

# **IOANID Preschool International Education (Stejarii International Kindergarden)**

## **British Schools Overseas Inspection Report**

Inspected on  
21 - 22 March 2016

Lead Inspector: Lorna Dick



**Report Published April 2016**

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<b>Inspection number:</b>	1116
<b>Type of school:</b>	International Kindergarden
<b>Phase</b>	Early Years and Year 1
<b>Number of pupils/students:</b>	58
<b>Age range:</b>	18 months - 6 years
<b>Gender:</b>	Mixed
<b>Appropriate authority:</b>	Ioanid Schools (Romania)
<b>Proprietor or Chair of Governors:</b>	Mrs Anca Biris
<b>Head of School:</b>	Ms Ela Robinson
<b>School address:</b>	Stejarii Residential Club 14 Jandarmeriei Bucharest Romania
<b>Telephone number:</b>	00 40 746 041000
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### List of Inspectors

Lorna Dick	
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## The Purpose of the Inspection

This inspection was carried out by 1 inspector from Tribal Education as part of the accreditation process by the Department for Education (DfE) for British Schools Overseas. The purpose of the inspection is to provide information to parents, prospective parents, teachers, senior managers and the school's owners on the overall effectiveness of the school and the standard of education it provides.

The accreditation for British schools overseas requires inspection against the standards in the following areas:

1. the quality the curriculum - graded
2. the quality of teaching and assessment - graded
3. the spiritual, moral, social and cultural development of pupils - graded
4. the welfare, health and safety of pupils - graded
5. the suitability of proprietor and staff - not graded
6. the school's premises and accommodation - graded
7. the provision of information for parents, carers and others - not graded
8. the procedures for handling complaints - not graded
9. provision for boarding (where applicable) - graded
10. leadership and management - graded
11. Early Years (where applicable) – not graded
12. The Sixth Form (where applicable) - graded

## Key for inspection grades

Grade 1	Excellent
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## A guide to proportions used in the report

Proportion	Description
97–100%	Vast/overwhelming majority or almost all
80–96%	Very large majority, most
65–79%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

## Description of the school

Stejarii International Kindergarden (also known as IOANID Preschool International Education) is a non-selective independent, fee-paying day school for boys and girls aged from 18 months to six years. The kindergarden opened in 2013 as part of the Ioanid group of schools (Romania).

The kindergarden operates from a purpose-built building within the grounds of the Stejarii Residential Club and serves families residing within the club and the wider community. Children join or leave the kindergarden at different times throughout the year to fit in with the parental employment patterns of the expatriate community. Currently, 29 boys and 29 girls, representing 19 nationalities, attend the kindergarden.

The academic year starts on 1 September and ends on 31 August. When children join the school they do so in an academic year group determined by their date of birth. Most children speak no English when they start to attend. The school accepts children with special educational needs if it has the capacity to support their learning. The staff team includes local and expatriate individuals. Expatriate staff, including the Head of School, were trained in the United Kingdom. The Head of School has experience of leading a maintained nursery school in England and international schools in two countries.

The curriculum is based broadly on the English Early Years Foundation Stage (EYFS) and Year 1 of the English National Curriculum. It is adapted to meet the needs of the international community. The school aims to equip children with the skills, concepts, attitudes and knowledge to become global citizens and to be able to thrive wherever they go in the world. The curriculum is taught solely in English. It is designed to promote much of children's learning in the natural outdoor environment of the forested area in which the kindergarden is situated.

## Information about the inspection

This two-day inspection was carried out by one inspector. A range of inspection strategies was used to collect evidence, including:

- observations of the quality of teaching and learning inside and outdoors in each age group
- meetings with the Head of School and parents
- discussions with staff and children
- a review of work completed by children in the Reception and Year 1 classes
- visits to extra-curricular activities, breaks and lunch
- a detailed scrutiny of documentation, policies, planning and assessment information.

The Inspector and Head of School held daily up-date meetings.

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**Main Findings****Grade: 2**

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- The Stejarii Kindergarden meets the accreditation standards for a British International School, as set out by the Department for Education (DfE) for England.
- The good leadership and management of the Head of the School gives confidence to both parents and staff. She shares her vision and high expectations with staff, children and their parents. Good support for the professional development of staff and continuous monitoring of the quality of provision maintains and improves the quality of teaching.
- The school uses suitability checks, completed in the United Kingdom, and international certificates of good conduct as part of their recruitment procedures to establish that staff, both local and international, are suitable to work with children.
- Teaching is good and sometimes excellent. It provides all children with a strong start to their education, preparing them well for their next steps in learning and their future lives. Staff create equally rich activities and experiences, indoors and outside, that reflect all expected areas of learning. All staff are committed to nurturing children's individuality in a supportive environment that challenges each child to do their best.
- From entry into the EYFS to Year 1, all children, including those with special educational needs, make progress that is at least good from their starting points. Children are immersed in the English language from the day they begin to attend and become confident communicators with adults and each other. Staff in the reception year are working closely with the Year 1 teacher to strengthen their teaching of phonics. However, they do not yet consistently and precisely match their teaching to each child's stage of development. At times, this limits children's ability to make the progress they should in adult-led activities to support early reading and writing. Throughout the kindergarden, children are curious and highly motivated learners. They make the most of the exciting learning opportunities available to them in well planned adult-led activities, and those they choose for themselves both inside and outdoors.
- Children in Year 1 develop secure literacy and numeracy skills. They continue to work creatively and independently inside and outside and have a secure understanding of the national curriculum subjects at the appropriate level.
- The curriculum prepares children to enter UK schools. Pupils in Year 1 are assessed against the statutory requirements of the National Curriculum at the appropriate level. Assessment throughout the Early Years phase links to the expected areas of learning. However, the school does not use the English summative assessment of attainment at the end of the Foundation Stage. Staff do not compare their judgements of children's attainment with others working with children of the same age, to ensure that the judgements are reliable against a wider group. The procedure to share details of children's attainment in the early learning goals with the Year 1 teacher is not fully embedded to ensure that curriculum planning can be matched precisely to their abilities as soon as they move into the next phase of their education.
- The school promotes children's well-being, health and safety very successfully. Staff carefully observe how children are feeling and gauge their involvement in

activities. They adapt the provision, and their interaction as necessary, so that all children feel comfortable and secure. Children have many opportunities in daily outdoor activities and extra-curricular clubs to understand the importance of a healthy lifestyle. They become increasingly confident in taking responsibility for their personal safety.

- The school's mission statement, 'to equip children with the skills, concepts, attitudes and knowledge they need to become global citizens', is embedded in practice. Throughout the kindergarden children from widely diverse backgrounds show respect for each other and their environment. They celebrate what makes each individual special and learn about their differences. They play and learn together very well in a positive, inclusive and harmonious community which prepares them well for their future, wherever they may be in the world. Children's spiritual, moral, social and cultural development is excellent. Children have a wealth of opportunities to develop their imagination and to experience wonder at the world around them. Children have high levels of self-esteem. They are extremely proud of their achievements and the part they play in the school.
- The school uses high quality resources and the adjoining well-equipped outdoor wooded area to great effect to provide children with an exciting and rich range of experiences that engage and inspire them to become independent, confident and active learners.
- Parents speak very highly of the school and of the good progress their children make. The Head of School ensures that all parents understand the approach to teaching and learning in the early years, and the transition to the National Curriculum in Year 1. Parents comment on the notable progress their children make in developing their personal and independence skills and of their growing competence in English. They comment positively about the effectiveness of outdoor provision in supporting their children's learning and well-being. Parents of children with special educational needs praise the partnership working that enables their children to be fully included and to make good progress. Complaints procedures are clear and readily accessible.

### What the school should do to improve further

Ensure all children make the best possible progress by:

- developing the partnership working between the staff in the reception class and the Year 1 teacher in order to ensure a consistent approach to the teaching and learning of phonics
- establishing a process for moderating and validating children's attainment at the end of the Foundation Stage
- embedding fully the procedure to share precise details of children's attainment in the early learning goals at the end of the Foundation Stage so that curriculum planning at the start of Year 1 builds meticulously and promptly on individual children's earlier learning.

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**The quality of education – the curriculum****Grade: 2**

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All children, including those with special educational needs, make progress that is at least good. Everyone involved with the school has a secure understanding of how the curriculum is structured and how teaching is planned to enable this to be achieved.

The curriculum meets the needs of the whole child, inspiring their curiosity and love of learning. Staff devise well-planned termly cross-curricular themes, to provide weekly indoor and outdoor activities and experiences that match the learning and development needs of each age group in the school. Children are well-prepared to enter UK schools at an appropriate level, although the school uses its own summary to report on children's attainment, rather than the statutory assessment required in England at the end of the Foundation Stage. Children learn skills that help them become increasingly independent and responsible individuals from a very young age. Children in the Foundation Stage experience a good balance of purposeful child-initiated and adult-led play. They become confident communicators in English because they are immersed in the language from the day they join the school. Most develop a wide-ranging vocabulary in line with, or exceeding, their stage of development. The youngest children learn new words during high quality daily interactions with staff. They consolidate and extend their vocabulary as they join confidently in singing sessions and listen attentively to stories that are both familiar and new. All children in the Foundation Stage take part in numerous activities that help them develop the skills that support early writing. Children in the final year of the Foundation Stage acquire phonic knowledge which they practise in early reading and writing activities. On occasion, adult-led activities to extend children's reading skills and their ability to write words in ways which match their spoken sounds are not well-matched to each child's understanding. When this occurs, progress for some children is not as fast as it could be.

The Year 1 curriculum supports and motivates pupils to take the next steps in acquiring the knowledge, skills and attitudes that support their future learning. Older children become proficient in spoken and written English. They express their ideas and views clearly in discussion with the teacher and in conversations with each other. For example, they enjoyed sharing their views, oral and written, on the characteristics of different types of reptiles and proposals to protect the Galapagos giant tortoise. Children in Year 1 use their secure phonic knowledge to read appropriate text and to write in meaningful contexts.

All children make good progress in their mathematical development. Younger children begin to learn about numbers, for example in action rhymes and songs and solve problems about the size and shape, for example as they complete jigsaw puzzles and construct with a variety of objects. Children continue to make good progress in mathematics throughout the Foundation Stage and as they move into Year 1. The mathematics programme in the Reception class and Year 1 is matched to each child's level of attainment. Children are encouraged and supported to challenge themselves at the right level to take the next step in their learning, and to set and solve meaningful mathematical problems.

Staff are skilled in promoting children's personal and social development and good health. The care and education of each child is at the centre of the curriculum. Children's physical development is supported well in daily outdoor activities. Extra-curricular clubs are varied and enable children of different ages to work together. The clubs available at any one time

are often the outcome of children expressing an interest in a particular area, such as healthy food preparation, science, music or dance. A recent 'Friendship Club' focuses closely on personal and social development, encouraging children to think carefully about their feelings and interactions with others.

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## Quality of teaching and assessment

Grade: 2

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Teaching is good and sometimes excellent, helping children to flourish and become enthusiastic and motivated learners. Staff have a strong understanding of how children learn in the early years and, overall, they know how to adapt their teaching to meet children's changing needs as they move through the Foundation Stage and into Key Stage 1.

Staff know each child very well. They have a clear understanding about each individual's progress, including any areas of strength and where extra help may be needed. They use this knowledge well to plan a detailed learning programme that takes account of their knowledge of what children understand, know and can do. Adult-led activities are based broadly around themes and the developmental needs and interests of all children, including those with special educational needs. Staff summarise children's attainment each term to share with parents. The Head of School monitors the termly outcomes to identify any possible gaps in a child's learning or in the provision.

Staff are deployed effectively. Teaching is well-balanced to include routines that provide a structure to the day and practical open-ended activities that bring children's learning to life. The environment, inside and outdoors, is planned carefully to support children's continuous learning. Outdoor provision, which is based on a 'Forest School' approach where children learn through nature, is planned as an integral part of each day and is successful in extending all aspects of children's learning.

Children become confident, independent learners in this supportive environment. They explore and investigate the world around them in the woodland area, develop their physical skills as they use a range of equipment and work creatively and collaboratively to find solutions to problems and to embed and extend their skills.

Staff working with young children lead activities with clear learning intentions, and intervene sensitively during the activities children choose for themselves to ensure children remain engaged and are challenged at the right level to make progress in their learning. On occasion, the teaching of phonics in the reception class is not sufficiently well matched to each child's stage of development and children's progress, at these times, is not as rapid as it could be.

The kindergarden does not use the Foundation Stage Profile. The Year 1 teacher reviews the reception class assessments, and establishes the link to children's attainment in the early learning goals, at the start of the academic year. This can lead to a slight delay in matching planning precisely to where children are working in the learning goals that precede their move to the National Curriculum. The teacher is skilled in planning and using cross-curricular themes to motivate children and to extend their knowledge and understanding in all national curriculum programmes of study.

Parents are actively encouraged to support the learning process. Staff in each class inform parents of the plans for the week ahead and share useful ideas, including key English words, to help parents support their children's learning. Children regularly bring items from home into the school to support the weekly topic. Where appropriate, parents become involved in longer-term projects. For example, in one class parents were consulted, and actively engaged in supporting their children to raise funds to purchase and maintain a class guinea pig. They continue to be involved in its care at weekends and during school holidays, providing feedback on the activities that they and their children have shared while responsible for its care.

All staff work together effectively to support children's learning. They encourage speaking, listening, reading and writing skills that enhance fluency and confidence in English. For example, children learning about celebrations in an EYFS class, discussed how to plan a wedding, arranged appointments at the classroom beautician and prepared an invitation which they delivered to the Head of School to ensure she would be available to attend the ceremony. In a Year 1 lesson, pupils discussed and planned a 'safari' in the outdoor area where they worked as a team to 'search out' the reptiles they had discussed in class, re-grouping periodically to agree a new plan when they found they had not achieved the objective they set themselves.

Children work cooperatively and learn to share resources and equipment well. Staff are good role models. Younger children respond to their expectations for behaviour, for example listening and acting appropriately when staff explain the importance of sharing and taking turns. Children in Year 1 agree their own 'golden rules' to work within expected boundaries. They enjoy small group and paired activities where they willingly discuss their ideas and share their expertise.

The school is a member of the Bucharest Early Years Group, founded by the Head of School. The group includes international schools and nursery schools from Bucharest and enables staff to meet regularly to share best practice.

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### **The spiritual, moral, social and cultural development of pupils**

**Grade: 1**

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Children's personal and social development, together with their spiritual, moral and cultural development is at the heart of the school's curriculum. Relationships between children and staff are warm and positive. Staff are calm and excellent role models. Their enthusiasm and engagement for learning promotes the positive attitudes children develop and contributes significantly to the good progress they make. The strong focus on outdoor learning helps even the youngest children to gain skills in solving problems and experience wonder at the world around them. Older children use skills, such as collaboration and negotiation as they encounter and resolve problems.

English is spoken throughout the school day, however, staff are able to use key words in children's home languages where required to calm and reassure a child who may become upset or distressed. They also provide parents with key words in English. This helps parents to support their child and creates a bridge between what children do with their families at home and what they learn in the kindergarden. Children clearly enjoy learning about themselves, others and the world around them. From a young age children are encouraged

to celebrate what makes them special, recognise their heritage and learn to value the differences between themselves and others. Children have high levels of self-esteem and learn to be kind and caring towards others. They extend their understanding beyond their friends and their immediate environment, for example they participate in British based charity activities. From the time they enter the school, children start to take responsibility and enjoy the part they play in daily routines such as collecting and returning the class register from the Head of School, helping organise snack time and tidying away resources. British values of tolerance and respect are embedded in school life and help children to develop the skills, attitudes, concepts and knowledge that are integral to the school's aim of preparing them to become global citizens.

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### **The welfare, health and safety of pupils**

**Grade: 1**

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Children are very well cared for in the school. Staff follow appropriate procedures to maintain children's safety, health and well-being. Systematic procedures ensure the school site is secure and the premises monitored effectively for risk. When any local outings take place, staff arrange appropriate levels of supervision for children and assess potential risks to minimise hazards. Children gain a strong sense of responsibility for their maintaining their safety during their daily activities and in planned activities such as evacuation procedures for fire and earthquakes.

Children's well-being and safety feature regularly in discussions at staff meetings. Some staff have completed detailed external training in safeguarding children and have shared their knowledge effectively with the whole staff team. All staff have a secure understanding of issues that could indicate a child is vulnerable and/or at risk of potential harm and the procedures to follow should they have concerns. The school has an appropriate number of staff with first-aid qualifications. Staff have completed in-house training in dealing with some specific emergencies which may arise so they are able to respond appropriately.

Children's emotional well-being is as highly regarded as their physical safety. Staff work closely with children to promote positive behaviour and to ensure that no child is left out. The school works with psychologists if they identify concerns where they feel this additional support could be helpful in promoting an individual child's development. Children enjoy school and most attend regularly. Where there are instances of absence, the Head of School follows these up routinely to ensure she and staff are aware of the circumstances leading to the absence.

Children learn about healthy lifestyles in their daily activities and routines. The Head of School works closely with parents to emphasise that all children use the outdoor environment on a daily basis and to explain how this is beneficial to maintaining their children's good health as well as supporting their learning. The focus and emphasis on developing children's learning outdoors, as well as in the classroom, has had a significant positive impact on the children and their families.

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### **The suitability of proprietor and staff**

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The Head of School ensures that the recruitment of expatriate staff includes checks, such as international certificates of good conduct or British DBS checks, to confirm that each individual is deemed suitable to work with children. Appropriate references are sought for staff recruited locally. The proprietor of the school is not involved in the day-to day

management but has experience of running the group of schools with which the kindergarden is associated.

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### **The premises and accommodation**

**Grade: 1**

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The purpose-built, modern building is well maintained and provides an environment that is conducive to good learning. Health and safety checks are undertaken to ensure the premises remain suitable and secure. Staff have a clear understanding of the procedures to follow to maintain children's safety in the event of fire or earthquake.

All classrooms offer a lively and interesting learning environment. Corridors are adorned with displays of children's work, increasing their sense of belonging and pride in the school. Although most classrooms are not overly large they are light, equipped with high quality, age-appropriate furniture and arranged effectively to make resources accessible to all children and facilitate learning. All classrooms have direct access to the adjoining, well-equipped outdoor area, which enables staff and children to make optimum use of the indoor and outdoor accommodation to meet children's different learning styles. The Head of School and staff focus strongly on making the best use of their location in a wooded area to promote a 'forest school' approach, inspiring children to play and learn in the natural environment. Staff continuously develop and extend the outdoor provision which they use on a daily basis, to enhance children's learning further. For example, they have added a 'large mud kitchen', and appropriate equipment, which children use well to consolidate all areas of their learning. An additional large room is available indoors for all staff to engage children in activities that require a larger indoor space, such as music, dance or indoor physical play. A small kitchen is available for the preparation of refreshments. The children's lunch is delivered daily as the kitchen is not designed for larger catering needs.

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### **The provision of information for parents, carers and others**

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Information for parents, carers and others is good. It enables parents to understand the school's philosophy and work with staff to support their children's learning. Parents visit the school before their child joins to learn about the school's vision and methods of teaching and learning. An introductory parent handbook includes pertinent details of the curriculum, staffing and academic year groups, and the school's approach to provision for children with special educational needs. This information is supplemented on the school web-site and periodic updates throughout the year. In addition, parents have access to relevant policies and procedures, such as behaviour management, health and safety guidance and the complaints procedure. Contact details of the school, Head of School and provider are readily available should parent's require contact out of school hours.

Parents interviewed are highly satisfied with the quality of communication. They feel well informed about their children's activities and progress, and comment on the positive attitudes their children develop towards learning. For many parents in this international community, the concept of children learning through play is initially new. They have welcomed and valued short meetings organised by the Head of School to explain key aspects of children's development, such as the stages a child works through as they develop their early writing skills. Weekly updates of planned themes ensure parents know what their children are learning and encourage all to engage with their children in the process. Parents

of children who transferred from the EYFS to Year 1 emphasised the success of the arrangements for supporting their child's move, both in reassuring the parents and easing their child's move to the next stage of their education.

Staff provide termly summaries of children's attainment which are discussed with parents to give them a clear understanding of their child's progress throughout the school year. Parents of children who have returned to the UK or moved to a school in another country commented positively about how well their child had been prepared to enter their new learning environment, where in some instances they exceeded expected standards.

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### **The school's procedures for handling complaints**

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The school has a suitable complaints procedure which is accessible to parents. It sets out clearly the stages of the process to follow in the event of a parent having any concern about the school and its provision. Parents interviewed stated that the staff are approachable and if they had any concerns they felt these would be managed efficiently at this stage. Staff have a good understanding that should a concern not be resolved at the first stage, they must escalate the issue to the Head of School.

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### **Effectiveness of leadership and management**

**Grade: 2**

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The strong leadership of the Head of School is central to the kindergarden's success. Since opening in September 2013, she has evaluated what works well and identified areas for development to drive quality improvement. For example, she has recruited new staff who understand her high expectations and her firm sense of ambition for what all children can achieve in a supportive and nurturing environment. The school has a happy and effective team who support all children to make good progress.

Several members of staff are at an early stage in their career. References and available checks of their suitability are secured before they start to work at the school to ensure children are as safe as possible. Professional development is supported through ongoing in-house and UK based on-line training. Staff with particular skills and expertise are encouraged to share this with others at staff meetings. For example, they disseminate knowledge from specific research projects the Head of School has allocated to individual staff to extend their understanding of aspects of high quality early years practice and provision. The Reception class had a change of staff just prior to the inspection. New members of staff in this class are being supported well and working closely with the experienced Year 1 teacher to strengthen practice where they have less experience, such as improving children's understanding and use of phonics to support their early reading and writing.

The Head of School regularly and rigorously checks the quality of curriculum planning, learning intentions and staff's assessment of children's progress and attainment. However, there is no process for moderating and validating children's attainment at the end of the Foundation Stage. The activities offered to the children are interesting and exciting and continually adapted to meet their individual needs. The outdoor area is planned and used exceptionally well to provide children with practical and enjoyable learning experiences, such as adult-initiated 'mini-beast' hunts and child-led activities including measuring and mixing

natural materials to make soup in the 'mud kitchen'. All staff observe children regularly to note what they know and can do. The Head of School is aware that some newer members of staff are still not making systematic use of observation to fully inform their summaries of children's attainment.

Staff meet formally with the Head of School twice a year, to review strengths and areas for development in their teaching, and to set targets for improvement. The overarching targets are shared with all staff so they work as a cohesive team to drive improvement across the school. Checks on the daily quality of teaching are more informal but occur frequently as the Head visits children in their classrooms and the outdoor environment. The staff take any ideas for developing the provision further to the Head of School for consideration. Where the rationale for the change is clear, and the impact can be monitored, the Head supports staff to take their ideas forward. For example, the outdoor 'mud kitchen' and the acquisition of a class guinea pig were instigated by staff and have proved successful in engaging parents and in improving children's learning.

Finances are allocated strategically. The Head of School works with the proprietor to ensure resources are sufficient and of good quality. Those that are unavailable locally are sourced annually from the UK. Effective financial controls support the future security of the school.

## Letter for Children

05 April 2016

Dear Children

### Inspection of Stejarii International Kindergarden

Thank you for making me feel so welcome when I visited. I enjoyed talking to you to about your kindergarden and seeing the activities that you do each day. You also asked me what I thought about your school. I am writing to tell you about some of the things I found that helped me decide that you go to a good school.

I saw that you really enjoy learning and that you are excited by the topics that you study. Your teachers work hard to make sure that the activities interest you and help you to learn new skills. You use lots of lovely equipment inside and outdoors that makes your learning fun.

Adults take good care of you. You told me that you feel safe and happy, and that you are very proud of your school. You work with your teachers to set yourself new challenges and try your best to achieve them. This is helping you to make good progress in your learning. You all told me how much you enjoy learning outdoors. I was delighted to see how well you work together when you are in the outside area, sharing your ideas and cooperating with each other to solve any problems you encounter. You know that you could hurt yourselves if you do not take care when you move around outdoors, and act sensibly to help keep yourself and others safe.

You behaved well during my visit. I was impressed with your understanding of the 'golden rules' that help you to manage your own behaviour. You make new friends and try hard to be kind to each other. You know about the importance of healthy eating and can take care of yourselves very well, for example when you get wet outdoors you quickly change your clothes and tidy away the wet things. You learn to listen, speak, read and write very well in English.

Although your school is good, it can get even better. Here are some things that can be improved. First, the teachers working with children in Red Oaks should continue to work with the teacher in Breite Oaks to help the younger children practise learning the sounds of the individual letters of the English alphabet and how they sound when they are put together with other letters. This will help them to make even better progress in their reading and writing. Second, teachers should check that when children leave the Red Oaks class they have learned as much, or more than, other children of the same age who go to different schools. I have also asked that they share this information with the Breite Oaks teacher so she knows exactly what they understand and can do from the day they join the class. This will help them to learn even faster.

Please continue to work hard so that you are ready to learn as successfully in other schools that you may move to in Romania or any other country. I wish you the very best for the future.

Yours sincerely

Lorna Dick

BSO Inspection Report

**Summary of inspection judgements**

<b>Inspection Judgement Recording Form</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
The quality of the curriculum		✓		
The quality of teaching		✓		
The quality of assessment		✓		
Pupils' spiritual, moral, social and cultural development	✓			
Welfare, health and safety of pupils	✓			
The premises and accommodation	✓			
The quality of boarding provision				
Leadership and management of the school		✓		

