



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**British International School Budapest**

**November 2019**



## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Inspection of Standards for British Schools Overseas</b>	<b>5</b>
Preface	5
Key findings	5
Part 1 – Quality of education provided	5
Part 2 – Spiritual, moral, social and cultural development of pupils	6
Part 3 – Welfare, health and safety of pupils	6
Part 4 – Suitability of staff, supply staff, and proprietors	7
Part 5 – Premises of and accommodation at schools	8
Part 6 – Provision of information	8
Part 7 – Manner in which complaints are handled	8
<b>3. Inspection of Educational Quality</b>	<b>9</b>
Preface	9
Key findings	9
Recommendations	9
The quality of the pupils' learning and achievements	10
The quality of the pupils' personal development	13
<b>4. Inspection Evidence</b>	<b>16</b>

## School's Details

<b>School</b>	British International School Budapest			
<b>Address</b>	British International School Budapest 1037 Budapest Kiscelli köz 17 Hungary			
<b>Telephone number</b>	0036 1 200 9971			
<b>Email address</b>	admissions@bisb.hu			
<b>Principal</b>	Mr Richard Dyer			
<b>Proprietor</b>	Nord Anglia Education			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	959			
	<b>Boys</b>	512	<b>Girls</b>	447
	<b>EYFS</b>	67	<b>Juniors</b>	412
	<b>Seniors</b>	353	<b>Sixth Form</b>	127
<b>Inspection dates</b>	12 to 15 November 2019			

## 1. Background Information

### About the school

- 1.1 The British International School Budapest is an independent co-educational day school for pupils aged between 3 and 18. The school was founded in 1992 and was acquired by Nord Anglia Education in 2002. Governance is managed through a regional director. The principal has been in post since 2015. He has overseen the appointment of a new senior team and three new extensions to the school building.

### What the school seeks to do

- 1.2 The school aims to be a caring, multicultural community where the development of the intellect is complemented by the pursuit of personal and interpersonal growth. It aspires to excellence and the pursuit of deep learning through disciplined inquiry, reflection and perseverance. There is a commitment to acting with integrity and taking personal responsibility. The school seeks to enable the school community to embrace diversity and global citizenship leading to a peaceful future where pupils thrive in school, through higher education and throughout life.

### About the pupils

- 1.3 Pupils come largely from professional and business families and from a wide range of ethnic backgrounds. Standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 80 pupils as having potential special educational needs and/or disabilities (SEND) which include dyslexia, developmental co-ordination disorder (dyspraxia) and autistic spectrum disorder (ASD). There are 880 pupils for whom English is an additional language (EAL). Sixty-three pupils with SEND and 166 pupils with EAL receive additional support individually, in small groups and within the classroom in order to meet their needs. More able pupils are given opportunities to extend their learning in the classroom and during co-curricular activities. Pupils who are talented in sport, creative and expressive arts are given opportunities to develop their skills through specialist coaching and by taking part in competitions.

## 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. It also takes account, where relevant, of compliance with any local requirements.

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.

**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. This is the school's first inspection.

### 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 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. It also provides personal, social, health and economic education (PSHE). A small minority of parents and pupils stated in their response to the questionnaires that they did not think that the school gave good advice with regard to subject choice or career. Recent changes to the management of careers guidance means that the school now offers good careers guidance for pupils in the secondary school as was confirmed by pupils during discussions. Policies, plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils. A wide range of co-curricular activities provide opportunities in sport and the performing and creative arts. Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school, underpinned by an understanding of fundamental British values, which reflect the value systems of many other countries.
- 2.4 The teaching enables pupils to acquire new knowledge and make good progress, a view endorsed by most parents and pupils in their response to the pre-inspection questionnaires. Additional support is provided for those who join the school with little knowledge of English and for those with SEND. In most lessons, the teaching is well-planned including challenge for the more able, employs effective teaching methods, uses a range of resources, demonstrates good subject knowledge and understanding, and manages behaviour effectively. The teaching does not discriminate against pupils because of their protected characteristics.

- 2.5 The school follows a variety of curricula, each of which provides a framework for assessing pupils' performance and tracking their progress. Learning in the early years is based on the UK's Early Years Foundation Stage framework. In Years 1 to 9, the curriculum is based upon the English National Curriculum. In Years 10 to 11, pupils are prepared for General Certificate of Education (GCSE) and International General Certificate of Secondary Education (IGCSE) examinations and, in Years 12 and 13, for the International Baccalaureate (IB) Diploma which prepares pupils for entry to a wide range of universities in the UK and around the world. There is a coherent assessment framework throughout the school which is used to track pupils' progress and attainment and for planning teaching.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

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

- 2.8 The school promotes values which are fundamental to life in Britain and many other countries through its PSHE programme, assemblies and a variety of co-curricular activities and events which take place throughout the year. It encourages pupils to have respect for other people regardless of their background or the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation. It promotes tolerance and harmony between the many different nationalities represented within the school. Pupils are taught to distinguish right from wrong and to accept responsibility for their own behaviour. The school prepares pupils for the responsibilities of citizenship in the UK, Hungary and the wider world. It encourages respect for democracy and the democratic process and helps pupils to develop balanced views on political issues. It provides opportunities for pupils to make meaningful contributions to the lives of others within the school, the local community and globally. In response to the pre-inspection questionnaires, most parents agree that the school supports their children's personal development and actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs, and most pupils agree that the school encourages them to respect other people.
- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

## **Part 3 – Welfare, health and safety of pupils**

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

- 2.11 The school makes appropriate arrangements to safeguard and promote the welfare of pupils and takes into account both local requirements and guidance provided for schools in England. Some adjustments to the school's policy and procedures were made as a result of advice given on the pre-inspection visit and implemented effectively before the start of the inspection. Staff are thoroughly trained in the school's procedures, not only when they join the school, but through training sessions at the start of the school year and regular updates. In their response to the questionnaire, all staff expressed confidence in the school's safeguarding procedures and the training and guidance they receive. The safeguarding policy covers all of the areas required of schools in England and is implemented effectively. Safeguarding is overseen by a designated safeguarding lead (DSL) who is a member of the senior leadership team and who is supported by four deputy DSLs. The DSL cooperates with directors responsible for governance who ensure effective oversight of safeguarding procedures, to monitor the implementation of the policy and to ensure that an annual review of policy and procedures is undertaken. The school maintains confidential records of all child protection concerns. Pupils throughout the school are made aware of issues that might affect their welfare, health and safety through assemblies, guidance tutorials and topics covered in the school's PSHE programme.

- 2.12 The school has appropriate policies in place to promote good behaviour and to prevent bullying, including cyber-bullying. The school's restorative approach to managing behaviour and a variety of initiatives, such as the anti-bullying week and posters on display in many parts of the school, educate pupils about bullying, how to prevent it and what to do should they encounter it. Although a small minority of pupils and parents are not content with the school's efforts to eradicate bullying, discussions with pupils indicate that where the school knows about incidents they are dealt with swiftly and sensitively taking into account the needs of all concerned. Most pupils understand and use the advice they are given about bullying, with the result that bullying is a rare occurrence. Procedures to promote good behaviour, which are known and understood by pupils and staff, are implemented effectively. The school maintains appropriate records of pupils' behaviour and any bullying incidents.
- 2.13 The school's approach to health and safety is thorough; its policies and practice meet the requirements of the Hungarian authorities and are in accordance with expectations for schools in England. Records are kept of all health and safety checks, including those undertaken by external specialists. There is an annual fire risk assessment, regular fire drills and separate emergency lockdown procedures. Hazardous materials, such as those used by cleaners or in the science laboratories, are stored securely. The school has an appropriate risk assessment policy and ensures that risks which may affect pupils' welfare, health and safety are identified and mitigated. In response to their questionnaires, most parents and pupils agree that the school provides a safe and healthy environment.
- 2.14 The school has appropriate policies for first aid and related matters and provides good cover for pupils who are ill or injured. The well-equipped medical centre is staffed by a qualified nurse. In addition, many staff are trained in first aid, and staff in the early years have had paediatric first-aid training. Appropriate records are kept of any medical incidents or consultations. Medicines are stored securely. First-aid kits are available in different locations around the school and are provided for school sports events and trips. Although a small minority of pupils do not feel that suitable first aid is given quickly if they are ill or injured, the inspection findings are that the school's arrangements for dealings with such incidents are more than adequate.
- 2.15 Rotas provide for members of staff to be on duty at breaks and lunchtimes at various locations around the school, and pupils are supervised appropriately throughout the school day. Admission and attendance registers meet local and UK requirements, are backed up electronically every day and are maintained for the requisite period of time.

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

- 2.16 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.17 The required checks are carried out on staff and proprietors to ensure their suitability to work with children. The school verifies each person's identity and previous employment history and carries out an employment check with the Hungarian authorities and, where relevant, overseas authorities. The school checks each person's medical fitness and their right to work in Hungary. Checks ensure that no staff appointed from the UK have been barred or prohibited from teaching or from managing a school. All checks are recorded on a single central register of appointments. At the time of the pre-inspection visit, this register did not meet the standard required but, before the inspection took place, all of the necessary information, which had been recorded in staff files, was transferred to the register so that it met requirements by the end of the inspection.

## **Part 5 – Premises of and accommodation at schools**

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

2.19 Suitable and well-maintained toilet and washing facilities are provided for pupils in many different locations around the school. Separate, clearly labelled facilities are available for staff and visitors. Changing rooms and showers are provided for pupils taking part in physical education (PE) lessons. The school's medical centre provides appropriate accommodation and facilities for the short-term care of sick and injured pupils. The buildings are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. Any identified issues are rectified quickly. The lighting and acoustics in teaching rooms are suitable. Drinking water dispensers are available for pupils throughout the school. There is good space for outdoor play including a woodland play area, all-weather pitches and outdoor courts.

## **Part 6 – Provision of information**

**2.20 The standards relating to the provision of information [paragraph 32] are met.**

2.21 A range of information is variously published, provided or made available to parents, inspectors and local authorities. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admission, behaviour and exclusions, bullying, complaints, health and safety, first aid, provision for pupils with SEND and those with EAL are available on the school's website. Particulars of the school's academic performance during the preceding school year and its results in public examinations are published. The school fulfils requirements by providing a full written report at least annually on each pupil's attainment and progress, in addition to holding parent-teacher meetings and providing progress reports at various times during the year.

## **Part 7 – Manner in which complaints are handled**

**2.22 The standards relating to the handling of complaints [paragraph 33] are met.**

2.23 The school has an appropriate complaints policy which is available to parents through the school website along with information about the number of complaints registered under the formal procedure during the preceding school year. The process seeks to resolve any complaint informally in the first instance. If concerns are not resolved, parents may proceed to make 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 school's records show that complaints are handled promptly and in accordance with the procedures outlined in the complaints policy.

## **Part 8 – Quality of leadership in and management of schools**

**2.24 The standard relating to leadership and management of the school [paragraph 34] are met.**

2.25 The proprietors ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards for British Schools Overseas are met consistently, and the well-being of pupils is actively promoted. The school's leaders responded quickly and effectively to a small number of issues which were identified during the pre-inspection visit.



### 3. Inspection of Educational Quality

#### Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

#### Key findings

**3.1 The quality of the pupils' learning and achievement is excellent.**

**3.2 The quality of the pupils' personal development is excellent.**

#### Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- disseminating further the excellent teaching practice already developed in most subjects and year groups;
- implementing consistently the recently developed policy and procedures for pupils with SEND;
- developing further the recently introduced restorative approach to managing behaviour;
- strengthening opportunities for secondary pupils to speak to a supportive adult if they have concerns.

## The quality of the pupils' learning and achievements

### 3.4 The quality of the pupils' learning and achievement is excellent.

- 3.5 Throughout the school, pupils achieve highly in line with the school's aim to pursue deep learning and excellence through inquiry, reflection and perseverance. A strong contributory factor to pupils' high achievement is the commitment of leaders, staff and those responsible for governance to ensuring that all pupils are valued and encouraged to achieve their best. The vast majority of parents responded positively to the pre-inspection questionnaire stating that the school is governed, led and managed well.
- 3.6 In externally standardised tests and examinations, attainment is above the average for maintained schools in England in the Early Years Foundation Stage Profile (EYFSP) and by the end of Year 6. Overall results in International GCSEs and GCSEs are above the UK national average and attainment in the International Baccalaureate Diploma (IBD) is above the worldwide average. Standardised progress measures in Year 6 indicate that most pupils make higher progress than expected with some making much higher progress. Pupils continue to make good and excellent progress in the secondary school and sixth form. There are no significant differences in the progress of different groups of pupils or between subjects. Many pupils achieve a bilingual IB diploma, and all pupils gain entry to their chosen universities. The achievement of pupils with EAL, including those who start school with little or no English is outstanding. This is as a result of detailed assessment, targeted intervention and close monitoring of individual pupils. Pupils with SEND make good progress. Identification, intervention and tracking of pupils with SEND is in the early stages of development and are yet to be implemented consistently across the school. More able pupils throughout the school achieve highly as additional challenge is integrated into most lessons. Across all subjects and year groups, the quality and presentation of most work are excellent. Attainment and progress in the majority of subjects and year groups are accelerated as a result of good and excellent teaching, the use of a wide range of stimulating resources within a well-organised learning environment, feedback against clear learning criteria and the identification of the next steps required for learning. In order to raise achievement further, the school has identified the dissemination of excellent practice throughout the school as a key priority.
- 3.7 Pupils throughout the school demonstrate high levels of knowledge, skills and understanding and excellent basic skills. Excellent learning is underpinned by the extensive curriculum and well-written plans which are electronically available to all staff and monitored effectively by leadership. Flexibility within the planning also enables pupils to follow their interests and strengths including for homework.
- 3.8 Children's excellent outcomes in the EYFS are a result of a wide range of well-planned and challenging activities across all areas of learning inside and outside of the classroom. Most children recognise initial sounds and nearly all can create three-letter words using their knowledge of letters and sounds. By the end of the EYFS, most form their letters correctly and enjoy expressing their thoughts and ideas in writing and through play. Most children form their numbers correctly and add and subtract confidently up to 10. They enjoy exploring time, measure and shape using a variety of materials and resources. They count accurately and can apply their knowledge to solve problems; for example, during forest time children predicted how many sticks they would need to build a den and were able to calculate how close their predictions were. Risk-taking within a secure and safe environment enables children to develop the balance, strength and physical skills needed for successful learning. Children's achievement is greatly enhanced by a carefully planned transition into Year 1 and caring staff who thoroughly assess what they know and what they need to do next.

- 3.9 Pupils' excellent knowledge, skills and understanding in science are underpinned by a balance of biology, physics and chemistry. As pupils move through the school, they deepen their understanding through planning and conducting practical investigations. For example, upper primary pupils demonstrated their ability to hypothesise and to plan a six-step experiment in order to test the supporting mass of a bridge they had constructed out of spaghetti. In an IBD chemistry lesson, pupils demonstrated excellent practical skills when preparing and conducting a titration investigation related to redox chemistry. Most pupils demonstrate an excellent understanding of key historical events and periods in Britain, Hungary and the wider world. For example, upper secondary pupils used a range of excellent resources including cartoon maps and Venn diagrams to consider how relationships between nations before the First World War influenced the start of the conflict. In geography, pupils demonstrate an excellent understanding of countries, continents and geographical features. An excellent standard of assessed work was seen in sixth-form books including globalisation, super-power influences and demography. Most pupils demonstrated excellent levels of co-ordination and balance when observed during physical education (PE) lessons, co-curricular activities and play. Male and female pupils enthusiastically raise the level of their performance by taking part in a range of sports including volleyball, basketball, football and swimming. In music and drama, pupils demonstrate excellent skills in composition, appreciation of music and performance. For example, upper secondary pupils studying *The Magic Flute* were able to deduce the character of the Queen of the Night from the lyrics in the aria. Pupils raise their standard of performance to a high level by taking part in a wide range of ensembles, choirs, orchestras, clubs and school performances. Excellent informal musical performances in the atrium at the start of the school day celebrate the talents of a wide variety of pupils. Pupils throughout the school demonstrate an excellent understanding of the work by a range of artists. Work in portfolios and attractive displays around the school celebrate pupils' excellent creativity and skills in drawing, sculpting and painting.
- 3.10 Pupils are effective communicators orally and in writing. In a wide range of lessons and during discussions, the vast majority of pupils were observed listening respectfully, engaging positively with their teachers and with each other and writing to a high level. For example, older primary pupils applied their knowledge of adverbs and sentence structure in order to create sentences with fronted adverbial phrases. Well-structured and accurately referenced extended essays by sixth-form pupils were presented as part of a work sample. Although English is the language of instruction and communication, Hungarian and other world languages are valued highly. Pupils studying Hungarian are proud of their language and culture and communicate at a very high level. For example, sixth-form pupils analysed the poetry of Miklós Radnóti with deep understanding of the way the poet describes the horrors of being in a Hungarian labour camp during the Second World War using the style of an eclogue. The majority of pupils studying Spanish, German or French achieve good and excellent standards orally and in writing. A strong focus on conversation in the chosen language enables pupils to develop fluency and confidence.
- 3.11 Pupils achieve high levels of numeracy and apply their mathematical knowledge confidently when solving problems. For example, younger primary pupils solved problems linked to shape using their knowledge of the properties of polygons and quadrilaterals and older primary pupils calculated missing angles using geometrical rules including recognising that vertically opposite angles are the same. Pupils spoke positively about having the opportunity to take mathematics IGCSE early in Year 10 as it enabled them to take additional mathematics in Year 11. Pupils felt that this prepared them well for IBD higher-level mathematics and contributed strongly to their high achievement in mathematics.

- 3.12 By the time they enter secondary school, pupils use information and communication technology (ICT) with great confidence to support their learning in the vast majority of lessons and across all subjects. They use technology effectively for a range of purposes including taking notes, infographics, research, word-processing and data handling. A strong contributory factor to high achievement in ICT is the effective use of the school's virtual learning platform by staff to provide pupils with a wide range of resources, marking, feedback and homework assignments. During discussions, pupils of all ages spoke positively with regard to how access to technology, including bringing their own devices, supports and enhances their learning.
- 3.13 Pupils demonstrate excellent study skills, which become highly developed as they move through the school. They work equally well independently and in groups, hypothesising, reasoning logically, challenging their own understanding and that of others. For example, pupils in the sixth form synthesised facts from a range of sources when discussing the origin of free-moving exchange rates and the decline of the gold standard. They pursue their own academic interests to a high standard in the theory of knowledge and extended essay aspects of the IBD.
- 3.14 Pupils achieve well in areas beyond the academic curriculum. Their group and individual achievements in activities including music, games, drama, clubs and societies are excellent for their age. Most pupils have a positive attitude to learning, take a pride in their work and are highly motivated to succeed.

## The quality of the pupils' personal development

### 3.15 The quality of the pupils' personal development is excellent.

- 3.16 The quality of the pupils' personal development is excellent. The school fulfils its aim to embrace diversity fostering personal responsibility and global citizenship. Leaders, governors and staff are dedicated to nurturing each pupil in order to develop the skills, resources and dispositions to thrive.
- 3.17 From an early age, most pupils reflect deeply demonstrating mature levels of self-understanding. For example, older primary pupils reflected that a person's self-esteem can vary during the day depending upon the individual's experiences. During a sixth-form guidance tutorial, pupils reflected on their creativity, activity and service (CAS) projects and how personal experiences such as a trip to Tanzania deeply influenced their thinking about important things in life such as conservation of water. Throughout the school, pupils demonstrate critical thinking, adaptability and an objective awareness of their strengths and areas for development. During discussions, pupils stated strongly that they were required to think for themselves during lessons and to reflect on how to improve their work. For example, during a sixth-form theory of knowledge lesson, pupils critically evaluated the elements required to achieve excellence. From a young age, pupils demonstrate self-discipline, perseverance and strong resilience when faced with challenges. For example, during a breaktime younger pupils encouraged each other to jump from the climbing frame, persevering until they were all able to jump from the highest platform. Pupils adapt well to new situations. During discussions, they spoke with conviction regarding the importance of considering new situations as an opportunity. They stated emphatically that they did not worry about making mistakes as this was part of life and an opportunity to reflect and make positive change.
- 3.18 Pupils take into account a variety of factors when making decisions as making choices is integrated into their lessons from the start of school. The school council holds on-line class meetings which include a record of questions for discussion. Counsellors influence decisions about issues important to pupils, for example, the introduction of peer referees to improve relationships during break time, the introduction of a Rubik's cube club and new basketball hoops. During discussions, pupils spoke positively about a display indicating progress toward current projects and their understanding that sometimes one has to live with the majority decision even if one does not agree with it. Pupils manage their time well and set themselves challenging targets. During a breaktime, sixth-form pupils were observed discussing their use of time after school and priorities for internal assessments in order to meet deadlines. A small number of pupils in the secondary school stated in the questionnaire that they did not get good advice about their choice of subject or career. The school has recently put in place effective measures to strengthen careers provision including a careers fair and visits to and from universities. During discussions, secondary and sixth-form pupils spoke very positively about support given to help them with their choice of subjects for external examinations, university application and choice of careers.
- 3.19 Pupils have an excellent appreciation of the non-material aspects of life as opportunities for reflection and the school's values are incorporated into the personal, social and health education (PSHE) curriculum, the wider curriculum and assemblies. Young children in the woodland area were observed looking up and exclaiming in wonder that it was snowing leaves. Older primary pupils discussed what was important to them in life, all stating strongly that money and belongings were low down on the list. During discussions, older pupils stated that they study world religions and that it was important to respect different beliefs. They emphasised that religion and spirituality are not the same and that everyone can experience spirituality through life's experiences; for example, valuing and enjoying the beautiful city in which the school is situated.

- 3.20 The behaviour of pupils throughout the school is mostly exemplary. Pupils have an excellent moral understanding. Almost all parents and pupils who responded to the questionnaires agreed that the school encourages pupils to behave well. During discussions, pupils demonstrated a mature understanding of right and wrong and stated that, although rules are needed, the atmosphere of the school promoted unwritten rules based on etiquette. Most pupils accept responsibility for their own behaviour, including towards others. They challenge misbehaviour and unkindness and are quick to show initiative in addressing any unkindness or bullying that occurs. On occasions where pupils make wrong choices, most say that they are supported by staff and pupil mentors to make amends through a restorative process whereby there is an understanding of what happened and why, who has been affected and how to put things right. Although this system is extremely effective, it is still in the early stages of development and not yet implemented consistently across the school.
- 3.21 Pupils' social development and collaboration are excellent. They collaborate well and support each other to achieve common goals. During most lessons, pupils use constructively the many opportunities given for paired and group work. They give honest feedback with an awareness of the feelings of others. During a PSHE lesson, younger primary pupils clearly understood the conventions of circle time and were able to share examples of kindness. During a cross-curricular project in the primary school, pupils worked collaboratively in mixed teams to produce and sell their hand-made products for charity. A wide range of co-curricular activities including language and culture, performing arts, sports and music enable pupils to work effectively together, solve problems and achieve common goals.
- 3.22 Pupils appreciate the circumstances of those less fortunate than themselves. They make an excellent contribution to the lives of others within the school, the local community and wider society as leaders and as part of a team. The school provides opportunities for younger and older pupils to take on leadership roles and responsibilities including becoming peer mentors, house captains and student council representatives. Pupils think carefully about the skills and qualities required when voting for candidates standing for a particular role. Within classrooms, pupils are given a wide range of responsibilities for specific tasks which enables them to experience taking responsibility and to understand that fulfilling even the smallest tasks to the best of their ability is an important contribution to their community. Older pupils understand how they can make a difference globally through their successful management of a Model United Nations and a range of projects and events to help others. Primary pupils enjoy knitting scarves which are given to a children's home, and sixth-form pupils help with a local charity which makes and distributes food and clothing to the homeless. Older pupils show unprompted concern and support for those younger or new to the school, stating strongly during discussions that they take seriously their responsibility to be positive role models.
- 3.23 Pupils have a highly developed awareness and appreciation of their own and other cultures. They are proud of attending a British international school, demonstrating a thoughtful and perceptive awareness of British values including democracy, respect for the law, individual liberty, respect and tolerance. Pupils are highly inclusive of those from backgrounds different to their own. They speak positively with regard to the wide range of nationalities within the school and how this enables them to make friends from around the world. Pupils speak with maturity about being kind and not judging people because they are different. This inclusive ethos was demonstrated when the school hosted a Chinese coming-of-age ceremony for Chinese pupils, and when pupils from the school took part in a world-wide technical project resulting in the production of a remote-controlled robot that picked up and compressed rubbish for people with disabilities. Although competitive, pupils appreciate and celebrate the success and contribution of everyone because trying one's best is highly valued by the school community.

3.24 Pupils have a strong awareness of how to stay safe and what they need to do to be physically and mentally healthy. During discussions, pupils spoke confidently about the need to have a balanced lifestyle which includes being outdoors, having sufficient sleep and relaxing. They select healthy food and snacks from the wide range provided by the catering service. Male and female pupils take part in a range of sports including football, volleyball and basketball and are physically active at breaktimes enjoying a wide range of challenging play equipment. Pupils notice when somebody needs help and are swift to offer support. A small minority of older pupils stated in the questionnaire that there was not a member of staff to whom they could talk if they were worried or concerned. During discussions, however, most pupils could name a range of staff that they could turn to including form tutors, support staff and counsellors. The pastoral team is aware of this response and is planning ways to strengthen the secondary tutorial system and the provision of opportunities for pupils to talk to a supportive adult if they have concerns.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff with the Regional Director and Global Safeguarding Director for Nord Anglia Education, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

### Inspectors

Doctor Patricia Preedy	Reporting inspector
Mr Harry FitzHerbert	Team inspector (Headmaster, HMC school, UK)
Miss Heather Fulton	Team inspector (Head of Nursery and Pre-Prep, IAPS school, UK)
Mrs Karen Mehta	Team inspector (Head, IAPS school, UK)
Mr Alan Cooper	Team inspector (Mathematics teacher HMC school, UK)
Mr Graham Letley	Team inspector (Senior deputy head and IB co-ordinator, HMC school, UK)