



**British School
Overseas**

Inspected by Penta International

Inspection report

Transylvania College Cluj-Napoca Romania

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

During the inspection visit, 38 full or part lessons were observed by inspectors. Although the Romanian line classes were not formally part of the process, these classes were visited. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, senior administrators, the proprietor and groups of students. Two whole school days were monitored.

The lead inspector was Mark Evans. The team member was Sheila Smith.

2. Compliance with regulatory requirements

The school meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Transylvania College is a good school, with some excellent features. It provides a high quality of education for all its students. Parents and students are very happy with the school. Teaching is good or better. It is a safe, clean, calm learning environment.

Standards of student attainment and achievement are good. Many achieve high scores in their iGCSEs and other externally moderated examinations. Students are supported well to succeed in a range of subjects and activities. The atmosphere for learning is very strong.

The ethos of the school is excellent: the proprietor, the Director, the senior and other teachers strive to create the best environment for learning. Teachers are effective and have excellent relationships with the students. Planning and preparation of resources has a positive impact on the learning and teaching. The school has high expectations for all its students and they respond well.

Leadership is excellent: the vision driving the school and the manner in which this vision is being implemented, are key factors in the success of the students. Management processes form a web of responsibility that both supports the school in its quest for the highest standards, and ensures that all staff can be involved in the development. The degree of delegation and inclusion in management is exemplary: although the Director provides excellent direction and guidance, all staff are involved in management and in leading new initiatives. This is much appreciated and supported by teachers.

Parents are aware that the school offers something special: those whose own background is pure Cluj-Napoca born and bred, and those with a more international background, agree that they are keen to support the school. They value the significant contribution it makes towards their sons' and daughters' confidence, education and overall development. There is strong communication between home and school.

3.1 What the school does well

There are many strengths at Transylvania College. They include:

- The vision of the school is very strong: the owners are passionate about high standards and about making the best available for the students.
- Students' attitudes to school and to learning are very positive: their behaviour is very good in lessons and in social activities.
- The quality of relationships is excellent. Students work well with one another and with staff. Their attitude to learning is very good.
- The high quality of pastoral care and guidance provided for students results in them feeling secure and keen to learn.
- The school's system for personal development of secondary aged students is exemplary.
- With strong and effective guidance from the Director, the network of committees, matrices and support groups promote a very strong collegiate approach to management. This distribution of leadership input and accountability ensures a significant and often passionate involvement from nearly all staff.
- The school has a clear and open commitment to developing the involvement of parents in their child's education: the parents note and appreciate this.
- Teaching standards across the school are good: there are some excellent teachers here.
- The creative approach to the curriculum and to students' learning is highly effective: for example, *MyMoneyWeek* developed a range of skills in an exciting and successful manner.

3.2 Points for improvement

While not required by regulation, the school should consider the following points for further development:

- a) Develop a more coherent system for assessing students' learning, emphasising and promoting the active tracking of achievement and progress throughout the school;
- b) Audit and then improve the way that curriculum and lesson planning develops students' attainment year-on-year, from the KG to Year 13;
- c) Further improve standards by sharpening the focus on what students learn.

4. The context of the school

Transylvania College provides a Romanian line (grades 0- VIII – children aged 5-14 years) and an international line: in the latter, students follow the National Curriculum of England and Wales in Key Stages 1 to 3, and the Cambridge International curriculum in Key Stages 4 and 5. To link with these, the school offers IGCSE and A-level examinations, as well as Romanian qualifications – the National Evaluation Examinations for the students graduating grade VIII (14 year olds). It is the only school in Romania to do this.

It is also the only school in Romania following a three term calendar structure approved by the Ministry of Education, as the Romanian state and other international schools follow a calendar with 2 longer semesters. The school has many international students (representing 26 different countries) and teachers from around the world. It has the best staff/student ration in Romania, at 1 teacher for each 5 students.

The school is located in Cluj-Napoca, in the centre of Transylvania. The city has 450,000 inhabitants and is the centre of the Romanian IT industry. Students attend from Cluj, but also from Bucharest, Sibiu, Alba Iulia and Satu-Mare, as well as the international students whose families are involved in business or academic research locally. The majority of students in the secondary school wish to study abroad, at universities in English speaking countries, especially in the UK and USA. The school offers scholarships for students with good academic potential, but are experiencing economic or social hardship.

The school has a distinctive ethos and vision. It seeks to add value to the core curriculum, with a wide range of extra-curricular activities available, and innovative events within the school day. For example, during the week of the inspection, it was *MyMoneyWeek*, which was a week of economic and financial education which was threaded through all lessons. Sponsored by local and national commerce, the event has run three times, increasingly attracting national and international interest.

4.1 British nature of the school

Transylvania College is the only Cambridge International accredited school in Romania, outside of Bucharest. It has links with universities in the UK, such as University of East Anglia, to provide and promote opportunities for university enrolment. Students are involved in international exchange study trips in Europe and the USA. There are effective links organisations such as Fulbright Romania, the British Council and Sharing One Language (SOL) in Devon, UK.

The curriculum used (on the international line) in Transylvania College is the National Curriculum for England and Wales. For students from 14 to 19 years of age, the Cambridge International Curriculum is used. Students on the Romanian line undertake the Romanian National Curriculum approved by the Ministry of Education, but this is enhanced by the National Curriculum for England and Wales for music, art and sport, personal, social and health education (PSHE) and additional English Language enrichment.

The curriculum is taught entirely in English for the international line. There is also a considerable amount of teaching in English on the Romanian line. All meetings and assemblies are conducted in English. All the school follows the PSHE curriculum.

In 2011, the school launched the international project *MyMoneyWeek*, based on a UK-sponsored project, but given a Romanian flavour. It is also involved in the Global Dimension Programme and the Eco-school Programme, and is an affiliate member of the Round Square organisation.

The following are further features of Transylvania College that emphasise its UK links:

- The school is organised according to the structures conventionally used in UK independent schools.
- There is an active house system, and children take a keen interest in sporting activities and house competitions.
- There is a strong pastoral support team, who provide individual support and guidance.
- The terminology used by management and administration relates to UK expectations.
- All meetings are held in English;
- There is an effective Student Council;
- Planning is based on the National Curriculum of England and Wales;
- Literacy is centred round a well-known UK phonics programme;
- Both Literacy Hour and Numeracy strategy are used to guide teachers.
- Much staff professional development is focused on implementing effective practice based on UK developments.

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

The quality of education provided is good, with some outstanding features.

5.1 Curriculum

The curriculum is good: it enables the school to deliver on its mission statement “to give every student a chance to achieve excellence in all that they do by highlighting their individual qualities and by forming independent, responsible, self-confident ‘global citizens’ who can and will make a difference in the world”. It is well-structured, being based on the National Curriculum of England and Wales. In the KG, planning is driven by an activities programme which supports children’s learning. It does not link sufficiently well with the curriculum in the primary school, however, which is more clearly focussed on what children need to learn. In Years 7-11, whilst the programme continues to be delivered in English, provision has been made for students to continue their study of Romanian and the history of Romania through to Year 13 if they wish. If not, students (on the international line) work towards a range of AS and A2 examinations.

Students are exposed to a good, balanced programme of academic, aesthetic and sporting experiences. This is supported by a range of strategies to support students’ learning. Included in this support are a gifted and talented programme, mentoring programme for and by students, study skills classes and use of the Virtual Learning Environment (VLE).

A work experience programme extends the horizon of learning into the world of work for all pupils in the high school. In addition to the taught curriculum, the school offers a range of extra -curricular opportunities, including Student Council, Eco-Team, and Community Action. The structure of House-Captain/Mentors/Prefects/Ambassadors provides some secondary students with excellent opportunities to develop leadership and social skills. This is less so in the primary school.

Students are encouraged to take part in the wide range of after-school clubs and classes. In the current year, they have had the opportunity to take part in school trips and visits both locally and internationally: a ski trip to Austria; the Duke of Edinburgh Programme; Barnstaple and London in the UK, for English development; Silicon Valley, California, USA, for IT; and Valencia, Spain, for Spanish language development. Other extra-curricular activities include the Work Experience Programme for secondary students (7-14 days internships in Cluj companies working in IT, industry, architecture, medicine, journalism, police, and commerce); school choir; school band; the Literacy club – supporting creative writing and journalistic techniques; school magazine; school radio; the DEAR (Drop Everything and Read) programme, encouraging reading for primary students in the primary school. The school organises a series of competitive teams: the Debate Team, the Eco-Team and the Library Team.

5.2 Teaching and assessment

The quality of teaching and assessment is good. There is some excellent teaching, especially in the primary and secondary schools. Teachers provide very good care and support in the KG. There is much good work being done by teachers in assessing the learning of students, but it does not always fit into a coherent school-wide system that runs from KG up.

Teachers' subject knowledge is good. This gives them the confidence to teach in an exciting and motivational way. For example, in the primary school, there is much teaching that emphasises how children learn from one another. The structure, planning and delivery of the lessons seen, ensured that there was good pace and challenge for the students and that they made good progress. Teachers use targeted questioning techniques to challenge students' learning and thinking, to encourage students to expand on their ideas and as a form of formative assessment. In a Year 12 Business lesson for example, the teacher linked the work to the current recession to engage the students. They discussed the issues faced by a company that manufactured soup, but was losing money. Students were encouraged to think and to relate previously learnt theory to the situation.

Opportunities to link and develop work between year groups are not well established, however. This means that individual children may end up repeating work, for example in the KG.

Teachers use a range of appropriate classroom resources and teaching strategies to facilitate learning. Information and communications technology (ICT) is used effectively in many lessons, although creative use of digital projection and interactive white boards was not seen.

Students work with enthusiasm and enjoyment. They engage with the lessons and take an active part in them. They have the opportunity to work in pairs or groups for collaborative learning and problem solving, and to work independently. In a Year 11 history class, the students were given 5 minutes to research and develop a timeline for a particular historical event. Their work was then used to develop an accurate timeline which gave the framework for an examination answer on this topic. In a Year 1 English lesson on money, there was very good inclusion of all children, with questioning differentiated well. The ethos of the school encourages them to work hard to improve and to be self-motivated.

There is scope for further development of both formative and summative assessment strategies. There is good practice, for example in Year 4, where time-consuming assessment data is carefully recorded: but as the record is hard copy, this limits the use of the information for other teachers. Marking seen in primary and secondary students' books lacked detailed feedback to facilitate improvement. The phrase "Good Job!" is widely used, which praises and encourages, but does not show a student how to make progress.

5.3 Standards achieved by pupils

Standards achieved by students are good. Their behaviour in lessons is excellent: they cooperate well with each other. All students on the international line have an excellent level of English, given that they are not native speakers. They study all courses in English and the CIE examinations they sit are also in English.

Examinations results are strong: for example, for the first full cohort, in May-June 2012, students from Years 10 and 11 gained 98.63 % success rate, with 29 A*s, 18 As, 19 Bs and 6 Cs. These results placed the school in 1st position amongst the international schools in Romania. Cambridge International exam results for the autumn session indicate a pass rate of 100% - A* 21%, A 43%, B 32%, C 4%. These results are indicators of high quality learning.

The quality of education provided on the Romanian line is also very high: as most of these students chose to continue their education at Transylvania College after finishing Grade VIII (Year 11) this is of significance. The general grade in the Romanian national evaluation can be compared with the average at the local level, as the papers are externally corrected by committees assigned by the local school inspectorate. In the June 2012 session, Transylvania College had a general grade of 8.50, placing it 3rd amongst all schools in Cluj County.

Throughout the year, students from both lines register to take part in various tests organised nationally, for example 'Cangurul', SMART, 'Evaluare Nationala' and Winners. These tests are organised on a subject by subject basis, and are marked by a regional or local centre. Many of Transylvania College students gain very high scores. Students have gained awards in the 'Come with us to Drama Land' national competition, the 'Bill Bryson' and ESA Space Science international competitions, the San Nicandro School Choir International Competition, and the '10 for Cluj' local competition.

For English language, students take the Cambridge Starters, Movers and Flyers tests for primary and most pass with distinction. In IT, students in primary are studying the ECDL course with the first cohort taking their test this year.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is good with some outstanding features. The students' social development is good; in the secondary school, personal development is excellent.

Students reported that relationships with staff and other students were strengths of the school. All are friendly and welcoming, are proud of their school and work hard to achieve their best.

The student voice is encouraged throughout the secondary section, with an active school council, student mentors, prefects and ambassadors. The process by which the students are appointed to this role is extremely rigorous: it is much respected and valued by all students. An ambassador stated that she valued her time in the school particularly because it encouraged the development of the whole person. She felt that it enabled her to develop the skills and attitudes which will allow her to be successful in the future. Involvement in the school council extends further the number of students with responsible roles within the school. They also participate in organising assemblies connected to the theme of the week.

The attitudes and relationships are good: in the secondary section, they are excellent. Students interviewed formally and informally highlighted this as a major strength of the school. Relationships between staff and students are very good and appropriate: in a Year 12 physics lesson, for example, the teacher treated the class as if they were university students, which promoted excellent attitudes and response. The school endeavours to promote a quality relationship between staff and pupils through the activities organised in school as well as through extra-curricular activities. These enable staff and students to build stronger relationships, know each other better and develop their empathy. The *MyMoneyWeek* activities are a good example of this.

All students and parents interviewed were appreciative of the schools approach to the development of the whole person. They felt it is particularly strong from Year 7 onwards. Students all expressed that they were proud to be part of the school. They feel secure and cared for by the pastoral system. The buddy system was mentioned positively by a student who entered the school in Year 10.

Spiritual, cultural and moral development of the students is supported well, both through teaching and by example. Teachers set high standards themselves, and are good role models, although their standard of dress within the KG, is not as high as in the rest of the school.

7. Standard 3

The welfare, health and safety of the pupils

The health and safety of the students are given the highest priority at Transylvania College. Students are well supervised by staff, mentors and prefects at all times. Students move around the site in an orderly and responsible manner. The school site is kept clean throughout the day and this makes for a pleasant learning environment. There is a thorough Health and Safety policy which is rigorously implemented, most of the time. The policy covers all aspects of safety on and off the site. Given the continuing development of the building, this is of great importance.

The school is committed to ensuring that students have access to healthy food choices and that they have opportunities to develop an appreciation for the value of proper nutrition as an integral part of their present and future lives. There is a sequential, comprehensive nutrition education curriculum within the PSHE programme, beginning in the KG and continuing through secondary school.

The food provided by the school is of a high standard. Dietary snacks are put on sale for the morning hours, and various hot meals for lunch. Nursery, KG and primary children have a set menu, to comply with the healthy nutrition standards. At secondary level, the students can choose from a number of hot and cold meals, including vegetarian and salad.

The PSHE programme is an integral part of learning. It addresses issues such as work-related learning, careers, enterprise, financial capabilities and drug education. It makes specific links with policies on behaviour, anti-bullying, child protection, health and safety and citizenship.

8. *Standard 4*

The suitability of the proprietor and staff

The proprietor and director, through key administrative staff, ensure that the required checks are in place to confirm that staff are suitable to work with children and that they have the right to work in Romania. The school appoints the best staff it can find. There is a good induction and training programme to support newly appointed people.

The school is supervised, inspected and coordinated by a County School Inspectorate, subordinated to the Minister of Education and led by a General Inspector. In order to be allowed to start work in a school, a teacher has to have a clean criminal record. The certificate is given by the local police department. At the same time, every teacher has to pass a complete medical check-up, which has to be retaken at the beginning of each school year. The school has to pass through regular inspections conducted by local authorities such as: the Territorial Labour Inspectorate, which deals with labour protection issues and validity of labour contracts – last inspection dated November 2010; the Department for Public Health – last inspection dated September 2012; the Department for Veterinary Health and Food Control – last inspected November 2012; Inspectorate for Emergency Situations (Fire Department) – last inspection at Transylvania College September 2012; County Department for Consumer Protection – last inspection September 2012.

There is a mixture of Romanian and international teachers. The International teachers (for Key Stage 1 and 2, English and literature, history, ICT, business) are qualified in their subjects and they are often widely experienced. The Romanian teachers have a basic qualification and experience of the Romanian National Curriculum: in the last three years, they have been introduced to teaching the National Curriculum of England and Wales, and have completed an internal training programme. Many have been involved in international exchanges related to teaching their subject. There is only a part-time female teacher of PE.

There is school-based training which maintains and improves teachers' professional competence. It runs mainly in the Induction Week programme and on 6 "Baker Days". All materials used are gathered together in a professional development portfolio on the school server. Extra training sessions are organised when needed, for groups with a special interest, for example classroom management or the use of interactive whiteboards. Peer-observation is another way that staff are supported, learning new strategies and building relationships. Teachers are encouraged to participate in national and international training courses, conferences and seminars. The school is sometimes asked to provide training and guidance for teachers from other schools in Romania. It recently became accredited as a National Training Centre.

9. *Standard 5* The premises and accommodation

The overall quality of the premises, staffing levels and resources are good: many aspects of the building are excellent. However, the changing room facilities are inadequate for the number of students. This has a negative impact on learning, as it leads to delay in lessons starting. The recently opened KG building is the first 'green' building of its kind in Romania.

The school accommodation is appropriate to the curriculum currently taught. Most classrooms can accommodate up to 20 students with additional study rooms for smaller groups. The library is well equipped with a range of books and computing resources. The art, music, gym and other specialist rooms are appropriately resourced, but for the largest classes, they can be cramped. The grounds include a multipurpose fenced pitch that is used for a range of sports. All classrooms have access to IT resources, including computers and internet access. All classrooms have allocated spaces for displays and whiteboard, blackboard or interactive whiteboard facilities.

The school is well maintained, with cleaning and on-going maintenance managed by full time staff. There are many colourful and regularly updated wall displays of current and topical subjects: a few in the primary school are too high for children to read.

The school leaders manage the site actively. There is a 4-year plan which includes the development of the grounds to include a new sports complex, boarding facilities and a main hall to use for events and assemblies. For the next academic year, the current 'ballroom' will be divided into six purpose designed classrooms for senior students. The current dining room will be extended to make a large auditorium and multipurpose area for assemblies and activities. A new senior school boarding house will follow.

There is a range of learning resources available within the school. These vary from textbooks, audio and video resources to science equipment and musical instruments. The provision is improved, updated and expanded each year: the focus on ensuring that purchases are improving learning is not as strong as it could be.

There has been a significant growth in IT resources over the last two years. All classrooms are equipped with computers and internet access. Many rooms have interactive whiteboards, speakers and digital projectors. A central server stores all data for the school network which is only available with a username and password. This restricts access to certain content based on user groups (students or staff). The server is monitored for internet connectivity and it is regularly backed up. Most of the campus is covered by a wireless network and students are encouraged to bring their own laptops / tablets to school. Students can access class materials at home using the internet by accessing the school's VLE. This allows students to review materials from a past lesson, revise their learning with extension exercises, complete interactive tasks and collaborate on group tasks.

10. Standard 6

The provision of information for parents, carers and others

The provision of information is excellent. The school seeks to work in a strong partnership with parents, to create a warm, secure, creative and multicultural environment. Parents are encouraged to get involved in the school life, by becoming a member of the Parent-Teacher-Friends organisation.

Advisory board members are elected at the beginning of each academic year, and parents are encouraged to participate in one of the committees created to support the school through social activities, educational projects and fundraising. All telephone calls from parents are returned by a school representative within a 24-hour period. Parents are encouraged to use email to communicate with the form teachers and all the other members of Transylvania College team. Appointments can also be set via e-mail.

Parent-Teacher conferences are scheduled twice a year. The meetings are announced and scheduled with the parents in advance. They give parents the opportunity to meet their child's form tutor and teachers to discuss the student's progress in a particular subject. Before scheduling meetings, parents are given written evaluations of their children. They use these to identify teachers they would most like to meet and make appointments accordingly.

The school sends a weekly newsletter to all parents on Mondays, including news about past and upcoming events, important announcements, links to online resources, the menu for the week. In addition to the Monday News, the parents receive, at the end of each month, a newsletter including summaries of past events, notable accomplishments and notices about upcoming projects.

The school has a large number of partners at the local level supporting community action. Students are aware of the importance of their involvement. At the level of the senior school, all students from Year 10 to Year 13 have to attend the Community Action Programme. For them, the activities are part of their schedule. Seniors in the sixth form have to give at least two hours of their time weekly, throughout the year. In the last two weeks of June, students aged 14 and older participate in the developing work experience programme with companies from Cluj. Younger students attend at least one community action activity during a term. All children aged 11+ must have a weekly engagement with their chosen charity or ecology group.

Examples of projects in which senior school students' work include a partnership with the Elderly Centre from Cluj, cultural activities such as lectures, shows and art workshops, oral history workshops and a project with the Little People Foundation from Cluj-Napoca for the benefit of children with cancer. In the primary school, some 10% of students are involved in the activities with the Autism Association Transylvania Cluj-Napoca. A third are involved in fund-raising activities, such as organising markets where they sell their toys, story-books, clothes and homemade biscuits.

After taking part in these activities, students fill in their personal record of their involvement which remains in their Student Personal Folder. Furthermore, each year group develops its own web-page with one section is dedicated to the Community Action Programme. If they have appropriate permission, they can upload photos and reports. Personal tutors of each year group maintain a close contact with the beneficiaries, taking feed-back from them. This is done through personal contact, but also through a report given by them.

The school has partnerships agreements with national institutions such as schools in Cluj-Napoca and throughout the country. There are active links with the British Council, Babes-Bolyai University, community action projects (like 'Spring Clean Up' and tree planting). Among the recently established collaborations, are Kretzulescu and Regele Ferdinand schools in Bucharest.

11. *Standard 7*

The school's procedure for handling complaints

There is a suitable complaints procedure, given as part of the overall policy on communications. It details four different ways to raise concerns. Parents and carers are kept informed about the process through school documents and the website.

Administrative staff facilitate good links and clear communication, and promote excellent relationships.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. *Standard 9*

Leadership and management of the school

Leadership and management in the school are good overall: some aspects are excellent.

The school is very well led by the director, who consults the owners appropriately: they form a strong and highly effective team. There is a very positive relationship between the director and the senior staff. The aims and the vision of the school are clear for all, being communicated through a written mission statement, as well as being reinforced in discussion. Staff are very supportive of the owners and the director. All participate in an intensive induction programme during the last summer week before each school year where the aims, the vision and the mission of the school are reinforced.

Teachers and students are well aware of the school's aims, known as the mantras. The management team members and middle leaders work to underline awareness and relating it to practice

Transylvania College has an unusually collegiate arrangement, as far as leadership and management are concerned. All staff members play a role in decision-making and are encouraged to generate ideas, suggestions and solutions. Teams with titles such as the 'United Management Team' (UMT) and the 'Control Matrix' collect the information and refresh the school's improvement plan each half term. The director gets a periodic feedback from the UMT, the control matrix and a range of 'strand' groups which look at different aspects of school life. The built in redundancy in this approach – there is overlap between different parts of the management structure - works well, and ensures greater agreement than is commonly the case in organisations. It also secures the school against the natural turnover of staff.

The aims and the vision of the school are the starting point for the school's improvement plan which leads the overall growth of the school. There are several working teams which are responsible for certain points within the plan. A committee made up of teachers periodically checks what actions have been completed using the key performance indicators. The UMT analyses how the actions from SIP develop and come up with new ideas. This feedback is sent to the Senior Management Team (SMT). The SMT is accountable for all teaching and learning, as well as for inspections and accreditations, labour relations, health and safety, branding, policies and community links. The UMT controls the shared sense of direction of the whole community. Its members are heads of departments, matrix, mentor, and strand leaders. Regular matrix meetings analyse the overall performance of the institution, looking for strengths and weaknesses, and seeking suggestions or solutions.

The heads of departments and division leaders, the mentors and all the other school leaders are aware of their roles in the school. Peer observation is encouraged. Teachers have personal folders that map out their responsibilities and all encouraged to take initiative and extend their professional behaviours. There is more limited experience and understanding of leadership in the primary school, especially in the KG. Because the KG team hold their professional training sessions separately, the impact on the rest of the school is limited, and vice versa.

Transylvania College has an erudite and knowledgeable Board of Advisors, chaired by the school's charismatic and passionate founder. Eight other key members of Romanian society contribute through being on the Board, including from business, finance and industry. They are effective in adding another layer of thought and ideas to the school improvement process.