



**British School
Overseas**
Inspected by Penta International

Inspection report

Avenor College

Romania

Date **13th March to 15th March 2023**

Inspection number **20230313**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt. The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 70 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Samantha Cuthbert and John Foster.

2. Compliance with regulatory requirements

Avenor College (consisting of the Gradinita Avenor/ Nursery, Scoala Gimnaziala Avenor/School and Liceul Avenor College/ High School) meets all the standards required for British Schools Overseas accreditation. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

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3. Overall effectiveness of the school

Avenor College provides an outstanding quality of education to the students and families that it serves. It is a happy and highly effective school, which ensures students are very well supported in groups and as individuals. Relationships and behaviour are exemplary. Students' attainment is outstanding. Students are excellent ambassadors of the college. They have exemplary attitudes to one another, and are patient, attentive learners. Standards of achievement in English are impressively high and a credit to the college's bilingual approach to teaching and learning.

3.1 What the school does well

There are many strengths at the college, including the following:

- relationships between all staff members, students and parents are excellent;
- strong family ethos evident through all the work the school does – every adult and student are important;
- the rapid progress made by all students becoming proficient in English language;
- great care is taken to blend together both Romanian and UK qualities and characteristics;
- high-quality leadership has created a strong culture of high expectations. Leaders at all levels are committed to improving outcomes for each student;
- in nearly all lessons, teachers are highly effective; they develop, consolidate and deepen students' knowledge. High quality specialist staff enhance the teaching and learning for the students;
- the college has extensive involvement with a wide range of charitable organisations and environmental activities in the wider and global community;
- the welfare, health and safety of the students are excellent with highly effective security and safeguarding;
- students are well behaved, confident and friendly, showing respect for others. They are always ready to learn;
- innovative project work is developed and implemented by staff to provide a broad range of learning opportunities;
- the integration of IT to support lessons is of a high standard and consistent across the curriculum.

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3.2 Points for improvement

While not required by regulations, the college might wish to consider the following development points:

- i. Develop further the impact of teaching, to inspire all the students to make rapid and sustained progress through memorable and exciting learning experiences, across all lessons.
- ii. Seek ways to share with and support other schools and colleges within Romania, to mutually benefit from the outstanding practice in the college.
- iii. Ensure the school values outstanding teaching as a high-performance outcome to be fully modelled across the college.

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4. The context of the school

Full name of School	Avenor College				
Address	Street Drumul Padurea Pustnicu Nr.125A, Sector 1 Bucharest				
Telephone Number/s	Oana Fotino, Nursery Office/Admissions Manager, +40 (720) 288 211 Alexandra Andrei, Primary School Office Manager, +40 (741) 158 108 Andreea Blăgoi, Secondary School Office Manager, +40 (744) 490 520 Raluca Tarcea, Admissions & Communications Manager, +40 (737) 043 480				
Fax Number	+40 (373)874 900				
Website Address	http://www.avenor.ro/				
Key Email Address/s	diana.segarceanu@avenor.ro daniela.vasile@avenor.ro admissions@avenor.ro office@avenor.ro				
Principal/ Director of Learning	Dr Daniela Vasile				
Chair of Board of Governors/Proprietor	Diana Segărceanu (Executive Director)				
Age Range	2 – 19 years				
Total number of students	693	Boys	332	Girls	361
Numbers by age	0-2 years	13	12-16 years	234	
	3-5 years	93	17-18 years	50	
	6-11 years	296	18+ years	7	
Total number of part-time children	0				

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Avenor College is a non-profit British International school with a strong bilingual programme rooted in Romanian culture. The colleges mission is to “create the best possible future that is a fulfilled life for each of us and for all of us together”.

The college has its origins in Wonderland Nursery School established in 2003 to implement a British curriculum in the city of Bucharest, Romania. In 2007 a primary school was opened with only 5 students in Grade 1 under the name of Little London. In 2010 a middle school was opened on the Greenfield site, due to strong parental requests. In 2013 the school was rebranded as Avenor College. Since its initial opening the college has grown to accommodate nearly 700 students, aged from 2 to 19.

The school is now situated in two locations in northern Bucharest: an historic villa housing a Nursery and the custom-built campus of Avenor College for Nursery, Primary and Secondary sections.

The vast majority of families choosing Avenor College are Romanians. There are 118 children in nursery and 577 in the primary and secondary sections.

4.1 British nature of the school

Avenor College has a British nature and is organised in a typically British structure, both academically and pastorally. Characteristics of the provision at Avenor College are similar to those of an independent school in the UK.

- College policies and practices are based on the values, expectations and procedures of British Education.
- The curriculum is based on the National Curriculum of England, whilst reflecting the colleges geographical location and the rich heritage and culture of Romania.
- There are an extensive range of extra-curricular activities which provide all students with a rich selection of opportunities and experiences beyond the formal curriculum.
- The styles of teaching and learning are informed by UK best practice and underpinned by the Department for Education (DfE) guidance.
- Staff professional development is used to develop consistency and competency in the delivery of the recognised schemes and aims to ensure teaching is reflective of UK standards.

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- Parents are confident that Avenor College offers a high level of education based on staff meeting UK current teaching standards.
- Curriculum planning acknowledges and celebrates key national events in the UK, as well as host country ensuring that the college embraces democracy and mutual respect, operating within the laws of Romania.
- Students demonstrate high achievement in exams based on IGCSE and A levels.
- The students' ability to use English terminology across the curriculum is a real strength.

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5. *Standard 1*

The quality of education provided by the school

The quality of education provided is outstanding. The college fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is outstanding.

The youngest children follow the EYFS programme based on best EYFS practice from the U.K. The curriculum delivered ensures children experience high quality activities that encourage exploration and experiences of their world in a creative and personalised learning environment. The curriculum is interesting, broad and balanced. A cross-curricular approach motivates and inspires students in the acquisition of speaking, listening, literacy and numeracy skills. A secure foundation is provided for students through careful planning and mapping. The focus on early language development was visible in the lessons observed and in documentation provided. Language acquisition is clearly at the core of a curriculum appropriate to the youngest learners in the college. Subjects are not viewed in isolation, but form part of a wholistic approach to curriculum delivery. The development of continuous provision has successfully provided for a greater range of child-initiated activities.

The teaching of early literacy is excellent and children make rapid progress in developing these skills. The teaching of phonics is highly effective and comparison data highlights good levels of progress. Children enjoy working with adults in small groups, reading books and practising their phonics to help them read simple words. Teachers frequently read familiar stories to the children, taking every opportunity to encourage repetition and supporting children in spotting well-known words. Children are keen to show their writing skills and many are already developing good basic writing skills. Children quickly become confident in speaking and listening in English. Children achieve well in acquiring mathematical knowledge and skills and engage in a range of exciting and rich experiences to explore and develop their mathematical problem-solving skills.

A rich programme of curriculum enrichment adds significantly to children's learning opportunities and enjoyment. An extensive out of hours programme including activities such as ballet, cooking, drawing, music and physical activities, allows children the opportunity to explore their physical, social and creative domains.

The primary school plans and delivers a broad and balanced curriculum. Students access a wide variety of different subjects through class-based teaching and regular high quality timetabled specialist lessons. Through project-based learning, students develop their

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wide knowledge across a variety of topics. The wider curriculum is supported through a rich and varied extra-curricular programme, extending students skills, interests and talents. Students described an extended list of options including sports, arts and literary based clubs, with most students attending two or more after school clubs a week.

Avenor College continues to provide a broad and balanced curriculum as the students move through the school, effectively blending the British and Romanian curricula. In grade 6, students have the choice to follow the Romanian, national evaluation route, or the British international pathway. Within the British pathway students will continue to study Romanian whilst following the Cambridge lower secondary curriculum. Adaptations are made to fit the Romanian context and meet a full range of students' educational needs. At Grades 9-12 students prepare for Cambridge IGCSE, AS and A Level examinations in a wide variety of subjects.

The curriculum is enhanced with a number of enrichment programmes developed within the school, including project based learning and learning outside the classroom, supported by a rich and varied array of extra-curricular activities including sport, drama, creativity, expressive arts and academic clubs. The combination of curricular and co-curricular activities has been built around the school's values and supports students to develop the attributes of the Avenor learner profile. Teachers effectively plan the curriculum to provide a wide range of learning experiences supporting student engagement with their learning. The curriculum is reviewed regularly and middle leaders are empowered to be creative and innovative when responding to the changing needs of their students. An example is the transdisciplinary teaching of art, media studies, drama and ICT through a single project, 'how to build another me'.

Across the school, teachers demonstrate a deep knowledge and understanding of the subjects they teach and use questioning effectively to develop learning. Students are challenged to do their best through high expectations of teachers and this is demonstrated by the excellent behaviour and levels of engagement in lessons.

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5.2 Teaching and assessment

The quality of teaching is outstanding across all age groups of children and students.

Across EYFS classrooms, staff skilfully implement a range of activities that engage children's interest. In all lessons teachers prioritise children's communication and language skills, personal, social and emotional development, mathematics and early literacy. Teachers skilfully plan activities based on regular, accurate assessments of children's learning, knowledge and skills, and effectively adjust activities to meet the needs of individual children and groups who are at most at risk of falling behind.

In nearly all lessons and activities children were confidently initiating their own play to extend their learning through developing their language skills. Teachers were highly supportive in feeding in new vocabulary and challenging their thinking through effective questioning. Teachers actively observe interactions between children to gauge their understanding of levels of progress and the child's engagement in learning.

Lessons are active learning opportunities where children investigate and experience things, and 'have a go'. Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Teacher-student interactions are excellent and this supports a rich environment of continuous provision that the children can self-select and use to move learning forward. Classrooms and shared spaces throughout the early years are inviting, stimulating and well resourced. There are clear links between classroom displays and the activities going on in lessons. In corridors, shared areas and open spaces there are well designed, attractive displays that feature the values and vision of the school. These create a sense of shared community and are regularly referred to by staff and children/students.

Teachers engage with parents frequently, often daily, to help them support their children's development in the key learning areas. Seeking and sharing assessment information about children's progress with parents frequently supports the highly effective practice so that staff and parents can work together to help children to achieve. Children thrive in this caring learning environment. All children are valued, supported and treated with respect in a very safe and inclusive environment. Behaviour is excellent, with any issues being dealt with as they arise. The school provides a calm environment where children play and learn happily alongside each other. Children have their individual needs met successfully owing to the dedicated and knowledgeable staff team in place, who clearly recognise the uniqueness of each child.

The standards of attainment are high across the primary school and are in line with UK expectations or better. Students make rapid progress, in line with their ability, with many students exceeding their age-related expectations.

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Teachers deliver learning through a challenging curriculum using teaching methods that support all students to be able to access and make progress across lessons. Behaviour is excellent and this supports a calm approach to learning across all lessons. Teachers have a clear approach to teaching through discussion, and this was developed through the good level of subject knowledge. Students naturally engage in discussion, with both their teacher and peers, without the need for standard behaviour management approaches. In many of the best lessons, teachers demonstrated that they were skilled in questioning and the use of technology to enhance their teaching and drive student progress. Teaching of the specialist subjects was a strength across Primary.

Across Middle and High school, teachers work with dedication and passion to plan and deliver lessons which meet the needs of their students. They demonstrate a deep understanding of the curriculum and the subject being taught and in the best lessons, demonstrate an imaginative range of teaching strategies. In the High School teachers regularly make reference to examination specific assessment objectives. Teachers have high expectations of students in terms of attitude, behaviour and learning outcomes.

Throughout the Middle and High School the atmosphere is calm and purposeful during lesson transitions, ensuring a prompt, focused start to lessons. The environment of the school supports this atmosphere and contributes significantly to students' learning experiences. Within lessons students demonstrate highly effective behaviours for learning, ensuring they remain fully focused and on task. This is nearly always supported by the level of the learning activity being well matched to the needs of the students. Collaborative learning was a strong feature in many lessons across the Middle and High School. The atmosphere is a supportive one, in which students feel comfortable sharing their mistakes and celebrating the successes of others. Students reference metacognition and can articulate not only their outcomes, but the learning process.

Teachers in the Middle and High School have excellent subject knowledge and demonstrate an imaginative range of strategies in the best lessons, which include effective use of collaborative learning, impactful teacher-designed resources and careful integration of technology. The best lessons observed allow all students to manipulate, refine, and extend their understanding of the subject taught, developing an ownership of the learning process. Personalised, actionable feedback, references to metacognition and impactful questioning, enable students to verbalise what they had learned and what their next steps should be to further their progress. In the High School, CEM baseline data is combined with regular (6 weekly) internal assessments to track progress. This data is centrally recorded and is regularly accessed and manipulated by departments and individual teachers to identify students who might be under-achieving or require additional support.

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5.3 Standards achieved by students

The standards achieved by students at Avenor College are outstanding.

The youngest children follow the Early Years Foundation Stage Curriculum and are continuously formatively assessed and monitored by their teacher. Successful ongoing assessments effectively monitor children's progress and this is tracked thoroughly and as a result additional support can be provided to ensure each child is able to make good progress.

Learning is organised by topic and teachers devise a wide range of related activities to develop students' communication, numeracy and social skills. There are ample art and role play opportunities that encourage creativity and opportunities for physical play. The outside learning areas have been well developed despite the restricted space available.

This focus on developing each learner ensure children achieve well. Adults encourage children to develop their thinking and language skills through activities that challenge and excite young imaginations. Although many children start the EYFS with levels of attainment well below UK expectations by the start of Year 1 all have made rapid progress and nearly all are becoming confident in using English.

The primary school uses a range of teaching methodologies to encourage students to think and learn independently. Students show excellent attitudes to their work, and this is developed through teaching methods and teacher expectations. Teaching fosters self-motivation and the application of intellectual, physical and creative effort. Lessons demonstrate students' high level of vocabulary, when using English language, and this adds to excellent discussions to drive learning. The primary school implements a bilingual approach to learning. The school has a clear intention of ensuring that all students have strong language skills in both English and Romanian. Following the intense learning of the English language in the Early Years, the school identified that student's level of language in Romanian was not as strong as their English, when moving into the primary years, therefore, many of the lessons are taught using the Romanian language to support this area for development. Within lessons, both the teachers and students naturally use both languages to support understanding, creating a successful bilingual approach to learning. This has a positive effect on the development of the students and data shows a significant impact on progress.

In Middle and High School students' progress is rigorously monitored. Teachers are provided with comprehensive data that allows them to track the individual students' academic 'flight paths', making sure that all students reach their potential. Students make sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

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At the end of Middle School, Grade 8 students sit the Cambridge checkpoint tests in Mathematics and English. The overall school average of 5.6 (out of a maximum of 6) significantly outperformed the international average of just over 4. 100% of students who sat the Cambridge Advanced Certificate in English achieved the maximum A grade, quite an achievement for a bilingual school.

External examination results at both IGCSE and A Level are improving over time and are above UK expectations. At IGCSE 44.6% of students achieved A*/A in 2022 compared to 38.8% in 2019 (the last time examinations were sat unaffected by the COVID pandemic). At AS Level 33% of students achieved an A grade (the maximum grade at AS level) in 2022 compared to 20.9% in 2019. At A Level, students achieved 47% A*/A in 2022 compared to 34.3% in 2019.

High school students are exceptionally well prepared for the next stage of their education, with all students gaining acceptance to the university of their choice. Students benefit from a coherent and progressive careers programme as part of the LOTC curriculum, helping them to discover their true vocation. The students also benefit from continued university admission guidance allowing them to attend a variety of prestigious universities in Europe and beyond.

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6. *Standard 2* Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of students attending Avenor College is outstanding.

Students have a very positive attitude to their education at the college and this is evidenced through the regularly monitored evaluations. They are well-behaved, polite and show respect and empathy for others. Students are frequently encouraged to support each other, both within and outside lessons. Students willingly support each other with their learning and students are comfortable asking each other for help. They listen in a considerate manner to their peers and their teachers. From the youngest children upwards they are encouraged to talk about how they are feeling and they speak confidently about the school, "The school always wants us to be better and is a true community".

An appreciation of and respect for, their own and other cultures is encouraged through regular and varied opportunities to find out about different cultural traditions. Lessons focusing on this area are included within the school's programmes of study. Assembly themes such as the International Day of Peace and Holocaust Day are covered throughout the school. The college actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the college. Families are encouraged to support others through a wide range of charity collections.

Students clearly recognise the difference between right and wrong as demonstrated in lessons and social areas. This is an obvious strength of the college. It is reinforced by a strong triangulated partnership between college, student and home, built on mutual trust and respect. Parent representatives commented that behaviour is excellent and that their sons and daughters are taught to represent the college with pride.

The school provides an excellent range of opportunities for the students' voices to be heard, such as student surveys regarding developing the school canteen menu and redesigning new items of uniform such as the school hoodie. The college student council is seen to be a positive initiative having influence and impact on further developments. A wide variety of opportunities are provided for students to take on roles of responsibility and many are willing to do this. Students reported that the opportunity to join and lead projects was one of the schools many strengths.

Students have very positive attitudes to learning and are encouraged to take responsibility for their learning and develop the values, attributes, and attitudes of effective learners. They are self-confident and willing and able to learn from their mistakes. Students contribute very actively to school life outside the classroom and are given many opportunities to do so. The

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school offers good support to students and their families to help them make decisions about their futures. The PSHE curriculum underpins the students' understanding of themselves and the world around them. The impressive and innovative curriculum is not just academic in its scope and has been designed with the spiritual, moral, social and cultural development of students in mind. A comprehensive enrichment programme has also been carefully mapped out and implemented. It is clear that leaders at all levels are supportive of improving students' wellbeing and that this is a priority. There is a strong emphasis on wellbeing and there are a range of positive initiatives that support both student and staff wellbeing, including external talks from agencies to support mental and physical well-being. Students repeatedly confirm they know who to talk to if they have a concern and feel their concerns would be heard and supported. Students are prepared to make choices about the next stage of their education, training or employment and have attained or are on course to attain relevant qualifications to help them to progress towards their goal.

Teachers encourage students to express their individual views, without creating divisions between students. In many lessons, students are provided with opportunities to reflect upon, share and discuss their thoughts, ideas and beliefs. Throughout their time at the school, students are developing important qualities such as high personal and social skills, which will enable them to make a positive contribution to the society in which they live and be successful in the next stage of their lives.

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7. *Standard 3* The welfare, health and safety of the students

Provision for welfare, health, and safety of its students at Avenor College is outstanding.

The school has robust policies and procedures in place to promote the welfare, health, and safety of all students, which fully comply with government legislation and guidance. These policies and procedures are rigorously and consistently implemented and regularly monitored to ensure that students are exceptionally well cared for.

The school prides itself on going beyond the requirements of government legislation around safeguarding to ensure UK best practice is adopted. All teaching staff and many of the non-teaching staff undertake annual training provided by the Safeguarding Alliance. This training is reinforced during regular staff meetings and is a pinned agenda item at weekly senior leadership team meetings. This ensures teachers have a clear understanding of safeguarding procedures and are clear on their individual responsibilities. Multiple channels of reporting are easily accessible across the school and these are monitored twice daily by the Designated Safeguarding lead to ensure timely action is taken.

The PSHE programme is carefully planned in conjunction with the counselling team, whilst maintaining the flexibility to respond to current issues which arise throughout the year. The programme equips students with an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. This includes awareness of radicalization and extremism. The students are resilient to negative influences and can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness, and their emotional and mental wellbeing.

Every care and attention have been given to promoting students' welfare, health, and safety in school and on trips. Risk assessments identify any issues that might prove hazardous and prompt highly effective action to minimise risks to students. The accommodation and premises are safe, secure, clean, well-maintained, and regularly monitored to minimize risks to students. Students have a significant element of choice in the structure and content of their day; significant levels of age appropriate, proactive staff supervision ensure this time is calm and purposeful.

The school has an inclusive community, where relationships, staff student and student to student, are excellent. Students feel safe and valued and they reported no incidents of isolation or bullying. Student wellbeing is at the heart of Avenor College, and the school has a strong culture of vigilance. This is supported by a regular (every 6 weeks) wellbeing survey developed specifically for the school by a physiologist. Where concerns are identified, a 'team around the child' approach is adopted to ensure a personalised intervention strategy can be implemented. The school recognises the importance of partnership in supporting student wellbeing and has developed an innovative parental support programme.

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Parents have confidence in the school's procedures, and students feel safe and valued in an inclusive community.

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8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff at Avenor College fully meet the requirements of the BSO standards.

The school ensures that all standards regarding the suitability of teaching and non-teaching staff and keeping students safe in school are fully met.

A very detailed single central record is in place for all staff, with a robust system in place to complete all required checks on staff for suitability to work with children. The school fully complies with both UK and Romanian governmental regulations for employability of staff. Identity, medical, qualifications and police check, or ACRO/DBS checks and references were in place for all staff appointed to the school. This includes teachers, administration staff and governors. These are held in individual files and on a single central record by the HR manager in the school. Police checks are required for teachers who are in regular contact with students. Information regarding staff who have resigned in previous years are stored on this record, with certain information removed to ensure compliance with GDPR. All information is stored securely and confidentially. Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. At least two references, one from the most recent place of work, are sought which are followed up by the school. Any existing staff who were employed, as their first role in the school, before the requirements, have undergone a security check procedure to ensure that they are safe to work with children. Visa details are stored centrally on the single central record for all staff.

The school ensures that it follows all expectations for safer recruitment, including annual Level 2 safeguarding training for all teaching staff. They are current with the Keeping Children Safe in Education (2022) policy and this extends beyond the teaching staff to the administration staff who are responsible for safer recruitment and employability checks. Future plans demonstrate that the school will provide relevant administration staff with Designated Safeguarding Lead training to support this role.

Induction for teaching staff includes guidance around the expectations of the school. New teaching staff undergo an interim probationary review to ensure their suitability for the role. There are strong systems and procedures to welcome and support new staff as they arrive to the country.

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9. *Standard 5* The premises and accommodation

The premises and accommodation of Avenor College meet the standards for BSO and are outstanding.

The villa provision for the young children provides a safe stimulating environment. Full attention has been paid to the safety and wellbeing of the young children. The college has planning in place to further enhance the villa provision from the next academic year. Presently classrooms are well maintained and there is also good provision for specialist areas to fully support curriculum delivery. The well-ordered and stimulating environment of the Greenfield site supports a calm, purposeful atmosphere and contributes significantly to the students' learning experiences.

Since the last inspection, the campus has undergone significant improvements, including the opening of a dedicated secondary building. Extensive consultation with school stakeholders has driven these improvements, resulting in the delivery of new facilities including specialist science laboratories and preparation rooms, technology and expressive arts hubs and a purpose-built sports arena. The addition of a new building has created more generous learning spaces for Primary classes.

The redevelopment also had student welfare at its heart, creating flexible study areas for the older students as well as a spacious cafeteria and medical office. These specialist facilities, particularly in the Middle and High School, are conducive to stimulating lessons and support high levels of achievement. Future plans involve creating a languages hub and adding additional Nursery capacity to the campus. The nursery building is situated in the Casin area of the city and is well maintained. Common areas such as the ballet studio, gym and outdoor playground are used extensively to promote creative play. The leadership team demonstrates great effort in addressing space constraints and are considering innovative solutions. The plans to move some Nursery capacity to the Greenfield site should support this drive.

The levels of maintenance and cleanliness are monitored and maintained throughout the day to ensure the buildings and premises continue to meet the needs of the curriculum. The facilities team operate an effective system of up-to-date records, so issues are dealt with promptly and the highest levels of cleanliness, hygiene, safety, and security are maintained. Classrooms and common areas are well lit and ventilated and drinking water is readily available for students throughout the campus. Close attention is paid to external security using the latest technology combined with high levels of human interaction. A team of full-time nurses, highly visible security teams, and CCTV are deployed. The site has sufficient access to ensure emergency evacuations can be accomplished safely and speedily. Policy and procedures provide clear detail and guidance for relevant staff. Students have electronic ID cards which are scanned by security staff upon entry and linked directly to the school's

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attendance system. Security cameras are installed around the campus, and security guards are on duty throughout the school day.

Overall, Avenor College's premises significantly contribute to the students' enjoyment of their education, enhance their intellectual curiosity, and reflect the high expectations of the school. The school's focus on safety and security ensures that students can learn and thrive in a safe and supportive environment.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

Contact details of the school, owner and the Director of Learning are provided to parents and prospective parents on the college's website. In addition, the ethos, values, vision and mission are prominently displayed. Information about the school's policy on and arrangements for admissions, misbehaviour and exclusions as well as the education and welfare provision for students with special educational needs are readily available for parents and prospective parents.

Parents are positive about their communication with the school and value the personal approach and regular contact that keeps them informed. Those spoken to during the inspection commented that teachers and administrative staff are very accessible and responsive. The school website provides up to date information about the school, including the school's address, phone number and name of the registered principal. The school's mission statement is on the school website as well as in the school entrance. The school website also publishes key policies such as child protection, anti-bullying, health and safety so that this information is immediately accessible for parents and carers. Social media sites are also regularly updated with pictures regarding school events and there are links to these on the website.

Parents feel they are given clear indicators of their children's strengths and areas for development. Parents are given regular reports that give a clear indication of their child's progress and achievements. They also have regular formal opportunities to discuss their child's progress at parent consultation meetings. Parents consider that the transition of their children from one section of the school to another is well managed with careful preparation, useful information and sensitive support. The breadth and balance of opportunities is excellent at the college. Parents who had children in the Secondary section were able to describe the excellent provision for those students moving on to universities around the world.

A recent survey showed that the vast majority of parents agreed that standards at the college are high in every aspect that was measured, including educational quality, safety and student progress. All parents interviewed felt strongly that they would recommend Avenor College to new parents.

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11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints fully meets the standard required for BSO.

There is an extensive policy, which is effective, transparent and meets local regulatory requirements. The procedure aims to reassure parents and others with an interest in the college that any complaint against the school will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution. The school recognises that a willingness to listen to questions and criticism and to respond positively, can lead to improvement in school practices and provision for students.

The first point of contact for any parent who is dissatisfied with any aspect of school life is the student's class/form teacher. If they cannot resolve the problem, then parents are directed to contact a senior member of staff. If the informal process has been exhausted and no satisfactory solution has been found, the parent will be asked by the member of staff dealing with the complaint whether s/he wishes the complaint to be considered formally at stage one of this procedure.

Parents stated that concerns are dealt with quickly at this stage and resolved promptly. Parents reported that the Director has ensured that staff are always approachable and listen to concerns. They felt that complaints are dealt with fairly. If the parent is not satisfied that their complaint has been dealt with to their satisfaction, then parents may raise their complaint with the senior leadership team. The college board monitor concerns to ensure that parents concerns are taken seriously and acted upon swiftly.

If a parent remains dissatisfied with the response from the school's leadership team, then the matter can be raised with the Board at a formal level. There is provision for a hearing before a panel appointed by or on behalf of the proprietors consisting of at least three people not directly involved in the matters detailed in the complaint. One panel member is independent of the running of the school. Parents may be accompanied. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the proprietors and Director of Learning. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. They will share their findings with the parent and their decision will remain confidential. The college maintains records of complaints that are made to the school, and these are kept confidential. At a formal level, complaints were rare. The log of complaints recorded by the college evidence that parents' complaints are listened to and dealt with fairly. Formal complaints are very rare as parents have access to staff to ensure any concerns are dealt with at the earliest opportunity.

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12. Standard 8 Leadership and management of the school

The leadership and management of the school are outstanding.

Leaders have an inspirational impact upon the school community, enabling students of all ages to flourish. The governing body articulates a clear vision and ambition for the school, which is committed to excellence in all respects and the school culture provides an environment in which both staff and students are able to succeed and excel.

The ethos of the school is one which welcomes all students and staff. The logo of the school is designed to encapsulate the idea of celebrating individuality alongside the understanding of uniting as part of the Avenor College community. This can be seen through the positive and collaborative nature of the school. Relationships within the school are strong. Both staff and students have mutual respect, and this is considered as the social norm within the college.

Leaders make and carry through challenging decisions within the school. The governing body are very clear that they ensure only the best teachers are in their school and they go to great lengths to uphold this. Changes within the school have been handled extremely well, especially in relation to the COVID-19 pandemic lockdowns. The college made a swift change to an online school, ensuring that there was the minimum amount of disruption to learning, during these unprecedented times. The college was highly praised by the parents and wider community for their excellent level of online learning.

Governors of the school ensure that the finances are focused on the school priorities and are managed excellently. During the pandemic, there was a clear focus on supporting all members of the school community, whilst still maintaining high levels of education throughout. Where possible, the school was able to reimburse some elements of the fees to support families through this difficult period. During times of turbulence the school has managed to not only maintain the number of students on role, but also generate growth, demonstrating a very secure financial model.

Senior leaders have a very accurate understanding of how well the school functions and what needs improving. The school uses a collaborative leadership model to ensure that all leaders, at the senior level, play a key role in the development of the school. All members of the SLT are assigned responsibilities that are related to their role in the school or their professional development. The SEF is considered to be a working document and is used as part of regular meetings to guide and assess the progress towards any target areas. Data is used effectively towards the analysis of student outcomes. The senior leadership team demonstrate a relentless focus on maintaining the outstanding quality of the college.

Leaders have a clear focus on professional development, particularly in the area of developing leaders. The college has appointed a leadership consultant; an experienced educationalist

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who is based in the UK and supports them in an advisory capacity. There is a clear focus on developing the 'Golden Thread' of leadership throughout, with many of the leaders engaging in a variety of different NPQs, including NPQH and NPQLBC (Leading Behaviour and Culture). Staff are engaged in a structured performance management model to ensure continuous development for all. As part of the performance management model, the college has a mentor system to support any teachers that may need to develop their practice, within certain areas. As a result, teaching is highly effective, and staff are well-motivated.

Leaders have an excellent relationship with the parents of students. The school involves parents fully in the school and uses feedback to inform decisions. Parents are very happy and extremely supportive of the leadership in the school.

Avenor College is run in a highly efficient manner. Governors and members of the SLT hold staff to account for decisions made towards the quality of education across the college. The governing body are actively involved in the life and development of the college and make an outstanding contribution. The proprietor and governing body are fully aware of their responsibilities and ensure that all BSO standards are met.