



## **Inspection report**

# **Transylvania College**

**Cluj-Napoca  
Romania**

Date  
Inspection number

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20190218

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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 pupils; 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 pupils and pupils' 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, 36 full or part lessons were observed by inspectors. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of pupils. Two and a half school days were monitored.

The lead inspector was Nicola Walsh. The team members were Ian Battersby and Elizabeth Clancy.

## 2. Compliance with regulatory requirements

Transylvania College meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Transylvania College is a good school with outstanding features in pupils' welfare and personal development. This is at the centre of the school's ethos and purpose. The school's mission statement empowers all its pupils to 'have a voice, make a difference and discover your spark.'

Pupils are expected to take responsibility for their own learning. This is a strong feature of the school. They participate in a wide range of curricular activities that develop global awareness, well-being, leadership skills and age appropriate academic concepts. The influence of the work of the school extends well beyond the boundaries of the school through the 'Leader in Me' process.

The school offers a choice of curriculums in either English or Romanian. The pupils learn alongside one another and the school very effectively brings pupils - following separate curricula - together in a wide range of activities.

The school's founder maintains a keen interest in the strategic direction of the school and acts as a critical friend offering appropriate challenge and support to the director and senior leadership team.

#### 3.1 What the school does well

There are many strengths, which include:

- Articulate and confident pupils;
- The school's high focus on the well-being of the whole school community;
- The 'Leader in Me' process which empowers pupils to take on responsibilities and make a difference;
- Student outcomes in Key Stage 5;
- The quality of support for pupils making applications to universities.

## 3.2 Points for improvement

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

1. Develop further the quality of teaching across the school by ensuring that:
  - all pupils are provided with detailed feedback, both orally and through marking, so that pupils know how to improve their work.
  - all pupils are challenged and extended through the provision of different tasks that are well matched to individual needs.
  - teachers' have high expectations of pupils' behaviour in lessons to reduce the amount of low-level disruption in Key Stages 2 and 3.
2. Further develop the skills of the senior leadership team to accurately monitor, self-evaluate and benchmark (measure) the school's performance against other international schools.
3. Ensure there is sound leadership of the Early Years Foundation Stage (EYFS) curriculum in the Reception class.

#### 4. The context of the school

Full name of school/college	Transylvania College. The Cambridge International School in Cluj				
Address	Baisoara 2, Cluj-Napoca, 400445				
Telephone number	0040264418990				
Fax number	0040264418991				
Website	<a href="http://www.transylvania-college.ro">www.transylvania-college.ro</a>				
Email address	contact@transylvaniacollege.ro				
Head	Paul Kennedy				
Chairman of Board of Governors	Ruxandra Mercea				
Age range	20 months- 19 years				
Total number of pupils	628	<i>Boys</i>	316	<i>Girls</i>	312
Numbers by age	<i>0-2 years</i>	33	<i>11-16 years</i>	162	
	<i>3-5 years</i>	141	<i>16-18 years</i>	57	
	<i>5-11 years</i>	235	<i>18+ years</i>	0	
Total number of part-time children	0				

Transylvania College was established in 1993 and is the only International school in Cluj-Napoca. The school is under the High Patronage of Queen Margareta of Romania, Crown Custodian.

Since its inception in 1993, the school has offered the Romanian government curriculum. In 2010 the school became The Cambridge International School in Cluj, offering the English national and EYFS curricula alongside the Romanian government curriculum.

Transylvania College is a rapidly expanding school as the number on roll has doubled in the past five years. Currently there are 628 pupils on roll and admissions to Kindergarten are over-subscribed for 2019.

Classes are parallel so that pupils of the same age learn alongside one another. Within the International Line following the British National curriculum, the school is organised into Key Stages and year groups. The Romanian line is organised into grades.

The school works hard to attract and retain teachers to the school. Over 24% of teaching staff have taught in British curriculum schools or have UK qualifications.

## 4.1 British nature of the school

- The international line follows the English national curriculum and is organised into key stages and year groups: the EYFS curriculum is offered in reception class.
- The school's environment replicates that of a UK school with displays and shared areas that enhance and inspire learning beyond the classroom.
- The school is well resourced in materials that are sourced from the UK.
- The school offers a British curriculum experience for all pupils through the addition of initiatives in an English medium such as *The Leader in Me* process, exchange programmes and Duke of Edinburgh award.
- The organisation of the school has an essentially British hierarchical structure with principal, primary principal, heads of faculty and primary subject leaders.
- The school promotes British values through its vision, curriculum activities, displays and events.
- In the international line, the style of teaching and learning is British: pupils are in horizontal year groups, common to UK schools.
- There are active student councils, prefects, head girl and head boy and the school has a uniform policy, like many English schools.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by Transylvania College meets the requirements of the BSO framework.

#### 5.1 Curriculum

A policy is in place outlining the curriculum options available to pupils at Transylvania College. The school offers three curricula: the Romanian government curriculum, the English national curriculum and the Early Years Foundation stage (EYFS) curriculum although no reference is made to EYFS in the Curriculum Policy. The Romanian curriculum is referred to as the *Romanian line*. The English National Curriculum and EYFS curriculum as the *international line*.

53% pupils are enrolled into the international line receiving instruction in an English medium. 47% are pupils enrolled into the Romanian line receiving instruction in Romanian. All receive English language lessons

The Romanian government curriculum is delivered in classes in the Romanian Line from nursery to grade 8. About a third of pupils following the Romanian line leave Transylvania College at the end of grade 8 and join other local schools.

A kindergarten following the Romanian curriculum accepts children on roll from 20 months and is organised into 2 Nursery classes for children aged 20-26 months, 5 Kindergarten classes for children aged approximately between 24 months-60 months. At 60 months, children wishing to follow the Romanian curriculum transfer into Key Stars class.

The international line is offered from reception class to year 13. Children in the kindergarten wishing to join the international line join the reception class after kindergarten.

The reception class follows the EYFS curriculum. Phonics is taught using the DfE letters and sounds, but is adapted by the class teacher.

In the primary section international line, curriculum maps are in place for all year groups. Medium term plans, unit plans and weekly plans are in place, although these were not being consistently followed in all year groups.

The curriculum is enhanced with a wide range of extra-curricular activities such as the democracy and debating club, football, swimming, dance, drama and choir. The school



has external providers providing activities at the school which are also offered to pupils such as swimming lessons.

Additional events such as 'Book Week' and 'My Money Week' are popular with pupils and parents. These enhance the formal curriculum and provide opportunities for pupils to apply their learning through hands on experiences.

The school provides a full-time careers guidance and universities application officer. A high level of support is given to pupils throughout the University application process, including the preparation of the UCAS personal statement in support of their applications. With the permission of undergraduate alumni, personal statements are displayed at school to support current pupils. As a result of the high quality of support that is offered by the school most pupils secure places at a university. In 2018 86% of pupils secured places at their first-choice university. Most visit their first-choice university prior to A level examinations to gain an understanding of the new environment.

An active alumni association maintains contact with former pupils and enhances the curriculum offer. 'Meet the graduate's day' takes place in June so that year 13 pupils can seek useful information about life in universities overseas.

Pupils are also given a balanced range of career options and encouraged to discuss with parents the suitability of courses. Compulsory work experience for two weeks in June is provided annually to all year 10-12 pupils and is optional for year 13 pupils. This is led by the work experience officer who liaises with several local companies. Formal interviews are held for all pupils and places are offered to successful candidates.

## 5.2 Teaching and assessment

Most teachers demonstrate a secure knowledge of the subjects they teach. This is most evident in the secondary section. The quality of teaching at Key Stages 4 and 5 is a strength of the school.

All teachers have very positive relationships with pupils. Pupils feel safe in the classroom environment and able to answer questions and ask for help when required. Dialogue is used effectively to embed key concepts. Teachers regularly plan collaborative tasks that facilitate the participation of all pupils. In a year 10 English lesson, pupils were organised creatively into random groupings. This enabled everyone to contribute their ideas through discussion to write a love poem.

Pupil-led sessions are encouraged across the school. These are highly effective at motivating pupils to take responsibility for and developing an interest in their work. Pupils confidently led a session during the Leader in Me process which revised the *Habit 5: Seek First to Understand, Then to Be Understood*. Pupils in pairs mirrored and examined the impact of different listening styles.

Teachers plan tasks matched to the age of the pupils following the curriculum plans. In a year 8 music lesson observed, pupils of mixed ability worked collaboratively to rehearse and perform a whole class piece of 'Blues' music. Provision was made for those of different ability levels so that every student felt successful. However, in many lessons observed in Key Stages 2 and 3 teachers did not set tasks that extended or challenged the most able pupils to think creatively or solve problems themselves. Teachers set additional work for pupils who complete tasks quickly, but this is not always at a challenging level for pupils. This was also evident in teachers lesson planning, in discussions with pupils and in the scrutiny of pupils work books.

In all lessons observed, teachers' questioning was used to assess pupils' understanding. This was used effectively in a year 11 business studies lesson where a student forum was developed to encourage discussion in response to revision questions. This enabled the teacher to effectively address areas of uncertainty and clarify misconceptions. Reflective peer feedback was used in the plenary session to inform the teacher of students' progress against the learning objective. In a year 5 lesson, the teacher modelled hot-seating. In groups, pupils considered the emotions of the main character from the text, then considered open questions to ask their peers.

Strategies are in place to manage behaviour in lessons such as the classroom agreements which are evident in classrooms. However, teachers' consistent use of these strategies to reduce low level disruption in classes and improve punctuality to lessons is not rigorously implemented across the school. This results in the disruption to learning for some pupils at both primary and secondary level.

Science is a popular subject across the school. Practical lessons are enjoyed by pupils and the effective use of good quality resources enables pupils to increase their understanding and make good progress. Resources in all subjects across the school are of a high quality.

A framework is in place to assess pupils' work regularly and information gathered is used to plan teaching so that the pupils can make progress. Teachers are encouraged to use the school marking policy to give feedback to pupils on their written work. Although pupils are motivated to do well and frequently demonstrate a clear understanding this was not reflected in the quality of the pupils' written recordings of their work. Teachers' written feedback should be further developed to ensure that pupils know how to improve, eradicate common errors and take pride in their 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. In Key Stage 4, baseline testing assessments are recorded on the school management information system and a comparison is made with CAT4 data. Individual target setting is used for all pupils based on their standardised tests and regular progress forms are completed for all pupils by subject teachers and shared with heads of faculty and senior leaders. A round-robin system has been implemented as a shared online form for teachers to update and monitor pupils' performances and share any academic or pastoral concerns. Teachers find this to be an effective and time saving means of communication.

In EYFS, the teacher is beginning to use the outcomes to assess student attainment at key developmental milestones. This assessment is in place but has not been moderated and the judgements may be unreliable. However, the teacher had a very good understanding of her pupils and planned tasks effectively matched to individual needs.

## 5.3 Standards achieved by pupils

Across the school pupils enjoy learning and their attendance at school is improving. Pupils are keen to learn, and they regularly seek answers to questions about their learning. Years 12 and 13 pupils are particularly well motivated and enjoy the sixth form programme of study where class sizes are generally small.

English is the main language of instruction in the International Line. It was observed that in Key Stages 4 and 5 pupils have well developed literacy skills in English. There is a confidence in communication in multiple languages throughout the school. Year 10 French and year 9 Spanish lessons were taught predominantly in the native languages and the pupils demonstrated good oral understanding and responses. Across the school, 98% of pupils are using English as a second language.

In the international section most, pupils are attaining in line with expected UK standards across all subjects. In Key Stages 4 and 5, the standard was in line or higher.

In 2018 IGCSE English 93% pupils attained A\*-C in English and in mathematics 78% pupils attained A\*-C. At Advanced level in mathematics 88% pupils attained A\*-C with 38% pupils attaining A\*-A.

The school predicts that in 2019 IGCSE 87% of year 11 pupils will attain 5A\*-C. 33% of year 11 pupils are predicted to attain above their target grade. The number of pupils attaining 5 IGCSEs has increased over the past three years. An entrance exam has been introduced to ensure that all year 10 pupils admitted in the international line are able to cope with the demands of the English medium curriculum.

The school's internal assessment data in Key Stages 2 and 3 indicates that the percentage of pupils attaining in line with expectations is steadily increasing. The school attributes this to the training and development of support assistants, increased reading comprehension and an accurate diagnosis on entry of pupils requiring support for English.

At the end of Key Stage 2, pupils' attainment is broadly in line with or above UK expectations. As data has only been available for the previous two years, it is too early to make confident statements about progress of pupils.

In Key Stage 1, teachers record a termly overview of pupil's attainment and this informs planning. Evidence in pupils' workbooks and through pupil discussion and in lessons indicate that standards in Key Stage 1 are in line with expected standards for most pupils.

In the reception class, the EYFS baseline assessments for September 2018 indicate that attainment measured against early learning goals are above age-related

expectations for most pupils, though these results do not agree with other forms of evidence such as children's work books. These indicate that the attainment in English reading and writing is in line or below. As most pupils enter the reception class with little or no spoken English, this seems more likely. Pupils' work books and discussion with the class teacher indicate that the pupils make better than expected progress over time from low starting points.

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

The spiritual, moral, social and cultural development of pupils is well above the standard and is a key strength of the school.

The school empowers pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils speak confidently about their self-motivation to succeed at school. Pupil led sessions in the timetabled *Leader in Me* process empower pupils with leadership and life skills. It provides a common language for all pupils to support their personal and social development. The pupils are familiar with the '7 habits' idea and its use is apparent throughout the school. The student led conferences develop pupils' self-knowledge, self-esteem and self-confidence. In these conferences, pupils meet with and report to their parents on performance in school and progress in lessons, with the guidance and support of the teacher. These have been very well received by parents and are popular with pupils.

Pupils show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely. The whole school Global Awareness programme was set up two years ago and is run as an extra-curricular activity where pupils are encouraged to set up initiatives with teacher support. It forms a whole school progression of learning experiences created for all the students. Recent groups have included the Eco Project, setting up of a museum and the Baisoara Project. This is a partnership with a Romanian rural school. The school seeks to find ways to contribute to the sustainable development of the community of Baisoara. Pupils work together in developing service learning and long-life learning skills, such as IT and media skills, environmental awareness, communication and collaboration. They carry an oral history research to collect information and items for the museum visiting and interviewing the locals.

Through the Lighthouse Scheme, Key Stage 5 pupils are organising an International Summit Day to be held at the school with nine delegates from around the world, The International Youth Summit of Transylvania. The Lighthouse scheme has also introduced initiatives such as no plastic in school and a healthy eating salad bar in the school's canteen. The school is an active member of Round Square, a global organisation focused on character education and experiential learning, enabling pupils to attend conferences.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through the application of a broad and balanced curricula. Multi-faith religion is taught as a national curriculum programme in the primary school whilst in the secondary school, it is delivered through personal development and leadership sessions. Through these pupils are taught to understand and respect people of different faith and beliefs.

The Duke of Edinburgh International Award is offered to pupils in the secondary section. There are eight pupils currently working towards the gold award. One group of pupils plan to cycle between the three cities of Eastern Europe this year to meet the requirements of the award. Key Stage 3 pupils are encouraged to enter the UK maths challenge each year. The school's choir enjoyed performing the *Children's Rhapsody* with a famous Romanian singer, Alexandra Ungureanu, at a local event in Cluj in 2018. Pupils enter an art competition each year run by local companies.

This year the school calendar includes four whole school assemblies and whole school themed days, for example Pirate Day and Crazy Hair Day.

The school embraces tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. A Romanian craft exhibition corner is displayed in school and celebrations took place to celebrate one hundred years since Romania became a country. An international day is celebrated annually by the whole school where foods and costumes from around the world are shared and individual cultures celebrated.

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

The provision for welfare, health and safety of the pupils fully meets BSO standards and is well above the benchmark required.

Appropriate written policies are in place to ensure the welfare, health and safety of the pupils. These have been drawn up by the SLT led by the health and safety officer and include health and safety (which includes fire safety and evacuation procedures, and first aid procedures), safeguarding and child protection (including the student collection procedure), safer recruitment, behaviour and anti-bullying. Academic and pastoral staff liaise closely to keep up-to-date on any student concerns.

Effective arrangements are made to safeguard pupils. The wellbeing director reported that refresher safeguarding training is provided for all staff on an annual basis at the beginning of the school year, and that middle leaders have received additional training through RAW Training.

The attendance of pupils is a high priority and displays featuring attendance were displayed prominently around the school. The school requests that parents inform the school on the first day of absence. They are expected to complete a form online to alert the school to an absence that is unforeseen. In the event of a parent not completing the online form the school contacts the parents on the first day of absence. Registers are completed at the start of the school day, and at the start of lessons in the secondary section.

There are well established security routines in place. Security officers monitor the entrances and exits of the site and complete inspections of the perimeter fence three times a day. CCTV is in place with access given to members of the senior leadership team as and when necessary. Internal security doors restrict entry to the teaching areas and can only be accessed with a security card. The school swimming pool, science laboratories and access to chemical substances have an additional security door and access is restricted to pupils. All visitors to the school site are always required to sign in at the reception desk. They wear a visitor sticker or lanyard to identify them as visitors on the school site.

Digital safety is taught through computer science lessons and personal development time. The 'Securly' system filters and monitors the online content pupils access through their iPads both at school and at home.

At the beginning and end of the school day, most pupils travel to and from school by car. A one-way system operates in the car park which is effectively supervised by security officers and other members of staff. The pupil collection procedure is effective. Younger pupils wait in designated areas to be collected by authorised adults. Older pupils' safety is ensured at the end of the school day through the implementation of 'the dot' system. A dot is issued and



attached to pupils' mobile phones where parents have authorised unaccompanied departure from school. This is checked by security staff and supervisors.

A doctor and nurse are on-site throughout the school day. Staff are trained in first aid. Accidents are logged using an accident report form which is presented to the health and safety officer. Injuries and illnesses are treated by the doctor or the nurse; each being logged on a central record. Health and dietary checks are made to ensure compliance with Romanian requirements. A nutritionist works one day a week, both with the canteen to improve the nutrition of the meals provided and with class teachers to educate the pupils about living healthily. The quality of the meals provided at school is high and reported as a strength by staff, pupils and parents. A breakfast club is offered to Reception and Kindergarten pupils.

To support the pupil's mental health and well-being the school has recently employed four psychologists. Pupils feel well supported across the school and are happy to speak to a member of staff or wellbeing advisor if they have a concern. The school employs two wellbeing advisors in secondary, as well as providing a college counsellor and UCAS coordinator whom pupils in KS4 and 5 can approach at any time.

Fire safety standards go well beyond the local regulations. An external company has provided training for staff and regularly checks the equipment. Fire evacuation is practised each half term with observations recorded centrally and evaluated by the health and safety team. One recent change has been the purchase of class sets of blankets so pupils can evacuate the building in extreme cold weather without the need to get coats.

General standards of behaviour around the school are good. A written behaviour policy is in place based around the *Leader in Me* principles. In September 2017, a programme of restorative justice was introduced. Teachers have been trained in this new approach and it is beginning to change the behaviours of individual pupils. Sanctions to be adopted in the event of a pupil misbehaving are stated in the behaviour management policy.

The level of student supervision at break times and lunch times is good, with staff deployed to specific locations around the site to ensure pupils are well cared for. An anti-bullying policy is in place which gives a clear definition and guides staff in their proactive approach and the response should bullying behaviour be observed or reported. Staff parents and pupils report a zero-tolerance approach to bullying.

Guidance regarding risk assessments for trips and visits is made clear in the trips and visits policy. Risk assessment are submitted to the health and safety officer and copies kept centrally. The health and safety policy states that regular safety inspections and risk assessments of the school are carried out. However, specific areas of risk or inspection are not identified for example, specific guidance regarding the possible risk of injury during PE sessions was not evident.

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

The suitability of the proprietor and staff is well above the standards required for BSO.

Prior to appointment all members of staff undergo rigorous checks to ensure their suitability. Child protection measures are in place beginning with a clearly defined Safer Recruitment procedure for all staff. Romanian staff are required to provide the relevant police checks, staff recruited from the UK are required to submit a DBS certificate. Non-European staff are supported by a relocation agency to submit the correct documentation verifying their details. A single central record is in place which contains the details of Identity checks, attested qualifications, references, medical and police checks. The single central record meets the high standards expected in the UK and is regularly reviewed and kept updated. A hard copy is also maintained. Contractors and volunteers also meet the requirements of the single central record. Members of the school's board have identity checks completed and are police checked.

Staff new to the school are required to become familiar with the school's safeguarding procedures during the initial induction period. Refresher safeguarding training is provided for all staff on an annual basis.

The school works hard to recruit teachers for the International Line with qualifications and/or experience of working in a UK curriculum school. These teachers must provide further checks that go beyond what is required of locally recruited teachers. It is also a challenge to recruit locally suitable staff as Cluj has a very low unemployment rate. Therefore, the school works hard to recruit and retain all staff. An annual personnel satisfaction survey 2018 revealed that over 90% of staff at the school intend to remain with the school for a further two years. Staff welfare is a high priority at the school. A comprehensive register is maintained of all staff including the directors who have been employed at the school since the last inspection.

The proprietor of the school is the school's founder. She is highly respected amongst the local community. She attends termly board meetings, meets regularly with the principal and the executive director of the school. The school's proprietor observes in meetings but does not participate. She is now involved in the strategic development of the school and has relinquished the day to day running of the school to the executive director and head of school. Her work now extends beyond the school as she is involved with the work of the Romanian Foundation to train teachers and improve education in Romania. She is an active board member on the Round Square group of schools and has many global connections with international organisations that are working towards improving education. She therefore remains updated in recent educational initiatives and research.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation meet BSO standards.

The main campus building is owned by the school with additional areas, such as the forum leased on a permanent basis. The school site has grown as the numbers on roll have increased such that the site consists of separate blocks, linked by adjoining doors and stairways.

The main teaching areas in block A and block B are clean, well maintained with suitable lighting and insulation providing a suitable learning environment for the pupils. The school uses Apple TVs and follows an iPad learning scheme for staff and students. Classrooms are clearly labelled and accessible to pupils.

Primary classrooms have attractive displays highlighting student's personal development targets, 'Leader in Me' materials, examples of work and well labelled resources available to encourage student's independence.

Secondary school classrooms, except for subject specialist rooms such as music, art and science are used by different subject teachers. Limited subject related material to support pupils or examples of pupils' work is on display in these classrooms.

Corridors and stairways are well lit and maintained. Lifts are available for pupils with disabilities and are maintained by outside contractors. Reflective seating areas for reading, quiet reflection or study are well provided for throughout the school.

Lockers are available for use by pupils. Throughout the school shared areas are attractively decorated with student's creative work or displays regarding initiatives in the school. The music room is an attractive space, separate to the main body of the school. High quality recording and amplifying equipment is available and in use by pupils.

A library area for visitors to the school is provided in reception where virtual books are displayed visually with barcodes. They can be accessed electronically by reading the barcodes on their mobile phones. This was provided by a local sponsor. The provision of a sixth form library as a quiet place to study between lessons is very conducive to learning.

A 'Silent room' is provided by the school for the exclusive use by staff and sixth form pupils as a quiet and reflective area to promote well-being.

Medical facilities are available for the examination and treatment of pupils. The canteen area is within the leased area of the school, and the two 'forum' areas provide adequate seating for the pupils, although this is staggered due to the restricted space.

There is an adequate supply of hot and cold water for washing. Drinking water is available. There are age appropriate toilets for pupils and separate provision for staff. A gymnasium, changing rooms and showers are provided for pupils.

Outside the pupils spend their breaks on the outdoor sports pitch, the field and when the weather allows in the 'forest' area which includes a recently installed 'eco-park'. In addition, there is a dedicated Early Years outdoor learning space.

Pupils, staff and parents all agree there is a need for additional larger sporting facilities. This has been identified as a long term aim for the school.

## 10. Standard 6 Provision of information for parents, carers and others

The provision of information for parents, carers and others fully meets the standard: it is well above average.

Relevant policies and useful information regarding the school is published on the school's website. This is also made available to parents on request. Annual written reports are provided to parents about their child's individual achievements two times a year. Settling in reports are provided to parents of pupils who are new to the school three weeks after they have been admitted into the school. Student led conferences are offered twice a year and these have been very well received by parents.

Parents felt very well informed and that the provision of information was relevant and useful. The Week Ahead is a newsletter that is shared weekly with current pupils and their parents. Class Dojo is in use daily in lessons by teachers, WhatsApp groups and a closed group on Facebook keep parents updated about the events that are taking place in school. The management information system parent portal holds a wealth of information for parents and supplements the other forms of communication.

A wide range of channels of communication exist between the school and its stakeholders. There are many opportunities for parents to meet with teachers and gain information on the life of the school. Before the start of term teachers offer an 'Open House' where parents and pupils are invited to visit school and meet their teacher. Family Learning Saturdays and Thursdays enrich parents understanding of important issues. They are offered by the school four times a year. Recently topics such as behaviour, healthy relationships digital worlds, strengths of character and measuring progress have been offered to inform and educate parents. The Lighthouse team offers support networks to parents and is an important link between home and school.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

The school's leadership team have ensured that a complaints procedure is clearly stated in the Compliments, Concerns and Solutions document and this is available on the school's website. A clear procedure is detailed and includes a step-by-step diagram that shows how stakeholders can raise a complaint and make an appeal. This also includes a clear time scale of 5 working days for the management of a complaint.

The school states that the number of complaints has reduced significantly over the past four years. They attribute this to clearer lines of communication. Complaints raised are dealt with by either the director of public affairs who deals with non-academic complaints or the head of primary and the head of school who deal with academic complaints. Most academic complaints are resolved by class teachers and do not escalate beyond this stage.

Overall parents and pupils felt that complaints were dealt with effectively and resolved quickly. The school's documents indicate that complaints that are unresolved are extremely rare.

## 12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school meets the standard.

The school's leadership team is supported by school's board of advisors. The board consists of eight parents and eight local Romanians. They offer strategic levels of support to the head of school and executive director. They ensure that high standards are maintained at the school. They actively promote the well-being of all pupils and members of the school's community.

The school represents a community of professionals who are committed to the vision which is shared across the school. 'A global journey for mindful leaders.' The school's action plans reflect this vision and are organised around four strands: academic, well-being, leadership and global awareness.

The school's self-evaluation document and action plan have accurately identified the strengths of the school and areas for improvement. The staff structure was revised in 2018 to support the implementation of a new educational philosophy and manifesto based upon this vision. The school has a shared leadership structure that is proactive and leads by example. Most leaders have a teaching commitment. The senior leadership team consists of 10 leadership positions including the head of school. The extended leadership team comprises of 3 leadership positions who are involved in the administration of the school. The extended leadership team meet fortnightly. Heads of faculties and primary subject leaders meet weekly. The executive director of the school who also has a weekly teaching commitment meets weekly with the head of school and members of the senior management team. She is very well informed on the school's performance.

In the secondary section the introduction of Heads of Faculty roles across the curriculum has provided middle leaders with an opportunity to contribute effectively to the pupils' academic development. Heads of faculty monitor student progress through shared regular assessment data held on the SIMS system, CAT4 testing, VIA tests, internal progress tests and Year 9 Cambridge Checkpoint testing. The recent appointment of primary subject leaders and a new Principal to the primary section are beginning to show positive impact on raising the quality of teaching and learning, as suggested by recent progress tests.

Performance management of teachers is in place. The head of school has overall responsibility for lesson observations. These are tracked on a shared hard drive. The school has invested in several training opportunities for staff; Child Protection and Safeguarding for both academic and non-academic staff, training for staff in the *Leader in Me* process, in-house training for selected staff in European Union data protection, pivotal behaviour and safety, and online training courses. Several UK conferences have been attended by staff.

New teachers to the school are well supported by the provision of mentors. Each mentor has the responsibility of three staff members. They meet regularly to observe and support teachers new to the school. Four IPGCE student teachers are mentored by experienced teaching staff.

The school has established links with seven local schools and strives to share best practise. The school will support a further fifteen schools in March 2019 as part of a five-year programme. Three scholarships are offered annually.

The school runs effectively. Timetabling is efficient and the school's facilities are well used. Leaders and managers carry out their duties effectively and have successfully addressed the recommendations raised by the previous inspection report.

### 13. *Standard 9*

#### The quality of provision for boarding

Not applicable. The school no longer offers boarding provision.