



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **International School of Oradea**

## **Romania**

**Date**  
**Inspection number**

27<sup>th</sup> – 29<sup>th</sup> May 2019  
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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 students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International UK. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

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

The lead inspector was Dr Mark Evans.

## 2. Compliance with regulatory requirements

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

### 3. Overall effectiveness of the school

Overall, the quality of education and care provided at ISO is at least satisfactory and there are many good features. The school has made remarkable progress in the short period it has been open. There is a clear and exciting vision underpinning its existence and success. The combined support of the Oradea municipality, the International School of Bucharest and the *Agentia de Dezvoltare Locala Oradea (ADLO)* is very effective. Students, parents and staff are committed to the school. The management provided by the director and the deputy headteacher is commendable. Students are well supported with good pastoral care and sound welfare, health and safety policies and procedures. The spiritual, moral, social and cultural education of students is a strength. The curriculum is broad and balanced. It is suitably enriched by a range of extra-curricular activities, impressive for a small school.

#### 3.1 What the school does well

ISO has many strengths. These include:

- the governance, support and vision of the board, which is excellent;
- the vision, energy, drive and commitment of the director and deputy headteacher, which underpin ISO's development and continuous improvement;
- students' positive approach to their learning: they enjoy being in school;
- the laughter in the classrooms and around the school, from teachers and students alike;
- the high value placed on the students' spiritual, moral, social and cultural development;
- the fast progress students make learning English;
- the high-quality administrative support provided by the school's office team.

## 3.2 Points for improvement

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

- Consider creating a simpler and more focussed school development plan that concentrates especially on mission and quality, to sit along the extensive action plans that already exist.
- Strengthen further the ethos of independent learning across the school, so that the students are always being challenged to develop and progress;
- Continue and extend the programme for sharing good practice amongst teachers, so that all can benefit from the strengths of each other;

## 4. The context of the school

Full name of School	International School of Oradea		
Address	Calea Armatei Romane, nr 1F Oradea Bihor Romania		
Telephone Number/s	+40 359 178 757		
Fax Number	-		
Website Address	<a href="https://isor.ro/">https://isor.ro/</a>		
Key Email Address/s	info@isor.ro		
Headteacher/Principal	Mr Ahmet Dundar		
Representative of the Municipality	Ms Alina Silaghi		
Age Range	1 - 9 years		
Number of Students	<i>Total</i> 31	<i>Boys</i> 18	<i>Girls</i> 13
Student Numbers by Age	<i>0-2 Years</i> 5	<i>3-5 Years</i> 10	<i>6-11 Years</i> 16
	<i>12-16 Years</i> 0	<i>17-18 Years</i> 0	<i>18+ Years</i> 0
Total number of part-time students	0		

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

The school is owned by the ISO Association which was founded by 3 entities: the Oradea Municipality, the Local Oradea Development Agency (ADLO) and the *Fundatia Lumina Institutii de Invatamant* (Lumina Foundation, a 25 year old organisation of 11 schools). The board of ISO Association is responsible for the financial and strategic development of the school. The Lumina Foundation is charged with the management of the school. This happens through an advisory council which consists of Lumina school directors. The school receives an element of public funding, so there is a particular responsibility to demonstrate respect for local culture.

All students at the school live locally and many are of partial or full Romanian heritage: about 60% are of Romanian nationality, the other 40% representing 8 nationalities.

ISO is the only Cambridge International -accredited school in Oradea, having passed this accreditation in May 2018.

## 4.1 British nature of the school

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

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

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

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

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

Parents are highly supportive of the British nature of the curriculum. The school provides personal, social and health education which reflects its aims and ethos, as well as promoting British values. Interviews suggested parents appreciate the British/International style of education on offer, and a survey from earlier in the year confirms this.

## 5. Standard 1

### The quality of education provided by the school

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

#### 4.1 Curriculum

ISO provides a full-time supervised education for primary-aged students, currently up to Year 4. In addition there is a Nursery and an EYFS class. The principle language of instruction in all classes is English. There is a broad range of subjects provided, through the EYFS framework, the national curriculum for England, the Cambridge curriculum and the Romanian national curriculum.

The Romanian national curriculum is studied by first language students and second language students of an appropriate ability. Students whose Romanian language is still developing, are taught separately during these lessons, to enable them to communicate in the local environment.

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

Subjects are taught at a level appropriate to the age and ability of the students, with language being the main focus across the school in all subjects. The admissions process aims to identify students who will cope with the rigours of the ISO curriculum. Where the level of learning is below the age expected level, additional support is put into place. This can be through in class differentiation, small group or individual support, additional homework or an individualised education plan (IEP). This is initiated by the class teacher, who enlists the support of the student support programme coordinator as necessary.

The range of subjects offered ensures students have access to analytical, creative, intellectual and physical development. In addition, the extra-curricular activities (ECAs) offer an extension of the curriculum and reflect parental suggestions and requests. In response to feedback and requests from children and parents, the activities change during the year. The ECAs

offered from September 2018 - April 2019 include chess, judo, yoga, ballet, street dance and swimming.

In general, a topic-based approach is used, to enable and encourage students to make connections in their learning. Often, links are made to the wider world, to help embed learning. Each half-term has a different topic which is taught schoolwide. At least once a term there is a 'hook' activity to stimulate the students' curiosity about the topic to reinforce learning.

Balance is maintained by ensuring that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole. This has to include following the Romanian curriculum for first language students, as required by the local law. Teachers plan according to summative (in primary) and formative assessment (in all classes) to ensure that gaps in learning are addressed and that learning is well paced .

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

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

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

In September 2018, the student support programme (SSP) was introduced to provide for students with learning needs or challenges, English as an additional language needs and any other additional educational needs. Teachers complete a teacher referral form to activate the student support programme coordinator and to plan appropriate support.

## 4.2 Teaching and assessment

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

Across all classes, the quality of most teaching is satisfactory or better. Where teaching was less good, it was because of a lack of pace or organisation. The best teachers have and use a range of techniques during each lesson, to ensure the pace is brisk and the learning is energetic.

Teaching across the school enables students to acquire new knowledge, and make progress, increasing their understanding and developing their skills in the subjects taught. Much teaching encourages them to apply intellectual, physical and creative efforts, to show interest in their work and to learn and think for themselves. There is often a good emphasis on independence skills.

Teachers have a good understanding of the aptitudes, cultural background and the prior attainments of the students. They generally ensure these are taken into account in the planning of lessons. Class time is generally managed well, with teachers employing a range of appropriate techniques to assess students' understanding. Overall, teachers demonstrate sound knowledge and understanding of what they are teaching. They are confident enough to discuss topics with students in a very open manner, for example in Years 2, 3 and 4, about Florence Nightingale's family background.

Relationships are strong. There is much laughter in lessons, as teacher and students enjoy learning. There is usually excellent teamwork between teachers and the teaching assistants. The assistants are a key part of the success of the school.

The staff have successfully created bright welcoming classrooms. Some have exciting areas like the house with a roof and a front door, in Year 1.

In the best lessons seen, student-led learning is encouraged, but purposeful learning is still ensured. Sometimes though, there is an over-emphasis on teacher-initiated activities, especially worksheets/workbooks.

Classroom resources are of good quality, quantity and range. Every classroom is equipped with an interactive white board, but there was limited evidence of their use. Resources are generally used effectively. The use of IT as a learning tool for students is underdeveloped.

Teaching effectively prepares students for the opportunities, responsibilities and experiences of life in the UK and does not undermine fundamental British values. There is respect for individual human differences. The school does not discriminate against students because of their personal differences and lifestyle choices. Teachers enjoy teaching.

The school has a satisfactory framework in place for planning and to assess student performance, and this is being developed and improved gradually. The medium-term plan overview is shared with parents at the beginning of each half-term and this is created by each teacher. Daily planning is not currently required, but this is under review. The teaching and learning policy outlines the expectations of plans including a clear learning intention, activities that support the development of the skills and the of the adults in the lesson.

In all areas of the school, teachers have to ensure that adequate support is in place so that all learners have access to the curriculum. They are required to show progress through tracking and analysis, and demonstrate how they will close any gaps in learning. The main focus of assessment is to ensure that students have relevant and meaningful feedback, that scaffolds progression. Teachers are encouraged to use appropriate questioning in lessons, mark all written work with stampers that indicate if the work is independent or supported.

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

- day-to-day formative assessment, for example questioning in class
- in-school summative assessment, for example end of unit reviews and
- national standardised summative assessment, in particular Cambridge progression tests in Key Stage 2.

In practice because class sizes are so small, it is not complicated for teachers to know their students' strengths and weaknesses very well.

### 4.3 Standards achieved by students

As the school is less than two years old, data on attainment and progress is understandably limited. On the basis of what information is available, nearly all students make progress in line with ability, some better.

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

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

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

## 6. Standard 2

### Spiritual, moral, social and cultural development of pupils

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

ISO actively promotes tolerance and a respect for human differences. The school enables students to develop their self-knowledge, self-esteem and self-confidence through a range of experiences both in and outside of the classroom. Students are usually tolerant and supportive of one another. They enjoy the regular celebration of their own and each other's success. Students understand the need to support each other and the impact this has. An example of this was a request made by staff to the eldest students to help the EYFS children to get ready for playtimes, a job the students readily volunteer for.

Most students are confident and not shy in contributing with ideas, responding to questions and engaging in discussions. They show a real sense of enjoyment and fascination in learning about themselves, others and the world around them. When looking to see if their traps had caught 'the Evil Pea', the students were absolutely rivetted.

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

Social awareness and cultural co-operation between students is evident in many lessons. Collaborative learning is a feature throughout all classes (where it is possible) and in the playground, where students socialise and play together. The school fosters and enhances a feeling of togetherness and 'family'. Cultural development through lessons and extracurricular activities is good. Partisan political views are precluded in the teaching of all subjects. The content of the curriculum is presented in an impartial way with an appropriate balance of opposing views where applicable. Detailed discussions facilitate and explore balanced points of views.

The school receives an element of public funding, so feel a particular responsibility to demonstrate respect for local culture. This is carried out through the introduction of Romanian classes, celebrating Romanian National Day, discussing key Oradea figures such as Aurel Lazar and visiting the local museum. Since October 2018, the school has supported a local charity, "Fundatia Comunitara Oradea" which supports local families. To help the

students begin to understand what the charity was about, a competition was launched to think of a new logo and a child friendly name.

In October 2018, a significant minority of parents reported to the school feeling that their child's views were not listened to, via a parent questionnaire. As part of the planned development of British values, the curriculum and PSHE, and as a response to this, the school introduced Primary School Council in Spring 2019. The first meeting was modelled by the deputy headteacher as the chair and one of the teaching assistants as the secretary. The main topic of discussion was how to improve the safety of playtimes, concluding with a PSHE-focussed week about safety. Initial feedback suggests that many more parents now think the children's ideas are listened to properly.

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

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

The main policies in use are on health and safety, and on the safeguarding and protection of the child. The administrator oversees site management with the support of the health and safety officer (who is the school nurse) and the director.

The fire safety procedures in place adhere to Romanian law. The required legal documentation is completed every three months. The most recent staff training was led by fire officer during a CPD session in January 2019, and was accompanied by a staff review of the health and safety policy. Logs of fire drills are held by the administrator and the evacuation routes are displayed around the school.

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

This year some doors have had finger guards added for additional safety and wet floor signs are used. Cleaning equipment is stored securely. The electrical equipment is checked regularly (most recently in January 2019).

Students are registered twice a day and registers are also taken for ECAs. The school secretary calls parents of absent children each morning. On arrival, all students visit the school nurse to ensure that they are well enough to attend and fully participate in lessons. They are well supervised throughout the day. The playtime policy outlines the expectations of staff when on duty and is accompanied by the duty rota. In addition there is a duty rota for nap times for those in Nursery and EYFS.

All visitors are greeted by the security guard who signs them in and gives them a visitor's badge. These badges include an overview of the ISO safeguarding and child protection policy. There are also signs around the building showing who the safeguarding team are, that photos cannot be taken and that it is a no smoking site.

Safeguarding training is completed by all staff who have regular interaction with the students. It is a two-stage process, firstly in-house training and the second part is completing an online course which is certified. All staff are certified to at least level 2, with the safeguarding team holding a higher certificate and the director and deputy headteacher also completing safer recruiting training.

To ensure that children are aware of how to keep themselves safe, health and safety is included within PSHE lessons. Students are taught about the reasons for fire drills (which are at least once a term - announced and unannounced). The scheme also includes e-safety, medication, personal and dental hygiene, physical and mental health and diet.

The majority of children have snacks and lunch from school, which are ordered from a local catering company and coordinated by the school nurse to ensure a balanced diet. For students who choose to bring their own food, parents are advised to support the healthy school idea, and to send healthy meals for their child. Where there are concerns, the school nurse or class teacher contacts the parent to see what support can be offered. Students are encouraged to drink water and there are fountains available for them to refill their bottles. This is further encouraged by the children receiving reward points for drinking a significant amount of water each day. This began after a parent request to encourage her child to drink more water.

Personal hygiene is taught and reinforced. All sinks have soap dispensers. The children clean their teeth after lunch. For the youngest children, there are baby changing tables. Mental health is addressed directly and indirectly. Students are shown different ways to relax and given opportunities for this most days. Respect and tolerance underpins the ethos of the school and this is particularly reinforced during anti-bullying week.

For school visits, teachers are required to complete a full risk assessment before the visit, including a pre-visit and submit it to the deputy headteacher and director.

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

The International School of Oradea belongs to the ISO Association which was founded by 3 entities: the Oradea Municipality, the Local Oradea Development Agency (ADLO) and the *Fundatia Lumina Institutii de Invatamant* (Lumina Foundation), a 25 year old organisation of 11 schools.

The board of ISO Association is responsible for the financial and strategic development of the school. The Lumina Foundation is charged with the management of the school. This happens through an advisory council which consists of Lumina school directors. ISO is the only Cambridge accredited school in Oradea, passing this accreditation in May 2018.

The suitability of the proprietor therefore is of a high order. The association ensures the school meets the safety, care and guidance requirements for all students. In addition, it takes responsibility for the recruitment and checking of all staff credentials.

The ISO association board appoints a director who is responsible for the direct control and running of the school. General policy is decided by the school's senior management team, and financial management is carried out by association. The senior management team comprises of the director, deputy headteacher and administrator. The director is the head of the team and reports to the Board.

ISO is committed to safeguarding, safer recruitment and employing high quality teachers to provide quality first education. In accordance with the Romanian law and the standards required for BSO all staff, volunteers and long term and regular contractors are required to provide a police check before commencing work.

All overseas staff are required to submit a police check from the last, and previous, countries in which they have worked and, where applicable, a CRB/DSB/ACRO check from the UK. All non-Romanian staff are helped by the school to obtain a work or residency permit. The required documents requested by the school before the confirmation of the employment include identity card, passport, birth certificate and a formal declaration from an occupational physician of the employee's medical examination. Written professional references from at least 2 recent employers (one of which must be the current school, unless specifically agreed by ISO) are also required. Only after providing these documents, an employee receives a confirmed job offer. All the documents are kept in the appropriate personnel files.

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

The premises and accommodation meet the required standard for BSO.

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

The school has adequate security arrangements for the grounds, in that a metal fence surrounds campus perimeter. There are 2 padlocked gates separating the high school playground and the ISO playground: one of these is only a metre high and sometimes high school students climb over it. The one entrance/exit is monitored by a security guard. Video cameras are installed both in and outside the buildings, and the front of the building is well-lit at night.

The security guard's hut is situated by the entrance gate, where he greets visitors, asking them to log in on the visitor's log, and state purpose and duration of their visit. All visitors wear a lanyard while they are onsite.

The lockdown procedure outlined in the health and safety policy requires some modifications to the doors for each corridor, which are due to be put in place for September 2019.

All cleaning, maintenance, supply and storage rooms and cupboards in the building are locked, in order to restrict students' exposure.

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

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

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

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

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

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

ISO is working towards developing a *friends of ISO* group and have shared this desire with parents over the last 18 months. However, the parents are often happy to be involved with school events, even though there is not yet an organised group.

In the parent survey in October 2018, most of the 11 parents that answered, they felt that communication was outstanding.

Each half term, parents are sent an overview of the objectives to be taught across the curriculum. They are also emailed a daily report from the class teachers and some subject specialists with an outline of the students' learning. In addition, general information and reminders are shared at the beginning of each half term and twice a week. The digital platform *ClassDojo* is also used to share photographs and information about the day.

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

The *powerpoints* from all general meetings are shared. Information about ISO is readily available on the school website and through social media channels. The main school policies are on the website. All policies and the parent handbook are available to school parents through the *MyEducare* platform.

Prospective parents visit the school throughout the year and are invited to an open morning in the spring term. During the visit, they are given a tour and can observe lessons. They are given an application pack which includes an outline of the daily schedule, school fees, example menu, school uniform, application process and the school calendar.

## 11. *Standard 7*

### The school's procedure for handling complaints

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

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

To date, there have not been any formal complaints as parental concerns have been resolved at an informal level.

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

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

The school provides that a written record is kept of all formal complaints that are made, and the action taken by the school as a result of these complaints (regardless of whether they are upheld). ISO also ensures that all correspondence, statements and records relating to individual complaints would be kept confidential.

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

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

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

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

The director and deputy headteacher appoint the academic staff needed. The director appoints all other staff. Once appointed, all members of staff are appraised annually using the staff academic appraisal policy. They have a meeting with the director and deputy headteacher to agree on the targets for next academic year. If necessary, staff have more regular meetings to support the successful meeting of those targets. All teachers and staff are provided with regular opportunities for professional development.

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

Significant resources have been allocated over the last 2 years for academic use. ISO is committed to continuing to provide the best quality education for the students and as such has budgeted a large amount of money for resources, continuing professional development and IT over the next 3 years. This is matched by the strategic plan for the school. This plan has been reviewed with staff and their input was sought in the autumn term.

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

The leadership and management of the school is focussed effectively and communicates the ISO aims and vision well, as well as actively promoting the well-being of students.