



**British School
Overseas**
Inspected by Penta International

Inspection report

**King's Oak British
International School**

**Bucharest
Romania**

Date **21st – 23rd November 2022**
Inspection number **20221121**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

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

During the inspection visit, nearly 40 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team member was Kasia Juszcak.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school provides a high-quality education, catering very well to the needs of a wide range of pupils, including those with additional learning needs. The personal, social and emotional development of pupils is a strength of the school, where children are encouraged to become confident, creative, open-minded individuals. Pupil welfare is a high priority of the school. Standards of health and safety are excellent. The high standards achieved by pupils reflect the personalised attention which they receive.

3.1 What the school does well

There are many strengths at the school, including the:

- self-confidence, openness and independence displayed by pupils, who assert themselves clearly but politely;
- inclusion of, and provision for, pupils who have additional learning needs;
- commitment by teachers and leaders to continuous improvement and high standards in all aspects of school life;
- ambitious plans for the further growth and development of the school, driven by the board of management;
- high standards attained and progress made by pupils, relative to their individual starting points;
- creativity across the school; pupils feel safe to express choose ways in which to express themselves, displayed in pupils' wide-ranging art-work, writing, drama, debating and play;
- emphasis on language development across the school;
- relationships across the school, supported by the focus on well-being of pupils, staff and parents;
- pupil teacher ratios, which encourage a personalised approach for all pupils;
- provision in EYFS, with its emphasis on independence, sensory experiences, language development and creativity;
- safeguarding and welfare of all pupils;
- many developments since the previous inspection report, including fully opening a one form entry secondary school.

3.2 Points for improvement

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

1. Continue to establish and embed best practices in teaching, learning and assessment in the secondary school, to ensure continuity of high-quality provision across the school;
2. Create closer links between the provision of CPD and whole school development priorities;
3. Develop pupils' use of learning technologies in all subjects across the curriculum, to support independent learning and research skills.

4. The context of the school

Full name of School	King's Oak British International School				
Address	72 Petre Aurelian Street, District 1, Bucharest, Romania. 013838				
Telephone Number/s	+4 021 380 3535				
Website Address	www.kingsoakschool.ro				
Key Email Address	reception@kingsoakschool.ro				
Headteacher/ Principal	Stephen Marr				
Chair of board/Proprietor	Brindusa Vlanga				
Age Range	1 - 18 years				
Total number of pupils	198	Boys	102	Girls	96
Numbers by age	<i>0-2 years</i>	10	<i>12-16 years</i>	49	
	<i>3-5 years</i>	43	<i>17-18 years</i>	1	
	<i>6-11 years</i>	95	<i>18+ years</i>	0	
Total number of part-time children	5				

King's Oak British International School (KOBIS) was established in 1994, by a group of parents. It was founded as a nursery school, with the aim of providing a quality education for children in Bucharest, through the medium of English. The school rapidly grew and moved to new premises in 1995, however, continued growth, waiting lists and parental requests to extend education up to the age of 11, required a further move to the present campus in 2009. This afforded the school modern facilities and the capacity for further growth and development.

Originally founded as the International Nursery School, the school developed into the International School for Primary Education in 2009. In 2016 the school changed its name yet again to King's Oak British International School. It now accepts pupils across all year groups in Early Years Foundation Stage (EYFS), primary and secondary.

The school is a not-for-profit organisation, operating under Romanian law as the Association of the International School for Primary Education. It is a non-selective school, offering a secular curriculum to an international community. The school is a full member of the Council of British International School (COBIS) and an accredited Cambridge International Examination centre.

Due to the ongoing success of the school and rapid growth of the secondary section, the school is once again short of space. Plans are being formulated to expand the school into further buildings in the near future and develop a purpose-built high school in due course.

Brexit, Covid-19 and the war in Ukraine have impacted on staff recruitment. The school is working to combat these factors with a strong recruitment drive, to ensure the highest quality teachers are recruited and retained.

4.1 British nature of the school

The school has a tangible British feel, evident in its environment, organisation and ethos.

The school delivers the National Curriculum for England, from the early stages of EYFS to the end of year 9, when pupils commence Cambridge International iGCSE, AS and A level syllabi. Time allocations for subjects match United Kingdom (UK) expectations. Learning is assessed using a range of standardised and diagnostic tests, benchmarked against UK standards. All teaching, with the exception of Spanish, is in English. The curriculum is enriched with a wide range of extra-curricular activities and clubs. The school celebrates World Book Day, maths week and science day, in line with UK schools.

Many staff have UK training together with experience of working in the UK or other British international schools. Ongoing continuous professional development (CPD) is sometimes led by trainers from the UK, in collaboration with other schools in Bucharest. Some staff have qualifications from the National Professional Qualification (NPQ) suite of trainings.

The school has robust policies, in line with best UK practice, particularly around safe guarding and child protection, including adherence to safer recruitment requirements, and health and safety.

The school's appearance resembles a school in the UK. The school layout, classroom design and use of display reflect British practice. Pupils wear a school uniform. The school year, divided into three terms, and the timetable mirror the structure of UK schools.

The school has a strong house system, pupils are proud to receive house points and enjoy a range of house related competitions and sporting activities. Many leadership opportunities exist for pupils, including house captains, the Eco Committee and two active student councils.

The school marks important events in the British calendar, such as Remembrance Day and Guy Fawkes Night. Children learn about famous British inventors and other influential personalities as part of their topic work. Pupils understanding of global issues is promoted through the school's local and international charity work. They take part in British competitions through COBIS, of which the school is a full member, and projects such as the Duke of Edinburgh's International Award.

5. *Standard 1* The quality of education provided by the school

The quality of education provided is good, with many excellent features. Strong planning and engaging lesson delivery, particularly in EYFS and primary, leads to outstanding progress and attainment.

5.1 Curriculum

The quality of the curriculum is good, some features are excellent. It fully meets the standard for BSO accreditation.

The curriculum is broad, balanced, and based on the National Curriculum for England, across the school. A clear curriculum policy is in place. The curriculum meets all Romanian legal requirements for international schools.

For the youngest learners, the 2021 EYFS curriculum has been recently been implemented. The teaching of basic skills of reading, including phonics, writing and numeracy are embedded effectively. Teachers are developing their knowledge of the effective use of continuous provision. In primary, the curriculum is delivered through a topic-based approach, cross-curricular links are a strong element of curriculum delivery. In secondary, the curriculum is delivered through the Cambridge International Curriculum, which is currently being trialled and adapted, and iGCSE and AS level examination syllabi. The secondary school curriculum has a clear focus on teaching life and 21st century skills alongside formal subject content.

Outdoor learning is actively promoted. In EYFS, 'literacy on the go' takes place every week, giving children the opportunity to apply their knowledge of phonics in an outdoor setting. In years 1 to 3, outdoor learning spaces have been created, where children can participate in academic activities and practical project-based learning. Every spring, pupils collect frogspawn to observe, and chicks and ducklings are hatched in incubators, to give the study of life cycles real meaning for young learners.

The curriculum is mapped from EYFS through to Key Stage (KS) 4, ensuring continuity and progression. It is supported by schemes of work, which enable pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum is reviewed regularly; medium and short-term plans are adapted to meet the needs of the cohort of pupils in each year group. Detailed lesson planning is in place. In primary, topics and learning objective overviews are shared with parents on a regular basis via weekly newsletters, through the Kinderpedia digital platform and home school diaries.

The curriculum promotes multicultural and intercultural learning and celebrates diversity. Special events are used to mark a wide range of religious festivals representing different cultures and beliefs. Sex and relationships education (SRE) was introduced in 2019 and the school is seeking ways to enhance the personal, social, health and economic education (PSHEE) curriculum even further.

The curriculum is used creatively by teachers to plan learning that engage pupils. The curriculum is further enhanced by a range of extra-curricular activities (ECAs), off-site visits and visitors. Provision for pupils learning English as an additional language (EAL) and those with additional educational needs (AEN) in EYFS and primary is excellent; the school acknowledges that special provision must be further developed in the secondary school. Opportunities across the school for gifted and talented pupils are evident, with a range of in-school, local and international competitions, which receive strong participation.

The curriculum prepares pupils for the next stage in education and in life. Transitions between year groups and key stages are carefully managed, to ensure not only the well-being of pupils but also that all relevant knowledge is passed between teachers. Pupils in KS4 receive career and university advice, with outside speakers sourced to widen pupils' horizons.

5.2 Teaching and assessment

The quality of teaching and assessment is good, some aspects are excellent. Many of the lessons delivered are consistently good or better, particularly in EYFS and primary.

It is evident that teachers know their pupils well when planning lessons and individualised tasks. In EYFS, teachers plan a range of learning opportunities that are well matched to the needs of the children. Lessons and the learning environment are innovative and engaging, for example 'literacy on the go'. In reception, there is strong emphasis on promoting independence, teachers guide children through tasks helping them make the right choices. In the nursery class the small number on roll benefit from a wide range of provision in both the outdoor and indoor areas. To support children's curiosity, imagination and development across the seven areas of learning, teachers, teaching assistants and a shadow teacher are encouraging and supportive, without dominating. Transitions from EYFS into KS1 are supported by the concrete, activity-based learning which continues into year 1.

In primary, teachers' strong subject knowledge and understanding of how pupils learn enable pupils to enjoy learning and make progress. Levels of challenge are high, relative to pupils' starting points, particularly in KS2. A strong focus on language acquisition and vocabulary helps to ensure that all pupils, the majority of whom are learning English as an additional language, are able to fully access and comprehend the learning. Spelling lists are discussed in detail with pupils at the beginning of the week. Pupils are asked to give definitions of words and use them in appropriate contexts.

Resources are used effectively, including time and adult support. Primary classes all have two full-time teachers, however, lessons often include additional teaching assistants (TAs), EAL and SEN teachers to support learning. As a result, pupils receive learning which is personalised to their specific needs, to support and extend their learning. Displays are used well to support curriculum delivery and celebrate pupils' work, evidencing the high standards of creativity which pupils achieve. Flexible groupings in classes for different subject areas, and the allocation of partners for some aspects of paired work, further enhance the personalisation of learning.

In the best lessons, pupils are encouraged to challenge themselves in their learning. For example, in a year 5 numeracy lessons on strategies to solve addition problems, pupils were offered 3 levels of differentiation - 'on my way', 'yes I can' and 'green to go'. One pupil, who selected the highest level of challenge, told the observer that she felt she could manage the task. The teacher informed the observer that this pupil usually tackles the middle level, so would monitor her, and offer support if needed.

Pupils' active engagement in their learning is evident, particularly in EYFS and primary. Lessons are often practical, giving pupils the opportunity to explore ideas and find their own answers. For example, in a year 2 science lesson, pupils explored a range of different materials, working enthusiastically together to find out if the shape of the material could be changed. The teachers used questioning to good effect to probe and extend pupils' growing understanding.

In secondary, teachers have good subject knowledge, the ability to explain clearly, a good understanding of examination requirements and well-developed skills in coaching for examination success. As a result of teachers' sound understanding of the topics taught, learning is well scaffolded. For example, in a year 7 mathematics lesson on adding and subtracting fractions, revision of proper and improper fractions, and teaching in simplifying fractions led to pupils being able to confidently tackle the addition of non-equivalent fractions. However, too many lessons are teacher led, with less emphasis on pupils taking responsibility for their learning and exploring ideas. Across the school, pupils show good ICT skills, however, they do not use ICT independently to extend learning.

In KS2, teachers are responsive to pupils' needs using a rich variety of formative assessment techniques and purposeful feedback. This ensures all pupils make good progress, including those who need additional support or more challenge. Live marking and feedback are a feature of many lessons, with teachers giving verbal 'two stars and a wish' comments. Teachers encourage pupils to self-check their work with a peer, often against clear success criteria, prior to the teacher reviewing the task individually with pupils. Teachers gently guide pupils when errors have been made and, through careful questioning and targeted support, give pupils the confidence to correct their mistakes. This was evident in a year 6 mathematics lesson on calculating the perimeter and area of shapes, when pupils could be observed to have a 'light bulb' moment, as their understanding became more secure.

The school has robust systems in place to assess and track pupils' attainment and progress, and has a substantial amount of data which is used effectively to monitor and support the learning of both individuals and groups of pupils. Teachers meet termly for the moderation of pupils' work. Summative assessments are used across the school, at key points in schemes of learning. Regular pupil conferencing facilitates the setting of relevant and challenging targets in learning. The progress of pupils with individual education plans (IEPs) is reviewed with parents and pupils every term. Standardised testing allows for the benchmarking of pupils' attainment and progress against UK standards.

The style of teaching, learning and assessment prepares pupils to enter or re-enter the UK educational system.

5.3 Standards achieved by pupils

The standards achieved by pupils are excellent.

Promoting and maintaining positive behaviour in school is supported by a behaviour policy which includes a clear anti-bullying section. Behaviour expectations across the school are high and modelled by staff. Pupils are respectful of one another and to all staff. It is evident from their mature attitudes that they enjoy and value school. Overall, pupils' behaviour is outstanding across the school, with the exception of some low-level disruption in lessons where teaching does not fully engage pupils.

Current attendance - KS1 94.4%, KS2 92.9%, Secondary 91.7% - although improved from the previous year is below the UK expectations of 96%. The school is taking measures to improve attendance and punctuality, for example, a call is made to the home on the first day of absence and rewards are given to pupils for 100% attendance. If a child is absent due to sickness, the school nurse liaises with parents via phone calls or the Kinderpedia digital platform.

Attainment and progress across all phases of the school are excellent. Analysis of data shows that most pupils in EYFS, primary and secondary attain very well and make excellent progress relative to their individual starting points. Almost all pupils enter EYFS with little or no English and working below age-related expectations, however they progress well so that by the end of EYFS achievement is good across all areas of learning with a large majority of children meeting the Early Learning Goals. Excellent progress continues through primary, as a result, by the end of year 6, the majority of pupils, including those with EAL, are proficient in English language and literacy skills and mathematics. Excellent attainment and progress in literacy and mathematics continues through the secondary section. Comparisons are strong against standards achieved in the UK.

The academic year 2022/23 will see the school's first cohort of pupils sitting iGCSE examinations. Predicted grades indicate that 100% of pupils should achieve grades A* to C across all seven subjects.

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

The spiritual, moral, social and cultural development of pupils is excellent; it is a strength of the school. Pupils have excellent attitudes to school and learning; they participate well in lessons and visibly enjoy all aspects of school life.

Pupils' spirituality is strongly developed through their exposure to nature. The lake shore environment, birdlife and abundant greenery leads to feelings of peace and tranquillity. Secondary pupils commented on how the setting focuses their minds in lessons and helps them to feel calm. A focus on mindfulness and brain gym exercises teach nursery and primary pupils self-awareness and self-control.

Very good behaviour is evident around the school. Pupils are polite and well-mannered, whilst having the confidence to assert their feelings, wants and opinions, all in a respectful way. Pupils report that there is no bullying, they understand the difference between bullying and falling out, one pupil commented, "We can all be mean sometimes, but that's not the same thing". Pupils of all ages know right from wrong.

Strong relationships exist across the school – between teachers and pupils, and pupils themselves. Pupils show empathy for others and are inclusive of all pupils, regardless of background or situation. They speak sensitively about their peers with additional learning needs. A strong sense of community binds everyone together and brings unity.

The PSHEE program focuses on areas such as relationships, friendships and bullying, and provides a structured framework for conversations. The recently introduced SRE component helps to broaden pupils' awareness in an open manner. Two fully trained psychologists, who act as school counsellors, offer advice to pupils, parents and staff. Pupils may self-refer if they have concerns; they comment that they would be comfortable speaking with the counsellor about personal issues. Pupils report that they feel safe at school, and know how to protect themselves online.

Independence is strongly promoted, for example, even the youngest children fill their own water bottles and store them correctly, facilitated by strong routines established by staff. Pupils take responsibility within the school, the two student councils and the eco committee are clear examples of this. Representatives are elected through a democratic process, which is valued by pupils. Younger children are given responsibilities in class such as line leader, book monitor, and pencil sharpener. Pupil leadership helps to drive initiatives within school. An example of this is the recent anti-bullying week and odd sock day, which the student council were directly involved in planning and running. Primary pupils ran a poster competition and observed their peers on the playground to "catch them being good", handing out pencils as rewards. The house system gives pupils a sense of identity, and feeling of

belonging to a wider group, whilst providing further opportunities for pupil leadership, and a clear rewards system.

Pupils are actively involved in local charity work, such as the support for abused women and children provided by *Casa Ioana*, and the British Embassy soup kitchen for the poor and homeless. Pupils not only contribute in terms of fund-raising activities, they also give up their time for community service, working directly with people less fortunate than themselves. Older pupils lead activities for children at *Casa Ioana*, and taken part in the distribution of food for the needy.

The school enjoys a multi-cultural school population, with 27 nationalities currently represented. Pupils welcome this diversity and report there are no difficulties between cultures, instead it promotes an understanding of similarities and differences. Key cultural events such as Diwali, Hanukkah, Christmas, Halloween, Remembrance Sunday and Thanksgiving are highlighted and celebrated through lessons, assemblies and creative work. Pupils speak enthusiastically about the International Food Fair, which features traditional dress, dance and a flag parade, as well as Halloween parties and Christmas parties.

Secondary pupils receive appropriate careers guidance; they recently enjoyed a session with three diverse professionals sharing insights about their roles. University advice is also provided for the oldest pupils.

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

The provision for welfare, health and safety is excellent. There is a strong focus within the school on pupil well-being. Health and safety policies and procedures are detailed and robust.

Pupils are very well cared for; they report feeling safe at school and well supported. A robust safeguarding policy is in place, which is in line with UK government and Romanian regulations. This outlines the different types of abuse over which concerns should be raised. Safeguarding training is a key aspect of induction, delivered to all new staff and refreshed every three years. Members of the safeguarding team and the designated safeguarding lead (DSL) all have level 3 training. Records of concerns raised are stored securely, and kept separate from each pupil's main school records. In addition, a safer recruitment policy outlines the clear steps taken to ensure all staff are suitable to work with children. A trained psychologist is available to all pupils, parents and teachers, to provide advice and support as required. The behaviour of pupils is good and incidents of bullying extremely rare. Pupils are taught how to stay safe, including on the internet.

Healthy lifestyles are promoted within school. Pupils are taken out to play in most weathers, appropriately dressed and with adequate cover against rain or sun. Outdoor learning is encouraged, particularly in EYFS and KS1. Pupils learn about healthy eating. School meals and snacks are nutritious, tasty and healthy, those who bring their own food are encouraged to make healthy choices.

Comprehensive policies are in place for all aspects of health and safety. These provide strong guidance on all matters and are clearly linked to best UK practice, as well as meeting local Romanian requirements. Risk assessments are carried out for on and off-site activities. The outdoor play equipment is checked daily for any defects and maintained to a high standard.

The school site is secure. Guards are present at main entrances. Electronic locks secure all external doors. Parents drop children at the gate or in the playground area. Visitors are logged into the school and given identity lanyards. CCTV monitors all external doors.

The supervision of pupils is comprehensive, including moving between different areas of the school. Guards are on duty to control traffic in the morning and after school. Routines around safety on bus transport are strong.

The school is maintained to a high standard, any defects are reported and rectified by the school's maintenance team, or contracted out if of a more specific nature. Levels of cleanliness and hygiene across the school are exemplary, with teams of cleaners allocated specific roles and responsibilities. The kitchens are maintained to an excellent standard and hygienic food preparation protocols are in place.

Fire and earthquake procedures are clear and practices take place every term. Evacuation routes are clearly sign posted. Staff receive annual training from an external provider. A local fire consultant checks all equipment and certifies the school every few months.

The school nurse maintains detailed health and accident records. Teachers and kitchen staff are informed of any allergies. Details of pupils with serious health issues are shared confidentially with staff. Parents are requested to inform the nurse if their child is absent, if they fail to do so she contacts parents on the first day of a child's absence. The clinic is well equipped and all medicines stored securely. Chemicals are stored securely in the science labs.

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

The suitability of the proprietor and staff meets the standard for BSO. The board of management provide strategic direction for the school, with an ambitious programme of development.

A safer recruitment policy outlines roles and responsibilities for the board of governors and school leaders. The school recruits teachers through a variety of means, including the TES, and two international recruitment agencies. The school uses its own application form, which includes a declaration regarding previous convictions. Job descriptions and person specifications are included in all advertisements. Two confidential references for short listed candidates are requested in advance of an offer of employment, and may be followed up with a direct conversation. All interview panels include at least one member who has undergone safer recruitment training. Checks regarding proof of identity, qualifications, medical fitness and the right to work in Romania are made prior to appointment. ICPC checks or the equivalent, including the disbarred list, are sought. Prohibition orders are also checked with the DfE. Applicants who have lived or travelled abroad for more than three months are required to obtain a police check from the country they visited. Similar checks are conducted for all members of staff and board members.

Many of the teachers are suitably qualified Romanian nationals, while a significant proportion of teachers are UK trained or have relevant UK experience. At the start of the year, all teachers receive a training programme, which outlines the school's priorities for the year. A staff handbook provides detailed information regarding health and safety procedures, child protection, and staff expectations with a clear code of conduct. All teachers undergo an induction period, before their employment is confirmed. Monitoring and support is provided by a senior member of staff, as required. The school prides itself on its teacher development strategies, which are ongoing from the point of induction.

Lesson observations are conducted on a regular basis, which allow senior leaders to monitor the quality of teaching across the school. Peer coaching is promoted, teachers work in triads to observe each other teach and provide feedback and support. Performance management targets are linked to pupil attainment, school priorities and personal professional goals. Continuous professional development (CPD) is provided, often linked to teachers' personal priorities. A recent focus for school directed CPD has been on training for middle leaders.

The school maintains a single central record of recruitment and vetting checks, which is kept up to date. This record covers all employees including teachers and leaders, TAs, part-time staff, supply staff, administrative and ancillary staff. Volunteers, work placements and peripatetic staff and staff involved in the delivery of extra-curricular activities are also included. The single central record was made available to inspectors.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school are good, and fully meet the standards for BSO.

The school is located in idyllic surroundings, on the shore of a large and peaceful lake. The premises have all been carefully converted to provide suitable classroom and other learning spaces, and allow for the full delivery of the curriculum across all age ranges, including examination groups. Some aspects of the refurbishment have been handled with imagination and creativity, such as the secondary coffee shop and library. While space is limited, it is used to the best possible advantage.

The premises for EYFS, both indoor and outdoor are of a very high quality. They cater for the needs of the children relative to their stage of development, and for the seven areas of learning, encouraging enquiry and independence. The use of natural materials leads to a peaceful feeling, which nurtures young learners.

Displays are of a high standard, showcasing pupils' creativity and supporting learning. This is particularly evident in KS2, where classrooms and corridors provide rich environments to develop and celebrate learning.

All buildings are in good condition, secure and pose no obvious risks to pupils' health and safety. Learning areas enjoy plenty of natural light, particularly in the secondary building, with large windows offering extensive lake views. All buildings are well ventilated and heated or cooled adequately. Classrooms are sufficiently insulated against sound transference between rooms. Suitable and plentiful toilet and washing facilities are provided for pupils and separately for staff. Water for washing is warm but not hot enough to scald. Drinking water is available at many points around the school buildings and in classrooms. The environment is safe for all pupils. Maintenance, cleanliness and hygiene are all of a very high standard.

Spaces for play and recreation are currently limited, particularly in the colder weather, however, timetabling allows for different groups to access the main outside area at different times. Work is currently underway to develop a further sports and recreation area outside the secondary building. Further plans for a dedicated high school building are in a formative stage.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO; it is excellent.

A wealth of information about the school is available on the school's website, including key contact details and policies. A parent handbook provides valuable background information. Parents are highly satisfied with the quantity, quality and frequency of information shared and the various channels of communication, including phone calls, emails, Facebook, Kinderpedia, curriculum information and home-school diaries. Weekly class newsletters in nursery and primary contain general notices, an outline of the week's learning, learning intentions for the following week, weblinks for literacy and maths, calendar reminders as well as a photo gallery of pupils' learning activities. Parents feel that all staff are approachable, able to anticipate concerns and willing to address queries promptly should any arise. Parents use words such as 'welcoming', 'positive' and 'caring' to describe the way the school cares for their children.

Parents receive written academic reports twice a year about their child's progress and attainment. These contain grades, written comments and suggested next steps. Parent teacher meetings are held to discuss the reports in greater detail. Parents commented that reports are personalised, informative and easy to understand for all, including non-native speakers of English, providing evidence that teachers know their children very well academically, socially and emotionally. Parents are also able to request a meeting with a teacher at any time outside the scheduled parent teacher meetings to get an update on their child's progress and well-being at school. The parents of children with IEPs participate in IEP review meetings.

At regular intervals, the school's psychologists organise workshops, offering support to parents and focusing on identified areas of needs.

Parents' opinions are sought through regular surveys, the results of which are fed back to parents and help to form school developments.

A parent and toddler group is well established and takes place for 2 hours every week. This is offered free of charge. All parents with toddlers are welcome to join the group, to take part in a range of activities and learn about the school, so they can make informed decisions as to whether the school is the right place for their child's ongoing education.

'Friends of KOBIS' is a parent-led group, which supports school events in practical ways. The group gets involved in charity initiatives and organising culture celebrations, such as the school's International Food Fair. The group is open for all parents to join and meets approximately once a month.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school's policy for handling any complaints made is easily found on the school's website. It draws a clear distinction between raising a concern with a member of staff, which may happen from time to time, and a formal complaint.

The school expects most concerns to be resolved informally and promptly. Issues should be raised in the first instance with the teacher concerned, parents will receive feedback within 10 working days. Any matter unresolved at this stage should be set out in writing by the complainant, giving full details of the concern, and sent to the head of school. If the complaint is regarding the head of school, then it would be addressed to the chair of the board. Receipt of the complaint is acknowledged within three working days and investigated, with a response provided within 15 working days. The complaint is recorded formally at this stage.

Following this stage, should the complainant wish to pursue the matter further, a complaints panel would be convened, consisting of two members of the board and one independent person. The complainant should request this within 10 working days of the school decision being communicated. The panel will hold a hearing within 20 working days to discuss the issue, reach a judgement and decide on an appropriate course of action. The final outcome is communicated in writing to the complainant as well the head of school and person complained about.

Clear records are kept of all appeals, decisions and recommendations of the complaints panel.

No formal complaints have been raised during the last year. There is no consistent theme of informal concerns raised.

12. Standard 8 Leadership and management of the school

The leadership and management of the school are excellent, providing clear direction and promoting the ethos of the school.

The board of management and SLT have a clear vision for the school, “Inspiring creativity, developing independence, celebrating community”. This vision guides the school’s ethos, and is clearly lived in the school, evident in the pupils’ approach to learning and life. Parents and pupils are enthusiastic about the autonomy which pupils have to express themselves, develop as individuals and have a shared sense of identity. Whilst these values are deeply instilled in the spirit of the school, they could be made further explicit with pupils and parents.

The growth of distributed leadership is having a positive impact on school developments. A leadership structure including head of school, deputy head, head of secondary and key stage leaders facilitates development of targeted areas. All school leaders have received appropriate training. The secondary school is still in the early stages of its development. The academic year 2022/23 saw the establishment of one class per year group from years 7 to 12, and a full complement of subject specialist teachers. At least 50% of secondary teachers are new to the school in the last 12 months. Leaders are conscious of the impact that this has on the continuity of values and standards.

Senior leaders are aware of the key strengths and areas of development for the school, and are focused on improvements, both strategically and in terms of raising standards further in teaching and learning. School development priorities are reviewed regularly. Professional development complements performance management, teachers are able to highlight their specific training needs and support is provided to them to pursue these. A programme of peer coaching triads has facilitated the discussion and transfer of best practice. A more strategic approach to CPD will help the school to fully meet its development priorities.

There is a strong emphasis on ensuring teaching is focused on meeting the needs of individual pupils. A high teacher: pupil ratio enables this approach, and teachers’ knowledge of individual pupil’s strengths and next steps ensures that the correct support is provided. As a result, attainment and progress relative to individual starting points are excellent. This approach is most firmly established in EYFS and primary. The focus on inclusion is deeply embedded, the school caters admirably for the needs of a range of pupils who have additional needs and welcomes these children and their families into the community.

Relationships across the school are strong. Parents welcome the many social events which help to cement the feeling of community. Morale is high across the school. School leaders consider the well-being of both pupils and staff a top priority, with resources provided for staff such as a fresh coffee machine and massage chair.

The school's leaders and board of management are aware of its moral obligations to the local community and wider society. As well as supporting local charities, the school provides scholarships to gifted pupils, as well as last year offering free places to a large number of Ukrainian refugee children: this year, these families benefit from a personalised offer/special package)

The school runs smoothly on a day-to-day basis, with competent administrators following clear procedures. Finances are carefully managed and the school is well resourced for the delivery of the curriculum.