



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

BEST Preschool (British Education Sports Tiriac)

June 2022

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School's Details

School	BEST Preschool (British Education Sports Tiriac)			
Address	BEST Preschool (British Education Sports Tiriac) Str. Jandameriei 14 1 st District Stejari Residential Club Bucharest Romania			
Telephone number	+40 (0)743 230203			
Email address	office@bestpreschool.ro			
Headteacher	Ms Sarah Harrison			
Proprietor	Masterange			
Age range	1 to 6			
Number of pupils on roll	57			
	EYFS	52	Juniors (Y1)	5
Inspection dates	21 to 22 June 2022			

1. Background Information

About the school

- 1.1 BEST Preschool (British Education Sports Tiriac) is an independent co-educational school. Opened in 2021, the school is owned by the Masterange company and is governed by members of its board of directors.
- 1.2 The school is situated in Baneasa Forest, on the outskirts of Bucharest city. The school has an outdoor learning area, a mini-athletics track, tennis court, basketball and football pitch. It also has access to indoor and outdoor swimming pools, an ice-skating rink, and other sports facilities at a nearby country club.

What the school seeks to do

- 1.3 The school aims to promote the highest standards possible in 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.

About the pupils

- 1.4 Children come from professional families, living mainly within close proximity of the school. The large majority of children are Romanian, the remainder representing a variety of other nationalities. Children in Year 1 are regarded as being in pre-school alongside those in the EYFS, in line with the local education system. The school's own assessment data, using internationally standardised tests, indicate that the children's ability is above average overall compared with children taking similar tests elsewhere. The school has identified a very small number of children as having special educational needs and /or disabilities (SEND) and they receive additional support as required. Fifty-two children speak English as an additional language (EAL) but do not require assistance in this regard.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 Children follow a curriculum based on the English Early Years Foundation Stage (EYFS) areas of learning and development, which lead on to the National Curriculum. The school's provision covers effectively the seven areas that must shape educational programmes in English early years settings, namely: communication and language; physical development; personal, social and emotional development; literacy, mathematics, understanding the world and expressive arts and design. The children have access to a good range of extra-curricular activities which provide opportunities for them to enhance their learning and development. There is a particular emphasis on outdoors learning and physical and mental health. The curriculum is taught predominantly in English, supplemented with a daily half-hour Romanian language class. This is intended to enable all the children, whatever their nationality, to acquire the local language necessary to communicate in moments of emergency and facilitate everyday life in their country of residence.
- 2.4 Policies, planning and schemes of work for all areas of learning and development take account of the ages, aptitudes and needs of the children. All children have the opportunity to learn and make progress and to prepare for the opportunities, responsibilities and experiences of life in British society. The curriculum places suitable emphasis on pupils' understanding of fundamental British values alongside those of many other countries.
- 2.5 The teaching enables children to acquire new knowledge and make good progress. It includes reference to the EYFS Early Learning Goals (ELGs) in order to make a holistic, best-fit judgement about a child's development, and their readiness for the next stage in their education. Practitioners consider the individual needs, interests, and development of each child in their care, and use this information effectively to plan experiences for each child in all areas of learning and development. On-going assessment of children's progress is established and practitioners plan in response to their own day-to-day observations of children's progress, together with observations that parents and carers share. Progress checks at age two years, assessments at the start of Reception and at the end of the EYFS are completed. The school has a suitable framework to assess children's performance and to track their progress. Children with SEND receive appropriate specialist support to meet their needs. Strategies for managing behaviour are effective and take appropriate account of the developmental stage of the children.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.7 The school actively promotes fundamental British values of democracy, the rule of law, liberty, respect and tolerance and furthers the children's personal development. This is achieved through the advancement of the school's aims, its programme for personal, social and emotional development (PSE), assemblies and a variety of special activities and events which take place throughout the year. Children are taught effectively to distinguish right from wrong and to develop responsibility for their own behaviour. The school prepares children to begin understanding the responsibilities of citizenship in the host country, the United Kingdom and the wider world with appropriate regard for public institutions. This is facilitated by helping children to take on responsibilities within school which are appropriate for their age. They learn about people with roles of responsibility in the adult world in wider society. The school ensures that principles are actively promoted which encourage respect for

the diversity of individuals, families, cultures and faiths including those with protected characteristics. Children's respect for democratic processes is through the school's emphasis on fairness, making appropriate choices, consideration of, and respect for, others' views and shared decision-making. Children are successfully encouraged to consider the needs of others less fortunate than themselves. The school effectively precludes the presentation of partisan political views. Respect for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation is promoted at an age-appropriate level.

Part 3 – Welfare, health and safety of pupils

2.8 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.9 The school makes appropriate arrangements to safeguard and promote the welfare of children. It takes into account guidance provided for schools in England and applies them in the local context. There are effective links with the Romanian state authority and appropriate referrals are made to relevant services when required. Staff, including the designated safeguarding lead (DSL) are appropriately trained in safeguarding when they join the school and this training is maintained through annual training sessions and regular updates. Those providing governance, together with senior leaders, maintain effective oversight of safeguarding procedures, monitor the implementation of the safeguarding policy and ensure that an annual review of policy and procedures is undertaken. The DSL maintains confidential records of all child protection concerns and is readily available to deal with any issues that arise. Children are made aware of issues that might affect their welfare, health and safety through assemblies and topics covered in the school's PSE programme. Presentations are at all times tailored to their age-related requirements. Children are enabled to express concerns. They receive a response when they do so and appropriate action is taken when necessary. There is a designated safeguarding governor, suitably trained and suitable arrangements exist to handle any allegations made against an adult engaged with children.
- 2.10 The school implements an effective policy to prevent bullying, including cyber-bullying. The PSE programme and additional anti-bullying events educate children about bullying, how to prevent it and what to do should they encounter it. As a result, bullying is not a characteristic of school life. Children confirmed that this is so during informal conversations, and that if it did occur it would be dealt with swiftly and effectively. Appropriate procedures to promote good behaviour are known and understood by children and staff and implemented effectively. Relationships between children and between children and staff are friendly and respectful. Any instances of inappropriate behaviour are taken seriously by the staff and school leadership and addressed quickly, sensitively and effectively, so that children are helped to adjust their behaviour positively.
- 2.11 The school ensures appropriate approaches to health and safety; the school's policies and practice meet the requirements of the Romanian authorities and are in accordance with expectations for schools in England. Effective health and safety training is provided for staff on induction and any additional needs are covered at staff meetings. Thorough records are kept of all health and safety checks, including of accidents and incidents so that any patterns or trends can be identified and appropriate actions taken if necessary. Security checks are vigilant, both for those entering the premises and of the school's perimeter. Fire alarms and fire-fighting equipment are serviced regularly by a specialist company that also provides a suitable annual fire risk assessment and appropriate records are kept. Fire drills are carried out at least termly and are monitored for their effectiveness. Hazardous materials are stored securely. An effective risk assessment policy is in place and risk assessments seen during the inspection demonstrate effective identification and mitigation of risks which may affect children's welfare, health and safety.
- 2.12 The school has appropriate policies for first aid and related matters and has effective arrangements to provide for children who are ill or injured. A full-time nurse is available throughout the school day and all staff are trained in paediatric first aid. Appropriate records are kept of any medical incidents

or consultations. Medicines are stored and administered securely. First aid kits are available in suitable locations around the school and for school sports events and trips. The school communicates promptly with parents should their child be ill or injured. Staff are made appropriately aware of any medical issues regarding an individual child's physical or mental health.

- 2.13 A suitable number of members of staff are on duty at breaks and lunchtimes, and pupils are supervised appropriately throughout the school day. Supervision levels for children are commensurate with English statutory requirements for EYFS settings. Admission and attendance registers meet local and English requirements and are retained for the requisite period of time.

Part 4 – Suitability of staff, supply staff, and proprietors

- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

- 2.15 The school carries out the required checks on staff and proprietors to ensure their suitability to work with children. For local teaching, administrative and domestic staff, additional checks are made to the standard Romanian procedures and these ensure that the school meets the requirements. For staff who have lived or worked overseas, checks are made on employment history and conduct in their home or host countries. For staff who have lived or worked in the UK, checks ensure that no person employed by the school has been barred or prohibited from teaching or from managing a school. The checks also ascertain each person's identity, their medical fitness and their right to work in the country. All checks are carried out in a suitably timely manner and recorded accurately on a single central register of appointments. Staff files contain all items of corroboratory documentation.

Part 5 – Premises of and accommodation at schools

- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

- 2.17 Suitable and well-maintained toilet and washing facilities are provided for the children. The school's medical room provides appropriate accommodation and facilities for the short-term care of sick or injured children. The buildings and play areas are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of children. The acoustics and ventilation in all areas of the school are suitable. Interior and exterior lighting is adequate. Drinking water dispensers are available for pupils throughout the school. There are suitable spaces for outdoor play and for games sessions both in the curriculum and within the extra-curricular activities.

Part 6 – Provision of information

- 2.18 The standard relating to the provision of information [paragraph 32] is met.**

- 2.19 The requisite range of information is variously published, provided or made available to parents, inspectors and local authorities. The information includes information about the school management team, the aims of the school and the curriculum offered. Arrangements and policies for admission, behaviour and exclusions, bullying, health and safety, first aid, provision for children with SEND and those with EAL are available on the school's website. Parents receive a full written report regarding their child's progress and attainment at the end of each school term. The safeguarding policy is posted on the school's website.

Part 7 – Manner in which complaints are handled

- 2.20 The standard relating to the handling of complaints [paragraph 33] is met.**

- 2.21 The school has an appropriate complaints policy, which is available to parents through the school's website along with information about the number of complaints, registered under the formal procedure during the preceding school year. This process seeks to resolve any complaint informally but, if concerns are not resolved, parents may proceed to lodge a formal complaint in writing. If the complaint remains unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school and which parents may attend, accompanied if they wish. The panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of all complaints and findings, including action taken by the school whether or not the complaint is upheld. The policy provides clear time scales for each stage of the complaints process, and the school's records show that complaints are handled promptly. At the time of the inspection, all recent complaints and concerns had been resolved at the informal stage.

Part 8 – Quality of leadership in and management of schools

- 2.22 The standard relating to leadership and management of the school [paragraph 34] is met.**
- 2.23 The proprietor ensures that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the BSO standards are met consistently, and the well-being of children is actively promoted.

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted conversations with children and examined samples of children's work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mr Andrew Farren

Reporting inspector

Mr Joe Eyles

Team inspector (Head of primary, COBIS school)