



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**

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

## **Contents**

1. Overall Conclusions	p.3
2. Final Recommendation	p.4
Annex 1: General Information	p.5
Annex 2: Methodology of the Audit	p.7
Annex 3: Specific findings	p.10
Annex 4: The school self-evaluation report	p.13
Annex 5: The audit report feedback form	p. 21

# 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 maximum of 2 strengths from each topic (up to a maximum of 4 strengths).

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

- Type A:
- Type B:
- Type C and Type D (without Bacculaureate cycle):
- Type C and Type D (with Bacculaureate cycle): Recommend renewal of Accreditation N-S7 cycles

Insert here any further comments or remarks concerning your recommendation:

## Annex 1: General information

### A. Current audit

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

Composition of the audit team: ♦ 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

Legal status of the school: 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 [EU 2-letter language abbreviations](#) (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 SWALS<sup>1</sup> 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

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<sup>1</sup> 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**  Date of meeting: 25/09/2023

**Meeting 2**  Date of meeting: 27/09/2023

Other meetings:

Date	With whom?	Aim of the meeting
26/09/23	Primary pupils, teachers and support staff	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
- teaching and language qualifications
- 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:

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

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### 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  Yes  No  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:

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### 2. Language Conditions

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

A  C+D no bac  C+D bac

Yes  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?

A  B  C+D bac  C+D no bac (applies to all sections below until otherwise indicated)

Yes  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?

Yes  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?

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

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## 3. Quality Assurance

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

Yes  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?

Yes  No | 7% of qualifications checked

Comment: 10 of the teachers qualifications were checked.

### 3.1.3 Is teacher training provided regularly?

Yes  No | Comment:

### 3.1.4 Is teacher training provided by appropriate groups/authorities?

Yes  No | Comment:

### 3.1.5 Are teachers regularly appraised?

Yes  No | Comment:

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

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

### 3.1.7 Do teachers follow European Schools marking system?

Yes  No | Comment:

### 3.1.8 Do teachers plan appropriately over an annual period?

Yes  No | Comment: The planning is fully harmonised.

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

Yes  No | Comment:

3.2.2 Is pupil attendance reliable monitored?

Yes  No | Comment:

3.3 Is the European Specificity present throughout the school?

Yes  No | Comment:

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#### **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?

Yes  No | Comment:

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

Yes  No | Comment:

## Annex 4: The school self-evaluation report



Schola Europaea / Office of the Secretary-General

### Self-evaluation form

(to be filled by the school)

**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)**

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## 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

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

School provider (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

L1 taught in the school: state the L1s taught in each section of the school

Please use standard [EU 2-letter language abbreviations](#) (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 SWALS<sup>2</sup> per language:

Language	Number of pupils
Spanish	9

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<sup>2</sup> 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):

- Same as European Schools  
 Other (explain) :

Tuition in the language of the country:  Yes, compulsory  Yes, optional  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. Self-evaluation<sup>3</sup>

### Please note:

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

 A B C+D bac C+D no bac

- Comments are **not** compulsory

## 1. Pedagogical content and equivalence

 A C+D no bac C+D bac

(applies to all sections below until otherwise indicated)

### 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?<sup>4</sup> **Yes**

Comment:

Evidence: School brochure.

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#### 1.1.2 ES Curriculum in Nursery

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

Comment:

Evidence:

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#### 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.

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#### 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:

 A B 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:

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<sup>3</sup> Refer to documents uploaded on to Teams in the 'evidence' section

<sup>4</sup> See, inter alia, document 2011-01-D-33



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**B** **C+D bac** (applies to all sections below until otherwise indicated)

### **1.2. Is the Bacallaureate offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Bacallaureate? (2015-05-D-12)**

1.2.1: Is the curriculum offered in S6 and S7 as stated in the Regulations pertaining to the European Bacallaureate? 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 Bacallaureate (marks, exams, orals) in strict adherence to the rules laid down in the Regulations pertaining to the European Bacallaureate? Yes

Comment: BAC docs

Evidence:025a.

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## **2. Language conditions**

**A** **B** **C+D bac** **C+D no bac** (applies to all sections below until otherwise indicated)

### **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.

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**A** **C+D no bac** **C+D bac** (applies to all sections below until otherwise indicated)

### **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

**A** **B** **C+D no bac** **C+D bac** (applies to section 2.2.3)

2.2.3: Are groups mixed across language sections for subjects that are not taught in L1? **Yes**  
Comment: in Secondary  
Evidence:024a

**A** **(B)** **C+D no bac** **C+D bac** (applies to section 2.2.4 and 2.2.5)

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.

**A** **B** **C+D no bac** **C+D bac** (applies to section 2.2.6 and 2.2.7)

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)

2.2.8: Are humanities taught in L2 from S3 upwards? **Yes**  
Comment:  
Evidence:024a.

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**A** **B** **C+D bac** **C+D no bac** (applies to all sections below until otherwise indicated)

### **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.

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## **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

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### **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.

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### **3.3 The European specificity**

**A**

**C+D no bac**

**C+D bac**

(applies to section 3.3.1)

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.

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## 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

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### **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: <input type="checkbox"/> Part 1 <input checked="" type="checkbox"/> Part 2 <input type="checkbox"/> Annex 1 <input type="checkbox"/> Annex 2 <input type="checkbox"/> Annex 3	<input type="checkbox"/> Reflected in the final report <input checked="" type="checkbox"/> Not reflected in the final report
Specific section: 2.2.0	Comments? The question if dominant language testing is relevant for an accredited school does not reflect a factual inaccuracy in the report.
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	

competence for all the new students of N, P1 and P2 with an EU family origin.  
 Finally, we would like to thank the auditors for their very efficient expertise and their Fingerspitzengefühl. As in previous similar audits, we greatly appreciated this objective view from the outside.

Supporting evidence submitted?  Yes  No  
 If yes, details:  
 To complete the observations of the auditors about SWALS numbers:  
 L1 Spanish SWALS was provided at ESRM since 2016.  
 The statistics are as follows:

Year	Level	Students	Year total
2018-2019	S4	4	
	S5	4	
	S6	6	
	S7	4	18
2019-2020	S4	4	
	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:  
 Part 1  Part 2  Annex 1  
 Annex 2  Annex 3

Specific section: b. Lesson observations

School comment: errata

Cycle	Year group	Subject	Language of instruction	Language sections of the students present in the lesson
Primary	4	EUROPEAN HOURS	EN/DE	EN/DE
Primary	4-5	L1DE	DE	DE

Supporting evidence submitted?  Yes  No  
 If yes, details:

Section:  
 Part 1  Part 2  Annex 1  
 Annex 2  Annex 3

Reflected in the final report  
 Not reflected in the final report

Comments?

Reflected in the final report  
 Not reflected in the final report

	Comments?
Specific section:	
School comment:	
Supporting evidence submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, details:	