



April 20th, 2018

Dear parents

The recent Independent Schools Inspectorate report arrived this week. I attach a copy and the report will be published on our website as required.

We would like to congratulate our staff and thank everyone sincerely for their contributions to what is an outstanding report on the overall quality of education at BSB. It is the best report that the school has ever achieved in this respect and describes what is achieved on a daily basis for our students.

Please note the section of the report concerning the inspection of educational quality which can be found on pages 9 and following. The key findings here of '**excellent**' in terms of both quality of pupils' learning and achievements and the quality of pupils' personal development are at the top of the scale used and cannot be bettered.

Part 3 of the report confirms our confidence in the education that we provide for the children. The report highlights the excellent outcomes achieved by our students and relates this to high quality teaching, professionalism and dedication of a talented staff. Excellent resources and initiatives are also praised with specific mention for several aspects which help us to stand out, such as our unique Primary 'University' programme and Innovation Hub alongside the engaged, active nature of learning in school. The section relating to the quality of pupils' personal development is truly moving as it represents very well the exceptional standard of education and care provided at our school.

We are happy that the inspection's thorough audit includes our non-curricular procedures. As a testament to the thoroughness of the British inspectorates, it was impressive that the inspectors were able to isolate an error in record keeping from the past. Record-keeping for a single instance of recruitment over two years ago did not meet a specific paragraph of the guidelines. This instance and a related process step were promptly corrected by our staff before the inspectors departed which has ensured that the 'Action points' raised are already addressed. Our staff's immediate response underlines how seriously the school and management take any procedural deviations.

We are delighted that the report shows that we have a top ranking school and we can be rightly proud of all that we have achieved and are achieving at BSB.

We will of course endeavour to continually improve the school and our provision, but we are very pleased by ISI's recognition of the high quality education we provide.

Philip Walters
Headmaster

British School of Bucharest

A handwritten signature in blue ink that reads "Philip Walters".



ISI Independent
Schools
Inspectorate

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT

BRITISH SCHOOL OF BUCHAREST

FEBRUARY 2018



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SCHOOL'S DETAILS

School	British School of Bucharest			
Address	42 Erou Iancu Nicolae 077190 Voluntari Ilfov County Bucharest Romania			
Telephone number	0040 21 267 8919			
Email address	office@britishschool.ro			
Headmaster	Mr Philip Walters			
Proprietor	Crawford House			
Age range	2 to 18			
Number of pupils on roll	488			
	Boys	249	Girls	239
	EYFS	47	Primary(Y1-6)	222
	Secondary (Y7-11)	184	Sixth Form	35
Inspection dates	13 to 16 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 The British School of Bucharest (BSB) is a co-educational day school for pupils between the ages of 2 and 18 years. It opened in 2000 with a small number of pupils aged 6 and 7. The school moved to its current site in a residential suburb north of Bucharest city centre in 2008. It prepares pupils for entry to UK and other European independent schools, and to universities. The school is owned by Crawford House, a not-for-profit foundation. The proprietor is president of the board of the foundation and administrator of BSB Sports and Services. She oversees the management of the school and works with its leadership to support and develop the school's educational provision. The campus is based around the original two three-storey buildings, to which other indoor and outdoor facilities have been added as the school has expanded. The school comprises two sections, primary including the Early Years Foundation Stage (EYFS) and secondary including the sixth form.

What the school seeks to do.

- 1.2 The school aims to provide a comprehensive international education with a strong intellectual foundation that prepares students to continue their education anywhere in the world. Particular emphasis is placed on providing students with a positive, stimulating, secure and caring environment that encourages the fulfilment of individual potential and the growth of self-esteem in all areas. In addition, the school seeks to encourage open enquiry, creativity, decision-making and independent thought, and to develop pupils' knowledge and respect for different cultures, values and beliefs. The school places a high priority on pupils becoming active and responsible citizens of the world community, based on its core values.

About the pupils

- 1.3 Pupils come both from expatriate families with parents working in a range of businesses as well as embassies, governmental and non-governmental organisations; and from local families predominantly with backgrounds in business. One-third of the pupils are Romanian and one-fifth are native English speakers, mostly British. Pupils represent 45 other nationalities. Standardised tests indicate that the ability profile of both the primary and the secondary schools, including the sixth form, is above average. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), all of whom receive specialist learning support for speech and language needs, dyspraxia, dyslexia and other behavioural and learning difficulties, together with 29 additional pupils in the primary school. There are 365 pupils who have English as an additional language (EAL) of whom 38 receive additional support. Thirty-nine pupils have been identified by the school as able, gifted and talented. They are supported through additional challenge in lessons and separate enrichment programmes in the primary and secondary schools.

2. INSPECTION OF STANDARDS FOR BRITISH SCHOOLS OVERSEAS

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's last inspection was in May 2015.

Key Findings

- 2.1 The school meets most of the Standards for British Schools Overseas. In order to meet all the Standards, the school should take immediate action to address the deficiency identified below.

PART 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 Pupils in both the primary and secondary schools follow an appropriate curriculum that is aligned to the National Curriculum for England and reflects the aims of the school. In the Early Years, children follow a programme based on the EYFS in England. In the secondary school, pupils are prepared for IGCSE and A level examinations. The curriculum is broadened by a range of additional and co-curricular activities. The spread of opportunities provided and the values of the school prepare pupils for life in British society. Schemes of work reflect curriculum planning throughout the school. Older pupils receive appropriate careers advice and guidance.
- 2.4 The school provides equal opportunities for all pupils to learn and make progress, including those with SEND, EAL and those identified as more able or particularly talented. Pupils with SEND or EAL receive additional support through individual or small group tuition and through work that is suitably adapted for their needs in class. Pupils who have been identified as more able are provided with a range of additional challenges related both to the curriculum and to wider experiences through a programme of enrichment opportunities, including a variety of problem-solving activities related to the outside world.
- 2.5 Pupils make good progress as a result of teaching that is well-planned, effectively delivered, and benefits from the use of a wide range of appropriate resources and facilities. Good behaviour in lessons results from motivating teaching which reflects teachers' extensive subject knowledge, and understanding of the pupils' needs. Appropriate teaching methods lead to effective learning throughout the school. A suitable framework is in place to assess pupils' performance and to track

their progress. Information from this is used to plan teaching that has regard to the varied needs of individual pupils.

- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The pupils' personal development is encouraged by the ethos and values of the school which strongly reflect British values. Throughout the school, pupils are able to develop their self-awareness and grow in self-esteem by means of a range of activities including assemblies, public speaking and performance opportunities, and through the frequent, well-judged praise and critical comment they receive. Pupils develop the ability to distinguish right from wrong and to accept responsibility for their behaviour through contributing to and observing the school's rules, the encouragement of openness, a programme of school assemblies and the personal, social, health and cultural education (PSHCE) curriculum. Pupils gain an understanding of the law, institutions and democracy through the curriculum, special events, themed days and the effective working of the school councils. The school's British values strongly encourage mutual respect and tolerance of those from different backgrounds, supported by the international nature of the community. Pupils can take on positions of responsibility in the school and within individual houses. This encourages harmony and understanding of shared commitments. The humanities curriculum and specific other initiatives and events support the development of the pupils' knowledge of other religions and cultures.

- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

PART 3 – Welfare, health and safety of pupils

2.10 The Standards relating to welfare, health and safety in paragraphs 9 to 16 are met but that in paragraph 7 [Safeguarding, for the same reason as in Part 4, paragraph 18(2)(d)] is not met.

- 2.11 The school makes appropriate arrangements to safeguard and promote the welfare of pupils, taking account of both UK and local requirements. Policies relating to safeguarding and child protection are suitable and effectively implemented. A regular programme of training at the appropriate level is carried out and recorded for all staff including those with designated safeguarding responsibilities. All new staff receive appropriate induction training. The school maintains regular contact with other British agencies in Bucharest and with local services as appropriate. The proprietor monitors the implementation of safeguarding procedures and together with the principal and other senior staff undertakes reviews of safeguarding at least termly. The school took immediate action to address a failing in recruitment checking and associated record keeping as soon as it was discovered during the inspection. Detailed records are kept of any child protection concerns. Pupils report that there is always an adult they can talk to if they have a personal difficulty and that the school takes action in response.

- 2.12 An appropriate policy to promote good behaviour is in place which is known and understood by pupils and staff. A system of rewards celebrates pupils' successes and achievements and suitable sanctions are applied if the need arises. Records are kept of all behavioural issues and these are appropriately monitored in order that trends can be readily identified. The school's policies to prevent bullying, including cyber-bullying, set out clearly the procedures to be followed. Their effective implementation is reflected in the actions taken when necessary. Bullying is openly addressed in assemblies, tutor periods and through the PSHCE curriculum in both the primary and secondary schools. Pupils confirm that there is very little bullying except cyber-bullying, and that should any arise it is effectively dealt with by the school.

- 2.13 The school demonstrates a rigorous approach to health and safety and policies meet local requirements. Responsibilities are clearly set out and training is regularly undertaken by staff. Professional external advice is sought where necessary. Documentation is provided in both English and Romanian as appropriate. Fire and other equipment including electrical appliances and installations are checked regularly and any issues arising are addressed immediately. Hazardous and flammable substances and materials are securely stored. Fire drills, evacuations and lockdown practices are regularly carried out and recorded. The school's comprehensive risk assessment policy takes into account all types of major and other risks, measures to mitigate them, and responsibility for actions to address them. Individual risk assessments for activities both in school and off-site are similarly detailed and regularly monitored. Staff receive appropriate guidance and training.
- 2.14 The school's first-aid policy is appropriate and procedures are known and understood by staff. First-aid and medical matters are managed by trained personnel. Detailed records are maintained. Sufficient first-aid packs are located around the school. Several staff are trained in first-aid, including the required paediatric qualifications for staff in the EYFS. Pupils are confident that they are well looked after if unwell or injured. Medicines are securely stored. Medical support is available at sports matches. The school has effective procedures for informing parents if their child is ill or has had an accident. Pupils are appropriately supervised at breaks and lunchtimes, when there is always a visible staff presence. Mobile phones are used for communication by staff in different locations. The school provides a bus service from the parental car park to the school and children in the EYFS have regular form-time discussions about keeping safe on or near the road outside the school. The admission and attendance registers are appropriately maintained and stored, and meet local requirements.

Action point 1

- **the school must ensure that arrangements made to safeguard and promote the welfare of pupils at the school always include fully documented, comprehensive checks, to the extent possible, on the suitability of each person appointed as a member of staff at the school [paragraph 7]**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.15 **The Standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(1), 18(2)(a) to (c), 18(3), 19, 20 and 21 are met but that in paragraph 18(2)(d) [Appointment of staff] is not met.**
- 2.16 The school carries out appropriate checks on staff and governors to ensure their suitability in almost all cases. These include barred list, prohibition, identity, medical fitness, right to work in the host country, qualifications and criminal records. The school responded immediately to an identified failure, for one member of staff, to carry out checks in the past to the extent possible, specifically employment history for staff who had worked overseas. All checks are suitably recorded on a single central register of appointments of all staff and the proprietor.

Action point 2

- **the school must ensure that, where relevant to any such person, checks are made, to the extent possible, on the employment history of each person appointed as a member of staff at the school to work with children [paragraph 18(2)(d)]**

PART 5 – Premises of and accommodation at schools

- 2.17 **The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.18 Suitable toilet, washing and changing facilities are provided for pupils of all ages and well maintained in a clean condition. Appropriate accommodation and facilities are provided for the short-term care of sick and injured pupils and for pupils who are disabled. The buildings are maintained in good

condition and regularly checked to confirm that, so far as is reasonably practical, the health, safety and welfare of pupils are ensured. Acoustic, sound insulation and lighting conditions are suitable. Suitable drinking water facilities are provided and clearly marked as such. The school carries out regular checks on the temperature of hot water at the point of use. Pupils have suitable outdoor space for physical education and play.

PART 6 – Provision of information

2.19 The Standards relating to the provision of information [paragraph 32] are met.

2.20 The school provides to parents, or makes available to them as appropriate, information including contact details for the school, the headmaster and the proprietor, a statement of the school's ethos, and policies and procedures relating to safeguarding, admissions, health and safety, first aid, the promotion of good behaviour, the prevention of bullying and provision for those pupils with SEND and/or EAL. Much of this information, including the school's complaints procedure, is published on the school's website. Written reports are regularly provided to parents about their children's progress and attainment.

PART 7 – Manner in which complaints are handled

2.21 The Standards relating to the handling of complaints [paragraph 33] are met.

2.22 The school has an appropriate complaints procedure which is published on its website and is available to parents. This provides for a three-stage process with clear timescales, including an informal initial stage. If concerns are not resolved, parents are able to proceed in writing to a formal stage. If they remain unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel may make findings and recommendations. A confidential record is kept of all complaints and findings, including action taken by the school whether or not the complaint is upheld. The school's records indicate prompt responses to any complaints received, almost all of which are resolved informally.

PART 8 – Quality of leadership in and management of schools

2.23 The Standard relating to leadership and management of the school [paragraph 34] are met.

2.24 Governance shows sufficient experience and understanding to ensure that the leadership and management of the school demonstrate the good skills and knowledge and fulfilment of responsibilities needed so that the Standards for British Schools Overseas are met consistently and the well-being of pupils is actively promoted. Evidence during the inspection showed that these responsibilities are fulfilled speedily and effectively if any deficiency in meeting the Standards is identified.

2.25 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. INSPECTION OF EDUCATIONAL QUALITY

Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school's own name differs from that used in the EYFS in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Creche	Nursery
Pre-School	Nursery

Key Findings

- 3.1 The quality of the pupils' learning and achievement is excellent.
- 3.2 The quality of the pupils' personal development is excellent.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Enhancing pupils' learning and achievement still further throughout the school by ensuring the quality of all marking and assessment matches current best practice;
 - Ensuring that more able pupils in the primary school can achieve their full potential by being given more opportunities for appropriately challenging extension work.

The quality of the pupils' learning and achievements

- 3.4 The quality of the pupils' learning and achievement is excellent.
- 3.5 Children in the EYFS show high levels of participation in their learning and make confident progress in asking for help, talking with partners and manipulating technical equipment including laptops. As a result of the guidance, the knowledge they gain and monitoring and support provided through the teaching, children successfully take on challenges across the EYFS curriculum. Each child is well

prepared for the next stage in their learning because of revision built into their programme. Primary pupils are able to explain clearly the tasks they are engaged in, applying previously learned knowledge to new situations with alacrity, as a result of well-planned teaching. Pupils were enabled to discuss new terminology in a weighing exercise in response to meticulous explanations. More able pupils do not always achieve their full potential because they are not consistently offered appropriately demanding challenges in lessons. Where data is available for 2016 and 2017, primary pupils' results in standardised tests in mathematics and English have been above average. As a result of the vision and determination of senior leaders to foster continuous improvement in pupils' progress, a new, robust tracking and assessment system enables more effective monitoring by teachers of pupils' progress. Pupils' learning and achievement in both the primary and secondary schools are strongly fostered by the use of online software that facilitates such monitoring, but written marking and assessment of work give inconsistent support and guidance to pupils. The best marking provides constructive, positive feedback from which pupils learn and improve. At other times marking is limited in scope and gives little indication of how a pupil can achieve at a higher level. Following recommendations at the time of the previous inspection, the school continues to address the consistency of marking, and has made considerable progress in spreading the school's own best practice in teaching and learning across the whole ability range to support pupils' learning.

- 3.6 In the secondary school, pupils show excellent understanding and knowledge. They engage confidently in discussion, reflect thoughtfully on their own writing, and show a range of analytical skills, for example in discussing poetry or the historical king Vlad III. Pupils are accomplished note-takers. They ask challenging questions and reason well. In modern foreign languages, pupils speak with confidence when stimulated by fast-moving teaching in the target language. They are able to explain articulately the complexity of scientific investigation, for example in a dissection class in biology. In the sixth form, pupils benefit from more of a seminar-style approach to teaching that enables them to extend the boundaries of their learning. Their questioning is effective, and pupils apply their knowledge confidently to new situations. The following relate to pupils' performance in the years 2014 to 2016, these being the most recent three years for which comparative data is available. Results in GCSE examinations are generally above the UK national average, with those in 2015 being well above. Results in IGCSE examinations have been higher than worldwide norms. The level of attainment reached in Year 11, and standardised measures of progress, indicate that pupils make good progress in relation to the average for pupils of similar abilities. The level of attainment at A-level is variable because the ability profile of cohorts is also variable. Standardised measures of progress indicate that pupils make appropriate progress in relation to the average for pupils of similar abilities. Results in 2017 suggest that pupils' success is maintained.
- 3.7 Pupils with SEND and EAL make good progress according to their ability and with due regard to their needs as a result of targeted intervention and effective support from dedicated teaching assistants, together with effective monitoring. This reflects an improvement since the previous inspection, meeting the recommendation of that visit. In the primary school, individual needs are met as they arise, and pupils' successful achievement is supported by a provision map which enables the school to track the effect of the individual support given in literacy and numeracy. In addition, pupils develop a wide range of other skills and interests as a result of the 'University' programme in the primary school which incorporates, for example, the art master class, 'Cakeovation', and technical and aesthetic challenges. In the secondary school, pupils with SEND or EAL benefit by being able to discuss and review progress with their specialist teacher, which enables an overview to be maintained of the effectiveness of strategies being implemented, including examination technique. More able pupils develop their independent thinking and tackle stimulating problems not necessarily related to the curriculum, for which the innovation hub provides exceptional resources.
- 3.8 All pupils display excellent language and communication skills. They are articulate, confident both orally and in writing, and display a passion for learning, a direct consequence of the warm relationships between pupils and teachers and of the enthusiasm shown in the teaching. A culture of encouraging pupils to participate and share their ideas starts to develop early in the EYFS, leading on in the primary

school to public speaking, debating and drama presentations. Rehearsals for Mărtișor the Musical provided good examples of this. In the EYFS, children's recognition of phonemes, vowel sounds and letter patterns and their ability to write simple words based on their phonics development reflect excellent progress, particularly as many enter the EYFS with little or no English. Pupils in the primary school make excellent progress in language acquisition. They are extremely articulate and relish sharing their knowledge with peers and adults. They use subject-specific vocabulary at a high level. They are able to give detailed and clear explanations of how to change nouns into adjectives. In a showcase to parents, Year 4 pupils demonstrated outstanding communicative skills as they presented their work with panache and enthusiasm, answering questions faultlessly and sharing knowledge gained from a variety of research projects. Senior school pupils contribute to lessons and discussion with confidence and a sense of purpose, not without well-judged humour. They demonstrate good accents in their lively discussions in European languages, engaging with equal determination and enjoyment in their explanations of Chinese characters and how they are constructed.

- 3.9 All pupils develop high levels of competence in numeracy and apply prior learning effectively. In the secondary school, they display a strong command of mathematical terminology, factorising quadratics in Year 8, for example, with confidence and adaptability. They are adept at calculating averages and producing cash flow graphs and work at various levels according to their ability. Pupils in the primary school are proficient in their application of information and communications technology (ICT), using tablets for independent research, scientific discovery and programming robots. Their detailed analysis of ideas for art projects and portfolios is enhanced by use of the online app used by pupils and staff to present, develop and review pupils' work. Pupils' interest is stimulated by teachers' effective use of ICT effectively to make lessons more engaging for pupils, and to record visual evidence of pupils' excellent achievement in ICT throughout the school in coding and their understanding of e-safety.
- 3.10 Pupils make excellent use of the study skills they develop in research activities and are able to analyse data in order to reach hypotheses. As early as the EYFS, children succeed in analytical tasks, for example thinking of ways to improve their poem in collaboration with others. Through the use of higher-order questioning by teachers, pupils throughout the school learn intellectual curiosity and develop strong powers of concentration in extended tasks. They take responsibility for their own learning, as in the way they approached the creation of original rhythms in a primary school 'University' session. In both the primary and secondary schools, they demonstrate the ability to work collaboratively towards a common goal, as in their work on canopic jars, robotics, book reviews and vibration on musical instruments. As a result of the consistent challenges presented to them, pupils develop skills in independent work, applying their analytical skills, for example, when considering the effect of earthquakes in the Himalayas. When they are encouraged to find their own solutions to problems, for example in a design technology lesson when creating the components of a clock face, pupils begin to learn through trial and error. They recognise what can be gained through the experience of making mistakes, as shown when constructing circuits in physics. Occasionally, pupils are less engaged in their study and make less progress, when teaching does not excite or challenge them, limiting their ability to think creatively, develop ideas or take an active part in the lesson.
- 3.11 Throughout the school, pupils achieve notable success across a wide range of activities, discovering new interests and developing a variety of skills which they pursue at a high level, reflecting the ambitious aims of the school. They show considerable strength in public speaking and debating, achieving success in local, national and international competitions. Pupils regularly take part successfully in sporting competitions against schools in other countries, recently winning local trophies in football and basketball, and participating in other sports including fencing. Large numbers of pupils are involved in choral or instrumental activities, individual pupils performing in prestigious venues such as the Roman Athenaeum. As a result of the opportunities offered by the innovation hub and within other co-curricular activities, pupils have designed, engineered and built electric go-karts and have represented Romania in related competitions abroad, including the USA.

3.12 The wide-ranging successes of the pupils are a direct result of the excellent leadership and management of the school, and the forward-thinking, strategic developments that have enabled the school's educational provision to expand. Because senior leaders and staff have consistently high expectations, pupils respond accordingly, showing genuine delight in their learning and rejoicing in both their own and others' successes. The same high expectations are placed on all aspects of the support services in the school and the standard of maintenance of the whole site. Its outstanding quality contributes to pupils' own appreciation of the aesthetic and the beautiful, and they take considerable pride in looking after their campus. Parents are overwhelmingly pleased with the progress of their children, and the range of subjects and areas of experience offered. Pupils strongly share those views. The development of the school since its foundation reflects the consistency of the vision of the founder and proprietor, whose exceptionally close oversight and collaboration with senior leaders across the school have a direct impact on the successes achieved by the pupils.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Throughout the school, pupils consistently reflect in their attitudes and behaviour the values encapsulated in the school's aims. This is because the leadership of the school ensures that both the quality of pastoral care and the attention given to the school environment contribute to the development of pupils' confidence in themselves and in their surroundings. Pupils rapidly learn the value of self-control in their dealings with others, growing in confidence from their first experiences in the EYFS; teachers speak to them persuasively, reward them, and give them time to think about how they behave and can achieve their goals. Undertaking activities in mixed-age groups in the primary school, for example in cooking, enhances pupils' self-esteem and their understanding of the value and enjoyment of doing useful jobs and facing common challenges together. At all stages, pupils display notable resilience, for example in their response to getting lines wrong occasionally in rehearsals for school plays and musicals, when instinctive support is given by other pupils. This resilience is developed within the international community. On arrival, pupils mix immediately and successfully with scores of other nationalities and backgrounds. Pupils are well prepared to move to the next stage of their lives, their self-confidence and resilience having been fostered throughout their time at the school.
- 3.15 Pupils show considerable ability in decision-making in all areas of school life, starting in the EYFS with daily individual registration routines. The culture of the school encourages this approach further, both within the curriculum and through the co-curricular activities, especially in the innovation hub where pupils make creative choices and recognise the consequences of the decisions they take. Detailed guidance enables pupils to reflect on their own performance and helps them to make decisions based on evidence. Pupils throughout the school have considerable autonomy, as appropriate for their ages, in managing their time. They benefit from the facilities and resources in the libraries which are central, inspirational resources of learning and research, spaces where pupils can reflect, share ideas, and develop aspirational approaches to their future. Pupils show a constant awareness of their own and others' needs in their decision-making. For example, in a project on architecture in the primary school, pupils discussed what type of building they would construct, what it needed inside and how they would light it up using appropriate technology, recognising how their choices would impact on the well-being of those using the building.
- 3.16 An outstanding feature of pupils' development at all stages is their understanding and appreciation of the non-material aspects of life. As a result of a curriculum which focuses on world religions and a range of events that mark festivals from different cultures, pupils develop an appreciation of their own background and the values they share with others. They show unselfconscious happiness and joy, for example in singing a primary school assembly song about difference. They share a sense of awe and wonder, as shown in their delight on discovering about exploding volcanoes. Pupils speak sensitively about caring for the world and the environment, aware of future generations, and

frequently exemplifying another of the school's core values, 'Concern for others'. They show compassion, goodwill and kindness. They value diversity as a natural part of life, showing not only respect for those of other religious and ethnic backgrounds but affection too. Friendships cross all boundaries.

- 3.17 At all stages, pupils confront and discuss moral issues and dilemmas as appropriate for their ages, and know what it means to take responsibility for their own behaviour. They have a clear understanding of right and wrong and show respect for the rules in place in the school through their generally excellent behaviour, courtesy and relaxed self-discipline. They recognise the need for sanctions if rules are broken, and feel that these are appropriate. They feel that any instances of bullying are rare, and that any which do occur are swiftly and effectively dealt with. Pupils speak with confidence about their contributions to events such as Friendship Week and are strongly aware of the value of the month as a result of discussions in class, assemblies and PSHCE lessons. The warmth with which the entire primary school bade farewell to two pupils leaving the school was palpable. Pupils understand the importance of an apology and forgiveness, and the impact of restorative justice. Secondary school pupils contributed mature and perceptive observations in a discussion on the moral and ethical issues surrounding sociological experiments on children, or on adults in prison. Both in lessons and around the school, pupils show how effectively they can work or co-operate with others, intuitively letting each other have their say and showing themselves to be good listeners. This was seen to exceptional effect in a group of primary school children learning about rhythm and percussion before progressing to chords on the ukulele. Older pupils put into practice the leadership training they receive in running activities for younger ones, who themselves show great responsibility when working with children in the EYFS. Pupils develop excellent social skills in response to the school's inculcation of these, supporting each other in team games, achieving common goals through co-operation, and helping each other to learn positively from mistakes. The house system provides further opportunities for collaboration and cheerful competition, eagerly seized by pupils of all ages.
- 3.18 Pupils make a significant contribution to their school and to the wider community, enhancing the lives of others with generosity of spirit and a ready commitment of their own time, qualities they regularly see modelled in the teaching and support staff. Whether as playground buddies, prefects, house captains or fellow pupils, they demonstrate a strong sense of responsibility for each other. They undertake local activities such as cooking for residents in a hospice. They are outward-looking, engaged and keen to make a difference through their volunteering and charity work. They readily voice their concern if they sense that food is ever wasted.
- 3.19 Pupils also celebrate local cultural identity, for example in the musical production to mark a Romanian Spring Festival. The ethos and practices of the school embrace British values such as tolerance, the rule of law and democracy, for example in the effective working of the school councils.
- 3.20 Pupils understand their role in staying safe, aided by the school's constant focus on their health and safety. This includes internet safety about which pupils learn much in ICT and PSHCE lessons. They are familiar with the routines of the regular drills and practices held in case of fire and earthquakes and recognise the value of the security measures around the site. They know the benefits of regular exercise, benefit from healthy and tasty lunches at school and are aware of the importance of a healthy diet. From an early age they learn to respect the safety measures in place, from putting scissors away in the EYFS to older pupils' practical work in workshops and laboratories.
- 3.21 The school's leadership and management consistently stress the contribution that the school aims to make to pupils' personal development and the success of this is evident in the excellent outcomes for pupils in this area. Pupils grow as confident, compassionate young people with a respect for others and for the world around them. They are enabled to do so by the individual examples provided by teaching and support staff, the meticulous care given to pastoral support throughout the school, and the strategic planning that underpins the development of appropriate pastoral structures and facilities.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr John Dunston	Reporting inspector
Miss Heather Fulton	Team inspector (Head of pre-prep, IAPS school, UK)
Miss Penelope Kirk	Team inspector (Headmistress, IAPS school, UK)
Mr Jason Lewis	Team inspector (Assistant Head, HMC school, UK)