



**British School
Overseas**
Inspected by Penta International

Inspection report

Paradis

International College

Iași

Romania

Date
Inspection number

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1. Purpose and scope of the inspection

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

The inspection and this report follow the 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; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 23 lesson observations took place. School documentation and policies were analysed and data reviewed. Students' workbooks and assessment scripts were seen in and after lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Simon Sharron. The team members were Jessie Joubert and Riaan Huyser.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools overseas. The school actively promotes tolerance and respect for all human differences within the confines of the law. This is embedded in the school's culture and ethos. The British government endorses this judgement, which is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

3. Overall effectiveness of the school

The school provides a rich, innovative 14-19 UK-based curriculum as the foundation for very successful student academic and personal development outcomes in a safe, happy modern learning environment that facilitates exceedingly high standards of teaching and learning.

3.1 What the school does well

There are many strengths at the school, including the following:

- Inspirational owner/principal supported by an effective team of senior leaders united around the school's vision
- A proud school culture of safe, happy learning based on tolerance and respect.
- Dedicated staff group passionate about performing well for their students
- The well-being, care, health, and safety of the student are constant priorities for the school and are exceedingly well managed.
- Relationships and student behaviour are exemplary.
- The formal high school CIE curriculum is broad, balanced and extraordinarily generous for the size of the school, complemented by the Romanian line.
- The programme of ECA activities is extensive, innovative, creative, aspirational and exciting.
- The small group teaching is very effective
- Academic attainment is very strong
- The SMSC development of Students, supported by the curriculum, the ECA activities and the school's involvement with the Round Square global network of schools, is exemplary.
- Staff morale and enthusiasm
- The purpose-built new building and modern facilities provide an optimal environment for excellent teaching and learning.
- Parents and the wider community engagement is a notable strength of the school.

3.2 Points for improvement

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

- i. Ensure that the very best practice in teaching and assessment is shared across all the school's subject areas, including further integrating the effective use of technology to enhance collaborative and independent learning.
- ii. Strengthen self-evaluation and quality assurance systems, including a formal performance management process linked to job descriptions.
- iii. Embed the school's developing systems of internet safety and cybersecurity.

4 The context of the school

Full name of school	Paradis International College (High School Cambridge Line)				
Address	Dealul Zorilor Street, no. 8C, Rediu village, Rediu commune, Iași county, Romania				
Telephone number/s	+40 725 893 627				
Website address	https://paradis-college.ro/en/home/				
Key email address	contact@paradis-college.ro				
Headteacher/principal	Mrs Oana Mihaela Albu				
Chair of board/proprietor	Mrs Oana Mihaela Albu				
Age range	14-19 years				
Total number of pupils	50	Boys	21	Girls	29
Numbers by age	<i>0-2 years</i>	n/a		<i>12-16 years</i>	27
	<i>3-5 years</i>	n/a		<i>17-18 years</i>	10
	<i>6-11 years</i>	n/a		<i>18+ years</i>	13
Total number of part-time children	0				

Paradis International College (PIC) is situated in Iasi, Romania's third largest city, in the eastern Moldova region of the country. The school was founded in 2005, initially as a kindergarten. In 2021, it evolved into a full co-educational K-12 international school and the first school in Iasi to offer the UK Cambridge Curriculum through primary, lower secondary, to high school. In 2021, it evolved into a full co-educational K-12 international school. The high school (with an international curriculum) started in 2019 and in November 2021, the school passed the BSO inspection, for the first time.

PIC now operates as a bilingual school, offering the UK Cambridge curriculum (English, science and mathematics) in primary and lower secondary years (to age 14) alongside the Romanian national curriculum. In the high school for students aged 14-19 years, the school has developed a 'Cambridge Line' whereby all students in KS4 and KS5 follow the Cambridge Curriculum IGCSE, AS and A Level courses whilst continuing to study Romanian language which is mandated by the host country for international schools offering a complete non-Romanian curriculum. This inspection in April 2025 for BSO accreditation focuses, therefore, on the educational provision afforded to the students following the 'Cambridge Line' of the high school for which the school has been awarded a separate licence.

Iasi is a historic but growing city with a strong history, cultural institutions, universities, innovative/information technology industries, increasing investment and its own international airport. The city has growing numbers of international links and increasing global and European commercial activity. PIC is unique in the city, offering a blend of Romanian and UK education to its students, enabling access to a full UK Cambridge International Curriculum in the high school.

This inspection focussed purely on the Cambridge line, secondary part of the school.

4.1 British nature of the school

Paradis International College (PIC) adheres to the National Curriculum for England, offering Cambridge International Education (CIE) IGCSEs and A-levels in the 'Cambridge Line' of its High School and a CIE English, Maths and Science curriculum in the primary and lower secondary sections of the school. Assessment and reporting are conducted in English.

By following the Cambridge International Education as described above and supplementing this academic curriculum with robust pastoral structures and a rich programme of extracurricular activities that promote the holistic educational development of its students, PIC incorporates the core principles of British education.

The school places a significant emphasis on active learning, collaborative work, and creativity, aligning with best practices in British teaching.

Observations of classroom practices in the High School confirm that students are regularly challenged through engaging, enquiry-based learning that promotes critical thinking. These strategies ensure that students are not passive recipients of information but active participants in their own learning.

Teachers at PIC are committed to their professional development, regularly engaging in training to enhance their teaching methods.

British values are integral to PIC's ethos and educational framework. The school fosters an understanding of democracy, respect, community, citizenship and tolerance through various initiatives, including the student council, Round Square membership and debate. These activities provide students with opportunities to engage in discussions about the values that underpin morality, citizenship and society.

In addition to these celebrations, the school promotes British values through character education. Tolerance, respect for diversity, and intercultural understanding are embedded in both the curriculum and co-curricular activities and the wide offer of international travel and hosting of international students. Through these initiatives, students develop a strong sense of citizenship and responsibility, learning to respect and appreciate diverse views and cultures.

PIC ensures that students are well-prepared for further education, in the UK or internationally.

The school's teaching also encourages students to engage critically with the world around them. In subjects such as English and Global Perspectives, students explore global and multicultural themes, enabling them to appreciate the diversity of perspectives that exist in the world. These lessons align with British values and prepare students to become responsible global citizens.

PIC's ethos is grounded in the principles of holistic education, aiming to nurture students academically, personally, and socially. This approach mirrors the British educational system's emphasis on developing well-rounded individuals. The school fosters an environment where students are encouraged to take responsibility for their learning and personal growth. This is evident in the emphasis placed on character education, which encourages students to demonstrate integrity, respect, and responsibility.

Student leadership is a key feature of the school, with the student council actively promoting British democratic values. Students are encouraged to express their opinions, participate in decision-making processes, and take responsibility for their actions. This culture of participation helps students

develop a sense of ownership over their education and a deeper understanding of the democratic process.

The classrooms, science laboratories, and other learning spaces are well-equipped, ensuring students have access to the resources needed to meet curriculum requirements and excel. The school maintains high and highly responsive standards of safeguarding health and safety, with clear measures in place to protect students, particularly during practical lessons in science and other hands-on activities.

The school uniform also contributes to developing a strong school identity, reinforcing the values of discipline and respect for the school community. In good UK schools, students have many opportunities to develop valuable leadership skills.

The school's safeguarding practices are based on UK models. Staff receive regular training to ensure they are equipped to recognise and respond to any safeguarding concerns in line with KCSIE.

By embedding British values and English language fluency throughout the curriculum and co-curricular activities, PIC ensures that students are well-equipped to engage with the world confidently and responsibly. This preparation provides PIC students with access to UK universities and English-medium tertiary courses worldwide. The school's commitment to Britishness is evident in every aspect of its operation, from the curriculum and teaching methods to the values and ethos that guide its educational approach.

5 Standard 1 The quality of education provided by the school

The quality of education provided is of an exceptionally high standard.

5.1 Curriculum

The quality of the curriculum is outstanding.

The curriculum at PIC is designed to offer a broad, balanced, and rigorous education, ensuring that students are well-prepared for both academic success and personal growth. The school strongly emphasises British educational practices, integrating active learning, group work, and creativity into the teaching methodology. Each lesson is carefully structured to build on prior knowledge, promote critical thinking, and provide appropriate challenges for all students. The curriculum includes 14 subjects at IGCSE for 27 students and 10 subjects for AS A-level students, offering a broad academic foundation.

The school's ICE curriculum, alongside a rich programme of extracurricular activities (ECAs), plays a vital role in offering students the opportunity to acquire British values and gain a knowledge of UK institutions. The wide-ranging ECA programme at PIC is extraordinary, innovative, aspirational, and exciting, providing students with opportunities to develop both academically and socially. These activities complement the academic curriculum by fostering personal development, teamwork, and global awareness.

To exemplify this, space is provided for students to explore and use radio/podcasting studios, a ceramics atelier, a pharmacy making cosmetics, aromatherapy products and perfume, an astronomy room connected to an observatory on the school roof, a design technology room equipped with laser cutters, a workshop devoted to robotics, a cookery room, a chess room, a business conference room, music and dance studios, as well as rooms dedicated to the study of butterflies and bees. These facilities promote interdisciplinary projects such as symmetry through maths and poetry, and product design combining art, biology, chemistry, and business studies. The community history project in the village of Tansa draws students into the understanding of ancient Romanian settlement in the Iasi region: this is exploited in the ceramics room by reproducing artefacts along with pottery that reflects and shows the continuum to more recent Romanian pottery traditions. Public speaking competitions run according to the rules of the Oxford University debating society and participation in MUN events, as well

as overseas visits to partner institutions in the Round Square network of schools, cut across many subject lines and provide invaluable opportunities for students to apply the knowledge they have acquired whilst gaining important personal and social communication skills.

The awards ceremony for the lower secondary and high school students, observed by inspectors, was an inspirational event, especially for its younger participants. It demonstrated and applauded students' involvement in a rich plethora of wider curriculum activities. Awards were given for achievements in online English, Chemistry, Biology and German language Olympiads. A group of students studying German won a German Literature prize for producing a short film about the Austrian Jewish author, Stefan Zweig's challenging novella 'Die Schachnovelle', a story about persecution by the Nazi regime. The group's spokesperson fed back to the audience that they had been proud to represent their school and had learnt how 'literature connects people'.

In line with the emphasis on British values, PIC integrates student-led initiatives and cultural celebrations that support students' holistic development. Through activities such as the student council, students are encouraged to engage with democratic processes, leadership roles, and respect for diversity, further ensuring that they are well-prepared to be responsible global citizens.

Students at PIC are exceptionally well prepared for the next learning phase upon graduation, both academically and socially. They graduate with not only academic qualifications but also the life skills necessary for independent living. The school's commitment to academic excellence and personal growth ensures that students are equipped for success in their future educational and career paths. Career guidance is personalised, and the school invites former students to talk about their experience of transitioning to higher education.

The curriculum at PIC provides access to UK higher education institutions (HEIs), ensuring that students are well-positioned for future academic opportunities. The integration of British values through initiatives and cultural experiences helps students gain a well-rounded education that prepares them for the challenges of the modern world. Given the tradition of interdisciplinary projects and promotion of independent learning, there might be room to introduce the examined project work qualifications IPQ and EPQ offered by Cambridge International Education.

In summary, Paradis International College's curriculum is designed to foster academic excellence, personal development, and the acquisition of British

values, providing a holistic educational experience that prepares students for success in their future academic, personal, and professional endeavours.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

Teaching and assessment are highly effective. In the relatively small classes, nearly all lessons were judged good or better and over 70% were rated as outstanding.

Lessons are underpinned by a consistent pedagogical approach that prioritises engagement, creativity, and critical thinking. Teachers demonstrate strong subject knowledge and routinely integrate technology to enhance learning. Students are active participants in their learning journey; they are reflective, articulate, and able to respond confidently to challenges. The best lessons feature careful planning, well-structured lessons, and strong progress. The very few less successful lessons occur because the planning does not secure the basis for progress, activities lack pace, students are not stretched, and, therefore, some become disengaged.

There is a system of peer observation in order to share best practice and generate professional dialogue around new ideas and the effectiveness of the schemes of work. The principal and head of school conduct quality assurance monitoring for performance management regularly. Frequent staff meetings, the appointment of experienced teacher mentors for new teachers and the departmental coordinators are accountable to the senior leadership for student progress and suggestions for improvement. Teaching and learning posts of responsibility have been created to underpin the quality of classroom practice. Teachers have access to a range of CPD opportunities offered by CIE, the EU Erasmus Programme and the Round Square network of schools.

Across the lessons observed, teaching was characterised by skilful questioning, differentiation and the effective deployment of digital tools. For example, in an art lesson, students confidently explored creative concepts, supported by probing questioning that deepened their understanding and verbal articulation of artistic choices. The learning environment was calm and purposeful, and student work was celebrated through thoughtful display, reinforcing a sense of pride and ownership.

Student-led learning is a key feature of the teaching observed. In a computer science lesson, students delivered peer presentations and demonstrated analytical thinking when debating economic decision-making, such as the comparative benefits of capital investment versus labour cost. The teacher facilitated learning with minimal interruption, allowing students to construct and evaluate arguments collaboratively. Respect for others' ideas and views consistently reflected the school's inclusive ethos.

Classroom strategies such as T-charts and mini-whiteboards effectively supported formative assessment and Student participation. In English, a lesson on enquiry-based learning featured highly effective differentiation. Students were encouraged to interrogate texts through tiered questioning, leading to deep analytical discussions. The teacher created a culture of enquiry where all students were challenged appropriately. Students thoroughly enjoyed this class and made excellent progress in English.

Personalised teaching and tutorial-style support were observed consistently. Teachers demonstrated acute awareness of students' prior learning, allowing them to offer precise support and stretch. In an A Level Chemistry lesson, students self-assessed their progress against criteria, supported by the teacher's guidance. A similar approach in A Level Physics enabled students to build learning incrementally based on their own identified next steps.

Teaching at PIC reflects a shared professional commitment to excellence. Lessons are well-structured, with clearly communicated objectives, logical sequencing, and thoughtfully selected activities that extend learning. Differentiated instruction ensures that all students, regardless of ability or background, are supported and challenged appropriately.

A particularly strong feature of the teaching observed was the high-quality use of questioning to promote critical thinking. Teachers employed open-ended questions that encouraged deeper reasoning and the application of new concepts. This approach fostered high levels of student engagement and independence.

The use of technology is embedded meaningfully across subjects. In AS Chemistry, students used digital devices to support practical experiments, while in Business Studies, group collaboration was enhanced through real-time data analysis. Virtual reality headsets are deployed in selected lessons to support immersive learning experiences.

Overall, teaching and assessment at PIC are of an excellent standard. Lessons are characterised by creativity, rigour and inclusivity. Teachers plan with precision, assess purposefully and adapt responsively to student needs. As a result, students make strong progress and develop as confident, thoughtful and independent learners, well-prepared for the next stage of their education and life beyond school.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding.

International exam result comparisons with PIC's small cohort size are statistically unreliable. Nonetheless, the students' results at IGCSE, AS, and A Level align with and often exceed average results in the UK, both in terms of accumulated averages and specific subject performance.

The end of Key Stage 3 Cambridge International Education (CIE) checkpoint tests, which are taken at the beginning of KS4 or 9th grade at PIC, generate progress charts for the students in the key subjects of Maths and Science. In 2025, the average result for Cambridge Lower Secondary exams, taken by grade 9 students in Sept 2025, was 44/50 in Math and 43/50 in Science. This represents a significant increase from 2023 and 2024, when the average score was above 40 for both years. According to the CIE grading system, scores above 31/50 indicate high performance and scores above 41/50 indicate outstanding performance.

In 2024, 100% of the IGCSE cohort achieved 6 or more passes at grade C and above, including Spanish or German in addition to English and Romanian, which is examined in the national system. 48.6% obtained grades A/A*, surpassing the outcomes of GCSE candidates in London, the highest performing region in England, at 28.5%. These also compare well with performance in UK independent schools at 48%. According to CIE statistical data, IGCSE candidates at PIC performed consistently and significantly above the global average in each subject, even in English First Language.

These and CAT4 tests serve as benchmarks for tracking progress in high school. This notable improvement trend is also evident in a comparison of recent high school student attainment, whereby in 2024, IGCSE and AS results seem significantly stronger than A Level performance. The school's benchmarking and tracking exercise with what is now the current A Level cohort showed outstanding progress data, revealing that 83% of students achieved or surpassed their target grade and 79% of candidates met and exceeded their challenge grade.

The results for the international language IELTS exams are equally good. Observations of students' fluency in English corroborate these very high standards in English language acquisition and usage. Progress in German is measured through Goethe Institute certification; the standard of German observed by a fluent German-speaking Inspector was excellent, and so was the film produced by the observed class.

Across KS4 and KS5 in a wide range of subjects, including English, Mathematics, and Science, current Students make consistently strong progress, developing secure knowledge, understanding, and skills, considering their different starting points. Standardised assessment data indicates that the majority of students are meeting and exceeding age-related expectations in the core subjects, against the CAT4 data.

In addition to high achievements in CIE externally assessed examinations, student achievements in national and international competitions are notable, injecting significant challenge and motivation into the students' overall learning experience at PIC. 'Activity Reports' record students' involvement and success in these academic competitions and other character-building extracurricular activities so that both students and parents have a record mapping out their progress along the axis of spiritual, moral, and social development.

Student attendance for the 12 months prior to the inspection and for three days during the inspection was 96%, meeting UK expectations and exceeding the overall attendance rate for the UK in 2024/25, which stands at 93%.

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

The spiritual, moral, social, and cultural (SMSC) development of Students is outstanding and is identified as a key strength of the school.

A detailed SMSC policy is in place. Lesson visits, learning walks, an inspirational whole-school assembly, extracurricular activities, classroom/corridor displays, and interviews with a wide range of stakeholders indicate that the policy is being successfully implemented. The impact of a well-established SMSC programme at the school is also evident in the exemplary conduct and aspirations of the students, who are very proud of their school and engaged in school community life.

Traditional values, Romanian culture, and beliefs are promoted through whole-school events as well as in their daily school life. Public speaking, MUN, and Round Square participation are linked initiatives through which students have connections with other international schools. These initiatives provide students with numerous opportunities for self-expression, mindfulness, and philosophical debating. They encourage students to reflect on global issues, express personal viewpoints, develop a strong sense of purpose and belief in themselves, whilst at the same time nurturing invaluable communication and social skills.

The school effectively promotes the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance. It does this through the curriculum and ECA activities, as mentioned above. Learning about the complex ethno-cultural history of Romania and participating in modern-day exchanges and visits within the global Round Table network of schools, such as to India and Chile, helps students appreciate the need to have respect for people of different races, religions or beliefs. Key British values include democracy, the rule of law, individual liberty, mutual respect, and tolerance of otherness. These elements are prominently featured in students' thinking and discussions.

Students describe their school learning experiences as personally meaningful, such as contributing to displays, leading lessons, teaching younger students and participating in public speaking events. Whole-school events such as anthem singing, flag-raising, and celebrating international achievements provide further opportunities for personal reflection, identity formation and a shared sense of purpose.

While students are provided with structured opportunities to reflect on beliefs, values, and identity through curriculum areas such as literature, philosophy, global citizenship, and Global Perspectives, the school may wish to expand on interfaith awareness by embedding more explicit exploration of a range of religious and non-religious worldviews within subject content and assemblies.

Students exhibit excellent behaviour, self-discipline, and sensitivity to ethnic and cultural differences. Leadership opportunities in Round Square and MUN events are highly valued by

students and make them feel they have a strong voice and influence within the school community.

The PSHE programme is strong. Activities affording global perspectives, as well as Romanian and British traditional celebrations, further enrich students' understanding of the values of democracy and free expression. Students also participate in community action programmes, such as supporting autism charities, remembering historic armed conflicts and engaging in sustainable development projects. As part of the Duke of Edinburgh International Award, PIC students have participated in a service camp converting an old house into a village museum to display local Roman artefacts found near the settlement of Tansa. The project posted this accolade on its website: "Congratulations Paradis International College Iași for inspiring us with what you do and for carrying on the Romanian tradition and beautiful customs!". Regular assemblies, school-wide performances, and collaborative projects enhance spiritual reflection and emotional awareness.

The school has a well-established moral code of conduct, and students are fully aware of their responsibilities and expectations. Policies linked to behaviour and expectations are clearly implemented and enforced consistently. Sanctions, while occasionally unconventional, are understood and accepted mainly by students as fair and formative. This suggests a school culture where leadership fosters student agency, respect, and accountability through participatory processes.

A structured pastoral programme is in place, strengthening relationships and values. This is delivered during form time every morning. Positive behaviour is actively promoted across the school phases and showcased during assemblies when exemplary student conduct is acknowledged. Parent workshops are organised on a regular basis to build links related to moral conduct within the school community. The school implemented an effective system for dealing with misconduct to support the students. The school has an ethical committee that deals with misconduct in line with the gravity of the offence. The students have a clear understanding of what is expected of them in terms of behaviour and are given the opportunity to reflect on their actions through the school's '7 habits', which are displayed in all classrooms. Students show an understanding of justice, fairness, and the consequences of actions, and are encouraged to reflect on their responsibilities.

Students are kind and considerate both around the school and in lessons. Teachers at PIC aim to play a specific role in creating positive and trusting relationships and a supportive school, around supportive classrooms.

Cultural awareness is embedded within the school and displayed through whole school events, performances, traditional dances, and many displays. The students, staff and parents at Paradis International College are very proud of their culture and traditions. Students are given the opportunity to celebrate diversity in a range of local and international festivals throughout the academic year. Students recognise and celebrate the connection between the British and Romanian royal families. They embark on learning journeys to discover the history of their city, Iași and explore Romanian culture through traditional dances and pottery

crafts. The school promotes an understanding of modern British life, including UK attitudes of tolerance, mutual respect and democracy. PIC is already extending its intercultural offer by organising online digital projects with its international partner schools in the future.

Overall, the SMSC provision fosters respect, tolerance, and a sense of community, preparing students to be confident, articulate individuals ready to contribute positively to global society.

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

The provision for welfare, health and safety is good and has many outstanding features.

The school provides care exceptionally well for students. While the school has a strong safeguarding culture supported by clear procedures, robust training systems, and appropriate documentation, some newly introduced elements will need time to settle in.

Students are exceptionally well cared for within a clearly defined safeguarding culture, most of which is embedded across all aspects of school life. This is underpinned by clear and regularly reviewed policies, robust recruitment practices, high levels of staff training, and well-maintained records.

The safeguarding and child protection policy is current, comprehensive, and aligned with both UK best practice and local legal requirements. It includes clear guidance on recording and reporting concerns, and makes explicit reference to online safety, and is closely related to. The policy, along with related documentation, is made available to staff electronically and in hard copy, and is reviewed annually. Staff confirm that they are aware of the policy and the procedures it outlines. The policy is closely related to the school's online safety policy, risk assessment policy and student supervision policy.

The designated safeguarding lead (DSL) holds appropriate Level 3 NSPCC certification, which is renewed annually. A second staff member also holds Level 3 DSL status, ensuring consistent and effective coverage across the school. Photographs and contact details of the safeguarding team, including the school psychologist, are prominently displayed on each floor, enabling both students and staff to access support with ease.

All staff, including volunteers, undertake annual safeguarding training. A training matrix is used to ensure register completion and monitor attendance. Training is delivered internally by the DSL and school psychologist and tailored to contextual priorities, such as online safety and the psychological impact of emerging social media trends. Safeguarding expectations are further reinforced through induction processes and the signed code of conduct, which is included in all employment contracts.

Recruitment procedures meet the expectations of safer recruitment. A centralised, digital single central register (SCR) is in place, accurate, and regularly maintained. Staff files are complete and aligned with SCR entries. Recruitment processes have evolved in line with statutory updates and reflect best practice. Certificates of integrity and criminal clearance are held for all staff, including those contracted via external providers. Kitchen staff, employed through a third-party company, have undergone the same level of scrutiny. The school has viewed relevant documentation, including criminal record checks and medical fitness assessments, maintained by the contractor. Annual 'fit for work' medical assessments are conducted by an external medical professional for all staff.

The school ensures the safety of students on educational visits through clearly defined procedures and rigorous risk assessments, including for hazardous activities. These are consistently completed prior to all local and international trips. First aid training is delivered to all teaching and support staff, and sports and swim instructors hold additional qualifications. An external contractor regularly tests the swimming pool's water, and the school monitors the results.

Health and safety policies are compliant with host country regulations. Fire safety and workplace safety training are delivered annually by certified third parties. The school operates a clear visitors' protocol, including identity verification, signing-in procedures, and safeguarding briefings. Staff confidently challenge and direct visitors, demonstrating a shared culture of accountability.

Internet filtering and monitoring systems are robust after a recent overhaul and continue to evolve. User and administrator passwords are securely managed, and a Bring Your Own Device (BYOD) policy is in place. Student access is carefully restricted and monitored through both technical controls and staff supervision. The school has taken a proactive approach to managing digital risk by delivering targeted awareness sessions to students, staff, and parents on topics such as cybersecurity, digital footprint, and the emotional impacts of social media. Some of this essential safeguarding is in its early stages. The school has taken a recent decision to extend the ban on the use of mobile phones to the high school.

Student safeguarding awareness is well promoted. Students engage in structured campaigns throughout the year and receive further reinforcement in preparation for school trips. Recent sessions have focused on mobile phone misuse, bullying, and peer-to-peer relationships. Bullying is the most commonly reported concern, and staff are well trained to identify and respond appropriately. A behaviour log and counselling register are maintained. The safeguarding team regularly reviews these and uses them to inform planning.

The school engages actively with a wide range of external agencies, including local police, fire and emergency services, educational support officers, and medical professionals. This external collaboration strengthens the school's capacity to safeguard and support students effectively.

In summary, safeguarding practice is exemplary in most areas. Systems are well-led, securely implemented, and regularly reviewed. Staff members share a commitment to maintaining high standards. To further enhance transparency, the school may wish to ensure that all third-party contracts, including those written in a language other than English, are accessible and auditable by school leaders.

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

The suitability of the proprietor and staff meets the standard for BSO.

All staff at the school undergo rigorous safeguarding checks to assess their suitability to work unsupervised with children and young people. This includes the proprietor who is also the principal and other members of her family who work in the school's administration.

The school has an HR department which maintains a regularly updated single central register (SCR) consisting of information on staff's identity checks, safeguarding checks, application forms, qualifications, references, job interview notes, medical fit for work certificates and, in respect of one non-Romanian citizen, a work permit. The SCR is fully compliant with UK and Romanian school employment requirements. A random check of original staff personnel files correlated exactly to the SCR. Staff have been trained on safer recruitment procedures and the recruitment process is closely overseen by the school proprietor and principal. PIC is inspected every four years by the Romanian education authorities.

The school does not use supply teachers. The third-party company that employs the kitchen staff carries out all safeguarding checks as per contract and is responsible for staff medical records and courses completed by staff. Kitchen staff all have certificates of integrity and criminal record clearances. These were available for inspection by the BSO team.

All staff are obliged to abide by a code of conduct and ongoing annual safeguarding and child protection training is recorded confirming attendance and date of participation.

There are no UK teachers currently in the school. However, the high standard of fluency in English of all the teachers observed during the inspection was such that there were no linguistic barriers to delivering the Cambridge International Curriculum and exam syllabi. All new teachers are mentored by more experienced colleagues from the outset.

The school is considering broadening its teacher development programme to include UK accredited school leadership qualifications, iPGCEs and links with UK universities to co-train early career teachers.

9 Standard 5 The premises and accommodation

Premises and accommodation of the school are outstanding.

Paradis International College relocated to a newly constructed, purpose-built campus in the summer of 2023, responding to the school's increasing enrolment and the need for a more spacious and dynamic learning environment. The design of the building, which meets and surpasses Romanian health, safety, and accessibility regulations, reflects a commitment to providing a high-quality educational space that supports the holistic development of students. Staff, students, and parents have expressed high levels of satisfaction with the new facilities, which are purposefully designed to enrich both academic and personal growth.

The campus includes a wide range of specialist and enrichment areas, such as a VR room, fitness room, pottery studio, cooking lab, festivity hall, and media room. These innovative spaces not only cater to subject-specific learning but also promote creativity and personal development, aligning with the school's commitment to providing an inspiring and engaging educational experience. The building is thoughtfully designed to create an age-appropriate environment, with classrooms that are well-resourced and equipped with digital teaching aids, such as laptops, video projectors, and plasma displays, ensuring a stimulating and interactive learning atmosphere.

Social learning spaces, including a coat/coffee room and dedicated study areas for senior students, further complement the academic provision. The high school common room and multi-functional halls, equipped with recreational features like ping-pong tables, provide students with spaces for relaxation, fun, collaboration, and social activities. This holistic approach to space reflects the school's mission to foster well-rounded individuals, equipped with the life skills necessary for both academic success and personal growth.

The grounds include green outdoor spaces, playgrounds, and dedicated sports fields, all designed to support physical education and recreational play. These facilities enhance the school's PE provision and contribute to a healthy environment where students of all ages have access to physical activity and fresh air. The outdoor areas not only promote physical fitness but also contribute significantly to students' well-being, offering them spaces to relax, engage in social activities, and de-stress. The proximity to Iași's Botanical Gardens and nearby parks further supports the school's commitment to a healthy outdoor environment with improved air quality.

The campus is constructed with high safety specifications, including fire doors with a two-hour containment rating and resistance to earthquakes up to 8.0 on the Richter scale. These measures ensure that the campus is compliant with Romanian safety standards and provides a secure environment for all students. Security arrangements are robust, with perimeter fencing, a coded gate system, and a real-time monitored CCTV system, ensuring that students' safety is prioritised at all times. Ablution facilities on all floors meet student and staff

requirements. Security arrangements are robust. Fire prevention equipment is regularly checked.

The medical provision at PIC is excellent, with a fully equipped medical suite, including consultation and isolation rooms, and staffed by a qualified doctor and nurse. The medical team is responsible for daily health assessments, first aid, referrals, and medical certificates. The school also provides support for off-site events, ensuring that emergency kits are prepared, and staff accompany students as necessary. This high level of medical provision adds to the comprehensive care available to students on campus.

The campus is well-organised, with a central reporting system for faults and regular inspections of key systems like heating, ventilation, and electricity. Cleanliness and hygiene are prioritised, with dedicated staff on each floor ensuring the campus is well-maintained throughout the day. The design of the premises, including appropriate acoustic and lighting standards, ensures that the learning environment is conducive to teaching and learning. Classrooms are well-lit with natural light, and all rooms are acoustically suitable, with specialised rooms such as the soundproofed drum room providing a distraction-free space for music lessons.

The premises include a sensory room designed to meet the developmental needs of students requiring tailored sensory input and support their cognitive, emotional, and physical development. This, alongside the other specialised spaces, ensures that the school meets the diverse needs of its students.

In summary, the premises and accommodation exceed the expectations of the BSO standards. The newly constructed campus offers a stimulating, secure, and high-quality environment that supports the academic, personal, and social development of students. The thoughtful design, robust safety features, and diverse facilities ensure that students thrive in an environment that fosters both intellectual growth and life skills. As the school continues to expand, aligning future evaluations of physical space with teaching and learning outcomes and systematically involving staff, students, and parents in feedback will further enhance the school's ability to deliver a world-class education.

10 Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others fully meets the BSO standards and is outstanding.

The school demonstrates a strong and effective communication strategy with its parent community. The school website is visually appealing, accessible, and provides key documentation, including school policies, ethos, curriculum overview, and information on safeguarding, in line with BSO requirements. The presence of key information in English supports its status as a British International school. At the same time, provision is also made for Romanian-speaking parents to access information in their native language, supporting inclusivity and ensuring equitable access to communication.

The school's ethos and aims are transparently shared on its website, along with full contact details of school leaders and the school's address. This transparent and informative approach contributes to building trust and accessibility.

The admissions process is well articulated, and a clear parent-school contract ensures mutual understanding and expectations upon enrolment. The Kinderpedia mobile application further enhances communication, enabling real-time updates, academic tracking, event notices, and two-way communication between staff and parents. This digital approach ensures timeliness and accessibility and was highly praised by parents.

Academic progress is regularly and formally reported, which is aligned with BSO expectations that schools provide annual written reports. The innovative 'Student Activity Reports' recording and celebrating each student's participation in competitions, ECAs, trips and personal accomplishments provide a further, rich layer of feedback on the wide spectrum of holistic education opportunities on offer at PIC and in the community. Parents reported that communication about academic attainment and well-being is clear, timely, and effective. They further noted that teachers and leaders respond to queries and concerns and resolve issues promptly. It may help the school to consider populating the school's website with more details about its curriculum model, assessment procedures, and key academic benchmarks, as these may benefit prospective international parents who are less familiar with the British education system. More detailed information on the school's academic results could benefit all stakeholders, including prospective parents.

The school's successful efforts to promote parental engagement greatly enhance the provision of information for parents. A parent council consists of elected class representatives who meet regularly with the school's owner/principal and her leadership team.

There is a well-established programme of parent workshops that supports families in understanding the curriculum, assessment systems, and strategies for home support. These are practical and well-received by parents.

The school also facilitates structured opportunities for parental involvement, such as lesson observations, participation in school cultural events, curricular sessions, and community initiatives. Parents who are business owners contribute meaningfully to learning by offering work experience placements, which enrich students' real-world learning and career awareness.

There is also a culture of parent education, with families regularly engaged in learning about issues such as digital citizenship, child development, and behavioural expectations. This promotes a cohesive and supportive learning community.

Parents report excellent relationships with the school leadership and management whom they see as being very responsive to parent suggestions for school improvement. Parent-teacher meetings are frequent and conveniently scheduled, ensuring broad access. The school maintains an open-door policy, and parents feel welcome and encouraged to communicate with teachers and leadership anytime.

The school actively involves parents in decision-making. Parents shared that they are consulted in policy changes and school development planning, fostering shared ownership. The school owner's visibility and dedication to creating a high-quality institution further reinforce community trust and satisfaction.

Parental satisfaction is monitored through informal feedback and direct engagement, although a more systematic method for collecting and analysing parent feedback (e.g., annual surveys with follow-up actions) could enhance the school's self-evaluation and responsiveness.

The school is commended for its warm, inclusive ethos and effective communication strategies, which align well with the expectations of a high-quality British international education provider.

11 Standard 7

The school's procedure for handling complaints

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

The school has a clear, accessible, and well-structured complaints policy, which is published on the school's website and communicated transparently to all stakeholders. This policy outlines the stages of the complaints process, including informal and formal procedures, timelines for response, and the right to appeal, in line with BSO expectations. There is also a whistleblowing policy.

During the inspection, evidence from parents and staff confirmed that complaints are handled with professionalism, confidentiality, and care. The school leadership is highly responsive, ensuring that concerns are addressed promptly and constructively. Stakeholders described the process as fair, efficient, and child-centred, with issues typically resolved before escalation becomes necessary.

The school maintains a register of formal complaints, including outcomes and actions taken, demonstrating accountability and a commitment to continuous improvement. This reflects strong procedural compliance and a culture of openness and respect. Any conflict of interest in the complaints procedure is resolved by forming a complaints panel with at least one member independent of the school community. The school also has a robust whistleblowing procedure.

Overall, the school's approach to managing complaints is robust, fair, and aligned with best practice, reflecting the school's wider ethos of care, professionalism, and parental partnership. The school is considering formalising a staff grievance policy and procedure.

12 Standard 8 Leadership and management of the school

The leadership and management of the school are good. While there are many outstanding elements of practice, the school is still implementing essential leadership and management systems to future-proof its current success.

The school benefits from the inspirational leadership of the school owner and principal, who instils an infectious love of teaching throughout. Parents and staff recognise that the driving force behind this enthusiastic learning culture is the owner-founder, who is also the school's principal. The overarching governance body of the school is the Children's Paradis Association, which consists of the owner's family members. However, the school is regulated by and accountable to the Romanian Ministry of Education. Annual reports are submitted to the ministry, and the school undergoes an inspection every four years, at an inspection per level (i.e., kindergarten, primary school, lower secondary, and high school). The licence to operate the school is dependent on these reports and inspections. In addition, there are frequent intensive inspections on particular aspects of the school, such as science laboratories.

The leadership has clearly created a strong, cohesive school community in which students' well-being is a constant priority and where safeguarding procedures are closely aligned to those expected of UK schools. Students and parents testify that PIC is a safe and happy school. This ethos ensures that excellent relationships become drivers for strong progress in both their academic work and personal development. Student behaviour is exemplary throughout the school.

PIC has designed a relevant, innovative, and exciting programme of studies that is wrapped around the Cambridge International Education courses examined at IGCSE, AS, and A Level. These CIE syllabuses, membership to the Square Round network, and celebration of UK cultural events such as Remembrance Day ensure that British Values of democracy, free thinking and debate, tolerance and interculturalism permeate the school.

However, by blending the learning skills, values and traditions inherent in the mix of the UK and Romanian curricula and by offering such an effective programme of global and local extra-curricular activities, PIC fully succeeds in its mission to encourage its students to "contribute to their communities and create a positive impact on the world around them." The pioneering bilingual design of the curriculum and the cementing of the English medium UK high school curriculum for those who would benefit from it clearly meet the needs of Iași's aspirational community, where the advent of international schooling is recent.

The owner/principal has developed a staff of well-qualified teachers. From these ranks, the school is growing an effective team of middle leaders through a system of continuous professional development and the sharing of best practices within the school. The school sees the importance of continuous professional development for middle and senior Leaders. There

is a very low staff turnover. Bonuses are paid to high performing teachers. Agencies are used to recruit teachers from UK and job opportunities are posted on the Round Square network. Owner assesses the willingness of colleagues to take on more responsibility. the head of primary and head of kindergarten attended a UK school online management course. Middle leaders and senior leaders are very passionate about their roles, clearly enjoy working at the school, They have excellent relationships with the owner/principal and head of school. The school owner is prepared to pay 50% of career enhancing CPD if the initiative comes from the member of staff.

The impressive new, purpose-built premises and facilities opened in 2023 represent a major accomplishment. These provide teachers with the optimum conditions for the very high quality of education observed during the inspection. This success is also evident from the students' higher-than-average academic outcomes. Public exam results have been improving over the last three years.

PIC is administratively well run. It is noteworthy that continuous professional development is provided for academic, administrative and ancillary staff. The owner/principal oversees budget planning and decides on staff bids for specific initiatives.

The leadership embraces external evaluation and is open and responsive to new ideas for school improvement. However, PIC is still at an early stage of embedding strategic and operational leadership/management systems that will further support it.