: 2/year Primary, 4/year Secondary Evidence:021

3.2.2: Is pupil attendance reliably monitored? **Yes** Comment: Evidence:022.

3.3 The European specificity



3.3.1: Are pupils taught in mixed groups for European Hours? **Yes** Comment: All students are mixed across the grade and across both language sections for European Hours Evidence:See document 010b.2

 A
 B
 C+D bac
 C+D no bac
 (applies to sections below)

3.3.2: Are pupils taught in mixed groups for Human Sciences, History & Geography? **Yes** Comment: Evidence:010., 024.

3.3.3: Are pupils taught in mixed groups in L2? **Yes** Comment: S1-S3 Evidence:024. 3.3.4: Does the school promote their European specificity? **Yes** Comment: Evidence:008b.

3.3.5: Does the European specificity appear in teachers' forward planning? **Yes** Comment: Evidence: 013.

4. Conditions in Art. 7

4.1 The support system

4.1.1: Is there a support system in place? **Yes** Comment: ES and social emotional support Evidence: 004, 005

4.2 TARAC (Teaching about Religion and Civics)

4.2.1 Is TARAC provided at every level of the school? **Yes** Comment: Evidence: 024.

4.2.2 Is TARAC provision in keeping with the DoC? **Yes** Comment: Evidence:

4.3 Teaching time

4.3.1: Does the timetabling allow for the correct number of hours to be spent on each subject? **Yes** Comment:

Evidence: 024., 012.

4.3.2: Does the timetabling allow for the rules regarding general teaching time to be met? **Yes** Comment: Evidence: 024.

Annex 5: the audit report feedback form

Comments on the draft report (to be completed by the school)	To be completed by the audit team
Section:	
	□ Reflected in the final report
\Box Part 1 \boxtimes Part 2 \Box Annex 1	\boxtimes Not reflected in the final
□ Annex 2 □ Annex 3	report
Specific section: 2.2.0	Comments? The question if dominant language testing is
School comment: For obvious reasons, parents/students at ESRM normally do not want to abandon one of the two dominating languages 1 and 2 German and English in this area, being the financial and economical beehive of the EU. Despite our abundant and continuous stream of information and events with the aim to inspire the families to choose other first languages, they normally prefer the two local languages that determine communication in work and living. We as a school cannot be expected to try to "force" our families towards selecting another language as the language 1. All parents/students are informed in extenso about their right to select another first language outside English or German. A considerable number of students are originally from non-EU countries inside or outside Europe, which makes offering another combination of L1 and L2 than the one above, even more unrealistic. After several ambitious initiatives regarding the offering of other first languages, the conclusion was confirmed time and again: citizens in the RheinMain area love the European schooling at ESRM, which is shown in our students numbers. There does not seem to be an interest in other modes. The proposal currently being discussed in JTC 2023-09-D-18 would of course offer more options. We as ESRM are wondering on which basis the question about lack of dominant language testing can be seen as suitable when one considers the fact that the SWALS facility is meant for students of the category one or two, whereas our school does not have such students. It goes without saying that ESRM diagnoses the linguistic situation of every child that is to be enrolled, but given the background as described above, this result can normally not be followed by a SWALS scheme. Moreover, the parents simply refuse such a status, but still want to profit from the further languages offer of a European School. Nevertheless, on the recommendation of the audit 2023, as of January 2024 ESRM will begin a project leading to the testing of the dominant language 1	relevant for an accredited school does not reflect a factual inaccuracy in the report.

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with an EU fam Finally, we wou efficient experti	Id like to thank t se and their Fing				
•	r audits, we grea				
objective view f	rom the outside				
				-	
Supporting evidence submitted? Yes No If yes, details:					
•	e observations o				
SWALS numbe					
The statistics a	ALS was provid				
Year	Level	Students	Year total		
2018-2019	S4	4			
2010 2013	S5	4			
	S6	6			
	S7	4	18		
2019-2020	S4	4			
2013-2020	S5	5			
	S6	8			
	S7	5	22		
2020-2021	S4	5			
	S5	7			
	S6	6			
	S7	7	20		
2021-2022	S5	7			
	S6	10			
	S7	5	22		
2022-2023	S6	12			
	S7	5	17		
2023-2024	S7	9	9		
Section:				\boxtimes Reflected in the final report	
\Box Part 1 \Box Part 2 \Box Annex 1				\Box Not reflected in the final report	
\square Annex 2 \square Annex 3					
				Comments?	
Specific section: b. Lesson observations					
Specific Section. D. Lesson observations					
School commer	nt: errata			1	
Cycle Year Subject Language Language					
group)	of	sections of		
		instruction	the students		
			present in		
			the lesson		
Primary 4	EUROPEAN HOURS	EN/ <mark>DE</mark>	EN/ <mark>DE</mark>		
Primary 4- <mark>5</mark>	L1DE				
Supporting evid	lence submitted				
Supporting evidence submitted? Yes No If yes, details:					
Section:					
🗆 Part 1 🛛 🗆 Part 2 🖓 Annex 1				\Box Not reflected in the final report	
	Annex 3				

	(Comments?
Specific section:		
School comment:		
Supporting evidence submitted? Ves No		
If yes, details:		