



**British School
Overseas**
Inspected by Penta International

Inspection report

International School of Oradea

Romania

Date **6th – 8th June 2022**
Inspection number **20220606**

Contents		Page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by students	12
6	Standard 2 Spiritual, moral, social & cultural development of students	13
7	Standard 3 The welfare, health and safety of students	15
8	Standard 4 The suitability of the proprietor and staff	17
9	Standard 5 The premises and accommodation	18
10	Standard 6 The provision of information for parents, carers and others	20
11	Standard 7 The school's procedures for handling complaints	21
12	Standard 8 Leadership and management of the school	22

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 (including boarding); 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 UK. 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, 16 lessons or parts of lessons were observed. The school's documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, teachers, teaching assistants, a board member from the local municipality, parents and informally with students. Two and a half school days were monitored.

The lead inspector was Dr Mark Evans.

2. Compliance with regulatory requirements

The International School of Oradea (ISO) meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Overall, the quality of education and care provided at ISO is at least satisfactory and there are many good or excellent features. Students, parents and staff are highly committed to the school. The curriculum is broad and balanced. The management and leadership provided by the director and the headteacher is commendable. There is good pastoral care and welfare, health and safety. The spiritual, moral, social and cultural education of students is a strength, as it was at the time of the last visit.

3.1 What the school does well

ISO has many strengths. These include:

- students' positive approach to school and to their learning: they really enjoy being at ISO;
- teachers are good at supporting fun and engagement in the classroom, which further ensures learning;
- the governance, support and vision of the board, which is strong;
- the vision, energy, drive and commitment of the director and the headteacher, which underpin ISO's development and continued improvement;
- the high value placed on the students' spiritual, moral, social and cultural development;
- the good progress students make learning the English language;
- the high-quality administrative support provided by the school's office team.

3.2 Points for improvement

Among the school's strengths, the following are areas for possible development:

1. Further improve the quality of teaching, assessment and learning across the school, for example by:
 - seeking greater consistency in planning;
 - making sure plans are driven by feedback assessment data;
 - ensuring implementation of policies (or updating them if they are not considered to be fit for purpose);
 - raising academic expectations for all stakeholders.
2. Extend the programme for the formal sharing of good practice amongst teachers, so that all can benefit from the strengths of each other;
3. Ensuring the ethos and practice of continuous professional development for staff is closely linked to success in the development plan.

4. The context of the school

Full name of School	International School of Oradea		
Address	Calea Armatei Romane, nr 1F Oradea Bihor Romania		
Telephone Number/s	+40 359 178 757		
Website Address	https://isor.ro/		
Key Email Address/s	info@isor.ro		
Headteacher	Ms Ebony Ellis		
Director and representative of the proprietor	Mr Ahmet Dundar		
Age Range	18 months - 12 years		
Number of Students	<i>Total</i> 108	<i>Boys</i> 52	<i>Girls</i> 56
Student Numbers by Age	<i>0-2 Years</i> 15	<i>3-5 Years</i> 33	<i>6-11 Years</i> 52
	<i>12-16 Years</i> 7	<i>17-18 Years</i> 0	<i>18+ Years</i> 0
Total number of part-time students	0		

NB 8 pupils attend the school and follow the Romanian curriculum: they counted into the total above, but were not part of the inspection.

The school is located in the centre of the capital city of the county of Bihor, Oradea, in north-west Romania, near the Hungarian border. The city has 201,000 inhabitants and is a growing area for Romanian and foreign industry. It opened in September 2017 and is the first school in the area to offer a foreign curriculum.

Originally, the school was owned by the ISO Association which was founded by 3 entities: the Oradea Municipality, the Local Oradea Development Agency (ADLO) and the *Fundatia Lumina Institutii de Invatamant* (Lumina Foundation, a 25+ year old organisation of 11 schools). The latter group is now in control of the school, and the board of ISO Association is responsible for the financial and strategic development of the school. The Lumina Foundation is charged with the management of the school. This happens through an advisory council which consists of Lumina school directors. ISO is a not-for-profit private international school registered as a subsidiary of ISO Association (Asociatia I.S.O.), under Romanian law.

The Municipality of Oradea, Lumina Educational Institutions SA and the Lumina Foundation comprise the board of the ISO Association. The ISO board appoints a director who is responsible for the direct control and running of the school. General policy is decided by the school's senior management team. Financial management is carried out by ISO Association.

All students at the school live locally and many are of partial or full Romanian heritage: about 73% are of Romanian nationality, the other 27% representing 14 nationalities.

ISO is the first school in the area with a foreign curriculum. It seeks to show respect to the local culture: this is done for example through the introduction of Romanian classes in Primary, Celebrating Romanian National Day, discussing about *Aurel Lazar* (one of the important figures in Oradea history) and visiting the museum, public and private institutions at Christmas. In addition when introducing or reviewing new policies or approaches we ensure that we take into account possible reactions of the community. The school has set itself the goal to improve the educational standards in the city, by offering an alternative curriculum and activities for the community, including extra-curricular activities (ECAs), a conference in the field of education, and the singing competition which was organised just for students from other schools.

ISO is the only Cambridge International-accredited school in Oradea, having passed this accreditation in May 2018. This is its second BSO inspection.

4.1 British nature of the school

The ethos, nature and appearance of ISO are recognisably British.

The school is organised according to the structures used in English schools. It is the only school in the county following a British-style three-term calendar - Romanian state schools follow a two-semester year. Classroom management, displays of work, the three-term year and age-related year groups contribute to a British feel of the school. Teachers, many of whom are British, deliver the curriculum in the English language. The staff offer a broad educational experience recreating much of the UK independent school experience.

ISO uses the Early Years and Foundation Stage (EYFS) guidance from England. The National Curriculum for England is taught at Key Stages 1 and 2, alongside the Cambridge curriculum for English, mathematics and science. Assessment criteria are based on UK guidance, ensuring that all objectives are taught and reinforced through the specific subject and cross-curricular opportunities.

Assessment tracking evaluates progress made during a key stage as well as interim assessments throughout the year. There is monitoring of UK expected levels (from pre-2014) at the end of each year in EYFS, Key Stage 1 and Key Stage 2.

Many resources are UK sourced. Communications from the school to families and students are provided in English (translated as required), as are all school publications, reports, letters and the website.

Parents are highly supportive of the British nature of the curriculum – indeed it is one of the reasons they chose the school for their children. The school provides personal, social and health education based on a UK scheme: this reflects its aims and ethos, as well as promoting British values. Interviews suggested parents appreciate the British international style of education on offer, and a survey from earlier in the year, with returns from 21 parents, confirms this.

5. Standard 1

The quality of education provided by the school

The quality of education provided by ISO meets the standard for accreditation.

5.1 Curriculum

ISO provides a full-time supervised education for primary-aged students, currently up to Year 6. In addition there is a nursery and two EYFS classes. The principal language of instruction in all classes is English. There is a broad range of subjects provided, through the EYFS framework, the national curriculum for England (NCFE), the Cambridge curriculum and the Romanian national curriculum.

The principles and ethos of a British curriculum are fully in place. The curriculum of ISO is as is intended, accessible, broad, coherent, balanced and relevant. The curriculum policy and related procedures are detailed in the document about its mission and philosophy. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Subjects are taught at a level appropriate to the age and ability of the students, with English language being the main focus across the school in all subjects. The admissions process identifies students who will cope with the rigours of the ISO curriculum. The range of subjects offered ensures students have access to analytical, creative, intellectual and physical development. In addition, ECAs offer an extension of the curriculum and reflect parental suggestions and requests. In response to feedback and requests from children and parents, the activities change during the year.

Although the NCFE is used, it is enhanced by making connections to the local environment, especially geographically, historically and socially. Furthermore, Romanian continues to be taught using the national materials and expectations. When students show a specific gift or talent in a particular area of the curriculum, teachers report this to the parents and encourage that the child seeks to develop this further outside of school. Where the gift/talent can

be utilised or displayed in school it is, for example in the choir and art gallery for the recent gala.

Balance is maintained by ensuring that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole. Romanian language is taught as a modern foreign language, taught to first language speakers using the host country national curriculum in 2 lessons per week from Year 1. For children learning Romanian as an additional language, this is taught according to the teacher's planning, which reflects the aims of the policy.

The curriculum of ISO enables the development of the whole child through full-time supervised education which gives students experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative area, as set out in the mission and philosophy policy.

Personal, social, health and economic education underpins much of the work done at ISO. The scheme of work from one London borough has recently been adapted and adopted. The aim is to encourage students' lifelong learning in terms of developing responsibility and being prepared for experiences in adult life. For example, the school sets high expectations for students to be responsible for their belongings and the school, to monitor and taking care of one another and to care for the environment.

As the school utilises the national curriculum of England, students who need/wish to enter or re-enter, the UK educational system at an appropriate level, can do so easily.

Where the level of learning is below the age expected level, additional support is put into place. This can be through in class differentiation, small group or individual support, additional homework or an individualised education plan. This is initiated by the class teacher, who enlists the support of the student support programme (SSP) coordinator as necessary.

The SSP for students with additional educational needs can be accessed by teachers or by parents making referrals. Students are also encouraged to raise concerns if they are having difficulties. The SSP supports social-emotional and academic needs. Currently support is given by the wellbeing leader, learning support (LS) teacher, English as an additional language (EAL), *Read/Write Inc* (RWI) support teacher, SSP coordinator and by class teachers.

5.2 Teaching and assessment

Teaching and assessment are satisfactory, with many good features. They meet the standard required for BSO.

In the best lessons, there is noticeable pace, which excites and energises the students. For example, in a lower KS2 writing class, there were lots of different activities with a mixture of individual, paired and small group working. The teacher prompted the class with questions like “What do you need to remember?”. When the writing section came, the teacher was clear – 10 minutes only, which was a great motivator for the students. The class was clear about individual learning objectives and about overall success criteria.

There was sound teaching in the early years too. In one FS1 lesson, the class had access to live chicks, one yellow and one black. The excitement was palpable, although the students behaved with great kindness and care. The meeting with the chicks was appropriately followed up with the story ‘The Little Red Hen’.

Where teaching was less good, it is usually because of a lack of energy or differentiated activity.

Teaching across the school enables the students to acquire new knowledge, and make progress, increasing their understanding and developing their skills in the subjects taught. Much teaching encourages them to apply intellectual, physical and creative efforts, to show interest in their work and to learn and think for themselves. There is sometimes good emphasis on independent skills, for example in the nursery class at the beginning of the day.

Teachers have a good understanding of the aptitudes, cultural background and the prior attainments of the students. They generally ensure these are taken into account in the planning of lessons. Class time is generally managed well, with teachers employing a range of appropriate techniques to assess students’ understanding. Overall, teachers demonstrate good knowledge and understanding of what they are teaching. For example, in a humanities lesson for upper Key Stage 2 students, the teacher had excellent subject knowledge and was keen to share this with the students – the result of this was interested and motivated students, who learn quickly about the importing of salt and cotton into the UK during the Tudor period. There were some good ‘thinking

time' activities, although not having a printed copy hampered the progress of a few.

However in some lessons, lack of subject knowledge, specifically English language competence is an issue. In one EYFS class for example, it was difficult for the students to understand the consonant-vowel-consonant words, even with explanation from the teacher.

Relationships throughout the school are very positive. There is much laughter in lessons and in corridors, with the teachers and students both enjoying learning. There is excellent teamwork between teachers and the teaching assistants: they are a key part of the success of the school.

Classroom resources are of good quality, quantity and range. Every classroom is equipped with an interactive white board. Resources are used effectively. The use of IT as a learning tool for students is still developing, although there are more resources available now, compared to the at the time of the last inspection.

Teaching prepares students effectively for the opportunities, responsibilities and experiences of life in the UK and does not undermine fundamental British values. There is strong respect for individual human differences. Teachers show that they are having fun when they teaching, which promotes good engagement from the students. The school does not discriminate against students because of their personal differences and lifestyle choices.

To improve the attainment in reading across the school, *Read, Write Inc.* (RWI) was introduced in October 2021. Most teachers have implemented this well and the students are making good progress. The level of consistency is variable between classes, however. The expectations in lessons are sometimes not high enough.

The school has a satisfactory framework in place for planning and to assess student performance: this is continuing to develop gradually. The medium-term plan overview is shared with parents at the beginning of each half-term and this is created by each teacher. Daily planning is required for numeracy in FS2 and for English, mathematics and science in primary. It is not currently required for foundation subjects. The teaching and learning policy outlines the expectations of plans including a clear learning intention, activities that support the development of the skills and the of the adults in the lesson.

The main focus of assessment is to ensure that students have relevant and meaningful feedback, that scaffolds progression. Teachers are encouraged to use appropriate questioning in lessons and to mark all written work with stampers that indicate if the work is independent or supported.

There are four main forms of assessment in use. These are:

- all work has verbal or written feedback (when verbal is given, it is acknowledged on the recorded work)
- end of unit maths tests (primary)
- end of unit/half termly writing assessments (FS2 upwards)
- baseline and end of year independent writing task (whole school)

In September 2021, CEM tests were introduced at ISO. Although the results are not currently shared with parents, they have been used to support discussion in 1:1 meetings. It is planned to share them with parents from September 2022.

In practice, because class sizes are so small, it is easy for teachers to know their students' strengths and weaknesses very well.

5.3 Standards achieved by students

On the basis of the data available, students make progress in line with ability, with some exceeding expectations. Most students make good progress learning the English language.

On entry, almost all students are speakers of English as a second language. Progress however is rapid. By the end of the school year, at least 90% of students have achieved a good level of development. There is a data tracking process throughout the school, which identifies students' levels of attainment and progress. As the school is still small, individuals are known very well. Under-performing students are provided with additional support.

Attendance is taken at the start of the school day. Attendance during the inspection was around 90%. Nearly all students arrive at school on time. The main reasons for lateness are traffic or medical appointments. The main reasons for absenteeism is illness.

Students continue to be happy to come to school. They volunteer for additional activities such as helping at open evenings and performing in the anniversary gala. Both internal and the Lumina survey for KS2 about pupil attitudes have shown positive results. Students are encouraged to share their ideas and be involved in changes to the school, such as teacher recruitment, and events, ensuring that they feel heard.

Students mostly behave appropriately and this is helped by staff responding with consistency. Playtime incidents are few and students have been supported by peer mediators for conflict resolution – though because of staggered break times required because of the pandemic, they are not on-hand to support the younger children.

Attendance and punctuality have improved, year on year. Registers close 10 minutes after the expected arrival time. Staggered starts have remained in place since the pandemic, due to space and with consideration for any further medical concerns. An early departure list has been devised internally, although this data is not recorded on the MIS.

Attendance and punctuality is reported in the newsletter weekly, by class and to the children in assemblies each Monday. All parents have constant access to their child's data through the *MyEducare* App. Monitoring letters are

sometimes sent by the teachers to parents during the year, but not with any regularity.

Office staff are required to call the parents of absent children, if the school has not been previously notified or notified on the first morning of the absence.

Nearly all students are enthusiastic, thoughtful, well behaved and motivated learners. By the time they leave ISO, it is evident they have the personal and social skills needed to move successfully to the next stage of their education.

6. Standard 2

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) development of the students meets the standard required for accreditation. It is good, and remains a strength of the school.

ISO actively promotes tolerance and a respect for human differences. The school enables students to develop their self-knowledge, self-esteem and self-confidence through a range of experiences both in and outside of the classroom. Students are usually tolerant and supportive of one another. They enjoy the regular celebration of their own and each other's success. Students understand the need to support each other and the impact this has.

Most students are confident and not shy in contributing with ideas, responding to questions and engaging in discussions. They show a real sense of enjoyment and fascination in learning about themselves, others and the world around them. During a whole school assembly, led (for the first time ever) by the students themselves, the newspaper group showed their work and explained it. The 'Smart Generation' magazine had covered topics such as 'pirate day' and how to make a volcano. The students presenting and those listening intently, showed real development of spiritual, social and cultural skills.

ISO is also effective in enabling students to be able to distinguish right from wrong. Students are polite, respectful and good ambassadors for their school. They demonstrate a clear understanding of what is expected of them in terms of behaviour. Moral development of students throughout the school is good. The school staff work hard to ensure that students understand how individual liberty, tolerance, respect for school rules and for each other contribute to a caring society, at a level appropriate to their age.

Social awareness and cultural co-operation between students is evident in many lessons. Collaborative learning is a feature throughout many classes and in the playground, where students socialise and play together with their peers. The school fosters and enhances a feeling of togetherness and 'family'. Two students from the student council for example, reported back to the whole school about the school's fundraising efforts in support of Ukraine.

7. Standard 3

The welfare, health and safety of the students

ISO is committed to promoting the welfare, health and safety of all of the stakeholders, with particular regard for the students. The standards are good.

The main policies in use are on health and safety, and on the safeguarding and protection of the child. The administrator oversees site management with the support of the health and safety officer (who is the school nurse) and the director. There is a limit to how much can be acted upon, as the landlord of the building will not (for example) allow the removal of large, thorny rose bushes around the playground; thus the school successfully works around that.

The health and safety policy is monitored by the health and safety coordinator. This school year, there have been two fire drills, an earthquake drill and a lock-down drill. The fire safety procedures in place meet the requirements of Romanian law. The required legal documentation is resubmitted every three months. Logs of fire drills are held by the administrator and the evacuation routes are displayed around the school.

There is a contracted company for the site safety who is present from 7:30-17:30 during the school days. During non-school times, an alarm is activated by the security agent or a member of SMT. Control access systems have been implemented to better monitor the access to the classrooms and corridors.

The general cleaning in the school including the toilets are done by a contracted cleaning company, who are monitored through the health and safety officer: they have the cleaning guidelines which are aligned with the national cleaning requirements in schools.

Annual check is taking place for the safety of the electrical circuits in the school again as requested by the local requirements. There is a contracted company that is in charge of the maintenance of the ICT security, camera and network systems.

Visitors receive badges at the entrance after being checked by the security agent. All staff are trained in basic safeguarding and most in basic first aid. In August 2020, there was onsite training from a local provider and in August 2021, online training from the UK. Parents are sent basic health information most weeks in the newsletter. During the pandemic, this has included updates on the local rules.

The nurse and security guards are on site throughout the day and at least one member of cleaning staff. For comfort as well as to keep the building as clean as possible, students wear indoor and outdoor shoes.

There have been a small number of bullying issues and some behavioural incidents since the students' return after the school reopened, post-pandemic. The school noted an increase in the amount of Romanian spoken by students around the school, including some bad language, especially when non-Romanian speaking teachers were in charge. This and the bullying incidents were addressed by the headteacher by meeting with the students and parents individually. The wellbeing leader supported those involved, based on parental agreement and the wishes of the child. Most of the incidents were resolved to the parents' and child's satisfaction.

8. Standard 4

The suitability of the proprietor and staff

ISO is a not-for-profit private international school registered as a subsidiary of ISO Association (Asociatia I.S.O.), under Romanian law. The Municipality of Oradea, Lumina Educational Institutions SA, Lumina Foundation (Fundatia Lumina) comprise the board of the ISO Association. The ISO board appoints a director who is responsible for the direct control and running of the school.

General policy is decided by the school's senior management team (SMT). Financial management is carried out by ISO Association. The SMT is composed of the director, headteacher, educational director and financial manager. The director is the head of the SMT and reports directly to the board.

In accordance with the Romanian law and the standards required for BSO all staff, volunteers and long term and regular contractors are required to provide a police check before commencing work. All overseas staff are required to submit a police check from the last, and previous, countries in which they have worked and, where applicable, a check from the UK's ACRO Criminal Records Office.

The director and the HR department are responsible for all aspects in regards to the law enforcement for all the school employees and volunteers. All school policies and procedures are in accordance with the Romanian law. When outside contractors are utilised for a short period and the above documentation is not available, a member of school staff will accompany them at all times.

The HR can and did provide a single centralised list of all the employees and volunteers who have worked in the school since it opened, showing the dates when they commenced and ceased working in the school. This central register is kept by the administrator, showing the documents held for all members of staff.

9. *Standard 5*

The premises and accommodation

The premises and accommodation meet the required standard for BSO.

ISO is situated on the premises of a state high school and as such meets the local building laws and requirements. The school is authorised by local inspectorates for fire protection, good sanitation and good quality of tap water. The water supply meets the local regulatory requirements and it is fit for purpose in relation to the premises of an educational establishment. The drainage system is adequate for hygienic purposes and for the disposal of wastewater and surface water. Ecological products are used for all-purpose cleaning and maintenance. Pluvial water is drained in a different sewage pipe.

The school has good security arrangements for the grounds, in that a metal fence surrounds campus perimeter. There are 2 padlocked gates separating the high school playground and the ISO playground: one of these is only a metre high and sometimes high school students climb over it. The one entrance/exit is monitored by a security guard. Video cameras are installed both in and outside the buildings, and the front of the building is well-lit at night. The security guard's hut is situated by the entrance gate, where visitors are greeted, asking them to log in on the visitor's log, and state purpose and duration of their visit. Visitors wear a lanyard while they are onsite.

There are clear procedures for students leaving the school at the end of the day, including the requirement that students are only passed into the care of known parents or authorised carers. There is a ramp outside of the school which enables students or adults with limited mobility to access all the school. The school is on a single level and there are no steps inside the building.

There are 3 fire exits and 2 appointed people who are responsible for checking that all rooms and toilets are empty of students in the case of an evacuation. Fire drills are performed regularly and a record kept in accordance with the local requirements. Most staff attend the Romanian mandatory fire safety training.

All Romanian organisations have to have a unique control register, where all the inspectors from various public authorities (sanitation, labour, fire department, etc) log in whenever they inspect and write down the purpose of the inspection. All entries regarding inspections demonstrate that the school has never received a fine or a warning for disobeying legal requirements.

The lockdown procedure outlined in the health and safety policy required some modifications to the doors for each corridor, which have been done. Suitable toilet and washing facilities are provided for the sole use of pupils. The toilet facilities are separate from year 1 upwards. There is a medical room which is only used for the medical examination and treatment of pupils. The front area of the medical office (foyer) is used for short term care of the sick which is close to the washing facility and meets the local requirements. All cleaning, maintenance, supply and storage rooms and cupboards in the building are locked, in order to restrict students' exposure.

The maintenance and cleaning staff check the facilities on a regular basis, in accordance with local guidelines provided through the health and safety coordinator. The sound insulation and the acoustic conditions in the classrooms are suitable.

Although the size of the outdoor playing area is small due to the increased number of students this year, some arrangements such as split breaks have been put in place so the students have enough space. Since May 2022, a contract has been signed with the high school next door for ISO to use their sports hall for the physical education lessons.

10. *Standard 6* The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the standard for accreditation.

A welcome meeting is held at the beginning of each school year to share general and class expectations and routines. Parents are told that they can contact their child's class teacher whenever they have concerns about an academic matter, the wellbeing leader for social or emotional concerns (after speaking to the class teacher) and the SMT for anything unresolved.

The school also shared academic information, such as at the *RWI* meeting was held when it was first introduced: parents were invited to join onsite and online. A similar meeting was held for Years 5 and 6 families to share the resources for the pending lessons on puberty; sadly, only three parents attended. Previously open lessons were held for parents to observe the teaching in their child's classroom, but post-pandemic and since the return to onsite learning, this has not yet resumed.

The school has an open-door policy and parents are invited to share their thoughts, suggestions and concerns. Most teachers are confident to deal with parents. *ClassDojo* is used to post pictures of what the students do during the day at school, which is popular with parents. A weekly newsletter is sent to all parents to give a general overview of events happening at school.

Parent surveys by Lumina, have been completed for the last 2 years and show that parental satisfaction is good. The safeguarding policy, along with other relevant policies such as positive behaviour, health and safety, and complaints are published on the website. They are also referred to in the parent welcome meetings.

English is the main language of conversation in the school, including meetings and emails. However translation into Romanian is offered and some documents such as the student contract, application form and medical form are dual language.

There are several events throughout the school year to inform parents about their child's progress and general school information. There are many other ways that information is shared: for example in the autumn term, there is a welcome meeting, to share expectations and general information. There is then a series of follow-up meetings: class meetings, to share more specific information about the curriculum, daily routine and expectations. 'settling in' meetings, which are 1:1 parent meetings to discuss baseline assessments and address any specific questions and a school report and optional parent consultation.

11. *Standard 7*

The school's procedure for handling complaints

The procedure for dealing with parental complaints is robust and takes into account best practice.

The ISO complaints policy is written to guide concerned people on matters such as children's welfare, academic or behaviour issues, and also on non-academic complaints. It can be used by parents, students or visitors. The policy is shared with parents through the parent portal and is available to prospective parents on the school website. There are clear timescales set for the management of complaints.

The school regards that a complaint is any matter about which a parent of a pupil is unhappy and seeks action by the school. The policy describes three levels of concern, from informal, through formal and finally to consideration by a panel. Parents of ISO students also have the right to complain to Lumina Educational Institution.

If a panel is convened, it would consist of a member of Lumina Educational Institutions management team, or his nominated representative, a second representative from Lumina not involved directly in the running of the school and an independent committee member not involved in the management or running of the school.

The school suggests that all complaints will be investigated and the complainant notified of the outcome within 28 days. A record of all complaints would be made available to Lumina Educational Institution or any other accreditation body on request.

The school provides that a written record is kept of all formal complaints that are made, and the action taken by the school as a result of these complaints (regardless of whether they are upheld). ISO also ensures that all correspondence, statements and records relating to individual complaints would be kept confidential. To date, the small number of formal complaints have almost all been resolved at an informal level.

12. Standard 8 Leadership and management of the school

Leadership and management of the school meet the standard for accreditation, with many aspects of good practice.

ISO is the first school in the area with a non-Romanian curriculum. In addition to its internal mission and vision, the school has set itself the goal to improve the educational standards in the city, by offering an alternative curriculum and also activities for the whole community, like the singing competition which was organised for students from other schools.

The ISO senior management team consists of the director, the headteacher and the administrator. They meet weekly and review the annual plan, calendar of events, growth of the school (students and staff) and the policies – this works well. All operational decisions that concern the whole school are taken in those meetings.

This leadership team is set to continue to grow from 2022, with 2 middle leaders being appointed - EY, KS1 and the replacement of the headteacher, who will oversee education across the whole school (Nursery - KS3). The school is looking to create a cohesive school unit with consistent expectations that are aligned with each other, and the policies required in UK and Romania.

The director and headteacher appoint the academic staff needed: the director appoints all other staff. Once appointed, staff are appraised annually using the school academic appraisal policy. They have a meeting with the director and headteacher to agree on the targets for next academic year. If necessary, staff have more regular meetings to support the successful meeting of those targets. All teachers and staff are provided with regular opportunities for continuous professional development (CPD). All staff have CPD targets set in their appraisal. They are encouraged to find and complete relevant courses.

The director provides a monthly financial report to ISO board to keep a clear track of expenses and revenues on based on the school needs and potential sources of revenues. The school follows Romanian accounting regulations.

ISO is committed to continuing to provide the best quality education for the students and has spent a large amount of money on resources, on continuing professional development and on IT over the last 3 years. This is matched by the strategic plan for the school. This plan has been reviewed with staff and their input was sought in the autumn term.

Parents and students have also been given the opportunity to share feedback through surveys. These surveys give the school the opportunity to receive feedback and re-evaluate the priorities for the following school year.

The Lumina Association began to conduct observations and interviews about leadership and management in 2021: they found the outcomes were mostly satisfactory to good. Leaders were required to reflect on different aspects of school life. It is clear that the leadership and management of ISO does indeed focus effectively and communicates the school's aims and vision well, as well as actively promoting the well-being of students.