



**British School
Overseas**
Inspected by Penta International

Inspection report
Transylvania College
Cluj-Napoca
Romania

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Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	3
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	8
5	Standard 1 The quality of education provided by the school	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	11
	5.3 Standards achieved by students	13
6	Standard 2 The spiritual, moral, social and cultural development of students	15
7	Standard 3 The welfare, health and safety of students	17
8	Standard 4 The suitability of the proprietor and staff	19
9	Standard 5 The premises and accommodation	20
10	Standard 6 The provision of information for parents, carers and others	21
11	Standard 7 The school's procedures for handling complaints	22
12	Standard 8 The quality of provision for boarding	23
13	Standard 9 Leadership and management of the school	25

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, 34 full- or part- lessons were observed by inspectors. 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 member of the board and a range of teachers, parents and groups of students. Boarding accommodation was inspected by inspectors, staff interviewed and student's views taken.

The lead inspector was Colin Dyson, team member was Silvana Murphy.

2. Compliance with regulatory requirements

Transylvania College meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Transylvania College provides a good education for all its students.

The school has an outstanding ethos of care and guidance and strives to meet the needs of all its students.

The quality of teaching is good and most students make progress in-line with their abilities. Students graduating from the college achieve high results and nearly all gain their first choice universities in the UK.

The inclusive nature of the school means a range of students needs are met including a number with learning or personal development needs.

Parents interviewed are happy with their choice of school and in particular value the family atmosphere of a small British school.

Students feel valued and display highly positive attitudes towards their learning and relationships with each other.

3.1 What the school does well

There are many strengths, which include:

- The strong family ethos evident through all the work the school does – every adult and student is important.
- The high quality leadership that has created a strong culture of high expectations.
- The proprietor, board and staff; both teaching and non-teaching, enable students to feel safe and aim to achieve their best.
- In nearly all lessons, teachers are effective; they develop, consolidate and deepen students' knowledge.
- Students make good progress across the school and achieve high standards, enabling them to access the universities of their choice.
- All students receive high quality, impartial career guidance, supported by an extensive work experience programme that enables them to make well-informed decisions about their future.
- The college has extensive involvement with a wide range of charitable organisations and environmental activities in the wider and global community.
- Students are well behaved, confident and friendly, showing respect for others.
- The distributive leadership has further increased the capacity for innovation and progress through the professional growth of the staff.
- The school places a high priority on ensuring the well-being of students: this is at the heart of all school policies and procedures.

3.2 Points for improvement

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

- Further enhance learning outcomes, by enabling teachers across the school to make consistent judgements on student progress through monitoring, tracking and marking.
- Develop further the impact of teaching in lessons, to inspire all the students to make rapid and sustained progress through 'memorable' learning experiences.
- Ensure the anticipated change in the leadership team has a positive impact by providing the appropriate high quality mentoring and support required.

4. The context of the school

Full name of school/college	Transylvania College: the Cambridge International School in Cluj				
Address	Baisoara 2, Cluj – Napoca, 400434				
Telephone number	0040264418990				
Fax number	0040264418991				
Website	www.transylvania-college.ra				
Email address	office@transylvania-college.ra				
Head	Gillian Greenwood				
Chairman of Board of Governors	Simona Baci				
Age range	1 – 19 years				
Total number of students	596	<i>Boys</i>	303	<i>Girls</i>	293
Numbers by age	<i>0-2 years</i>	35	<i>11-16 years</i>	122	
	<i>3-5 years</i>	125	<i>16-18 years</i>	43	
	<i>5-11 years</i>	266	<i>18+ years</i>	5	
Total number of part-time children	0				

Transylvania College is the only school in Romania to offer education from nursery through high school on both Romanian and British curriculums. The International High School is the only school in the region to offer Cambridge International examinations for GCSE and A-levels.

Transylvania College is the only school in Romania following a three terms calendar approved by the Ministry of Education. (Romanian state schools follow a two semester year.)

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.

The college has recently developed a boarding provision to enable students from outside the immediate catchment area to attend the school.

Enrolment at the college has risen over recent years and there are now nearly 600 students attending. Nearly 84% of students are of Romanian nationality, the other 16% of students represent 27 nationalities.

Parents indicated that they have chosen the school because it offers curricula and external examinations which relate to the UK and because they want the educational values associated with a British curriculum.

4.1 British nature of the school

The British nature of the school is evident and a strength of the school.

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 year and age-related year groups contribute to a British feel of the school. All students wear college uniform.

The Principal and key leaders all hold appropriate qualifications. Many members of staff are UK trained and qualified and hold qualifications recognised by the UK DfES.

Transylvania College is committed to working closely with its community to prepare students for life in modern Britain as a large percentage of graduate students are successful in attending UK universities. Alumni students report that the college prepares them well for studying in the UK; this includes arranging visits to universities prior to students making their final selections.

There is a clear commitment to a broad and balanced curriculum. Extra-curricular provision including clubs and school trips, are important: they include visits locally, regionally and internationally. The college ensure curriculum planning acknowledges and celebrates key national events in the UK. Students spoke confidently 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.

Students have a clear understanding of British values. They undertake a number of key roles of responsibility and leadership and are democratically elected. They actively take part in European Youth Parliament simulations.

Communications from the school to families and students are provided in English.

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 an understanding for rules and the curriculum provides a good range of opportunities to encourage students to understand why we need to follow the rule of law.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated and value the British style of education.

Students display positive levels of empathy and tolerance creating a harmonious community.

5. *Standard 1*

The quality of education provided by the school

Overall the quality of education provided is good and meets the standard.

5.1 Curriculum

The quality of education provided by the college is good.

The college provides a broad and balanced curriculum that offers a range of extra curriculum activities and ensures that all national requirements are met. The school offers two lines of studies: The Romanian Line and the International Line. In the International line the school offers the New National Curriculum of England, which provides the framework for teaching and learning. English is the principal language of instruction from Reception to Year 13. At the end of Year 9 students sit the Cambridge Checkpoint Exams for English 2nd Language, Mathematics and Science. Students from Year 2 and Grade 1 upwards choose an additional language from Spanish, French, German and Hungarian.

The school has implemented some innovative curriculum enhancements. The ICT curriculum has been redesigned to include both ICT and computer studies and the Global Awareness 'Leader in Me' and Mindfulness Programs have been introduced throughout the school.

For Year 10 and Year 11 the Global Perspectives IGCSE has been introduced and it is compulsory. Romanian Language has been made compulsory for all students on the International line.

The Kindergarten curriculum has been translated into English so as to be able to compare it to the British Early Years and KS1. Teachers adapt the curriculum effectively to meet the needs of most students. The basic skills of speaking and listening and numeracy have an appropriate focus. Joint tracking documents have been developed.

The school has established an Additional Needs Department (AEN) that provides Learning Support, ESL, Gifted and Talented Counselling and Safeguarding and Child Protection.

The Primary Section of the school provides a balanced curriculum that is age appropriate. In most classes it is being implemented effectively enabling students to acquire skills in a wide range of learning areas.

Students of different aptitudes and abilities are supported but the development of more active learning opportunities would enhance the curriculum further.

The secondary school provides a broad curriculum which enables students to develop their linguistic, mathematical, scientific, technological, human and social skills and understanding. The curriculum enables all students in the secondary school to learn and make progress. Secondary students of compulsory school age receive full-time supervised education in English. The curriculum ensures that local requirements are met fully. Students are provided with a range of opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The subject matter is appropriate for the age and aptitudes of the students.

The college is developing a range of evidence to support the monitoring of the curriculum and transition procedures in order to ensure that students build on their learning as they move through the school. The school is beginning to develop strategies for ensuring that information on curriculum developments and changes are more effectively shared between primary and secondary. Information on individual students, including IEPs, is transferred to ensure that individual needs of students are met through appropriate modification of teaching pedagogy, timetables, curriculum and accommodation

The school is developing a Gifted and Talented policy. The expectation at present is that Gifted and Talented students are provided for through differentiation in lessons and occasionally through extra-curricular opportunities.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

Teachers establish positive relationships with the students and have high expectations of behaviour and manage any lapses supportively. They listen to students, respect their views and encourage them to do their best.

Teachers plan activities and tasks that are age appropriate and based on subject knowledge. They are clear about what they want the students to learn.

All teachers intervene and plan support for students with additional learning needs. The school provides a high level of teacher assistant support and this enables all students to be supported. In some classes however, the quality of support and focus needs to be differentiated and more specifically led by the teacher.

All students commit to improving their learning by setting targets, which are displayed in the classroom and reviewed regularly. Students are encouraged to learn from their mistakes and to become keen learners.

In the best lessons, there is effective use of questioning and students receive the level of challenge they require to sustain interest. In many lessons however, 21st century skills, opportunities for inquiry explorations, open ended tasks and a variety of problem solving in real life settings were not as evident.

Teachers assess and monitor students' work regularly and most use formative assessments to structure learning activities. It is not common practice to give written feedback in books or display student work in class or around the school. If work is displayed there is no written feedback or description of the task or objective. In some classes teachers used effectively assessment for learning techniques to enhance learning, establish prior learning and use of the plenary to assess learning and probe students' knowledge and understanding.

In the KG section, there are few student centred activities that increase participation and willingness to make choices and decisions as active and inquisitive learners.

Overall the quality of teaching and learning across Key Stages 3 and 4 was good or better. In a Year 10 English lesson students were put in the "hot seat" and the ensuing discussion and questioning by their peers enabled students to demonstrate high order thinking skills as well as demonstrate their very good listening and speaking skills.

Teachers demonstrate a good understanding of the subjects they teach. Across the secondary school, most students are acquiring new knowledge, making progress, increasing

their understanding and developing their skills, according to their ability. In many of the lessons, students are expected to apply critical and creative thinking and teachers encourage them to learn for themselves. Teachers are determined that all students achieve, they encourage them to work hard, to deepen their knowledge, understanding and skills. Students in Year 12 debated in depth the impact of the League of Nations skilfully adopting the view points of the key world leaders to understand their decisions and actions.

In the best lessons across the school teachers plan activities that inspire students and provide high quality feedback to ensure students know how to improve their learning. Learning objectives are shared with the students in nearly all lessons. Students are confident in these lessons and they articulated their ideas and fully understood what they needed to do in order to achieve the outcomes. Year 12 students confidently applied their knowledge of flame tests to identify a range of unknown chemicals.

In a few lessons, where activities are mainly teacher-led, the pace of the lesson is slow or where students are not sufficiently challenged, learning is less effective. Although the excellent student behaviour in all lessons ensures that students learn and made progress, when teachers plan for a limited range of activities and differentiation is solely by outcome, students' rates of progress slows.

There is a policy in place to guide the assessment of students' work in class regularly and thoroughly, but the quality and functionality of the marking across the school is sometimes inconsistent. Scrutiny of students' work across all subjects, particularly in Key Stage 3, indicated that teachers do not consistently apply the school's assessment and marking policy. The school collates a range of summative and formative data. Some analysis takes place but the results are not necessarily used effectively to inform planning and monitor student progress. Recently introduced baseline tests are providing data for target-setting. The school is aware of the need to develop effective assessment, tracking and target-setting strategies.

Reports contain a range of summative information, including attainment and target grades, and some attendance data. Across the primary school students felt they had a clear idea of their progress and how they could improve. Most students know their current levels of achievement and their target grade as stated on their most recent report. However, there is less evidence of specific 'next step' targets being set with and/or for students in their books and reports in many secondary classes.

5.3 Standards achieved by students

Standards achieved across the school are good.

Students across all year groups make consistently good progress. Evidence in lessons indicates that they achieve well. They develop and apply a wide range of skills in reading, writing, communication and mathematics. Students throughout the school display high levels of English.

The standard of attainment on entry into the Early Years are frequently below UK national levels. During their early years at the college, students make good progress and by the end of the primary years nearly all students achieve at or above UK national averages. Students entering the college come from a range of educational backgrounds. The primary school has implemented a range of baseline assessments to ensure each student's progress is carefully tracked. This is a recent development and the college has not had the opportunity to collect data over time to make effective comparison checks.

Students continue to make good progress across the secondary school. The development of more effective monitoring and tracking of data is providing the opportunity to implement more effective systems to evaluate on-going progress. This has been a challenge due to the small numbers in each cohort and the lack of some year groups.

Students consistently achieve above UK averages in IGCSE examinations and above in a range of other international school comparisons:

School pass rate IGCSE 2015 A* - C was	95%
International comparison was	86%
UK average was	72%

The A/B AS Level pass rate at Transylvania College was 68% and compared very favourably with the international pass rate of 47%. Students thrive in the Sixth Form and the A/B level pass rate was 41%

Each year nearly all students progress onto higher education. All students are successful in gaining places in their first choice university with the majority attending universities in the UK.

Individual students achieve prestigious awards such as the highest mark in the world for Cambridge AS Level French Language and the outstanding award for an individual student gaining 8A*, 1A and 1B at IGCSE.

The school is very successful in enabling students to develop their personal skills and qualities. They are thoughtful and well behaved. Students are highly motivated individuals:

as a result, by the time they leave the college they have the skills to move very successfully to the next stage in their lives.

Attendance figures to date show an average attendance of 92%. This was the same for the days of the visit. Punctuality to school and lessons is good. Robust procedures are in place to monitor attendance and punctuality, and ensure they are high.

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

The spiritual, moral, social and cultural development of pupils at Transylvania College is outstanding and a key strength of the school.

The older students embody the highest attributes of personal qualities. They are reflective, compassionate and excellent role models.

The school fosters and enhances a feeling of togetherness and “family”. Students develop their self-knowledge, self-esteem and self-confidence and are keen to become global citizens and make a positive difference in the world. This is evident throughout the school with students showing respect for one another, the law and their teachers. Their friendly disposition and respectful behaviour allows them to develop to their full potential in a safe and secure multicultural environment.

Structures such as a two-tier Discipline Committee, Peer Mediators, Class Buddies, Student Council and the “Big Brother Program” ensure that there is a strong student voice in the decision-making processes of the school.

The establishment of the Additional Needs Department (AEN) supports students, teachers and families through Learning Support, ESL, Counselling, Peer Mentoring and Safeguarding and child protection.

Transylvania College is the first school in Eastern Europe to be a global member of the Round Square Program, which inspires and develops skills, attitudes, values and understanding in students. The students organise and participate in activities that focus on Internationalism, Democracy, Environment, Adventure, Leadership and Service. For example the ECO team students are involved in various environmental preservation and recycling activities in the community. The Music department has initiated and supported students’ involvement in international and cultural activities. For example the “Voice Of Children” performance in the town square involved twenty-six local schools and eight international schools who simultaneously through Skype participated in a special song to celebrate Christmas.

The *Leader in Me* program has been introduced throughout the school and teaches the students the 7-habits of Highly Effective People. Through modelling and practising good habits students develop leadership skills.

The school is involved in the “ERASMUS Project: the Future in our Hands, creating European entrepreneurs”. As an Eco-School Transylvania College has received the Green Flag Award through involving students in a variety of environmental preservation and recycling activities.

Teachers create a positive, non-threatening learning environment in which students are able to clearly articulate their thoughts and feelings. They feel confident and comfortable about asking for help from their peers and readily offer that support when it is required. Teachers encourage students to express their individual views, without creating divisions between students. In many lessons, students are provided with opportunities to reflect upon, share and discuss their thoughts, ideas and beliefs. Throughout their time at the school, students are developing important qualities such as high personal and social skills, which will enable them to make a positive contribution to the society in which they live and be successful in the next stage of their lives. Many teachers use a range of high quality questioning techniques to encourage student voice in their lessons.

Many alumni students take every opportunity to return to the school and attend functions. They inspire the senior students in particular to strive and succeed.

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

The welfare, health and safety of the students are good.

Transylvania College places the students' safety, health and welfare at the heart of school policies, procedures and initiatives. The Health and Safety Officer is supported by the Health and Safety team and together are responsible for implementing the policy within the school. The school is compliant with its written policies and procedures and this ensures student protection and support.

Relationships between staff and students are excellent and they reported feeling safe and valued as individuals. Arrangements for the safeguarding of students are good and regularly reviewed and risk assessments are addressed. Students are well supervised and anyone at risk is identified early and effective arrangements are put in place to keep them safe.

Fire drills are conducted each term and written evacuation procedures are evident in all rooms. Transport safety, particularly when parents pick up and drop off students, is of a high priority to the school. Teachers are on a roster to supervise the area and regular information is passed on to parents.

The school nurse is on duty daily and a local doctor visits regularly. The school nurse provides on-site care and support and liaises closely with parents on any medical issues. Students are encouraged to lead healthy life styles but the school does not give sufficient consideration to providing opportunities for active play and sports. The school provides healthy meals and menu choices that are prepared fresh each day. Provisions are made for religious and cultural sensitivities.

The school has a First Aid Policy and maintains an up to date register of staff and their first aid qualifications. Many staff are qualified and the school ensures that they update their training as necessary. The school has a health and safety policy which includes e-safety, safety in laboratories and food hygiene.

Rewards and sanctions are clearly communicated to students and parents in order to promote good behaviour and a positive learning environment. The school's ethos is promoted through its policies and the relationships between staff, parents and students.

The school has an anti-bullying policy. Students reported that any incidents of bullying are quickly and effectively dealt with, ensuring that the outcomes of any action taken are monitored closely in order to prevent repetition of negative behaviour.

A written Child Protection Policy is adhered to. A Child Protection officer is in place. Staff are fully aware of disclosure procedures. Parents identify the safe and caring environment as a significant strength of the school.

The school site is kept immaculately clean throughout the day. The school complies with Romanian regulatory requirements in all aspects of health and safety.

The Learning Support and the Work Experience Coordinator's work in assessing and assisting students and ensuring that appropriate advice and support is offered, is a service which is highly valued by the parents and students alike.

The teaching assistants and administrative staff contribute to the safety of students by ensuring security procedures are followed. Admission and attendance registers are well maintained. Daily attendance is recorded and tracking of any absence is rigorous.

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

The suitability of the proprietor, Board of Governors and of the staff appointed to work at the college is good.

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 schools 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 college. As 'critical friends', they set high expectations and monitor outcomes with increasing effectiveness. The owners and the Board members have an accurate understanding of the college'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 Transylvania College.

9. *Standard 5* The premises and accommodation

The quality of premises and accommodation is good.

The college campus provides a good range of facilities and the owner has endeavoured to address any limitations on the site.

The overall quality of the premises, staffing levels and resources are good: many aspects of the building are excellent. The school has still not been in a position to enhance the changing room facilities which are inadequate for the number of students.

The school accommodation is appropriate to the curriculum currently taught. Most Teaching areas are appropriately resourced and specialist teaching areas enhance the educational provision. The library is well equipped with a range of books and computing resources. The art, music, gym and other specialist rooms are appropriately resourced, but for the largest classes, they can be cramped. The grounds include a multipurpose fenced pitch that is used for a range of sports.

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. Corridors contain many examples of high quality display material that both celebrates students' achievements and inform learning. In some classrooms display is not used as effectively as 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 both developing the teaching and learning opportunities and enhancing the recreational times for students.

Site security is good and the college ensure the campus provides a safe, clean and well staffed learning environment. 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.

Utilities are all monitored and meet all local regulatory requirements.

The college's strategic plans contain clear areas for future development. Site development is restricted by some local requirements; nevertheless the owner and Board members have developed major infrastructure enhancement plans.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding.

A focus group of parents was highly positive about the level of communication offered by the school. Policies are made available via the website, which is updated regularly.

Parents feel that the school fully engages them in their child's education and their views are regularly sought both informally and formally.

Workshops, newsletters, class meetings and comprehensive handbooks are published to assist parents and carers to understand school protocols and curriculum and assessments. Induction and transition between school departments are effective.

Communication structures include class meetings with parents at the beginning of the academic year, a class handbook outlining curriculum and procedures is provided for parents and there is a weekly class newsletter sent to parents via email. There is also a continued presence on social media: Facebook School Page, Closed Group for Parents, Website news section, Instagram, Google+ and YouTube channel.

There are a wide range of opportunities for parents to provide feedback. The introduction of Concerns, Compliments and Solution procedures are in place as well as a number of surveys during the academic year.

The National Curriculum Guide is made available and Parent Teacher meetings following student reports, are constructive and professional. There are a number of open days and social events every year and the PTF meetings are held twice a month.

Parents are pleased with the engagement the school has with the local community and overseas. The building house project and the excellent work experience programme for senior students demonstrate the commitment the college has to create an effective partnership between home and school.

11. Standard 7

The school's procedure for handling complaints

Transylvania Colleges' procedures for handling complaints are good.

The college has a clear policy and set of procedures which meet host country requirements and reflect good practices from the UK.

Serious complaints are rare. Parents reported valuing the 'open door' policy and good communications ensure nearly all issues and concerns can be dealt with in a timely and efficient manner. Administrative staff facilitate good links and clear communication, and promote excellent relationships. Administration staff in the Human Resource division monitor and track any concerns to ensure amicable resolutions are implemented.

In formal and informal discussions with inspectors, parents stated they felt confident about raising concerns, should they have any.

12. Standard 8

The quality of provision for boarding

The quality of the provision for boarding is good.

Transylvania College has recently opened a boarding provision to meet the needs of students from Year 7, whose homes are some distance from the college. The boarding system at Transylvania College highlights the school's vision towards education. Following the model of British boarding schools, the boarding system is an extension of the school, its facilities, and services.

Its aim is to enrich the academic experience of students at Transylvania College as an extension of the educational offering. The program for each student enrolled in the boarding school includes pastoral care, tutoring for academic study, breakfast and dinner, a wide array of activities (e.g. Trips and museum visits), and weekend care if required, most students return home at weekends.

The college has two dedicated boarding houses, one for male students the other for females. Both houses are on a secured shared site and supervised by residential house parents. The college also provides a Head of Boarding and supervisory staff from the college.

Boarders at the college's accommodation receive suitable induction from staff and they quickly become accustomed to the routines. They are aware of the staff they can speak to if they require support.

The college has implemented appropriate arrangements for aspects of health care. Arrangements for first aid and welfare are clear. Qualified staff administer first aid on the college site and boarders also have access to medical services if required. Medicines are carefully administered and stored securely. Appropriate care is taken to respect the confidentiality and rights of boarders.

Boarders are able to contact home easily and have access through both on-site telephones and their own mobile phones.

The accommodation provided for boarders is suitable for their needs, and is risked assessed in order to ensure their safety. Bedrooms are shared and are clean, well-maintained and have good heat and ventilation. Boarders are free to personalise their own bedrooms. Washing and toilet facilities are appropriately private being on-suite. Areas are available for social interaction, including lounge areas, kitchens and equipped fitness rooms. Suitable arrangements are in place to protect boarders from unauthorised access by visitors. Motion detectors are turned on at night to further enhance levels of security.

Boarders all said they felt safe and were satisfied with the accommodation provided.

Facilities for the preparation of food are hygienic. Meals are prepared on the college campus. Breakfast and lunch are provided in the college's dining rooms. Any special dietary needs are catered for and drinking water is readily available.

Clothing and bedding are laundered although most students take laundry home at weekends. Students have easy access to local shops for toiletries and stationary items. Personal items may be kept securely in bedrooms and electrical items such as irons are stored securely with the boarding houses. Arrangements for searching boarders provisions follow college and official guidance.

Appropriate fire safety arrangements are implemented to meet local regulations. There is currently limited emergency lighting on stair wells and few exit points on higher floors.

Measures to ensure safeguarding are implemented and all staff have undertaken local police checks. Non-boarders are not allowed to stay on site and all visitors have to be agreed beforehand with house parents.

The college has implemented effective systems to review and ratify child protection policies in line with 'good practice'.

Suitable behaviour and anti-bullying policies outline the college's expectations of boarders. College boarding staff provide support and guidance on a regular basis and are frequently available to meet and share with students. This provision could be further enhanced by a recorded, termly, private meeting to ensure all boarders feel they have a suitable 'voice'.

Both students and their parents are positive about many aspects of boarding life. Leaders have suitable levels of skill, knowledge and understanding of their roles and responsibilities. Liaison between boarding and academic staff is effective. Adults living in the boarding house have clearly defined roles. The supervision arrangements are effective: all boarders know which member of staff is in charge of them and how to contact staff at night, should the need arise. Staff accommodation is suitable and not accessible to boarders. Staff know the whereabouts of boarders at all times. Suitable systems are in place to monitor boarders leaving the site and clear contact details are required.

Boarders' opinions are gathered through house meetings and a suggestion box and boarders are not penalised for raising a concern or making a complaint.

13. *Standard 9* Leadership and management of the school

The effectiveness of leadership and management of the school is outstanding.

The school principal is dedicated to the success of the school.

Leadership and management are highly effective in promoting the aim of the college to produce successful learners. The principal has instilled a clear vision for the development of the school and extensive staff development has been provided to ensure all understand the strategic direction of the college. The implementation of effective self-evaluation practices has provided accurate evaluations of strengths and further areas for development. This is clearly articulated in the comprehensive and accurately focused school development plan. The inclusive nature of the self-evaluation process demonstrates the collegiate approach.

All leaders are highly ambitious for the outcomes for each and every student. Senior leaders and teachers are engaged in a range of management duties alongside a teaching commitment. At all levels of responsibility, the leadership and management of the school are effective in achieving its aims and in particular, policy implementation, curriculum improvement and the professional development of staff.

During recent years there has been a focus on developing communications between all stakeholders. This has resulted in a strong sense of cohesion between all staff, both teaching and non-teaching.

Leadership and management are successful in recruiting well-qualified staff that are able to effectively support the needs of the college as it grows. The appointment of a teacher with expertise in staff professional development has had a highly positive impact on raising the quality of teaching.

An extensive range of whole school policies are in place, which are reviewed annually by the senior management team and approved by the school board. Review dates are in place and there is developing consistency of application by all staff. Although systems are being implemented to provide data analysis and tracking of students achievements these practices are more robust in the primary school. Although the school collects a wide range of attainment data, its use for analysis and comparison with other schools in the UK and worldwide are limited, particularly in Key Stage 3.

The implementation of highly effective IT solutions to ensure all leaders are fully involved in a collaborative approach to school development has enabled the college to efficiently manage a range of developments.

Regular staff appraisal by senior managers is evident and targets are set with individual teachers. There is growing evidence to indicate that the outcomes of the appraisal process and additional observations are linked to the school's priorities and feed into the school development planning process.

The leadership team have created a climate in which teachers are highly motivated and trusted to respond effectively to the needs of students.