



**British School
Overseas**
Inspected by Penta International

Inspection Report

Avenor College

**Bucharest
Romania**

Date
Inspection number

7th - 9th November 2018
20181107

Contents		page
1	Purpose and scope on the inspection	
2	Compliance with regulatory requirements	
3	Overall effectiveness of the school	
	3.1 What the school does well	
	3.2 Points for improvement	
4	The context of the school	
	4.1 The British nature of the school	
5	Standard 1 The quality of education provided by the school	
	5.1 Curriculum	
	5.2 Teaching and assessment	
	5.3 Standards achieved by students	
6	Standard 2 The spiritual, moral, social and cultural development of students	
7	Standard 3 The welfare, health and safety of students	
8	Standard 4 The suitability of the proprietor and staff	
9	Standard 5 The premises and accommodation	
10	Standard 6 The provision of information for parents, carers and others	
11	Standard 7 The school's procedures for handling complaints	
12	Standard 8 Leadership and management of the school	
13	Standard 9 The quality of provision for boarding	n/a

1. Purpose and scope of the inspection

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

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

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

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

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

During the inspection visit, 45 full or part lessons were observed by inspectors. 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, governing body, parents and groups of students. Two and a half school days were monitored.

The lead inspector was John Cranfield. The other team members were Dawn Akyurek and Silvana Murphy.

2. Compliance with regulatory requirements

Avenor College (consisting of the Gradinita Avenor/ Nursery, Scoala Gimnaziala Avenor/ School and Liceul Avenor College/ High School) meets all the standards required for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Avenor College is a good school with outstanding features.

The leadership of the principal has a highly positive impact on all areas of the school, providing clear direction and ensuring the vision is shared and understood by all stake holders: this vision drives the development of the school.

Overall, the quality of teaching is good. Most students make good progress as they move through the school. Students are well supported through effective pastoral care. Welfare, health and safety policies and procedures ensure students feel safe and secure.

Provision for spiritual, moral, social and cultural education of students is good. The curriculum is broad and balanced; enriched by a range of extra-curricular activities. Home / school relationships are outstanding. Parents are highly supportive of the school and value the opportunities it provides for their children. Students, parents and staff are highly committed to the school. The school is well on its way to achieving its mission, 'co-creating the best future'.

3.1 What the school does well

There are many strengths.

- i. The governance role fulfilled by the Board is of a high quality.
- ii. The Executive Director is a strength of the school. Her commitment and dedication ensures the school continues to flourish.
- iii. The Director of Learning is inspirational providing clear guidance and direction for the school. The vision is effectively shared and focused on the continued drive to raise standards. He is well supported by a passionate, dedicated and knowledgeable Learning Leadership Team.
- iv. Middle leaders are cohesive and committed to improving the quality of teaching and learning and raising student attainment.
- v. Early Years Foundation Stage is a strength of the school.
- vi. Achieving the expectations for the 'Avenor' graduate is a driving force for school improvement.
- vii. The commitment of all staff, including administrative and ancillary staff, contribute to the well-being of all students.
- viii. Relationships between teachers and students, and students and their peers, are outstanding and ensure that they feel happy and secure in their learning.
- ix. The school nurtures responsible students and is highly successful in meeting their social and personal needs. They display a high level of self-awareness and self-confidence.
- x. Links with parents and the community are outstanding.

3.2 Points for improvement

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

- a. Plan and deliver lessons which provide challenge for the different groups of students, particularly the most able.
- b. Improve provision for technology across the school to enhance learning across the curriculum and better prepare students for life in the 21st Century.
- c. Strongly consider the provision of a new building for the nursery. Pending the new building, as a matter of urgency provide a safe means of external emergency evacuation for staff and students.

4. The context of the school

Full name of School	Avenor College		
Address	Street Drumul Pădurea Pustnicu, nr. 125A, Sector 1, Bucharest		
Telephone Number/s	Paula Piescu, Office Manager Junior School, tel. <u>0726 383 804</u> Monica Badea, Office Manager Senior School, tel. <u>0733 689 471</u> Luminița Susanu, Office Manager High School, tel. <u>0724 010 615</u> Raluca Tarcea, Admissions and Communication tel. <u>0737 043 480</u> Avenor Foundation Tel: <u>+40213860210</u>		
Fax Number	+40372874900		
Website Address	www.avenor.ro		
Key Email Address/s	diana.segarceanu@avenor.ro office@avenor.ro admissions@avenor.ro		
Chair of Board of Governors/Proprietor	Diana Segărceanu (Executive Director)		
Principal/ Director of Learning	Darren Hugill		
Age Range	2-19 years		
Number of Students	<i>Total</i> 554	<i>Boys</i> 297	<i>Girls</i> 257
Student Numbers by Age	<i>0-2 Years</i> 25	<i>3-5 Years</i> 112	<i>6-11 Years</i> 266
	<i>12-16 Years</i> 130	<i>17-18 Years</i> 12	<i>18+ Years</i> 9
Total Number of Part-Time Students	0		

Avenor College was founded by the Avenor Foundation, a non-profit organization created by Diana Segarceanu, Florin Segarceanu and Andreia Mitrea. It is a bilingual international school rooted in Romanian culture. The school opened on 2007 with five students in the first grade.

Initially called 'Little London', the school was rebranded in 2013 becoming the present Avenor College. It offers co-education for over 550 students aged 2 to 19. The school is situated in two locations in Northern Bucharest, a historical villa housing preschool students and a custom-built main campus bordered by Baneasa forest.

The school is accredited by the Romanian Ministry of Education and authorized by Cambridge International Examinations to offer Checkpoint, IGCSE and A level examinations. The school is a member of the Common Ground Collaborative, a global network of leading international schools.

4.1 British nature of the school

A number of components give Avenor College a British feel, not least the teaching staff, aspects of the curriculum and the holistic approach to education. Classroom management, displays of work, three term year and age-related year groups enhance the British feel.

Over a third of the members of the learning leadership team have British teaching experience within UK schools. Most of the teaching staff have undergone UK training. Appraisal systems and professional development are modelled around UK practice. Performance expectations for staff are in line with UK requirements.

The youngest students follow the Early Years Foundation Course. The National Curriculum (NC) of England is co-delivered in primary, referenced in Key Stage 3 and followed in Key Stage 4. Students are supported by a pastoral care structure similar to that found in UK independent schools. External assessments at Key Stages 4 and 5 are provided through Cambridge University Examination Board.

English is the common language of instruction throughout the school, apart from French, German, Romanian language lessons and the Romanian curriculum co-delivered in Key Stages 1 and 2. Topics within the curriculum mirror those found in the schools in the UK. The school recently received a letter from the children's author David McKee in response to their 'Elmer' inspired book. Older students are participating in the Duke of Edinburgh award.

All information about the work of the school is communicated to families and students in English and Romanian, as are school publications, reports, letters and the school's website. Texts, materials, educational equipment and software are mainly UK sourced. The importance of extra-curricular provision including a range of clubs and activities are in line with British practice. Interviewed parents valued highly the British nature of the curriculum.

5. Standard 1

The quality of education provided by the school

The quality of the curriculum provided by Avenor College meets the standard for accreditation. Teaching and assessment are good.

5.1 Curriculum

There is full-time supervised education for all students of compulsory school age. The curriculum provided by the school is unique. It is a blended curriculum comprising the Romanian National Curriculum, Cambridge International Curriculum and best practices from the English National Curriculum. Students are presently provided with a choice of pathway, international or national.

The school has a written curriculum policy, supported by schemes of work, which enable students to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. The school actively promotes and supports the fundamental Romanian and British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the students. All students have the opportunity to learn and make progress. They are well briefed to take advantage of the opportunities, responsibilities and experiences of life in British society.

The youngest students follow the Early Years Foundation Stage (EYFS). The focus is on creativity and prime areas of learning: Personal, Social and Emotional Development, Physical Development, Communication and Language. In addition, students are also exposed to specific areas of learning: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The Year 1 scheme of work is based on the English National Curriculum for Key Stage 1. Despite the restricted space and lack of outside learning spaces, classrooms are arranged to provide learning corners for students. For example, a sand corner, a water corner, a book corner, pre-writing corners, role-play and dressing up areas and a computer corner. Themes and resources are changed regularly. Students are supported by a number of adults in the class and work as a whole class, small or large groups, individually or pairs as appropriate.

On entering the primary section, all students complete a *Pregatitoare* Year -"preparatory school year". This is a requirement of the Romanian Government. It is delivered in Romanian by the form teacher. In addition, specialist teachers deliver English, PE, the Arts

and Information Technology. The Ministry of National Education provides appropriate textbooks. Students take their first National Evaluations in Year 4 and thereafter in Years 6 and 8. The language of instruction is equally split between English and Romanian.

The middle school curriculum meets the requirements of the Romanian Ministry of National Education. In addition, all students follow programmes of study specific to the Cambridge Curriculum and aspects of the English National Curriculum.

The High School Curriculum follows the Cambridge Curriculum and prepares students for entry to Universities in Romania or abroad. IGCE courses offer a variety of pathways for learners with a wide range of abilities including those students whose first language is not English. Cambridge International AS and A2 levels are offered to students aged 16 to 19 years. In addition to: foreign languages, humanities, sciences, mathematics, business studies, global perspectives, Psychology, Economics, creative and technical subjects, the school also offers an LOTC, "Learning Outside the Classroom", programme.

Careers' and university guidance is presented in an impartial manner enabling students to make informed choices about their future. Student choices are supported by psychometric tests, a range of career focused activities and outside speakers including from universities. Assistance is given to students completing university applications and writing personal statements. In addition, students participate in internship programs to gain experience in the world of work, matching their preference wherever possible.

Quality resources support the curriculum. Study skills are integrated within the curriculum. A range of co-curricular clubs supports the curriculum in addition to a variety of extra-curricular clubs and activities. Students participate in an extensive range of activities including drama, dancing, music, sport and the International Duke of Edinburgh Award Scheme.

The school ensures that the planning and delivery of personal, social, health and economic education (PSHE) reflects the school's aims and ethos and is age appropriate. Policy and practice actively encourage respect for other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010. The school works hard to ensure students study in an environment free from prejudice, underpinned by a strong moral code.

The school provides support to students who have mild to moderate educational needs and for students who may need English as a Second Language assistance. Where appropriate, students have personalized learning plans to ensure that they can access the curriculum and make progress. Across the school, the curriculum is regularly monitored and reviewed to ensure it remains fit for purpose.

Key aspects of the curriculum on offer and the associated assessments ensure that students are able to enter / re-enter into the UK education system, should they choose to do so.

5.2 Teaching and assessment

Overall, the quality of teaching and assessment is good.

Nearly all teaching enables students to acquire new knowledge and make progress across the subjects taught. Students are interested in their work and apply intellectual, physical and creative effort. They develop skills and an ability to think and learn for themselves. Time in lessons is used productively and students focus well on their learning. Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of English as Additional Language (EAL) learners, and the prior attainments of the students. They mostly ensure these needs are taken into account in the planning of lessons. Teachers across the school demonstrate a good knowledge and understanding of the subject matter being taught. Effective strategies are employed for managing behaviour and encouraging students to act responsibly.

Teaching in the Early Years is outstanding in promoting progress and achievement. Teachers demonstrate a good understanding of their students' needs, creating an environment with high levels of enjoyment and independence. The lack of space however limits the opportunities for student-initiated learning and a wider range of outdoor activities.

Primary school teachers know their students well. High quality relationships promote a safe learning environment. Students stated that they felt valued by their teachers. Across Key Stages 1 and 2 the best lessons are inspiring, well planned, making good use of assessment of prior learning and flow with a purposeful and effective pace. Students are appropriately challenged, teaching methods are effective and activities engaging. The good behaviour of the students ensures that lessons proceed without disruption. Questioning is used effectively to encourage and extend students' thinking. Teaching assistants are used effectively to support students with additional learning needs. Where learning is less successful, success criteria and learning activities are insufficiently differentiated to provide challenge for the different groups of students in the class. The exploration of ideas and critical thinking skills are under-developed. The limited display of student work across Key Stage 1 is a missed opportunity to celebrate students' work and showcase expectations.

The small class sizes in the secondary school, particularly in Key Stages 4 and 5 ensure that students receive individual attention from the teacher. Overall, the quality of teaching is good. For example, in one particularly effective Key Stage 5 lesson, the effective use of high order questioning ensured students were challenged in their thinking. In the best lessons, differentiated success criteria shared with students, ensured a clarity of understanding and expectation. Mini-plenaries were used effectively to assess the extent to which students had mastered the learning outcomes.

In less effective lessons, both the teacher and student had limited opportunities to reflect on the learning that had taken place. Classroom resources are of a good quality, quantity and range. They are well used. The limited student use of new technologies is a missed opportunity to enhance learning and better prepare them for life in the 21st Century. Whilst work in books is generally acknowledged with supportive comments, the use of ‘what next’ steps to support and enhance students’ progress is under-developed.

The school has a framework in place to assess student performance regularly and thoroughly. Strategies are in place to collate observations of the youngest students’ learning, both planned and incidental. Individual student attainment is regularly assessed against the Early Learning Goals. Each Year 1 teacher receives an individual student’s summer assessment report, which identifies next steps for each of the areas of learning. At the start of Year 1, it is a government requirement that all students are baseline tested in English, Romanian, mathematics and science. The school is beginning to use the data to track anomalies in student progress from their Nursery baseline assessment.

All students sit external national examinations in Years 2, 4, 6 and 8, in addition to Cambridge Checkpoints, IGCSE and advanced level examinations. The school has recently aligned marking codes across the school to ensure a greater reliability and validity of assessment data. Whilst the school has a wealth of data, there is an inconsistency in the use of data to effectively inform lesson planning in order to provide challenge for different groups of students. The use of assessment for learning techniques, for example: self-assessment, peer assessment, strategic use of questioning, use of success criteria and plenaries are not embedded across the school. Parents receive regular detailed and informative reports.

Classrooms are sufficiently resourced to support learning. Classroom resources are of a good quality, quantity and range. They are generally used effectively. The behaviour management strategies in place throughout the school ensure that nearly all students remain on task and focused during the lessons, maximising learning time. Teaching does not undermine fundamental British values. There is a respect for individual human differences.

5.3 Standards achieved by students

Most students make good progress as they move through the school.

Nearly all students are English as an Additional Language speakers. On entry to nursery, all students are given a baseline observation assessment. During their time in the Early Years, all students are continually assessed against the Early Learning Goals. 66% of students achieved attained a good level of development, compared to the UK national expectation of 70%. This is an improvement of 8% on the previous year. The school undertakes a detailed analysis of the data in order to implement a range of supporting measures.

Primary school students are assessed using a blend of Romanian National Evaluation and Cambridge Checkpoints. School assessment data indicates that good progress is maintained across Key Stages 1 and 2. Attainment is high at the end of Key Stage 3. 66% of students achieved the highest grade in both Mathematics and English as a second language in Cambridge Checkpoint examinations. 88% of students attained excellent results.

The small cohorts in Key Stages 4 and 5 make international statistical comparisons unreliable. Nevertheless, the total number of A*-C grades at IGCSE increased from 80% in 2017 to 82.5% in 2018. A* / A grades increased from 31% to 37.9%. The school undertakes a detailed analysis of individual student performance across all subjects. The first cohort of students is due to sit A2 examinations in the summer.

The school has recently introduced 'Engage' management information system to provide opportunities for more detailed and extensive recording, analysis and dissemination of progress and attainment data.

There is a clear focus on continuous improvement in terms of student attendance and punctuality. There is regular and effective communication to parents. Attendance is taken at the start of the school day. Attendance for the last academic year was 93%. The school has set a minimum target of 95%. Nearly all students arrive at school on time. The main reasons for lateness is traffic. The main reasons for absenteeism is illness.

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

6. Standard 2

Spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural development of students is good, with outstanding aspects.

The school is a safe place where individual learning needs are respected and where diversity is celebrated. Principles are actively promoted that enable students to develop their self-knowledge, self-esteem and self-confidence. Students are provided with a number of opportunities to develop their awareness of SMSC elements both within and outside of the classroom, for example in assemblies, circle time, co-curricular activities, extra-curricular activities (ECAs) and leadership roles.

Spirituality is developed in lessons, through community service and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.

Social development is outstanding. Students are friendly and respectful. Relationships between teaching staff and students are a particular strength of the school. The school's core values are rooted in Romanian Culture, blended with British values; responsibility and the rule of law, mutual respect and tolerance, solidarity and teamwork, democracy and Individual liberty and self-realisation. Clear expectations for the Avenor Graduate is at the core of the school and its activities. The provision of 1 counsellor per 100 students ensures a high level of personal and emotional support.

Cultural development is good. A range of curriculum experiences ensure students acquire a good general knowledge of and respect for public institutions and services in England and the responsibilities of citizenship in the host country. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country. These values are embedded in the culture and ethos of the school. Partisan political views are precluded in the teaching of all subjects. Information is presented in an impartial way with an appropriate balance of opposing views were applicable. The school celebrates Romanian National Day, International Women's Day and International Holocaust Remembrance Day.

The written behaviour policy sets out clear and high expectations with regard to student conduct and behaviour. The school effectively enables and encourages students to distinguish right from wrong. Students are aware of the impact of their behaviour on others and accept responsibility for their actions and personal choices. Students are encouraged to show initiative inside and outside the classroom through trips, environmental work, recycling projects, charity work, and internships.

The school council is elected with representatives from each class across all year groups. The President, Vice President and Secretary are also elected. The absence of a wider range of leadership roles across the school is a missed opportunity to provide students with responsibilities and experiences that will help prepare them for life after school.

7. Standard 3

The welfare, health and safety of the students

The arrangements for welfare, health and safety are good.

Effective policies and procedures are in place to safeguard and promote the welfare of all students in the school. The college has a detailed and up-to-date Health and Safety policy, Fire Risk management procedure, Whistleblowing policy, Mobile Phone acceptable use and Safeguarding policy. Teachers are clear about the policies and their implementation. There is however an urgent need to provide an emergency external exit from the Nursery building.

Security guards monitor entry and exit points, whilst outside video monitoring and CCTV provide additional security. There is a card entry system to enter different parts of the school. All visitors and staff are required to log in and out on arrival and departure.

All staff have completed safeguarding and child protection training from UK based trainers and companies. Five members of staff have completed Level 3 safeguarding training. Students are aware of what safeguarding means and the names of the Designated Safeguarding Leaders (DSLs). All staff are aware of whom to contact if they have a concern about a student.

There is a comprehensive first aid policy. All teachers are basic first aid trained with a number continuing to gain accreditation with the International Red cross. The school has medical rooms in each building which are well resourced. The Nursery has a full time nurse and access to a doctor. The main building has two nurses and a doctor, either present or on call. Nursery has a Doctor and a nurse. All students in the Early Years and Year 1 are seen by the doctor and nurse daily as a preventative measure to ensure the good health of the students and prevent the spread of infectious diseases. The nurse maintains an up to date medical record on all the students in the school. Information concerning allergies and medical concerns is shared appropriately.

Standards of behaviour throughout the school are excellent, underpinned by a robust behaviour policy and high quality relationships. In the Nursery school, teachers give firm verbal warnings and employ an encouragement system in order to communicate the consequences of recurring inappropriate behaviour. Primary, middle and high school students receive three verbal warnings before a written warning is issued. In line with the school's aims to "co-create the best possible future" all attempts are made to encourage appropriate behaviour, celebrate efforts and cultivate making good choices.

The college has an effective anti-bullying policy which is fully implemented. The college is proactive in ensuring that inappropriate behaviour is kept to a minimum. The level of supervision at break and lunchtime is good. Duty staff provide a safe and caring environment for the students. At the beginning and end of the school day, sufficient staff, including a security guard, ensure the safe arrival and departure of students. Science laboratories and ICT rooms are locked when not in use.

An admission register and attendance register are kept up to date. Both conform to local regulatory requirements. Attendance is well-monitored. Whole school attendance for the previous year was 93%. Whilst it is common practice for the form teacher to contact parents of an absent child, the absence of a formal whole school procedure is a missed opportunity to better ensure the safety of the student.

The college employs a Compliance Officer who ensures that all local regulatory requirements are met. The college has an appropriate risk assessment policy. Risk assessments are written for any out of school activity and/or school trip.

The addition of an elevator in the main building would further meet the needs of students who have permanent or temporary physical disabilities. The quality of food is excellent.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietors and staff meets the standard for accreditation. The proprietors meet all local requirements to open a school, including confirmation of identity, right to work in Romania, suitability to work with children, and a full police check. The proprietors ensure the school meets the safety, care and guidance requirements for all students.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures.

Appointments are subject to rigorous background checks which include: police checks, checking of identity, proof of address, verification of academic qualifications and the right to work in Romania. All staff appointed since 2017 have at least 2 references on file, an application form or annotated CV. For staff appointed before 2017 the school is presently updating teachers' personal files to include appropriate references. Romanian nationals are subject to clearance from the Ministry of Education.

There is no evidence that any member of staff or volunteer who carries out work, or intends to carry out work, at the school is in contravention of any local, overseas or British disqualification, prohibition or restriction.

There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development.

9. Standard 5 The premises and accommodation

The school meets the standard required for accreditation.

The premises and accommodation comprising the main complex of Avenor College are purpose built. They provide a safe, secure environment, which accommodates the number of students and supports learning effectively. The ratio of number of students per square metre and per teacher meets or exceeds local Romanian requirements.

Classrooms and other parts of the school are maintained in a tidy, clean and hygienic state. Sound insulation, air conditioning units, lighting and acoustics allow for effective teaching and communication. The flooring is in good condition throughout the school. Furniture and fittings are appropriately designed for the age and needs of students. The drainage system allows for the effective disposal of waste water and surface water. External lights ensure that visitors can safely enter and leave the school premises. They are regularly checked. The water supply meets local regulatory requirements. Toilets and urinals have an adequate supply of cold water; washing

Facilities have an adequate supply of hot and cold water. Washrooms and toilet facilities are located on every floor and easily available for staff and students. All facilities are kept clean; cleaning schedules are effectively implemented.

Specialist teaching areas including the library, music room, drama room, ICT rooms and science laboratories are well equipped and suitable for their purpose. There are excellent facilities for students who are, or become, ill. Medical rooms have access to a private toilet. In the main complex and in the nursery building there is a well-equipped canteen. Although small, it is well managed through a roster system supervised by the facilities supervisor. In the main complex there are separate toilets for the sole use of boys and girls at each level. They are equipped with individual cabins that can be secured from the inside. There are separate changing rooms for boys and girls. Toilets in this area are fitted with showers. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users. The senior school provides students with areas for private study and small seminar rooms for teaching. Primary and secondary students share the outdoor playing spaces. Although small, outside spaces are well maintained and well managed. Staggered free time and lunchtimes enable the maximisation of limited space. Suitable outdoor space ensures physical education is delivered in accordance with the school curriculum and facilitates outside play. A wide range of sporting facilities are currently housed in a marquee. Plans have been drawn up to build a new sports facility by September 2019.

Security staff patrol from 7 am to 6.30 pm during the week. At nights and weekends, video cameras both inside and outside the building are directly linked to a security company. Safety is enhanced through a monitored CCTV system. There are strict procedures for entry to the school for parents and visitors.

The nursery building is well maintained. The leadership team works hard to overcome constraints of space. They are quick to recognize obstacles and are open to inventive solutions. Plans are in place for a fit for purpose new building. There are separate toilets with privacy panels for boys and girls from Reception to Year 1. There are individual adult restrooms on each floor. Whilst the limited outdoor space available has a negative impact on the provision for student initiated learning, teachers are making the best use of the small spaces available. Areas have been used creatively to maximize the number and range of teaching areas. The small playground has some fixed equipment with moving parts designed to promote creative play. Teachers also use this area for creative activities during lesson times. For example, there is a cooking area, a sand pit and painting areas. These are frequently changed according to educational themes and the need of the students.

10. *Standard 6* Provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and the wider community is outstanding.

Contact details of the school, owner and the Director of Learning are provided to parents and prospective parents on the college's website. In addition, the ethos, values, vision and mission are prominently displayed. Information about the school's policy on and arrangements for admissions, misbehaviour and exclusions as well as the education and welfare provision for students with special educational needs are readily available for parents and prospective parents.

Parents are kept well informed of their child's progress. Parents of children in the Nursery receive a termly written report. Other year groups receive an end of year report followed by a formal parents' evening. Parents are given the opportunity to discuss their child's progress and attainment at any time during the school year. The college has an open door policy and parents are welcome to meet in the canteen.

Weekly newsletters are distributed to all parents and letters are regularly sent home informing parents of forthcoming events and policy matters. There is also a school 'facebook' page. A focus group of parents stated that they were more than happy with home / school communication, they felt well informed. They particularly appreciated the college's focus on putting the welfare of the student at the centre of all decision making. There is an elected parent body who are very active in supporting the school community. They engage in extensive parent surveys. The latest survey resulted in an overall satisfaction figure of 95%. Parents stated that felt listened to.

The parents have open access to the leadership team and subject teachers. They reported that concerns are speedily addressed and resolved. Parental surveys revealed an overall satisfaction level of 9.54 out of ten. Details of the college's academic performance and results of public examinations are provided on the school's website.

11. Standard 7

The school's procedure for handling complaints

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

Complaints are rare. The policy states that the aim is to resolve any disagreements of problems that might arise swiftly and informally so that good relationships may be resumed without delay. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective parents.

There are clear timescales set for the management of complaints. The handling of complaints mirrors the management structure of the school. Nearly all cases are dealt with by the class teacher or tutor on an informal basis. Parents have easy access to senior leaders at the start and end of the school day. If parents are not satisfied with the outcome of an informal approach, they are able to submit a formal written complaint. If a formal complaint has not been resolved through the internal processes, the parent(s) can contact the Administrative Council for a formal review.

There is provision for a hearing before a panel appointed by or on behalf of the proprietors consisting of at least three people not directly involved in the matters detailed in the complaint. One panel member is independent of the running of the school. Parents may be accompanied. A copy of the findings and recommendations are made available to the complainant and, where relevant the person complained about, the proprietors and Director of Learning. The policy allows for written records to be kept of all complaints indicating at which stage they were resolved. All correspondence, statements and records of complaints are treated confidentially and kept securely. During the year 2017-2018 no formal complaints were received.

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

Leadership and management are good.

The Board of Governors oversee school policies, ensuring all local requirements are met. They ensure sufficiency of resources through robust financial management. They do not interfere with the management of the school; there are clear lines of demarcation. There are positive relationships between the Executive Director and Director of Learning and his Learning Leadership Team (LLT). The Executive Director recognises her role as a ‘critical friend’ and maintains a high level of accountability, facilitated through regular meetings with the Director of Learning and the SLT.

The Director of Learning has a clear vision for the future development of Avenor College, based on a detailed knowledge of the strengths and areas for development. The vision is shared and clearly understood by all stakeholders. Most senior leaders and middle leaders have undertaken externally verified leadership courses. The Director of Learning who has been in post since September 2017 has made a significant impact; implementing / updating a range of policies and procedures. Whilst the school now has a coherent programme of professional development and performance management, the impact has yet to be fully felt on improving the quality of teaching and learning and further raising student attainment.

The school’s curriculum is well organised and provides effective opportunities for groups of students to learn well and make good progress. Overall the quality of teaching is good. Teachers use a wide range of resources with the exception of new technologies for student use.

In addition to the monitoring of academic standards, all students have opportunities to develop their personal and social skills. Relationships at all levels are excellent. The school has a positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development. Staff and students work together to prevent any form of direct or indirect discriminatory behaviour and do not tolerate prejudice. Safeguarding is effective. Students work in a caring, safe and supportive environment.

The school has established effective strategies for engaging parents and carers. Students’ learning is seen as a partnership between home and school. The school is effective in recruiting quality staff, and ensuring safeguarding procedures are in place.

13. *Standard 9*
The quality of provision for boarding

Not applicable.