

British Schools Overseas (BSO) inspection report

17 to 19 June 2025

BEST Preschool (British Education & Sports Tiriac)

Stejarii Residential Club

14 Jandarmeriei St

1st District

Bucharest

Romania

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders have developed a well-planned curriculum which combines the UK early years foundation stage framework (EYFS) and national curriculum with extensive sports and outdoor learning provision, in line with the school's aims. Leaders monitor the school's performance carefully and accurately identify areas for development. The proprietors maintain an effective and informed oversight of the school's operations.
2. Staff are well trained, so that they understand and meet the wellbeing needs of the children in the school effectively. Processes to manage risk are thorough. Leaders make all required information available to parents and respond promptly to any parental complaints.
3. Children in the early years and pupils in Year 1 make good progress during their time in the school. All children speak English as an additional language (EAL) and leaders focus on developing children's communication and language skills in English. As a result, children's understanding and use of English develop rapidly. Children behave well and apply themselves well to their tasks because teachers create a warm and positive learning culture.
4. Teachers' planning is suitable but does not always make use of moderated assessment data to plan next steps in learning. Children benefit from their extensive use of the outdoor learning environment, developing both physical and social skills. However, some planned activities do not support children's progress in other areas of their learning as effectively as possible.
5. Children grow in confidence and self-esteem because of the support provided by adults in the school. The programme of study for personal, social, health and economic (PSHE) education develops their self-knowledge and understanding. It provides children with clear strategies to manage their emotions and form successful friendships. Children who join the school from a diverse range of cultures typically settle in quickly.
6. Leaders have a rigorous approach to health and safety, so that pupils' welfare is a priority. Effective measures reduce potential risk to children in the event of fire. The extensive medical provision supports the welfare of children. Supervision arrangements are secure.
7. Children develop a range of relevant skills and engage in activities to prepare them for their future lives. They show tolerance and respect towards each other. Leaders arrange activities that develop an awareness of transactions using money, a familiarity with various occupations, and an age-appropriate understanding of British society and institutions. However, opportunities for children to contribute to the local community and thus learn about wider society are limited.
8. Leaders implement effective safeguarding measures to protect children. Staff are well trained and know how to report any concerns. Safeguarding records are in place but are not organised in such a way as to facilitate their most effective oversight by leaders. All the required safer recruitment checks are undertaken before a person starts work at the school.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards.

- BSO Standards relating to leadership and management, and governance are met
- BSO Standards relating to the quality of education, training and recreation are met
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met
- BSO Standards relating to pupils' social and economic education and contribution to society are met.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that teachers make consistent use of moderated assessment data to plan children's next steps in learning in order to support their good progress
- ensure that all planned activities, particularly those in outdoor learning, support children's development in other areas of their learning so that children make the best possible progress in each lesson
- ensure that children are better prepared for life in modern society by developing their understanding of how they can help and support their local community
- ensure that safeguarding records are organised in order to facilitate more effective monitoring by leaders.

Section 1: Leadership and management, and governance

9. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively, and in doing so they actively promote the wellbeing of pupils. Leaders have a clear vision for the school, which they share with all members of the school community. Leaders accurately identify areas that require improvement through effective self-evaluation systems. These are implemented through a detailed development plan.
10. The proprietors assure themselves that the Standards are met by effective scrutiny and monitoring of the school's practice and procedures through regular reports from leaders and regular site visits. They provide appropriate challenge and support to leaders, paying particularly close attention to aspects relating to the safety of the children. The proprietors evaluate the development plan to ensure that the school continues to evolve in line with its aims.
11. There is a thorough and robust approach to risk management. Leaders have an effective understanding of physical, welfare and safeguarding risks and respond effectively to the areas of risk identified. They undertake risk assessments for all aspects of the school and its work, including the outside learning areas and educational visits. Risk assessments conscientiously identify potential hazards and detail appropriate steps to reduce or remove these. Leaders monitor risk assessments regularly to check their continued effectiveness.
12. The proprietors ensure the suitable use of resources so that the school provides an engaging learning environment. Leaders ensure staff are well trained, know how to support children's safety and promote early childhood development. Leaders encourage staff to reflect on their practice and support their training ambitions. Staff undertake extensive update training, so they understand the policies and procedures and develop their professional practice.
13. The school follows the principles laid down in the UK Equality Act 2010. All children are treated fairly and equally, and leaders make any adjustments required so that children can access the physical environment and the curriculum provided.
14. Leaders liaise with external agencies to seek specialist advice and guidance, when required. The school operates in line with local regulations and reporting requirements.
15. Leaders manage any parental complaints appropriately. They respond promptly to any concerns within the timeframes stated in the school's policy. Records of these concerns are maintained securely, alongside details of any actions taken by the school in response. These are regularly reviewed by the proprietors.
16. All required information is made available to parents through the school's detailed and informative website and weekly newsletters. This information includes all the required policies and procedures as well as the names and contact details of key staff.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

17. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

18. Leaders have developed a curriculum that is suitably broad and balanced, aligning with the requirements of the BSO Standards while promoting the aims of the school. Regular physical activities and sports opportunities are combined with extensive use of the school's outdoor learning environment. The curriculum is well matched to the ages and abilities of the children. As a result, they are well prepared for the next stage of their education.
19. Leaders have a secure understanding of the developmental needs of young children. The curriculum follows the requirements of the statutory framework for the EYFS in the UK. Pupils in Year 1 follow a programme based upon the UK national curriculum. Children develop age-appropriate skills, knowledge and understanding in the linguistic, mathematical, scientific, aesthetic and creative areas, and develop their skills in speaking, listening, literacy and numeracy.
20. All children speak EAL. Teaching for the younger children initially focuses on the development of their communication and English language skills. Teachers are adept at developing children's understanding through modelling key vocabulary in an immersive language environment. Consequently, children typically make rapid progress with their understanding and use of English, which allows them to access other areas of the curriculum effectively. For example, in a Nursery lesson, children who were learning the names of different types of transport, ranging from a plane to a hot air balloon, were able to label them accurately on a wall display, thus developing their vocabulary.
21. Lessons are well planned overall, and teachers typically adapt their planning based upon children's prior learning. Children receive helpful and informative feedback as to how to improve their work. Both specific and prime areas of learning are timetabled throughout the week so that children benefit from a varied programme of activities. Classroom displays are engaging, and the outdoor areas provide children with opportunities to learn through their play.
22. Children progress in literacy by learning to recognise letters, then blending them into sounds, constructing words and then incorporating them into coherent sentences. Their growing communication skills reflect their increasing confidence in English.
23. Children's numeracy skills also develop well. Children can identify numbers, match them to groups of objects, and apply their understanding of number bonds to carry out simple mathematical processes, including multiplication and the use of simple fractions.
24. Teachers make effective use of resources, including the regular use of the outdoor learning environment. However, opportunities are sometimes missed to plan outdoor activities that link to children's other learning and thus improve their progress and understanding.
25. Teachers adapt their teaching effectively to meet children's individual needs, including those children who have special educational needs and/or disabilities (SEND). Individual learning plans identify children's needs and how these can be met. Teachers make imaginative use of resources and effective use of support from teaching assistants so that these children make good progress from their starting points.
26. Outcomes for children at the end of the early years and for those pupils in Year 1 are broadly in line with national age-related expectations in the UK.

27. Teachers record children's progress through regular observations. Leaders analyse this data and use this as part of their monitoring. However, teachers do not consistently use moderated assessment data in order to plan children's next steps in learning and thus support their ongoing progress.
28. Teachers create a positive learning environment. Their clear expectations and reinforcement of the school's behaviour code mean that children learn in a calm and productive classroom environment. Children apply themselves well and are eager to share their thoughts and ideas. Teachers reinforce British and Romanian values such as respect for others, and children are able to vote for certain classroom activities.
29. Parents are well informed about their children's progress. They receive regular feedback through an online portal, as well as twice-yearly detailed written reports and meetings with their child's teacher.
30. Children enjoy a diverse range of after-school clubs and activities, which help them to develop new skills and interests. These include robotics, science, sport and dance.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

- 31. All the relevant BSO Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

32. Leaders create a warm and inclusive community and successfully meet their aim to deliver a British education that promotes children's healthy physical development. Children learn in a secure environment with age-appropriate expectations, and staff provide effective pastoral support and care. This develops children's self-esteem and confidence.
33. Children develop their physical fitness effectively through daily physical education (PE) lessons, and sports sessions which include swimming and ice skating. Teachers ensure children develop both gross- and fine-motor control skills through a range of activities, such as sorting out pasta and lentils. Year 1 learned and performed a varied and expressive dance routine, interspersed by costume changes, demonstrating well-developed co-ordination and physical skills.
34. Teachers monitor the emotional wellbeing of children daily. Children use 'emotion monsters' to assess how they are feeling each morning as part of their registration process. Staff then provide support if needed. In addition, the school makes use of a range of counsellors and mental health professionals to support children's emotional wellbeing further when required.
35. Leaders communicate clear expectations regarding behaviour. Staff respond consistently to any cases of poor behaviour in line with the school's policy, using strategies such as 'kind hands, gentle hands' to reinforce the school's values. As a result, children are well behaved and show consideration for their peers. Children learn that bullying is not tolerated, and staff respond promptly and supportively if it occurs.
36. Through the PSHE curriculum, children learn more about healthy lifestyles, and how to develop and maintain positive relationships. They learn about the importance of personal hygiene routines and healthy food choices for meals and snacks.
37. Children develop a sense of spirituality, often linked to their time in the school's stimulating outdoor environment. Year 1 pupils, for example, were fascinated to discover how leaves can breathe when looking through a microscope.
38. Leaders work diligently to support the safety of pupils. The premises are clean and well-maintained. All classrooms are light and well-ventilated and lead to the outdoor area. In the areas for the youngest Nursery children, there are suitable arrangements for sleeping and hygienic nappy changing areas.
39. Effective health and safety policies are conscientiously enforced by staff, and the school complies with local regulations. Fire safety arrangements are robust. Firefighting equipment and alarms are serviced and checked, and staff and pupils regularly train for fire evacuation.
40. Effective supervision for children is in place, with suitable staffing ratios. The site is secure. Any maintenance requirements are addressed promptly.
41. Leaders ensure that the medical needs of pupils are met effectively. There is always a nurse on-site, and a doctor is also present each day. Staff have paediatric first aid training. There is a dedicated

medical room, and the many well-stocked first aid kits are located around the site and taken on outings.

42. The school keeps accurate admission and attendance registers. There are suitable arrangements to monitor and record children's attendance. All pupils are below compulsory school age in Romania, but nevertheless leaders work hard to encourage regular school attendance and conscientiously follow up on any absences. Records of attendance are maintained and stored so that individual children can be monitored and supported as required.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

43. All the relevant BSO Standards are met.

Section 4: Pupils' social and economic education and contribution to society

44. Leaders have created a curriculum that develops children's understanding and respect for others. All staff actively promote values such as respect and tolerance, which underpin both British and Romanian society. As a result, children demonstrate well-developed social skills, and the school is a welcoming and harmonious community.
45. Teachers model social skills effectively, so that children learn to accept difference and recognise that everyone is equal. This can be seen in children's ready acceptance and welcoming of new children from diverse backgrounds who join the school at various points. Teachers plan activities which encourage children's social development and teach them to share. They will intervene and support children to understand the importance of such behaviour. As a result, children socialise well together. They enjoy helping with routine tasks in the classroom, such as clearing up resources at the end of the session.
46. Children learn to show respect towards different cultures. Leaders arrange for children to celebrate various national events and major festivals of world religions. Children enjoy finding out about the lives of other people. Parents from the diverse school community come into the school to explain about their culture and religions, and children learn about traditions, foods and national costumes.
47. Pupils in Year 1 are prepared effectively for their next stage of education. They are ready to move on to a wide range of different schools. Classroom routines encourage their independence, and teachers help them to understand what life will be like in their particular school.
48. Children are prepared for life in both Romanian and British society. They learn about British institutions such as Parliament, linked to historical events such as the 'gunpowder plot'. They enjoy learning about British foods, traditions and festivals, including a 'nice cup of tea' and a 'full English' breakfast. They begin to appreciate the importance of democracy as they vote for activities in class and learn to accept the choices of others, understanding that these may differ from their own.
49. Children have a more restricted understanding of how they can contribute to the lives of others in their locality through activities that can benefit the local community, as opportunities for them to do so are limited.
50. From an early age, leaders develop pupils' understanding of right and wrong. Children learn about making appropriate choices in their social interactions. They learn what good manners are and how these relate to their school's positive values.
51. Children learn about a range of careers through visits from parents to talk about their jobs. Classroom activities highlight the importance to society of different careers, such as the role played by the emergency services. Leaders take care to ensure that these options are presented in a gender-neutral manner.
52. As they move through the school, children learn about money and develop their economic understanding. Younger children learn to count using coins and role-play shopping. Older children learn to add and subtract currency of different denominations. Pupils in Year 1 learn how to order a meal from a restaurant menu, working out if they can afford all their choices on a limited budget.

Children understand that they will need to work in order to afford the items they wish to own as adults.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

53. All the relevant BSO Standards are met.

Safeguarding

- 54. Safeguarding arrangements are effective and take into account the current UK guidance. Leaders have developed a detailed set of policies, which include the expectations of staff conduct and the use of mobile devices.
- 55. Leaders with designated safeguarding responsibilities have appropriate training for their role. They respond promptly and appropriately to any safeguarding concerns that arise. Local safeguarding agencies are contacted when required.
- 56. There are suitable arrangements for the handling of allegations against staff or leaders. Staff know how to respond if they have a concern or if children share a disclosure. Leaders record and monitor lower-level concerns and take action when required.
- 57. Leaders keep adequate records of safeguarding concerns and the decisions and actions taken in response to these. However, the current procedures do not facilitate the most effective monitoring of ongoing concerns.
- 58. The proprietary group maintains an effective overview of the safeguarding policy and procedures through the scrutiny of reports from leaders and the relevant policies. They are supported in this by specialist consultants.
- 59. Safeguarding training for staff is regular and in line with local requirements, as well as current UK guidance. Leaders assess staff's understanding of safeguarding procedures and different forms of concern. There is a comprehensive induction process for new staff. Staff are aware of the contextual risks facing children, and those relating to extremism and child-on-child abuse.
- 60. Children know who they can go to should they wish to share any concerns. Staff enable the youngest children to communicate their feelings. Children learn to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place. These systems are tested regularly.
- 61. All the necessary safer recruitment checks on adults are made in a timely manner and are accurately recorded in a suitable single central record of appointments (SCR). The school follows local requirements with regard to aspects such as medical checks. Staff files contain the supporting evidence and are well organised.

The extent to which the school meets the BSO Standards relating to safeguarding

- 62. All the relevant BSO Standards are met.**

School details

School	BEST Preschool (British Education & Sports Tiriac)
Department for Education number	000/6095
Address	BEST Preschool (British Education & Sports Tiriac) Stejari Residential Club 14 Jandarmeriei St 1st District Bucharest Romania
Phone number	+40 (0)743 332329
Email address	office@bestpreschool.ro
Website	www.bestpreschool.ro
Proprietor	Masterange Romania SRL
Chair	Mr Dan Niculaie Faranga
Headteacher	Mrs Anca Ilie
Age range	1 to 6
Number of pupils	69
Date of previous BSO inspection	21 to 22 June 2022

Information about the school

63. BEST Preschool (British Education & Sports Tiriac) is an independent co-educational preschool, situated in Baneasa Forest, on the outskirts of Bucharest city. Opened in 2021, the school is owned by the Masterange company and is overseen by members of its board of directors.
64. There are 64 children in the early years comprising four early years classes for children up to the age of 5 years. There is a single Year 1 class for pupils up to the age of 6 years.
65. The school has identified four children with additional learning needs for whom individual support is in place. Very few children are assessed as having special education needs and/or disabilities (SEND).
66. English is an additional language (EAL) for all of the children in the school.
67. The school states its aim is to promote high standards in preschool education. It seeks to encourage children's aspirations, motivation and achievement. Through its extended curriculum and community life, its goal is to meet the needs of the whole person, enabling the growth of happy and healthy characters.

Inspection details

Inspection dates

17 to 19 June 2025

68. A team of two inspectors visited the school for three days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair
- discussions with the head of school, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of children's work
- scrutiny of a range of policies, documentation and records provided by the school.

70. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net