



ISI

Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

International British School of Bucharest

September 2022

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School's Details

School	International British School of Bucharest			
Address	21–25 Agricultori St District 2 Bucharest Romania			
Telephone number	021 253 16 98			
Email address	office@ibsb.ro			
Head	Mr Kendall Peet			
Executive Director	Ms Aura Bogdan			
Age range	3 to 18			
Number of pupils on roll	416			
	EYFS	23	Primary	128
	Secondary	181	Sixth Form	84
Inspection dates	27 to 30 September 2022			

1. Background Information

About the school

- 1.1 The International British School of Bucharest is a co-educational day school situated on two small urban sites near the centre of Bucharest. The school is a not-for-profit foundation. The two founding directors, together with their daughter and the executive director, form the board of trustees. The school was founded in 2000 as a primary school and has accepted secondary age pupils since 2002. The provision for pupils in the early years, the primary, and secondary school is on the same site, and sixth-form pupils are taught in a satellite building ('the college') 50 metres away on the same street. Since the previous inspection, the college has been opened, and the main campus has been developed to include a multi-purpose gymnasium and events hall, a new administration building with a new school cafeteria, medical room, and early years centre, and the provision of additional outdoor space including green areas. There are separate heads of primary and secondary who report to the head of school.

What the school seeks to do

- 1.2 The school's aim is to build a community of passionate lifelong learners by working together to inspire, support and celebrate pupils' achievement. This overarching statement summarises 12 more detailed aims that underpin the school's learning initiative.

About the pupils

- 1.3 Pupils come from professional, business and diplomatic families in the Bucharest area. Roughly two-thirds are Romanian, and the remainder represent about 25 other nationalities. A large proportion have in the past joined the school at non-standard points, often from the Romanian state system. Only a very few are native English speakers, and hence the vast majority of pupils can be considered as users of English as an additional language (EAL). There are 27 current pupils with a level of English below functional competence, and they are supported by the school and their peers. The school has identified 13 pupils with special educational needs and/or disabilities (SEND), and they receive appropriate support. Data provided by the school show that the ability of pupils on entry is very slightly above average compared to those taking the same tests worldwide. The school identifies pupils who are more able, but specific extra provision is tailored for all abilities.

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 (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

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.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

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 previous inspection was in March 2018.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.**

Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education [paragraphs 1–4] are met.**
- 2.3 The curriculum in the EYFS, primary and secondary schools is well planned and takes account of the ages, aptitudes and needs of pupils. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education, up-to-date careers guidance, and appropriate programmes of activities for all pupils. The curriculum is delivered in English, and the use of English is encouraged at all times during the school day. The curriculum provides all pupils, including those with SEND, with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British, Romanian, and western society.
- 2.4 Teaching is well planned. It shows a good understanding of the pupils and their needs; good subject knowledge and understanding; appropriate use of resources; and effective strategies for managing behaviour. It is successful in giving pupils the opportunity to acquire new knowledge and make good progress and it fosters self-motivation, application and interest. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. There are frameworks throughout the school to assess pupils' performance by reference to the school's aims or British national norms, and assessment information is used to plan teaching so that pupils can progress.
- 2.5 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

- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**
- 2.7 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to develop self-knowledge, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; and gain knowledge and respect for public institutions in England and for the responsibilities of citizenship in Romania and pupils' native countries. Further, it encourages tolerance and harmony between different cultural traditions and promotes a balanced presentation of political issues and preclusion of partisan political views. It also actively promotes respect for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- 2.8 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

- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16] are met.**
- 2.10 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school. These are in line with Romanian guidelines and have regard to relevant statutory guidance published in the

UK. Strategies are implemented effectively to ensure that pupils of all ages are listened to and provided with early help. The particular vulnerability of those with SEND is recognised. The school employs two full-time professional counsellors to whom pupils have free access. Staff are suitably aware of the code of conduct and the whistleblowing policy. An appropriate policy regarding low-level concerns has been recently introduced. Safeguarding is managed effectively, and communication between the school and external professionals promotes the well-being of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe online and in their daily lives outside school.

- 2.11 Good behaviour is promoted, and the system of rewards and sanctions is clearly understood and effective. Bullying is prevented as far as is reasonably practical. The school complies with the relevant Romanian health and safety laws and fire safety standards. Documentation in these areas is thorough and shows an effective overview of procedures. Pupils are properly supervised, and attendance and admission procedures ensure that the school can find the whereabouts of pupils. Access to and from the site is rigorously monitored and recorded. The risk to pupils attached to any activity is appropriately assessed and recorded. First aid is administered in a timely manner.

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

- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

- 2.13 The suitability of persons appointed as members of staff is checked in line with both national requirements and guidance issued to schools in the UK. Appropriate checks are made on staff working as contractors, volunteers and others who have access to the site. The directors are checked to an appropriate level. A comprehensive and accurate register is maintained of the recruitment checks undertaken.

Part 5 – Premises of and accommodation at schools

- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

- 2.15 Suitable toilet and washing facilities are provided, including those for disabled pupils. A medical room provides appropriate accommodation to cater for the medical and therapy needs of all pupils. Premises and accommodation are maintained to a standard so that the health, safety and welfare of pupils are ensured. The acoustic conditions and lighting are suitable: external lighting ensures that pupils can enter and leave the school premises safely. The provision of water for drinking and washing is suitable, and sufficient outdoor space on the school site is provided for physical education and play.

Part 6 – Provision of information

- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

- 2.17 The contact details for the school, the executive director, head and heads of school, and a statement of the school's ethos are provided for parents of pupils and prospective pupils on the school website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for SEND and those with English as an additional language (EAL); handling of complaints; the curriculum; promoting good behaviour; preventing bullying; health and safety; and first aid are made available to parents of pupils and prospective pupils on the school website together with details of the school's academic performance. The school's arrangements for safeguarding pupils are published on the school website. The school provides an annual written report to parents of each pupil's progress and attainment.

Part 7 – Manner in which complaints are handled

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

2.19 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; for the establishment of a formal procedure for a complaint to be made in writing; for a hearing before a panel which includes an independent member, at which it allows for the parent to be accompanied; for the panel to make findings and recommendations; and for a confidential record to be kept of findings.

Part 8 – Quality of leadership in and management of schools

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

2.21 The leadership and management of the school, including the directors, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO Standards are met consistently. The school's day-to-day leadership, its oversight by the governing body and their decisions, actively promote the well-being of pupils.

2.22 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.

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 The school is advised to make the following improvements:

- That the intellectual challenge routinely provided in the sixth form is replicated more consistently to ensure pupils of all ages and abilities further sharpen their learning attitudes.
- Building on the pupils' strong speaking skills and passion for debating, greater opportunities be given for the achievement of excellence in the performing arts, especially music and drama.
- That successful initiatives already undertaken to improve both pupils' achievement in, and appreciation of art, be mirrored elsewhere to improve pupils' aesthetic and spiritual awareness.
- That pupils of all ages improve their physical skills by reviewing the content and place of physical education in the curriculum.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils of all ages have excellent skills and knowledge in almost all areas of the curriculum. Evidence from lessons is that the level of their understanding progresses rapidly as a result of the attitudes encouraged by the school's learning initiative. Primary school pupils are particularly strong in their ability to connect their knowledge and skills across multiple areas of the curriculum. Children in the early years quickly develop excellent learning skills.

- 3.6 Data provided by the school show that the attainment of primary school pupils in mathematics, English and science is consistently above average compared to those taking the same tests worldwide and that, over the course of the academic year, good, and often excellent, progress is made from their starting points. This correlates well with observations in lessons, where consistently almost all pupils make at least good progress against the stated objectives. When teaching provides greater individualised challenge then pupils of all abilities develop their understanding more quickly. Secondary school pupils often join the school at non-standard times, and all make sustained progress from their first days. Over recent years, just under half of IGCSE examinations have been awarded one of the top two grades, and roughly one-quarter of A levels are at the highest two levels. Data analysed show that secondary school pupils are attaining grades in most subjects well in excess of those gained by all pupils of the same ability in the same examinations. Again, this correlates with observations in lessons. For example, in sixth-form psychology the high level of Socratic targeted and challenging questioning ensured pupils were quickly able to successfully find elements in common between non-substance addictive disorder and impulse control disorders. Pupils taking A-level classical studies two years early confidently articulated their understanding and knowledge of the plot and themes of book one of *The Aeneid* because the variety of activities challenged all pupils. In the pre-inspection questionnaires, almost all pupils stated that the school gives them the opportunity to learn and make good progress and most parents that teaching enables their children to make good progress and develop skills for the future.
- 3.7 In science, IGCSE pupils show competent practical skills, although the development of these is limited by available space. The school's leadership has already identified the need for more frequent experimental work, but in the interim good use of online demonstration successfully supports the development of pupils' scientific methodology. They record data accurately and have an organised approach, for example identifying the control variables and possible errors when measuring the increase in mass of potato strips in varying concentrations of sugar solution.
- 3.8 Pupils develop excellent knowledge in the humanities. Primary school pupils have a good sense of their historical and geographical place in the world, and secondary school pupils develop high-level approaches by the time they reach A level. In geography, sixth-form pupils accurately assessed the impact of mass movements, and in business studies demonstrated a sophisticated understanding of business ownership. In recent years, pupils have represented Romania in international economics competitions.
- 3.9 In many discussions, pupils talked of their enjoyment of sport, and their wish to have more and wider opportunities in the curriculum. The youngest primary school pupils show competent physical skills, for example throwing a ball with some control at a net above their height. Although individuals and teams have been successful in local, regional and national competitions, the physical skills of some pupils are less well developed than their mental skills.
- 3.10 The very high quality of artwork produced by GCSE pupils reflects an approach that aligns with the school's aim to enable each pupil to discover and develop their special talents. Portfolios show a strong coherent linkage and progression. For example, an exceptional oil painting started with a digital sketch before moving to pencil and pen outline. In a topic entitled *Erosion*, pupils contrasted the conception of a modern city and the old-fashioned by using digital media. Pupils draw on their own experience, for example, in the creation of a surrealist oil following a visit to the Tate Modern and a Romanian exhibition of the work of Tonitza.
- 3.11 Pupils' strong speaking and listening skills contribute to the school's outstanding record in debating, where teams consistently win national and regional competitions. From the youngest years in the primary school, pupils gain confidence in a variety of modern foreign languages, and almost all candidates achieve one of the highest grades at IGCSE. Children in the EYFS quickly develop excellent communication aptitudes as a result of effective verbal scaffolding, role-play, and repetition. They enthusiastically recounted how bees 'buzz, fly and sting'. Throughout the primary and secondary schools, pupils gain a good command of English, although for the majority it is their second or third

language. Almost every parent responding to the questionnaire said they are pleased with their children's progress in English. Pupils possess a wide and sophisticated vocabulary and use subject-specific terminology with accuracy. Although many lack the oral fluency of native speakers until they reach the sixth form, they have a secure grasp of idiom and structure, and show clarity in their explanations or in discussion. For example, in A-level classical studies, pupils confidently articulated concepts such as the Homeric hero and Epic poems.

- 3.12 Primary school pupils read avidly and with confidence, and in discussion pupils described their love of choosing books from the school library. Pupils' ability to listen attentively and sympathetically is already a strength in the early years and is sustained throughout the school. They and teachers respond positively to pupils with SEND, ensuring their needs are given time and attention. Although the number of SEND pupils is too small to make the use of data reliable, observation in lessons and written work show that this group makes progress at least in line with others of the same age. Primary school pupils' writing is a strength with examples of detailed biographies, non-chronological reports and a variety of language features successfully used. In the secondary school, the writing of the most able is creative, flows well and with good use of grammar. Almost always, it is very well presented, showing both care and the willingness to amend and annotate. Diagrams are carefully drawn and labelled. Pupils answer fully with well-constructed multi-step arguments.
- 3.13 Early years children have good mathematical skills and can communicate these orally and through manipulation of tactile materials. Primary school pupils have very good number skills and, when provided with the opportunity, use these efficiently to solve more complex problems. Senior school pupils are numerically agile and have an innate love of number. They are unafraid to make mistakes, quietly going back to correct themselves. They trust in their ability, evidenced in the alacrity with which they correctly complete swathes of calculations during lessons. They hence make rapid progress, invariably as a result of teaching whose pace does not obfuscate clarity of explanation. Many enjoy success in regional mathematics competitions. In the sixth form, pupils reach a high level of attainment in both mathematics and further mathematics, where almost all achieve one of the highest grades.
- 3.14 Pupils in the primary school are confident users of information and communication technology (ICT). They use a variety of software packages and applications to create text and combine this successfully with still and moving images. Younger pupils show excellent creative and ICT skills. Work seen includes research on titanium and the building of a colony on Mars, both drawing on different presentation techniques including video clips and annotated diagrams. In computer science lessons, sixth formers showed exceptional subject knowledge in a comparison of the memory capacity of optical and magnetic devices. Pupils were tightly engaged and all in the group moved quickly to the extension activity, a lively debate about dual layering, pit size and track width in DVD and CD technology.
- 3.15 Pupils' high-quality study skills are underpinned by the mantras of the school's learning initiative. In discussion, both primary and secondary schools showed evident understanding of the language used to frame their approach. Children in the early years successfully experimented with colour, shape and movement, making their own choices in a structure that astutely took advantage of a new and spacious inside and outside area. Primary school pupils argued against a 'flat Earth' based on concepts relating to travel and the horizon. IGCSE pupils' understanding of osmosis and diffusion was sharpened by teaching approaches that accentuated the need to analyse and hypothesise and demanded that pupils thought out their own solutions. In their response to the questionnaire, a very small minority of pupils disagreed that all lessons are interesting. In almost all lessons observed, and particularly in the sixth form, pupils were engaged and attentive, the exceptions being in either secondary year groups when teaching did not provide enough stimulus or challenge for individual pupils' ability.
- 3.16 Pupils across the primary school, including in the early years, consistently display a positive attitude towards their learning across the curriculum. They recognise the benefits associated with collaboration and the older children are very effective at managing the roles within groups to improve their learning. Secondary school pupils, especially those in the sixth form, demonstrate initiative and

independence in lessons. In geography, IGCSE pupils enthusiastically questioned and queried the reasons behind a series of population graphs, acknowledging the impact of emigration on their own country, then drew together themes that allowed predictions of global trends.

- 3.17 Almost all pupils are attentive, articulate and enthusiastic in their response to probing questioning. Teaching encouraged pupils' own interpretations to further developed their skills and subsequently their understanding. Pupils in A-level chemistry lessons actively link their knowledge of inter-molecular forces to a discussion of group 7 elements, applying it to questions about the depletion of the ozone layer. Pupils' tendency to interrogate implications and introduce anomalies ensures there is rapid progress in their understanding. When pupils are challenged, they are unafraid to ask for further or different explanation. The frequent interjection by pupils of 'I don't get it' in A-level mathematics and science lessons exemplifies their excellent approaches to learning.

The quality of the pupils' personal development

3.18 The quality of the pupils' personal development is excellent.

- 3.19 In both questionnaire responses and in discussion, pupils relate how much more confident and self-aware they have become as they move through the school. They point to the strong pastoral care, tolerance and respect of their peers, and unobtrusive yet inclusive atmosphere as the tripos on which they develop. In this respect, the school fully succeeds in its aim to inspire and support. Almost without exception, parents replying to the questionnaires said that the school successfully supports their children's personal development. Primary school pupils understand the impact of hard work on their academic achievement, and this provides them with confidence when approaching new learning. Children in the upper primary classes make excellent use of self-reflection rubrics to assess their own success, the impact this has on them emotionally and how they can improve. Secondary school pupils develop excellent self-knowledge and self-esteem. They are adaptable, focused, purposeful and creative, and seize opportunities to show their independence. Many pupils join the school at non-standard times, often from overseas: in discussion, they related how quickly they had settled and imbibed the culture of the school. Sixth-form pupils say they are well prepared for the next stage of their education, and almost all succeed in achieving places at their first choice of university or college, many with demanding entrance requirements in the UK.
- 3.20 The style of approach ensures that EYFS children quickly become used to making their decisions: when to speak, when to listen, with whom and on what to play, or what colour to paint an elephant. As they move through the school, pupils encounter myriad micro-moments in which they make decisions, for example the level of difficulty to choose in mathematics or approaches to take with SEND pupils in their class. In discussions, asked about decisions they have made, pupils often default to subject choice at GCSE or university. Discussing the effectiveness of the schools personal, social and health education (PSHE) programme, secondary school pupils underlined that they were given much factual background and much advice, but the clear message that their lifestyle was their choice. An interrogation of the school's behaviour and bullying records is clear evidence that almost all pupils make sensible decisions.
- 3.21 Pupils have a latent but rarely exposed awareness of the importance of the non-material. In discussion, adroitly prompted, they show a sincere appreciation of beauty, in art, science, mathematics and music. Younger pupils are annual and enthusiastic participants in an international singing festival at the O2 in London. Some excellent drama was observed in lessons. Pupils confidently explained how drama 'sets us free, it gives us an appreciation of inter-activeness: it allows us to reflect, relax and release our emotions'. The school is already addressing the relative paucity of such opportunity in this area and is cognisant of its potential impact on pupils' ability to reflect and contemplate beyond the immediate. Pupils do not necessarily categorise the moments of uplift observed by inspectors. For example, in mathematics younger primary school pupils evinced spontaneous delight on being told that they had so much progress they would be 'regrouping

hundreds' in the next lesson. Secondary school pupils, considering the emotional impact of photography, remarked 'what is the world without beauty', and in the context of Steve McCurry's *Afghan girl* offered that they 'could feel the life behind her eyes'. In art, pupils conjectured whether the immortal could experience erosion by painting the flow of blood through the cracks in a Greek statue. Very able further mathematicians showed elation at deducing the shapes of increasingly complex polar equations, and other sixth formers spoke with excitement about their study of 'unorthodox physics' in the context of a planned trip to CERN. In the school debating club, pupils demonstrated a reflective, philosophical appreciation and understanding of the different western and eastern perceptions of love.

- 3.22 Pupils have a strong awareness of right and wrong, both in the context of school life and the history of Eastern Europe. They have an excellent concept of morality, and older pupils are very prepared to debate the pragmatic implications. In response to the questionnaires, the vast majority of pupils said that the school encourages them to respect other people, and almost all parents that good behaviour is actively promoted. The youngest primary school pupils respond appropriately during small-group activities, listening to the adults and their peers. They settle quickly at the start of lessons and, throughout, their behaviour supports their own and the group's progress. Pupils patiently explain to new pupils the rules and expectations. Pupils of all ages show empathy rather than make judgements. Secondary school pupils support their opinions with persuasive examples. Pupils are quick to cross-reference their views with universal moral values and adept at linking them with the school core values. They enjoy drawing on examples in their work, for example in a study of *King Lear* reflecting on ideas such as divine justice and fate versus free will.
- 3.23 Pupils' social collaboration and consequent service to the community are a considerable strength of the school, and something that pupils undertake willingly and with enthusiasm. They are exceptionally socially aware and work productively with others to solve problems and achieve common goals, both within and outside of formal lessons. This is a result of a culture exemplified by staff and parents, which encourages pupils to seize opportunities to work together. In discussions, primary school pupils provided almost limitless examples of recent collaborative work: creating a podcast about stereotypes, the news club, and asking a friend to 'proofread my work'. All recognised the value of the school's emphasis on this approach to learning. Secondary school pupils spoke of collaboration in the Duke of Edinburgh's International Award, which many pupils achieve before leaving school. In drama, GCSE pupils demonstrated excellent concentration and understanding in a collaborative presentation exemplifying Stanislavski technique. The wide-ranging opportunities for both primary and secondary pupils to effect and influence change through pupil committees supports the development of their decision-making abilities. In response to the questionnaires, almost all pupils agreed that they are encouraged to do things for themselves, and the vast majority of parents that the school prompts values of democracy. The pupils' Community Action Service (CAS) committee provides a hub for activities to which nearly every pupil makes a contribution, through their time or fund-raising. In discussions, pupils related their experiences supporting others with their academic work, giving dance lessons, or preparing for charity events. Considerable sums are raised for a local cancer hospital and family refuge centre. Primary school pupils are keen to take on formal responsibility as house captains, ambassadors and members of the pupil parliament, and outside these titular roles show unaffected concern for others.
- 3.24 In discussions and in questionnaire responses, pupils stress how positively the school community embraces and imbibes the diversity of national background. In particular, those new to the school, often with little or no grasp of the English language, are well supported by other pupils and staff. In the questionnaires, the overwhelming majority of pupils and parents said the school encourages tolerance of other faiths and beliefs. In literature seen, pupils write persuasively about the positive impact of the school's annual United Nations Day, which for the older pupils moves beyond the tasting of different foods. They report very little friction between male and female pupils, and that any comments rooted in immaturity are quickly addressed. The country's cultural background means that discussion of issues such as gender identity or same-gender relations whilst not illegal, needs to be

cautious. Almost all interviewed confirmed that this was a school whose pupils and staff were at ease with those with diverse preferences. It is salient that a tolerance (also known as diversity, equity and inclusion) committee has only this term been formed and has yet to identify issues that need addressing.

- 3.25 Pupils have an excellent theoretical knowledge of the components of a healthy diet, although this is not always reflected in the snacks they choose to bring to school. In contrast, they make informed choices at lunchtime. Almost all pupils show a thirst for exercise, for example in their enthusiastic responses to notices about sports day or public requests in assembly for football competitions. Many pupils walk to school, and during breaks most are physically active. In response to their questionnaire, a very few parents disagreed that there is a good choice of extra-curricular activity, in their comments relating this to sport. Almost every parent responding to the questionnaire agreed that the school is well led and governed, and the school's leadership is already aware of the needs in this area. It has already implemented a priority to provide more space for the younger years in which to play. Pupils have a strong awareness of the strategies to keep mentally fit and safe. Presentations are often led by pupils, for example in describing precautions to ensure personal safety, particularly in the context of school's geographical position in central Bucharest.

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 directors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended class 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 Stephen Cole	Reporting inspector
Mr Michael Clack	Team inspector (Regional head of schools, COBIS)
Mr Andrew Ryan	Team inspector (Head, IAPS school, Turkey)