

**High Performance Learning  
World Class School Award  
Re-accreditation Feedback**

School name	International British School of Bucharest
Accreditor	David James
Strengths: (List three)	
<ul style="list-style-type: none"> <li>• <b>Deeply embedded HPL culture and shared language</b> across staff and students, fostering a strong learning ethos. This is due to highly effective and inclusive leadership of HPL at all levels.</li> <li>• <b>Strong collaborative ethos</b> among staff and active participation in the wider HPL community, leading to sharing of best practice.</li> <li>• <b>Significant improvement in student attainment and value-added data across all age ranges</b>, demonstrating the measurable positive impact of HPL on academic outcomes for the vast majority of students</li> </ul>	
Areas to develop further: (List no more than three)	
<p><b>1. Develop a more Robust System for Tracking Competency Progression:</b> To more effectively monitor the development of high performance skills and attributes, the school recognises the need for a coherent, whole-school system for tracking the progression of HPL competencies across key stages. This will support data-informed teaching, enhance formative assessment practices, and provide clear insight into individual and cohort-level development over time. Establishing a more robust framework will help to ensure that the impact of HPL is visible, measurable, and continuously optimized in response to the students' needs.</p> <p><b>2. Enhancing Inclusive Parental Engagement:</b> Significant progress has been made over the past 12 months in strengthening partnerships with the parent community, particularly through workshops, information sessions, and greater visibility of HPL practices. Moving forward, the school looks forward to broadening the scope of this engagement by developing targeted strategies to reach families who have historically been less involved in the school community. This should include exploring more key stage focused parent workshops and more inclusive events that display the students' HPL competencies to ensure parents have increased awareness of this child's HPL journey and feel more empowered to support their child's high performance learning journey at home.</p> <p><b>3. HPL Teacher CPD</b> Continue to improve teacher HPL literacy and student facilitation HPL development with the introduction of a bespoke new teacher HPL Summer Induction Onboarding Session linking to the HPL Teacher Certification journey for all incoming teachers. Encourage more returning teachers to complete the HPL Expert Teacher Certification, with all Heads of Department and subject coordinators completing the HPL Lead Teacher Certification.</p>	

General comments:

- The school has **deeply embedded High Performance Learning (HPL) since its initial accreditation.**
- HPL is now described as being "**woven into the fabric**" of the school and "**what we do and who we are**".
- Staff feel empowered by the wholistic, and supportive approach adopted by leaders and as a result are open to experiment and try out new ideas.
- There is strong evidence of a **significant mindset shift**, where high performance is expected for the vast majority of students.
- HPL competencies (ACPs and VAAs) are systematically taught, practised, and assessed across the curriculum and learning contexts
- Pedagogy is increasingly student-focused, promoting reflection, and the use of effective student feedback
- Leadership actively champions HPL, and it is integrated into whole-school systems, policies, and accountability structures.
- Teachers feel they have ownership and collaborate extensively, while the whole school community is involved.
- The implementation reflects the school's unique international context as the only Romanian school that has adopted HPL.
- The parent body was full of praise for the work of school leaders in the implementation of HPL.
- Outcomes for students demonstrate **high attainment and significant value-added progress** for a high proportion of students, regardless of entry point, which is increasing year on year.
- Students report increased confidence and trust, and the school is actively developing young people with wider HPL attributes, aspiring to be World Class and benchmarking against international standards.
- Challenges noted included initial staff buy-in (now overcome) and ongoing work to ensure consistent parental engagement across all families.
- The school is extremely impressive organisation where High Performance is the expectation and the norm and as a result students and staff achieve great things

In addition to the areas to develop, the school will also be looking at:

- **Strengthening Continuity and Coherence from Key Stage 2 to Key Stage 3:** While HPL has become increasingly embedded within individual key stages, a next step lies in ensuring a more seamless pedagogical and curricular bridge between Key Stage 2 and Key Stage 3. This will involve increased collaboration between Primary and Secondary colleagues to align teaching practices, language, and expectations around HPL, thereby ensuring consistency in the development of students' ACPs and VAAs as they transition through the school.
- **Embedding HPL within the Student Ambassador and Senior Prefect Selection Process** In addition to providing evidence to support their application as ambassadors of the IBSB Student Mission to Aspire, Strive and Achieve, the IBSB Core BRITISH Values, and the attainment of Excellence in Education, students applying for the position of Y6 Ambassador or Y12 & 13 Senior Prefects will also be required to reflect on their HPL journey and the personal development of their VAAs and ACPs, as Ambassadors of Advocates of HPL.