



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

British International School Budapest

November 2022

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School's Details

School	British International School Budapest			
Address	British International School Budapest 1037 Budapest Kiscelli köz 17 Hungary			
Telephone number	+36 70 334 0315			
Email address	Benjamin.turner@bisb.hu			
Principal	Mr Benjamin Turner			
Proprietor	Nord Anglia Education			
Age range	3 to 18			
Number of pupils on roll	1039			
	EYFS	56	Primary	468
	Secondary	371	Sixth Form	144
Inspection dates	7 to 10 November 2022			

1. Background Information

About the school

- 1.1 The British International School Budapest is an independent co-educational day school located in a suburban setting. It was founded in 1992, since when it has undergone numerous significant changes. Since 2002, it has been owned by Nord Anglia Education, which appoints a Company Board and an Educational Board to oversee the school. In practice, the governance of the school is managed through a regional managing director. Since the previous inspection, the head of the secondary school has been appointed as principal, and there is a new head of secondary. The school comprises a primary school, including an EYFS (Early Years Foundation Stage) setting, and a secondary school, including a sixth form, all located on a single site.

What the school seeks to do

- 1.2 The school aspires to be a caring, multicultural community where the development of the intellect is complemented by the pursuit of personal and interpersonal growth. The school aims at excellence, developing its pupils' integrity, responsibility and ambition, and embracing their diversity.

About the pupils

- 1.3 Pupils are drawn from a range of business, professional and entrepreneurial backgrounds, with many families working for diplomatic and other international bodies. Over 70 nationalities are represented in the school, and about a quarter are Hungarian. The school has identified 163 pupils who have special educational needs and/or disabilities (SEND), including dyslexia, dyspraxia, and a range of processing difficulties. Additional support is provided for 106 of these pupils. English is an additional language (EAL) for 900 pupils, of whom 226 receive extra help outside the classroom, and of whom 156 fall below a functional level of competence. The school does not select applicants by ability, and seeks to offer challenge, support and enrichment to all its pupils through the taught curriculum and a programme of co-curricular activities.

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 INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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. The school's previous inspection was in November 2019.

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 takes account of the ages, abilities and needs of the pupils. Policy, planning and schemes of work ensure that all make progress in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The school enables pupils to acquire speaking, listening, literacy and numeracy skills and a good understanding of English. In the EYFS, learning is based on the UK's Early Years Foundation Stage framework. In the primary school, and in Years 7, 8 and 9, pupils follow a bespoke curriculum based on the English National Curriculum. In Years 10 and 11, pupils are prepared for the GCSE and IGCSE examinations whilst in Years 12 and 13, they follow the International Baccalaureate Diploma. Almost all pupils seek and achieve entry to a wide range of universities across the world, with some going to the UK.

2.4 The school provides personal, social, health and economic education (PSHE), and a suitable programme of co-curricular activities, including several initiated and run by pupils. In the pre-inspection questionnaire, a small number of parents and pupils raised concerns over the provision of careers and university guidance, but all pupils agreed in discussion that the advice they received was of high quality. Inspection evidence supported this view. Pupils are appropriately prepared for the opportunities, responsibilities and experiences of life in British society. A suitable framework for the assessment of pupils' work is in place, and the information gathered is used to plan teaching so that pupils' needs are consistently met.

2.5 Teaching throughout the school enables pupils to acquire new knowledge and make good progress. Almost all pupils and parents agreed that this was the case in the questionnaire. The school offers effective support to those who are identified with SEND. Likewise, provision for those who arrive with limited English, the overwhelming majority, is carefully planned and effective. Teaching demonstrates good subject knowledge, and uses effective planning, methods and resources. Behaviour is managed well. Teaching does not discriminate against pupils because of their protected characteristics. The school has a framework to evaluate pupils' performance against UK standards.

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 actively promotes fundamental values characteristic of British life. It encourages respect for democracy and ensures that pupils are presented with a balanced view of political issues. Through an effective programme of PSHE, assemblies and co-curricular activities, the school enables pupils to develop self-knowledge, self-esteem and self-confidence. Pupils have a strong sense of right and wrong, and they accept responsibility for their own behaviour in response to a sanctions system based on restorative justice. Through a range of activities, the school enables pupils to contribute to the lives of others, reach an understanding of public institutions in England, and embrace the responsibilities of citizenship in Hungary.

2.9 The school encourages pupils to have respect for others regardless of their cultural traditions or the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex or sexual orientation. The school ensures acceptance

and harmony among the many different nationalities. It provides opportunities for pupils to contribute to the lives of others within the school community and in the wider world.

- 2.10 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

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

- 2.12 The school makes suitable arrangements to safeguard and promote the welfare of pupils, protecting them from all forms of abuse and harm, including the dangers of extremism. Policies and procedures ensure that these arrangements are put into practice consistently and effectively. Staff undergo suitable safeguarding training when they first join the school and through periodic update training. They express confidence in the school's processes and the guidance they are given. The school's child protection policy follows the statutory guidance required of schools in England, and it is implemented effectively. This is overseen by a designated safeguarding lead (DSL), who is a member of the school's leadership team. She is supported by three appropriately trained deputies. The proprietors have specialists who discharge the responsibilities associated with governance in this area, and they ensure effective monitoring and oversight, including an annual review of policy and procedures. A suitable record is kept of all safeguarding concerns. The PSHE programme ensures that pupils receive education and guidance on issues that affect their well-being or safety. This is supplemented as needed by special events and assemblies.
- 2.13 The school has suitable policies to promote good behaviour and prevent bullying, including cyber-bullying. A small minority of pupils and parents indicated in the questionnaire that they did not believe the school is wholly effective in preventing bullying where practicable. In discussion, pupils said consistently that while some felt the school should be more robust in its response, leaders acted promptly whenever they were aware of instances of bullying. Records of bullying and other behavioural issues indicate that the school has a consistent disciplinary response and seeks to support the needs of all concerned. The school offers appropriate guidance to parents and pupils about how to respond to bullying.
- 2.14 A suitable policy promotes the health and safety of all members of the community while in school. The implementation of the policy is effective, so that practice meets the requirements of both the Hungarian authorities and their counterparts in England. Almost all pupils and parents agreed in the questionnaire that the school offers a secure environment. Health and safety checks are carried out appropriately by members of staff in consultation with specialists from Nord Anglia Education. External agencies are also employed to check and service, for example, fire safety equipment. There is an annual fire risk assessment, practice evacuations are carried out regularly, and the school has a separate emergency lockdown procedure in place. Hazardous chemicals used in science laboratories and dangerous cleaning materials are stored appropriately and disposed of safely. There is a suitable risk assessment policy so that risks are identified and mitigated as far as practicable. A strong culture of watchfulness in the school means that staff are alert to possible dangers, and they are quick to ensure they are addressed.
- 2.15 The school has a suitable first aid policy and implements it successfully to ensure that pupils who are sick or injured are looked after promptly and effectively. The medical centre is well equipped and staffed by a qualified nurse. Staff have first-aid training as appropriate, with particular attention paid to paediatric first aid for the younger pupils. Suitable records are kept of medical issues that may arise. Medicines are stored securely.
- 2.16 Staff are briefed on the school's expectations when they are supervising common areas at break or lunch times. They carry out their duties appropriately. Any unexplained absences from school are followed up promptly and efficiently. Admission and attendance registers are kept as required.

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

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

2.18 The school carries out all the required checks on staff and proprietors working on the school site, and it keeps a comprehensive register of appointments. This shows that each employee's identity, qualifications, previous employment history, medical fitness and right to work in Hungary are all verified. Staff from the UK are checked to ensure they are suitable to work with children, and they have not been prohibited from teaching or management. Where relevant, checks are sought from overseas authorities.

Part 5 – Premises of and accommodation at schools

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

2.20 The school has clean and well-maintained toilet and washing facilities for all ages. Changing rooms and showers are provided for pupils attending physical education (PE) lessons. Any pupils who are unwell or injured are accommodated in a suitable medical centre. The premises and accommodation are well maintained. Lighting and acoustics are appropriate. Clearly marked supplies of drinking water are available in different parts of the site. There is good space for outdoor play, including an outdoor learning environment for the youngest pupils, and two artificial playing surfaces.

Part 6 – Provision of information

2.21 The standard relating to the provision of information [paragraph 32] is met.

2.22 A range of information is published, provided or made available to parents, inspectors, and to relevant local authorities. This includes contact details for the proprietor and principal, and a statement of the school's aims and objectives. In addition, information is available about arrangements for admissions, misbehaviour and exclusions; the school's provision for SEND and EAL; the school's recent examination results; the complaints procedure; details of the curriculum; arrangements for promoting good behaviour and preventing bullying; health and safety; and first aid. The school's child protection policy and most recent inspection report are published on the website. Parents are provided with a written report each term of their child's progress and attainment.

Part 7 – Manner in which complaints are handled

2.23 The standard relating to the handling of complaints [paragraph 33] is met.

2.24 The school has a suitable complaints policy. It is available to parents on the school website, and the number of formal complaints received in the preceding school year is also published. The policy provides for complaints to be considered initially on an informal basis. In the absence of a resolution at this stage parents may move to a formal complaint in writing. If a further stage is needed, there may be a hearing before a panel which includes at least one person independent of the school management: parents may attend and, if they wish, be accompanied. The school provides for the panel to make findings and recommendations, and for a confidential record to be kept.

Part 8 – Quality of leadership in and management of schools

2.25 The standard relating to leadership and management of the school [paragraph 34] is met.

2.26 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 the pupils is actively promoted.

2.27 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

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.

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 that:

- all pupils should develop an appropriate awareness of the non-material aspects of their lives.
- the tutorial structures should be fully exploited so that every pupil feels equally supported.

The quality of the pupils' learning and achievement

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

3.5 The quality of the pupils' academic and other achievements is excellent. This is true of all age groups, those with SEND and EAL, and the most able. Pupils are of broadly average ability, and the overwhelming majority speak English as a second, third or even fourth language. Children in the EYFS make excellent progress in their learning and development in response to implementation of a strong educational framework and outstanding leadership. Primary school pupils attain strong results and exceed age-related expectations in externally standardised tests. By the end of Year 6, pupils attain good standards of numeracy and literacy. Almost all secondary pupils agreed in the questionnaire that they make strong progress in their work. This was borne out by discussions with pupils, observation of lessons and scrutiny of pupils' work. It is also confirmed by examination results at GCSE, IGCSE and in the IB Diploma. Grades awarded during the pandemic in 2020 and 2021 showed high standards. These were maintained in the 2022 GCSE and IGCSE examinations, when three-fifths of the results were at the highest three grades or equivalent. Similarly, in 2022, the average points score of the IB candidates was above world averages, with well over a quarter scoring forty points or more. The school's leaders track pupils' progress effectively and teaching is modified accordingly. Pupils respond

well to creative and individualised teaching, a focus on examination requirements and helpful feedback. Individualised strategies support pupils effectively throughout the school, including by well-trained and effective teaching assistants. Almost all leavers gain admission to the university of their choice, including those with the most competitive entry requirements.

- 3.6 Pupils' knowledge, skills and understanding are excellent throughout the school. Primary pupils access the curriculum successfully, especially as their language skills improve. For example, in a Year 5 mathematics lesson, pupils looked at angles and classified them, explaining their thinking using subject specific vocabulary. Year 6 pupils used scientific knowledge and understanding well to set up an experiment using buckets and weights to predict the force it would take to break a piece of spaghetti. A GCSE Spanish class showed excellent knowledge of demonstratives and skill in using them in different contexts. Year 12 pupils grappled enthusiastically with the abstract representation of different planes in three-dimensional space. They converted worded questions into equations for kinetics and dynamics, and used their knowledge of scientific processes, such as titration, to solve problems. Curriculum arrangements throughout the school ensure that pupils are appropriately challenged.
- 3.7 Pupils at all stages develop excellent communication skills. They listen to their teachers and to one another attentively, partly because group and paired work is a common feature in lessons. They read widely and fluently, in response to weekly library periods and an imaginative reading programme. They display confident and thoughtful speaking skills both in conversation and classes. Pupils join the primary school with a wide range of linguistic experience. They make rapid progress in English speaking and writing because of high-quality teaching and effective targeted support, vocabulary-building and writing strategies, with regular opportunities to discuss good children's literature. Pupils develop extensive vocabularies. In a Year 4 English lesson, for example, pupils introduced interesting adjectives into their descriptive writing, and drew on prior learning to incorporate similes and alliteration. By the time they reach Year 6, they can write for specific purposes and different audiences, and use key terminology accurately. Primary pupils also make excellent progress in studying Hungarian or French, with a strong focus on developing grammatical accuracy. In a Year 7 English class pupils considered the impact of language and structure through stanza ordering. Secondary pupils are highly eloquent, forthright and confident in expressing their views, and synthesising others' views with their own. A Year 13 English B group, for example, held a sophisticated and nuanced discussion about poverty, stimulated by highly effective use of starter imagery.
- 3.8 Primary pupils acquire excellent numeracy skills over time, supported by effective teaching, and opportunities to explain their thinking when solving problems. Children in the EYFS demonstrated excellent contextual number skills when arranging the seating plans for lunchtime. Year 2 pupils made rapid progress in their understanding of counting in 2's, 5's, 10's and 3's. A well-planned and resourced mathematics programme supports the steady development of numeracy skills, including deeper understanding of mathematical vocabulary for children where English is an additional language. Pupils can apply their measuring and data analysis skills in the context of their regular science and technology challenges. An innovative programme of parent workshops provides opportunity for parents to better understand and support their children's learning, along with helpful publications demonstrating calculation methods and strategies used in class, also translated into Korean, Chinese and Hungarian. In Year 5, pupils demonstrated excellent computational skills when they were working out the missing angles in triangles or calculating the missing angles in irregular polygons. Pupils were confidently able to use and apply their knowledge on weight and measurement when devising an experiment focusing on forces in a Year 5 Science lesson. Secondary pupils also apply their knowledge confidently across the curriculum, as seen in a GCSE geography lesson where a multiple-choice quiz encouraged evaluation of data against mathematical probabilities. Likewise, in a GCSE history lesson, pupils explored how data can be used to shape bias.
- 3.9 Pupils demonstrate excellent skills in information and communication technology (ICT). They use devices to record their learning to share at home. Coding lessons promote the pupils' development of

technological skills and encourage collaborative working as well as developing reasoning and logic. Pupils with EAL use ICT to support language learning through translation and the use of an online dictionary or thesaurus to enhance vocabulary building. Children in the EYFS used ICT successfully to make a logo for their fundraising dog biscuits. In Year 5 as part of a topic on forensic science, pupils made imprints of their fingerprints, photographed them on their tablets, and then used the photographs imaginatively in an art lesson to help them to create effective three-dimensional images. In a Year 11 English lesson, ICT made it possible for a group to edit a text collaboratively, with an excellent outcome. This facilitated sophisticated understanding of different writing styles and their impact.

- 3.10 Pupils have excellent study skills, which become stronger as they progress through primary. They enjoy playing with ideas. They challenge their own thinking and that of others as they are encouraged to make connections in their learning. In the EYFS, for example, children used problem-solving skills to work out how to use an urn filled with water and a selection of pipes to irrigate channels they had dug in the sandpit. Pupils draw on a range of sources in research and evaluate them effectively, analysing, for example, revenues and costs to calculate provisional profits. In a secondary psychology lesson, a photograph stimulated wide-ranging discussion which included revision and development of subject-specific terminology as well as exploration of the philosophy of psychology and epistemology. Pupils were able to assess their own answers and develop their thinking, and to make links with other subjects. Teaching for IGCSE and GCSE consciously creates opportunities for pupils to develop the skills which they will need to be successful in the IB Diploma, notably using open-ended questioning.
- 3.11 Pupils throughout the school achieve excellence in a range of academic and other activities. The school offers a high-quality co-curricular programme, which effectively supports the school's aims to develop integrity, excellence, diversity, ambition and responsibility. Many of these are initiated and run by pupils, such as *Muse*, the pupil magazine, and the Model United Nations (MUN) where pupils have won numerous awards for their work at international events. In the EYFS, children develop their taste for performance at 'Stay and Play' sessions when there are opportunities to perform to their parents. Pupils in the primary school are encouraged to participate in creative competitions, including poetry and public performance. Competitive and recreational sport are particularly strong, with both female and male pupils excelling in a range of games. Pupils attain high levels in music, supported by the school's partnership with the Juilliard school in New York. Pupils are highly successful in mathematics challenges, including qualification for the Olympiad. A group of pupils have recently won a grant for a rewinding project.
- 3.12 Attitudes to learning are excellent at all stages. Behaviour in lessons generally supports learning and is characterised by consideration for others. Attitudes are conditioned by a culture of ambition and aspiration. Pupils respond with enthusiasm to a range of teaching strategies including competition, choice, reward systems, and clearly identified success criteria. Primary pupils are proud of their learning and the progress they see in themselves. When provided with opportunities to take a leadership role, they rise to the occasion, for example, taking the role of class photographer to record artwork. Pupils demonstrate initiative in establishing, for example, the dinosaur Top Trumps club where, inspired by a class topic, pupils had spent a month of playtimes collaboratively designing their own set of trump cards, complete with assigned values for specific dinosaur attributes. As well as benefiting from collaborative work, as they progress through the school, pupils are increasingly independent, taking ownership of their work.

The quality of the pupils' personal development

3.13 The quality of the pupils' personal development is excellent.

- 3.14 Pupils' self-understanding is excellent overall. They are self-confident and have high levels of self-esteem. In the EYFS, time is set aside towards the end of each afternoon for children to reflect individually and as a group on their learning, so that they know how well they are doing and how to

improve their work. Primary pupils can recognise and discuss their personal strengths and attributes. The trust pupils have in staff and the supportive learning environment encourage pupils not to be afraid of failure. Pupils are self-aware and committed to their learning. Their teachers ask pupils to 'dig a little deeper', or to explain the mistakes they made in the process of achieving a particular solution. A careful and consistent primary programme of daily check-ins and circle times provides well-structured opportunities for pupils to develop their self-confidence and self-understanding. In this way, they develop a vocabulary for discussing feelings and ways to work on self-improvement. Feedback from teachers is purposeful and constructive. Almost all pupils in the questionnaire said it helps them improve as well as confirming what they are doing well, building their self-esteem. Pupils in the secondary school are resilient and self-confident. They spoke with candour and diplomacy, for example, about the challenges brought about by school closure in the pandemic and the difficulty of changing teachers for their final year.

- 3.15 Pupils' decision-making is excellent in areas which will determine their future, such as subject choices and university destinations. They choose their friends and their co-curricular activities sensibly, and they relish the freedom to do so. In the primary school the inclusive pupil council format enables pupils to be active, including proposing events and voting, for example, to change activities for a forthcoming mathematics week. Older primary pupils are encouraged to select tasks, graded by difficulty, to challenge their problem-solving in mathematics, and they do so in a way which is shrewd and balanced.
- 3.16 Musicians and artists amongst the pupils have a highly developed awareness of the non-material aspects of their lives at school. The emphasis for many pupils, however, is firmly on academic progress and attainment. The pupils themselves find it more difficult to discuss more abstract areas of their personal development, even though humanities and English lessons, as well as theory of knowledge and the guidance (PSHE) programme, are all areas where excellent opportunities abound. Similarly, the annual International Week provides a rich opportunity to share aspects of their culture and beliefs, with parents invited to take part. Likewise, the school encourages spiritual identity through mindfulness in guidance lessons or a bird watching activity. Children generated an atmosphere of excitement and expectation at the beginning of the EYFS visit to the outdoor learning environment. In the older years of primary, regular reflection provides pupils with the opportunity to explore big ideas more deeply and hear the thoughts of peers. Secondary pupils can speak in very broad terms about more challenging non-material aspects of life but tend to relate them solely back to their studies. For example, a pupil speaking about the importance of mindfulness, and so being present in the moment, explained how this was most useful in ensuring academic focus. Within the IB Diploma, pupils explore the origins of knowledge from an academic perspective considering, for example, how we know what we know; but they do not consider why. Pupils expressed a desire to have more space in which to explore broader philosophical issues.
- 3.17 Pupils have an excellent sense of right and wrong, underpinned by well-known and understood school values, and tempered by the fairness and kindness that they identify in their teachers. They understand the need for a system of rules and associated rewards and sanctions, and they accept that this creates a more harmonious environment. Primary pupils develop their moral sense through effective circle time, well-chosen literature texts with a moral, and assemblies. The school's approach to sanctions is based firmly on restorative justice, which encourages pupils to reflect on their mistakes and consider how to do things differently. In the rare instances of low-level poor behaviour, pupils are effectively and compassionately encouraged to reflect and repair. In the classroom, given the opportunity to analyse, for example, the impact of multinational companies on local communities, secondary pupils confidently justify their reasoning and conclusions on moral grounds.
- 3.18 Pupils' social development is excellent throughout the school, and collaborative work is a common feature of lessons and activities, such as music ensembles, sports teams and community initiatives. The children in the EYFS have outstanding social awareness and work together exceptionally well, whether helping each other to put on their outdoor play suits or making potions with the herbs from

the garden. Year 6 pupils work together to create and run a small business: they pitch business plans, conduct market research with younger classes, and create and run their business as a small group. Staff also model the kind of behaviour they expect from their pupils, showing empathy and engendering trust and respect. Progress in Years 1 and 2 is sometimes limited by behavioural issues and lack of school readiness. In the questionnaire, a small minority of pupils expressed the view that they are not listened to. In discussion, it emerged that this reflects their desire for more consistent tutorial support. While there is excellent practice evident in the school, it is not consistently available to all pupils.

- 3.19 Pupils make an excellent contribution to the lives of others in the school through their service learning projects. Throughout the school, pupils take advantage of opportunities to serve the interests of others, often through formal posts of responsibility as pupil leaders, and informally through support and care for their classmates. Primary school peer mentors are trained to take on leadership responsibilities in the playground. Pupils also contribute positively to the lives of others through extensive charitable work in Budapest and, for example, a link with a community in Tanzania. Younger children understand the nature of any fund-raising and charitable work and how it will help. Older primary pupils were able to articulate with passion the importance of fundraising to buy firewood for local families. They have raised money for a children's hospital, guide dogs and a local children's home. A Year 12 group is raising money and awareness for a local charity through a 24-hour sponsored run. Pupils are proud to share how they have taken part in a sponsored walk with back packs to replicate the plight of refugees.
- 3.20 Pupils' respect for cultural understanding and diversity is excellent, in accordance with the school's aims. In a school that educates pupils from over seventy countries, excellent relationships and widely supported school values underpin an ethos of tolerance and respect. There are differing expectations, from different cultural groups, and the school effectively maintains and communicates a consistent stance in both educational provision and disciplinary responses. In primary classes, pupils demonstrate strong awareness of the cultural diversity in the school. They interact easily and naturally in the classroom and at break times. In lessons, pupils engage respectfully in understanding and exploring different cultural norms. For example, in discussion of the age of consent in Hungary and India compared with other nations, secondary pupils responded with the curiosity befitting a school with such a diverse population.
- 3.21 Pupils' understanding of how to stay safe and healthy is excellent. Children in the EYFS benefit from opportunities to develop their core strength and gross motor skills during outdoor play. They develop their understanding of nutritious foods when they make healthy smoothies in class. Primary school pupils feel safe physically and emotionally, with many citing the regular opportunities to discuss healthy living. They also understand the importance of holding hands when walking outside, and of staying away from the kerb. When the school discovered recently that many pupils were not getting enough sleep, it followed this up, involving both pupils and parents. Pupils are shrewd judges of what they find on the internet, and they know exactly how to handle anything which is unwelcome. They are keen on exercise, supported by excellent facilities, strong PE teaching, and excellent provision for both competitive and recreational sport. The guidance programme offers clear advice and helpful information about a healthy and balanced diet. Pupils demonstrate a growing awareness at all ages of their own mental health and how to promote it, in response to an initiative driven by the school's senior leaders.

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 and with the proprietor, 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

Mr Bill Burn	Reporting inspector
Mrs Shirley Harwood	Team inspector (Principal, ISA school, UK)
Dr Jeremy House	Team inspector (Head, IB World school, Austria)
Mrs Helen Snow	Team inspector (Former head, IAPS school, UK)
Mr Chris Wheeler	Team inspector (Principal, HMC school, UK)
Mr Marcus Wild	Team inspector (Assistant head, NABSS school, Spain)