



**British School
Overseas**
Inspected by Penta International

Inspection report

Transylvania College

Cluj-Napoca, Romania

Date **9th – 11th March 2022**

Inspection **20220309**

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 The spiritual, moral, social and cultural development of students	13
7	Standard 3 The welfare, health and safety of students	14
8	Standard 4 The suitability of the proprietor and staff	16
9	Standard 5 The premises and accommodation	17
10	Standard 6 The provision of information for parents, carers and others	18
11	Standard 7 The school's procedures for handling complaints	20
12	Standard 8 Leadership and management of the school	21

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. 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, 73 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 Dr Mark Evans. The team member, working online, was Ms Sairah Shaukat.

2. Compliance with regulatory requirements

Transylvania College (TC) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

TC offers a British style education which is of a high standard. It is a creative and innovative school that not only provides a high quality of education and care, but also, as a priority, empowers, trusts and challenges students in terms of their personal development. The school's focus on developing leaders is a real driving force within the organisation, and brings with it excellent results. The school is producing students of all ages, who are unusually mature and truly passionate about the world.

3.1 What the school does well

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

- The unity of mission, vision and purpose displayed by the board, the head of school, the senior leaders and the students of the school
- The students, whose confidence, behaviour in class and around the school, and attitudes to learning are exemplary
- The world view and leadership qualities displayed by the students
- The very positive relationships throughout the school
- Provision and support of students who speak English as an additional language
- The breadth of extra-curricular activities and curriculum enrichment
- Communications with parents and responsiveness to any concerns raised
- The developments and improvements made since the previous report

3.2 Points for improvement

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

- i. Further develop the quality of learning and teaching across the school, including by sharing best practices of (for example) teaching techniques and classroom display;
- ii. Encourage teachers to experiment and innovate, monitoring the outcomes closely;
- iii. Review ways to embed innovation and creativity in all subjects and at all levels.

4. The context of the school

Full name of School	Transylvania College The Cambridge International School in Cluj				
Address	Aleea Baisoara nr 2A, Cluj-Napoca, Romania				
Telephone Number/s	+40 264 418 990				
Fax Number	-				
Website Address	www.transylvania-college.ro				
Key Email Address/s	paul.kennedy@transylvania-college.ro				
Head of school	Paul Kennedy				
Chair of Board of Governors/Proprietor	Ruxandra Mercea				
Age Range	1.10 months-18 years				
Total number of students	686	Boys	348	Girls	335
Numbers by age	0-2 years	36	12-16 years	221	
	3-5 years	102	17-18 years	73	
	6-11 years	254	18+ years	-	
Total number of part-time children	0				

The school is located in Cluj-Napoca, in the centre of Transylvania. The city has 450,000 inhabitants and is the centre of the Romanian IT industry. Students attend from Cluj, but also from Bucharest, Sibiu, Alba Lulia and Satu-Mare, as well as the international students whose families are involved in business or academic research locally. The majority of students in the secondary school wish to study abroad, at universities in English speaking countries, especially in the UK and USA. The school offers scholarships for students with good academic potential, but are experiencing economic or social hardship.

Transylvania College was founded by the Baciu family nearly 30 years ago. In 1993, they started The Happy Kids Kindergarten with 12 children in their apartment. After one year, as the kindergarten reached 160 students, the founders decided to open Happy Kids Primary International School. In 2004, the Middle School was opened as the International School in Cluj. In 2008, the Middle School was accredited by the Romanian Ministry of Education Agency for Quality Assurance of Schools (ARACIP). On 1st February 2009, the new school building opened for 240 students in the Kindergarten, Primary and Middle School. The school gained the *School of the Year* award in Romania in 2009. In the same year, the school expanded to run a Cambridge curriculum-based High School. In 2011, Transylvania College became a member of the Council Of British International Schools. In 2013, Transylvania College achieved Global Member Status in the Round Square association of Schools.

In the academic year 2015-2016, TC became the first school in Romania to implement the *Leader in Me* process. This is a whole-school improvement model that empowers students with the leadership and life skills they need in the 21st century (based in part on Stephen Covey's universally acclaimed '7 Habits of Highly Effective People').

TC is a rapidly expanding school, the current student enrolment stands at 677. The school provides for students from Nursery to Year 13. It offers a unique multicultural learning environment in Romania; the students enrolled here together with the teachers and staff represent 30 nations. Transylvania College is in its 28th year, gaining Cambridge accreditation to offer IGCSE and A-Levels exams in 2010 and achieving BSO status in 2013. The school is oversubscribed.

The school offers two lines of study: the International Line from Reception to Year 13 (ages 4 to 18 years) and the Romanian Line from Kindergarten to Grade VIII (ages 2 to 14), each of them following a specific curriculum. On the International Line, instructional programmes are delivered in English. The curriculum is in line with The National Curriculum for England. For the Middle School, Years 7 - 9, the school applies the principles and the structure of an integrated curriculum, based on an interdisciplinary approach. This is particularly visible in Humanities lessons. The high school also follows the standards of the Cambridge International Curriculum, accredited by Cambridge International Examinations. The curriculum in Key Stage 4 and 5 (the High School) leads to nationally and internationally recognised qualifications, IGCSEs and A-Levels.

4.1 British nature of the school

The British nature of the school is evident: it is a strength.

The language of instruction in the school is English. The school is organised according to the structures used in typical independent English schools. Classroom management, displays of work, three term years and age-related year groups contribute to the British feeling. All students wear uniform.

The head of school and key leaders all hold appropriate qualifications. Many members of staff are UK trained, qualified and/or experienced, and hold qualifications recognised by the UK's DfE.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents demonstrate that they appreciated and value of TC's British style of education. Communications from the school to families and students are provided in English.

Students display positive levels of empathy and tolerance creating a harmonious community. They have a clear understanding of British values. They undertake a number of key roles of responsibility and leadership and are democratically elected. Students are encouraged to develop effective social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They display a good understanding of the importance of rules, and the curriculum provides a good range of opportunities to encourage students to understand why society needs to have laws.

There is a clear commitment to providing a broad and balanced curriculum. Extra-curricular provision including clubs and school trips, are important: they include visits locally, regionally and internationally. The school ensures curriculum planning acknowledges and celebrates key national events in the UK, as well as elsewhere. Students spoke confidently and articulately on how decisions in Europe are perceived in the UK. Key individuals who have had an impact on the history of Britain are studied in Key Stage 3.

5. *Standard 1*

The quality of education provided by the school

The quality of education at TC fully meets the requirements of the BSO Framework. It is good with many outstanding aspects.

5.1 Curriculum

The quality of the curriculum is good with some excellent features.

The school provides a full-time supervised education for students of compulsory school age, meeting local requirements. The principal language of instruction is English, with the exception of lessons in Romanian and other foreign languages.

The curriculum is in line with the National Curriculum for England, for the international line of studies, from Reception to Year 13. For the middle school, Years 7 - 9, the school applies the principles and the structure of an integrated curriculum, based on an interdisciplinary approach. Since the last Inspection, the decision was made to introduce the full Early Years and Foundation Stage curriculum. A member of staff is undergoing her PGCE in Education specifically for this: parents surveyed in January 2022 are keen.

The high school follows the standards of the Cambridge International Curriculum as the school is an accredited member of Cambridge International Examinations. The school has appropriate written curriculum policies which are supported by plans and schemes of work. The effective implantation of the policies enables students to acquire skills in speaking, listening, literacy and numeracy.

The school has developed an extensive range of cross curricular and extracurricular enrichment programs, such as global awareness curriculum and the well-being curriculum, to balance academics and to promote deeper learning. Extracurricular clubs, according to students, provide excellent opportunities for developing leadership skills and boosting self-esteem.

At Key Stage 5, a broad curriculum is offered, with 18 subjects in total. This offers students the opportunity to apply to a broad range of university programmes and qualifications. Careers information, education, advice and guidance is excellent. It is well-focussed on entrance to higher education and to life beyond school.

The school was very successful in adapting its curriculum to support learners at home during the Covid-19 pandemic. Strong provision for online learning has been enabled by high-quality ICT provisions, including a 1 to 1 iPad policy and help desk support.

Students' learning is enhanced by widespread use of ICT. They intuitively use digital technologies such as creative writing blogs to produce highly quality writing master pieces.

Curriculum maps and lesson planning that have been refined under primary leadership ensure that lessons are well organised and always build on prior knowledge. Lessons are frequently innovative and engaging. They include teacher-led discussions, peer collaboration, individual pupil presentations, and numerous opportunities for practical work. Lessons are well-structured and productive. The school has a long-established culture of proper behaviour and manners. Students are aware that they will get the teacher's attention without seeking it inappropriately.

5.2 Teaching and assessment

The school meets the standard for BSO. The quality of teaching and assessment is good: there is no unsatisfactory teaching and some lessons are outstanding.

Teaching in EYFS and KS1, is mainly based around practical activities and focusses on developmental play, as well as the acquisition of core subject knowledge and skills. There are good opportunities for students to initiate and lead their own learning, leading them to become creative, enquiring, and independent learners. For example in a KG lesson observed, the atmosphere was friendly and exciting, and small things like a step to stand on when using the taps, helped students learn with confidence.

Teaching is good with elements of outstanding practice in Key Stages 1 and 2 and in the senior school. This encourages students to acquire new knowledge, and for most to make good or better progress from their starting points. For example in one Year 3 mathematics lesson, the atmosphere was quiet and studious: all were fully engaged and enjoying their work. There was high quality students' work displayed around the classroom, for example about soil formation and how to sort rocks. The lesson was focussed and students made good progress. Every child in the class has a leadership role. For example, plant keeper, class greeter and iPad helper.

In other classrooms too, display was good: there were stories (for example) about cats and dragons, although some of the work was unnamed.

The continued development of student-led lessons and differentiation in lessons to stretch and challenge more able students is beginning to contribute to the continued upward trend of students achieving higher grades at the IGCSE level; it is not yet fully embedded.

Planning often includes ways to make learning relevant. In a year 12 mathematics lesson on normal distribution, the teacher made use of the standardisation of examination grades each year, to explain the concept of a normal distribution. There was excellent understanding, for example that -2σ to $+2\sigma$ is indicative of 95% certainty. Students were confident exploring the concept of the continuous random variable, asking and answering problems such as 'find Sally's standardised score'. In a year 3 PE lesson, developing 'fitness for kids', the teacher had planned an excellent range of activities, from 'busy body, calm body', butterfly jumps, spot sprinting and 'tree felled' - a mixture of PE and yoga.

The teaching of English, speaking, reading and writing, is a strength: the quality of learning, work and outcomes are excellent. In the year 9 English lesson, the task was to choose an object that was not good for humanity and then to write a speech persuading

people to 'uninvent it'. There was excellent differentiation and the use of a mnemonic to remind students to use alliteration, facts, opinion and so on. There was very good use of video to stimulate the students' imaginations and well understood class rules that made the students explain each task, each time.

English is not only taught in English lessons. In an excellent year 12 history lesson on globalisation, the question to be debated was 'what is cultural imperialism?' Topics included 'are jeans, traditional clothing?' and 'can clothing show individualism'. The students were totally engaged and passionate, fluent and obviously felt very safe giving their own opinions. Progress made was excellent. Similarly, in a year 9 lesson on leadership, the topic was 'what is courage?'. Students had to choose a favourite quote from four options and then explain why they liked that particular one. The students again were highly engaged and motivated, and confident enough to stand on for their own opinions. There was also very natural use of iPads during the lesson.

In the less successful lessons, although still satisfactory, some students did not learn as well as they might have. In one year 8 mathematics lesson, for example, there was an appropriate introduction and the students were well motivated. But lack of differentiation meant that some students were not challenged and others find it found it hard to keep up. In a year 4 art lesson on cubist portraits, the concept of painting using a dice to dictate the next step, was not explained to students and whilst they followed the instructions correctly, they had no idea why.

A sound framework is in place to assess students' work regularly; information gathered is used to plan teaching so that the progress can be maximised. Teachers are encouraged to use the school marking policy to give feedback on students' written work. The styles of assessment used in Key Stages 4 and 5 equip pupils with the knowledge and skills necessary to enter the UK educational system at an appropriate level, if they desire to.

Individual target setting is used for all students, based on their standardised tests and regular progress forms are completed for all by subject teachers, then shared with senior leaders. The school has progressed well in terms of assessment practices. TC introduced the process of internal moderation of assessments; this supports the tracking system across the school. Teachers can now see the students' progress with more clarity.

In addition, there is a more consistent approach in tracking student progress through half-termly assessments and recording of student grades. When a student is underperforming the student is given an intervention plan which is shared with the family. The student is reassessed after 2-3 weeks to check that progress has been made and s/he is back on track.

5.3 Standards achieved by students

Academic attainment combined with a strong curriculum, good or better teaching and high engagement by the students means that the standards at TC are at least good and in many cases excellent.

All of students pupils are expected to demonstrate progress made at student-led conferences, each year. During these meetings, the student explains to their parents and class teacher or tutor, which work they are proud of. It is an opportunity to share and celebrate successes and to describe goals.

Most students join TC with very little or no English language. In the academic year 2020 - 2021, 100% of students in Year 5 achieved the expected level or above in the English Progress Tests; 44% achieved above. In mathematics, in the same year, 100% of students in Year 5 achieved at least the expected level and 52% achieved above. Figures in science were similar.

At the end of Key Stage 3, results on the Cambridge Checkpoint scores dipped slightly, because of a large group of Year 9 students relocating to the area, who had not background in the UK curriculum. Students who had been at TC for more than 3 years before, did well.

At the end of Key Stage 4, iGCSE results show continued progress:

Students who gained at least 5 grades A*-C including English and mathematics		
June 2019	June 2020	June 2021
73%	75%	84%
Students who gained at least 1 grade A*-A		
June 2019	June 2020	June 2021
40%	82%	88%

There is a similar positive trend at A-level:

Students who gained at least 3 or more subjects graded A*-E		
June 2019	June 2020	June 2021
70%	67.9%	96.9%
Students who gained at least 1 grade A*-A		
June 2019	June 2020	June 2021
55%	54.6%	81%

In terms of students' personal development, attainment is outstanding. Students in the senior part of the school who have been at TC for many years, are articulate, passionate and self-confident.

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

The spiritual, moral, social and cultural development of students is excellent, it is a key strength of the school. Students of TC demonstrate strong personal, spiritual, moral, social and cultural development in all respects.

Students are given a broad and balanced pastoral education with dedicated PSHE lessons: these encourage all to reflect and think deeply about moral issues. In order to help their own and the wider community, the students actively and willingly take part in a large number of different projects and activities. By asking students questions derived from everyday life, active participation in Olympiad aims to eliminate the question "What use does this subject have for me?" and better understand the value of the lessons taught in class.

Relationships between staff, students and peers are excellent. Students develop strong inclusive friendship groups, which are evident within school and through the strong alumni contact on social media platforms. Students are aspirational for their future careers, with younger students expressing ambitions to become vets, scientists, dentists and teachers. There is a high level of mutual respect and trust between students, teachers, and parents. Staff members have high social and moral expectations and serve as strong role models, demonstrating how to form positive relationships through their own actions and behaviour. Students report being 'happy and secure at school'. It is obvious that they develop favourable attitudes toward learning and are highly capable of expressing their thoughts, feelings, and opinions.

Initiatives like Round Square help to develop global competence, character and confidence in students at TC. School staff and students are trained in the *7 Habits of Highly Effective People*, *4 Disciplines of Execution*, *Speed of Trust*, and *Leader in Me* practices, which they apply in their daily work. These initiatives have a really positive impact.

The school has taken the initiative in bringing current issues to the students' attention. A plan of action has been developed in response to the war in Ukraine, raising funds for the Education Emergency so that refugees who come through the school can be housed. Students are highly engaged with this initiative.

The school's values and vision are displayed prominently around the school. They link well with the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Students take real responsibility for their learning and behaviour, and know right from wrong. They engage well with the wider local community through volunteer work. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles.

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

The overall welfare, health and safety of students are excellent and fully meet the standard for BSO.

Students are exceptionally well cared for. The safeguarding arrangements, which include training for both staff and students, as well as the board of advisors, are stringent and well-monitored. Safeguarding concerns are regularly reviewed, and robust risk assessments for trips and visits are in place.

The school keeps a thorough single register of all staff and volunteers who currently work in the school, and made this available to inspectors. This details all background checks undertaken on staff, and the dates they commenced and ceased working in the school. It is maintained securely and kept rigorously up to date. The school has created a culture of vigilance where student welfare is actively promoted.

The TC house system's purpose is to provide additional pastoral care, thereby contributing to the development of a well-rounded character. Students are given clear instructions on what to do if they think someone is at risk at school. At the start of each school year, all teachers and other school personnel receive focussed training.

During COVID-19, teachers monitored their students' well-being via the internet. *Sentiment Analysis* (an approach to language processing that identifies the emotional tone behind a body of text) is used by the wellbeing director, and the school has made arrangements to provide ten free therapy sessions to monitor the well-being of all students. Bullying occurs very rarely, but when it does, the authorities take swift and decisive action. An excellent and well-understood rewards and sanctions policy supports a comprehensive written behaviour policy.

Security is extremely tight, with security guards stationed at all gates and reception areas. They are courteous and friendly, but strictly enforce the admission of only those who are authorised. Arrival and departure procedures are extremely well organized, and security guards and senior staff monitor all gates.

Throughout the school, students demonstrate excellent behaviour in and out of class. Timeliness and attendance are closely monitored and recorded by a dedicated attendance personnel. Students almost always arrive on time for school and lessons, and attendance rates in both primary and secondary schools are excellent (above 95%).

Regular fire evacuation drills take place and fire extinguishers are regularly checked. However, current systems in place for evacuations could be refined to increase safety and efficiency.

The school promotes healthy eating through PSHE lessons and assemblies. In PE, a healthy, active lifestyle is encouraged and teachers discuss healthy food choices with students and parents. The school canteen provides freshly cooked food. A number of water dispensers are available across the school allowing students access to water throughout the day.

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

The suitability of the proprietor and staff meets the standard for BSO accreditation.

The owner has supported and encouraged a culture of high expectations and excellence which has a highly positive impact on student achievements. Board members appointed take a strong role in the school's strategic direction and make a valuable contribution to the continued success of the college. The owner and board members have a clear understanding of the development needs of the school. As 'critical friends', they set high expectations and monitor outcomes with increasing effectiveness. All have an accurate understanding of the school's effectiveness that has been informed by the views of students, parents and staff.

The development of consistent staff appointment and appraisal systems supported by effective performance management highlights the strong focus the college has on both developing staff and ensuring teaching is of a high standard. The school appoints both Romanian and international teachers and staffing ratios are generous.

Teachers are supported and developed through effective professional development opportunities that aim to ensure expertise is shared and best practices are consistently utilized in all aspects of teaching and learning.

The college meets all the host country requirements and is regularly inspected by the Ministry of Education. Local inspections highlight the many strengths and innovative practices implemented by TC.

9. *Standard 5* The premises and accommodation

The premises and accommodation at TC are excellent.

Students benefit from an inspiring, safe and secure learning environment. The place is kept immaculately clean and orderly at all times. It is well thought out and used to the maximum capacity. As a result, students develop a mature, resilient and balanced approach to their studies, which prepares them for the next stage of their education. It ensures that all of the curriculum's requirements can be met, and it helps students have a lot of fun while they're learning. Lifts make the school more accessible to all students and visitors, especially those with special physical needs.

The school has an on-campus medical facility that include a school clinic and a campus doctor who are available to students and adults in the event of a medical emergency or concern about their health. In terms of Covid-19 safety, the school clinic does an excellent job.

Particular care is taken to monitor the arrival of students at the start of the day. A highly effective 'drop off' routine is implemented to ensure safety at the busiest time of the school day.

Additional improvements have been made to the school site to improve its suitability, since the last inspection. These include LED lighting, check valves on drainage pipes, a rainwater catchment system, restoration of the roof coating insulation. There are further improvements planned, including installing fire-resistant doors, additional fire extinguishers and a fire barrier wall to the server; installing a generator, water pumps and tanks; installing anti-panic bars of the emergency exit doors; installing a smoke evacuation system in the stairway.

All classrooms have access to IT resources, including computers and internet access. All classrooms have allocated spaces for displays and whiteboard, blackboard or interactive whiteboard facilities. The corridors have many high quality displays that both celebrate students' achievements and inform learning. In some classrooms display is not used as effectively as in the best. All classrooms are equipped with computers and internet access. Many rooms have interactive whiteboards, speakers and digital projectors.

Outside areas are pleasant and well maintained. They are used for learning and teaching, and for recreation. Utilities are all monitored appropriately and meet local regulatory requirements.

10. Standard 6

The provision of information for parents, carers and others

The provision of information by the school is excellent and meets BSO requirements in terms of quality, variety and comprehensiveness.

The school website is very useful. It is extremely informative, interactive, and user-friendly. It includes all necessary information, such as the most up-to-date policies and information about the school's curriculum. It displays the relevant contact details, including the school's address, email address and telephone number. These details are also included on letters from the school. The school's vision is available to view on the website. All of the necessary information is easily accessible and comprehensible. The school's website is regularly updated, and it includes a section for parents that includes links to all policies. Parents are kept informed about upcoming events, date changes, and the most recent Covid-19-related measures, among other things.

Information, which provides admissions advice, support, policies, and the most recent inspection report for prospective parents is also accessible via the school website. There is also access to key policies, such as the anti-bullying, positive behaviour and health and safety policies on the school website.

For each student, parents receive three reports from the school each academic year at the end of each term. The termly report provides parents with an update on their son/daughter's progress. The termly reports will include areas of strength for the student but also targets areas for development for the following term.

Settling In reports give an overview for parents and the school of how a new student has settled into TC; if it is a student returning to TC, it allows both parents and the school to see how the student has reintegrated back into the school. They are issued to parents after the first 3 weeks.

Parents receive reports through an individual parent portal into the school's information management system. The parent portal also allows them to access attendance data and provides information relating to students' behaviour, timetables and the school calendar. The reporting cycle complements the student-led conferences, in which the parents are invited to hear their son/daughter explaining their progress and targets.

In kindergarten and primary, teacher-parent conferences are also scheduled. The school provides information to parents about upcoming events through *The Week Ahead*. This newsletter, emailed every Sunday evening gives further information about events in the school, as well as the lunch menu and important messages for the whole school community. *Secondary Update* is a weekly newsletter emailed to students and parents in secondary school,

reviewing the week and providing relevant information for senior classes. In primary, *Class Dojo* is used to share class-specific messages and news.

Academic News is an important feature of *The Week Ahead*. It gives information on academic events, academic results of the students, assessment periods, transition events, extraordinary planned lessons, major topics covered in any of the subjects, special projects needed for different subjects in different year groups, exams.

Parents report that they particularly appreciate how well the school communicates with them during difficult times, such as when the school was closed due to the pandemic.

11. Standard 7

The school's procedure for handling complaints

The school's policy and practices for handling complaints fully meet the BSO requirements.

The school publishes its complaints policy on the school website, which clearly sets out the procedure that would be followed in the event of a complaint. The Transylvania College complaints procedure is incorporated in the compliments, concerns and solutions policy. Compliments, concerns and solutions can be communicated in person or by email to the reception desk, the class or the subject teacher depending on the topic.

Each concern raised is considered important and is followed up by the relevant member of staff at the school. If a complainant is dissatisfied with the response received, they can raise the complaint at the next level.

12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school at TC are excellent.

The school owners, board and head of school's enthusiasm and commitment to the mission statement is unequivocal, infectious and ensures a strong community spirit prevails at all levels. The executive director and the head of school work closely together and are inspirational. Staff and students feel safe and highly valued. There is a positive and supportive relationship between the board, the head of school and the senior leadership team ensuring a truly whole school ethos and approach has been adopted across TC.

The whole team leadership and management team, including the board and the advisers, are reflective and driven to seek innovation and improvement, always with the students at the centre of their thinking. In the academic year 2017-2018, the school appointed an extended senior leadership team which began the process of examining its educational philosophy and its approach to education. This resulted in the school developing a new vision: *A Global Journey For Mindful Leaders* and a new mission for the school community: *Have a Voice, Make A Difference, Discover Your Spark*.

The vision and mission are central to the school's ethos and view of how education can be delivered in the 21st century. They are realised through the 4 strands that run through the school, *Academics, Wellbeing, Leadership and Global Awareness*.

There is strong evidence of a collaborative team ethos and collaboration exists at all levels ensuring student care and wellbeing is excellent. The middle leaders in both primary and secondary are highly effective. The primary subject leaders work in each of mathematics, English, Romanian, science and humanities. In secondary, there is a faculty structure, namely sciences, mathematics, languages, humanities and arts, and sports. These two groups have been instrumental in implementing the strategic development of the *Academics, Global Awareness, Wellbeing and Leadership* strands. The strands are interwoven and linked so that development in one strand supports development in another. The strand structure is reflected in the senior leadership team (SLT), with a member of SLT responsible for each strand, but working together and meeting regularly to ensure alignment of practice to the school's philosophy and purpose.

The quality of education has remained consistently high during the Covid-19 pandemic, through online, blended and face-to-face learning. Pupil and staff morale and wellbeing are high, and the staff retention rates are high. TC was the only school in Romania that created a unique protocol for the Covid-19 pandemic with the support of a Public Health Expert as a consultant. That protocol was shared with over 300 state schools in the country. It was the only school to test all staff weekly and then students on a needs basis.