



# **INDEPENDENT SCHOOLS INSPECTORATE**

## **BRITISH SCHOOLS OVERSEAS**

### **INSPECTION REPORT ON**

### **CAMPION SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Campion School

Full Name of School	<b>Campion School</b>
Address	<b>PO Box 67484 Pallini 153 02 Athens GREECE</b>
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Email Address	<b>emichael@campion.edu.gr</b>
Headmaster	<b>Mr Stephen Atherton</b>
Chair of Governors	<b>Mr Jeremy Downward</b>
Age Range	<b>3 to 18</b>
Total Number of Pupils	<b>523</b>
Gender of Pupils	<b>Mixed (261 boys; 262 girls)</b>
Numbers by Age	<b>3-5: 40      5-11: 205 11-18: 278</b>
Inspection Dates	<b>16 Nov 2015 to 19 Nov 2015</b>

## PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in March 2009.

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting schools in England and overseas. As such, ISI reports to the English Department for Education (DfE) on the extent to which schools meet the relevant Standards for British Schools Overseas and the *ISI Framework* requirements. ISI is also the agency responsible for the inspection of schools in membership of the Associations of the Independent Schools Council (ISC). Accordingly, ISI inspections of British schools overseas are required to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- 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;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

ISI inspection is for the benefit of the pupils in the schools and through public reporting makes the information available to parents, governments and the wider community.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. The major difference is that schools in England must comply with the Education (Independent School Standards) (England) Regulations 2010, which do not apply with legal validity to schools outside the United Kingdom. However, the inspection of overseas schools takes account where possible of compliance with any local requirements and it judges the extent to which the schools comply with the British Government's Standards for British Schools Overseas. The range of these Standards is as follows.

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

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:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features

- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment or company law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Campion School is a secular international day school for boys and girls, set in accommodation built in 2000 amongst vineyards on the edge of Pallini, a north eastern suburb of Athens. It consists of a junior school, including the Early Years Foundation Stage (EYFS) setting, for pupils aged from 3 to 11, and a senior school for pupils aged from 11 to 18. It provides a British-style education, with strong provision for the Greek language and culture, leading to the International Baccalaureate (IB) Diploma examinations at the age of 18. It was founded in 1970 and is incorporated as a not-for-profit trust in the state of Massachusetts, USA. The school is governed by the members of this trust.
- 1.2 The school's founding aims are to provide an environment whereby academic excellence may be achieved for the English-speaking community of Athens, inculcate firm moral values to promote a sense of responsibility, and develop an understanding of and love for Greek ideals. The school seeks to educate the whole person in order to develop responsible world citizens of good character, and to prepare pupils for university education, combining a challenging academic and rich extra-curricular education.
- 1.3 Since the previous inspection in 2009, the leadership and management of the school have been restructured. The school has established an outdoor sports arena. In the junior school, the International Primary Curriculum (IPC) is now fully in place. Bursary funds have been made available to allow the school to widen its access.
- 1.4 At the time of the inspection, the school had 523 pupils, including 40 children under the age of 5, and 74 pupils in Years 12 and 13. The school does not select pupils according to academic ability. The range of ability is wide and slightly above the UK average. There are 350 pupils who speak English as an additional language (EAL) and 44 of these receive specific support. The school has identified 59 pupils with special educational needs and/or disabilities (SEND), 45 of whom receive specialist support.
- 1.5 About three-quarters of the school population are either of Greek parentage or from the Greek diaspora in the UK, Canada, Australia, the USA and other parts of the world. The other pupils are foreign nationals from a wide variety of other countries. The pupils come from families in the business community, the professions and diplomatic posts.
- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The school fully meets its aims to provide a challenging academic education and to foster the academic abilities of its pupils. From the EYFS onwards, pupils are highly successful in their learning and personal development, and become confident learners. Pupils achieve significant success in Greek Achievement Tests and in International GCSE (IGCSE) and IB examinations. Pupils, including those with SEND or EAL and those who are more able, make excellent progress and they have outstanding attitudes to their learning. The excellent curricular and extra-curricular provision offers a wide range of opportunities for pupils of all needs and abilities. Pupils are strongly supported by the excellent quality of teaching. Mechanisms for tracking and monitoring pupil performance and progress have been developed, but have yet to be fully implemented in all parts of the school. The pupils benefit from an enriching range of trips and visits.
- 2.2 The quality of the pupils' personal development is excellent. The school fully meets its aims to inculcate firm moral values and to promote a clear sense of responsibility and service, and combines a modern international outlook with British and Greek ideals and culture. The arrangements for pastoral care from the EYFS onwards successfully focus upon the individual needs of pupils, including those with SEND or EAL. Standards of behaviour are exemplary. The arrangements for the welfare, health and safety of pupils are excellent. Through their pre-inspection questionnaire responses and in discussions, parents indicated overwhelming support for the school's approach to safeguarding and the welfare of their children. Pupils' questionnaire responses and comments in discussions demonstrated that they feel safe and happy.
- 2.3 The governance, leadership and management of the school are excellent. The recommendations of the previous inspection have been successfully implemented. Governors understand their responsibilities and they discharge most effectively their duties, including those for welfare, health and safety, and safeguarding. The development plan sets out a clear and ambitious vision for the school. No member of the EYFS staff has delegated responsibility for the setting, thereby limiting the support given to those staff. Liaison between the junior and senior middle management is informal, which limits opportunities to promote greater coherence and continuity across the school. The quality of links with parents, carers and guardians is excellent. Many parents actively support school events. They welcome the encouragement they are given to be involved in the life and work of the school.

## **2.(b) Action points**

### **(i) Compliance with the Standards for British Schools Overseas**

(The range of the Standards for British Schools Overseas is given in the Preface)

- 2.4 The school meets all the requirements of the Standards for British Schools Overseas.

### **(ii) Recommendations for further improvement**

- 2.5 The school is advised to make the following improvements.
1. Further develop the strategies for assessment, tracking and monitoring in order to improve outcomes for pupils in all parts of the school.
  2. Promote greater coherence and continuity between the junior and senior parts of the school.
  3. In the EYFS, strengthen the arrangements for governance, leadership and management so that the staff may be more effectively guided and supported.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of pupils' achievements and of their learning, attitudes and skills is excellent. Pupils are well educated according to the aims of the school to provide an environment whereby academic excellence may be achieved within a challenging academic environment.
- 3.2 In the EYFS, children are motivated and enthusiastic learners who respond well to the staff's high expectations of them. Those with SEND or EAL are very well supported. Children communicate effectively with each other and their teachers. Reception children are able to recognise sounds, talk about stories and answer questions using appropriate vocabulary. Some can form letters correctly and touch count numbers up to 20. The younger children in the Nursery enjoy choosing suitable materials for their creative tasks and can name two-dimensional shapes. By the end of Reception, most children reach the expected levels of achievement, whilst the more able exceed expectations in some areas of learning development.
- 3.3 In the both the junior and senior schools, pupils demonstrate excellent knowledge, skills and understanding, which they are encouraged to apply across every area of the curriculum. They are confident in their use of information and communication technology (ICT). They listen attentively, express their ideas thoughtfully and compose written work to a high standard. Their well-developed literacy skills are evident in all relevant subject areas. Pupils show high levels of application and participate enthusiastically, as seen in physical education (PE) lessons to achieve increasing levels of fitness. They demonstrate excellent creative skills through art, drama and music.
- 3.4 The pupils' work is neat, thorough and of a high quality. There are high levels of achievement evident throughout the school, notably in the cross-curricular work and independent research undertaken both for the IPC and for the Year 9 interdisciplinary projects. Some of the extended essays produced for the IB Diploma are of exceptionally high quality. All pupils study Greek either as a first or foreign language, and Greek speaking pupils in Years 9 and 10 are entered for the Greek Achievement Tests. A very large majority of Year 10 pupils reach the highest level available to those still at school in these tests. Many senior pupils have enjoyed successes in UK-based mathematical competitions, with 6 gold, 34 silver and 65 bronze awards won during the last few years. Nine pupils from the junior and senior parts of the school achieved distinctions in an international mathematics competition. Over 40 pupils each year are successful in externally accredited instrumental and singing examinations, with a significant number achieving the highest grades.
- 3.5 Pupils achieve considerable success in a wide range of extra-curricular activities. School sports teams perform to a high standard within local, national and international competitions, including within the annual Council of British International Schools games for senior pupils. Individual pupils have also gained national representative honours in equestrianism and ballet. The achievements of pupils in external competitions for art, drama and music are excellent. The junior school choir has performed at the Athens Concert Hall. Public speaking has become a notable strength, with pupils involved in the Model United Nations, the pan-Hellenic Forensics Tournament and the school's debating society.

- 3.6 As junior school pupils are not entered for English national tests, their attainment cannot be measured in relation to average performance in those tests, but the evidence available from standardised assessment tests used by the junior school, lessons observed and the pupils' work indicates that the attainment of and progress made by pupils of all needs and abilities are excellent.
- 3.7 The following analysis is based on examination results for 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. International GCSE results have been higher than worldwide norms in the majority of subjects. Results in French, Greek and International Mathematics were overall similar to worldwide norms, although results in French and International Mathematics were higher than worldwide norms in 2014. Results at GCSE have been above the UK average for maintained schools, and similar to the UK average for maintained selective schools. International Baccalaureate results have been above the worldwide average, and similar to the UK average for IB schools. Results improved during the period 2012 to 2014, and in 2014 were well above the worldwide average. Results in 2015 for the IGCSE and IB were in line with those for 2014, indicating that this improvement has been consolidated. No significant differences were noted in the IGCSE and IB performance of those pupils with EAL. Many pupils are successful in obtaining places at universities and colleges with competitive entry requirements in the UK, The Netherlands and the USA.
- 3.8 In the senior school, the lessons observed, work produced and subject-related interviews demonstrated rapid progress for pupils, including those in the sixth form, those with SEND, those with EAL and those who are more able.
- 3.9 From Year 1 onwards, pupils throughout the school have extremely positive attitudes to learning and show great enthusiasm for their work and for the range of curricular and extra-curricular activities provided for them. They demonstrate in their learning high levels of motivation, initiative, intellectual curiosity, creativity and organisation.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.10 The contribution of curricular and extra-curricular provision, including community links of benefit to pupils, is excellent. The curriculum strongly supports the aims of the school and provides suitable and wide-ranging opportunities for pupils of all ages, needs and abilities to excel. The combination of the IPC, IGCSE courses and the IB Diploma, alongside studies in Greek language and culture, provides an excellent internationally oriented experience for all pupils.
- 3.11 In the EYFS, the broad and balanced topic-based programmes provide a good range of educational experiences. These enable children to reach the level of development appropriate to their age. High priority is given to the development of excellent speaking and listening skills in English. Children are provided with opportunities to solve problems, create their own play and explore their ideas. The curriculum is designed to develop the curiosity of the children. However, some activities are directed rather too much by teachers and the outdoor environment is insufficiently used. Consequently, the opportunities for children to be creative and imaginative are sometimes too limited.
- 3.12 In the junior school, in addition to their work in English, mathematics and Greek, pupils follow the IPC, which provides an excellent, wide-ranging and balanced cross-curricular programme arranged through topical and thematic approaches. The

curriculum's content meets the needs of the wide range of pupils' abilities well. Specialist teaching is provided in music, PE, Modern Greek and Arabic.

- 3.13 In the senior school, the curriculum provides excellent programmes of study. Pupils may select two modern foreign languages other than Greek, three separate sciences and a range of creative arts subjects. Setting by ability occurs in English and mathematics. Pupils following the IB Diploma course in Years 12 and 13 may choose from twenty-six separate options, including six modern foreign languages.
- 3.14 A small minority of parents who responded to the pre-inspection questionnaire were dissatisfied with the school's provision for pupils with SEND, those with EAL and those who are more able. The observation of classes, a review of pupils' work and discussions with pupils and members of staff indicated that pupils from the EYFS to Year 11 are well supported. However, learning support is not available to pupils in Years 12 and 13. The provision for pupils with EAL is excellent, including for those who arrive during the school year. Pupils receive individualised programmes and support, which enables them to make rapid progress with their speaking, reading and writing in English. Those pupils identified as most able, gifted and talented are appropriately challenged in the majority of lessons to develop their skills through the provision of suitably demanding tasks.
- 3.15 The personal, social and health education (PSHE) programme provides focused guidance for pupils in the junior and senior schools, and ensures that they have an excellent awareness of a wide range of social and personal issues. The programme is fully in accordance with the school's aims to develop responsible world citizens of good character and to prepare pupils for university education. Careers advice for pupils provided through PSHE in the senior school is good. Pupils in Years 12 and 13 benefit greatly from expert guidance about higher education.
- 3.16 The extra-curricular provision is excellent. The wide and varied extra-curricular programme, which has been expanded since the previous inspection, involves a high proportion of pupils. The creation of a new outdoor all-weather facility since the previous inspection has greatly enhanced the provision for sports. The school has engaged in working partnerships with a local tennis club and makes use of a nearby swimming pool regularly. Pupils of all age groups participate in an extensive range of activities that include team sports, ensembles, drama, dancing and debating. The house system offers further opportunities for pupils' involvement. There is evidence of pupil interaction across the junior and senior schools within activities and classroom support initiatives; however, this is not yet well developed.
- 3.17 Throughout the school the curriculum is extended and enriched by a wide range of educational visits, trips and activities, many of which considerably strengthen links with the local community. For example, pupils regularly enjoy opportunities to travel to sites of particular interest with regard to Greek cultural heritage, such as those at Delphi and Nafplio. Pupils also visit exhibitions at local museums and institutes. Days designed especially for the celebration of other languages and cultures, such as El Dia de Hispanidad and Francophonie, provide excellent additional sources of enrichment. Pupils in Years 12 and 13 benefit from the Creativity, Action, Service (CAS) programme within the IB, providing a richly rewarding experience that includes many beneficial service links with local charities.

### **3.(c) The contribution of teaching**

- 3.18 The contribution of teaching is excellent. The teaching meets the aims of the school to challenge and educate the whole person and to prepare pupils for university education worldwide. As recommended at the previous inspection, the school has improved educational standards by encouraging all pupils, and especially those in the junior school, to think and study independently. The IPC, with its strong focus upon independent study, has been introduced into the junior school. The Year 9 inter-disciplinary projects emphasise independent research for senior pupils, and the IB Diploma continues most effectively to promote independent study for the extended essay.
- 3.19 In their pre-inspection questionnaire responses, the vast majority of pupils reported that they were making good progress, they find the work interesting and their teachers help them to learn. In their questionnaire responses, almost all parents said that they are pleased with the progress that their children make at school.
- 3.20 Members of the EYFS staff guide the children well in exploring and trying out new activities appropriate to their stage of development. The EYFS teachers have a clear understanding of the EYFS framework and how young children learn. They tailor the activities well to suit each child. They effectively use open-ended questions to encourage thinking skills, language development and problem solving, and know when to intervene to move a child's learning forward. However, some of the teaching does not provide opportunities for children to initiate their own ideas. Careful planning, based on the observation of individual children and the determination of their needs, allows the next steps in their learning to be readily identified. The excellent EYFS resources are well organised and easily accessible to the children.
- 3.21 Throughout the school, the subject knowledge of the teachers is excellent. Information and communication technology and library resources are regularly and effectively used in the junior school to enhance learning. In the senior school the teaching makes excellent and sometimes imaginative use of the ICT resources. The best lessons from Year 1 onwards allow pupils to make excellent progress. These lessons maintain a brisk pace, are well structured and show clear progression in pupils' learning. All pupils, including those with SEND or EAL, are set appropriate challenges by teaching. A few lessons observed lacked pace and failed to engage and challenge pupils sufficiently, thereby restricting their learning.
- 3.22 The marking of pupils' work shows significant variation, both between and within departments. Some marking is outstanding, and gives pupils clear and detailed information about their current performance levels and how they might improve their work. The best examples also allow pupils to understand the criteria for the marks to be awarded. In a number of instances, however, marking is limited and restricted to a brief encouraging comment or a number total.
- 3.23 The recommendation of the previous inspection to improve approaches to assessment, tracking and the monitoring of pupils' performance and progress across the school has been partly met. The progress of junior pupils is monitored through the scrutiny of data from assessment tests in Years 4 to 6; however, this scrutiny is not yet fully effective. In the senior school, tracking and monitoring are now in place, and are increasingly and effectively used to focus on individuals and inform overall teaching strategies.

- 3.24 Throughout the school, teachers organise the classrooms well and ensure that excellence is celebrated by displaying pupils' work in rooms and corridors; in a few cases the displays are somewhat dated.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. The personal development of the pupils clearly reflects the school's aim of creating a wholesome environment based on moral values to enable the pupils to develop their characters and to become responsible citizens in their respective communities. Almost all parents said in response to their pre-inspection questionnaire that the school promotes worthwhile attitudes and views.
- 4.2 The personal development of the children in the EYFS is excellent. Children are encouraged to learn together and from each other, through gentle reminders about the need to share with and help one another. They are able to select their own activities and take turns. Each child is given the opportunity to carry out simple tasks such as being a line leader or class messenger. The children are encouraged to understand the needs of others by being involved in charity fund raising, most recently taking part in a non-uniform day for a local good cause. They respect each other's differences. Parents of different faiths and cultures are invited into the setting to talk to the children. Children in the Nursery spend time with those in Reception in preparation for the next school year. Excellent communication between Reception and Year 1 facilitates a smooth transition to the next stage of the children's education.
- 4.3 The spiritual awareness of the pupils is excellent. Pupils in the junior school develop self-awareness, self-confidence and self-esteem. This continues throughout their years in the senior school. This is achieved through engaging in the many challenging personal experiences provided, such as presenting their work, thoughts and opinions to their peers, joining in assemblies and performances, and taking the time to assess their own success. Their spiritual development is additionally enhanced, for example, through the study of religious festivals in junior IPC work and the further study of religious themes in history in the senior school. Pupils become increasingly aware of spiritual strength gained in appreciating the natural world around them through developing their creative skills in art and music.
- 4.4 The moral awareness of the pupils is excellent. They display a well-developed sense of right and wrong. They are extremely courteous and respectful of each other. They accept the consequences of their actions. The junior school pupils are guided by a signpost system that reminds them about core moral values, including honesty and fairness. Senior school pupils continue to develop an excellent understanding of moral and ethical issues through discussions in class and school debates, for example on the Schengen Agreement. They observed a one-minute silence in respect for those who lost their lives recently during a terrorist attack, and this was followed by discussions on the rights and wrongs of recognising this act while others went unmarked. A pupil-led assembly commemorating Polytechnic Day emphasised the significance of maintaining democratic ideals within a legal constitutional framework.
- 4.5 Pupils demonstrate excellent social development. A cheerful and co-operative attitude prevails amongst the pupils. They enjoy excellent relationships with their teachers and with each other. The junior school pupils reported that there are seldom any issues about behaviour or difficulties with friendships. Pupils in all years develop integrity, self-discipline, responsibility and commitment to the wider Campion community. They enjoy opportunities to lead and to express their opinions. They have a strong sense of empathy for the plight of others, and from Year 1

onwards are regularly motivated to organise charitable collections. Senior school pupils are proud of their involvement in the annual competitive sports tournament for disabled students from local schools.

- 4.6 The cultural development of pupils is excellent. The school effectively meets its aim to encourage pupils to enjoy and appreciate Greek culture and have a knowledge and understanding of other cultures and societies. It marks special occasions such as Ochi Day and Armistice Day. Pupils have a clear understanding of British values such as the respect for and tolerance of other beliefs, which are promoted through class rules, PSHE and assemblies.
- 4.7 In pre-inspection questionnaire responses, pupils were extremely positive about their school and all it has to offer them. By the time they leave the school, the pupils' personal and emotional development is excellent and they are extremely well prepared for the next stage of their education.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.8 The contribution of arrangements for welfare, health and safety is excellent. The pastoral systems enable the school to fulfill its aim to nurture each pupil as an individual. The house system and school council both allow junior pupils to hold positions of responsibility. In their responses to the questionnaires, most pupils said that they are given the opportunity to take on responsibilities and thereby develop leadership skills.
- 4.9 The provision for children's well being in the EYFS is of a high standard. Adults are excellent role models and support the children very effectively so that they feel very safe and secure, readily seeking support or comfort from them. They give clear guidelines about the expected standards of behaviour, which results in a happy and busy atmosphere where children benefit fully from all the opportunities provided. Children are helped to understand and manage risk, such as how to move around the classroom when carrying scissors. A healthy lifestyle is promoted through the provision of freshly prepared lunches and snacks, and through opportunities to use outside areas for exercise. Risk assessments are comprehensive, and daily checks ensure that any hazards or faulty equipment are repaired or removed without delay. Systems for registration are in place. Children look after their own personal hygiene with great confidence and are suitably supported by adults when additional help is needed. They are well supervised while at school, promoting their safety.
- 4.10 In the junior school members of staff provide excellent pastoral care, taking responsibility individually and collectively for the welfare of all pupils. Any concerns about a pupil are discussed and an appropriate response is put in place. Pupils show care and support for each other. In the senior school the effective pastoral care creates a strong sense of community. In discussions, pupils said that they appreciate the caring and friendly environment provided by the school.
- 4.11 The school has effective procedures for promoting and celebrating good behaviour through rewards. There are robust policies and procedures for guarding against bullying and dealing constructively with any unacceptable behaviour. Almost all parents in their responses to the pre-inspection questionnaire said that the school maintains high standards of behaviour. In their pre-inspection questionnaire responses, most pupils said that the school deals well with any bullying that occurs. In discussions, pupils maintained that bullying is infrequent and that any isolated incidents are dealt with quickly and appropriately. Suitably detailed records are kept of any serious misconduct and these confirm that incidents of bullying are rare and

dealt with appropriately. The school has effective policies and procedures to make pupils aware of e-safety and the potential risks of the internet.

- 4.12 The PSHE programme forms an integral part of the IPC curriculum in the junior school and very effectively supports the pastoral care of pupils. It includes topical and sensitive areas of study such as drug abuse and personal relationships. Pupils are made aware of the importance of choosing a healthy diet. They have many, varied opportunities to take regular exercise, both within the wider curriculum and through extra-curricular activities.
- 4.13 The policies and procedures relating to the safeguarding of pupils, and their welfare, health and safety, including safer recruitment, are implemented most effectively throughout the schools. Designated safeguarding leaders in the junior and senior schools have been suitably trained. Other members of staff as well as governors and volunteers are provided with appropriate safeguarding training. High levels of vigilance by the security staff were noted. Whilst in school, pupils are supervised carefully and effectively by members of staff. Detailed risk assessments are carried out and implemented for day and residential visits away from the school.
- 4.14 All necessary measures are taken to reduce the risk of fire and other hazards associated with the occurrence of earthquakes. A health and safety committee meets each term and its recommendations are acted upon. The school complies with the Greek regulations for health and safety. Suitable access is available for those with disabilities. Excellent medical facilities with qualified staff are available and there is a medical room in both the junior and the senior school. Many members of staff have appropriate first-aid training. All accidents are effectively recorded. All admission and attendance records are accurately maintained.
- 4.15 Relationships are extremely positive between staff and pupils, and amongst the pupils themselves. In discussions and in pre-inspection questionnaire responses, most pupils said that there is always an adult or senior pupil to whom they could turn if they had a personal difficulty.



## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent. The governors provide effective oversight of the school and discharge their responsibilities for educational standards, financial planning and safeguarding of the pupils' welfare appropriately. The governors make efficient use of the financial, business, legal and educational experience and expertise within their number. They provide strong support for the work of the school, enabling it to meet its aims successfully. Several governors are parents of current or recent pupils. Most parents in their responses to the pre-inspection questionnaire indicated satisfaction with the school's governance.
- 5.2 The excellent standard of governance is based on a thorough knowledge of the workings of the school, including the EYFS. However, there is no member of the governing body nominated to liaise with the school on matters related to the EYFS. The governors understand longer- and shorter-term challenges which the school faces within a local context. The governing body keeps in close touch with the school's senior leadership and receives regular reports in advance of its meetings, enabling governors and the leadership to work together to achieve a shared and ambitious vision for the school.
- 5.3 An executive sub-committee, together with three other sub-committees, provides a comprehensive insight into the school's work. The development sub-committee includes parents and members of the senior leadership, as well as governors. This sub-committee has helped the school to respond effectively to the recommendations of the previous inspection to extend and strengthen procedures for analysing and monitoring the school's effectiveness across all of its aims and to draw up a comprehensive strategic development plan. The health and safety sub-committee ensures that this area of the school's work is given full consideration by governors. In response to a recommendation of the previous inspection, minutes of all meetings of the governing body and its sub-committees are now kept meticulously.
- 5.4 Members of the governing body understand the need for training and are seeking further opportunities to develop the governors' knowledge and understanding of education. A nominated governor liaises with the school on safeguarding matters.
- 5.5 Financial planning is prudent, and affords the necessary resources and personnel to enable the school to provide a stimulating education and achieve success for its pupils. The governors take their responsibilities for safeguarding and for pupils' welfare, health and safety seriously, approving comprehensive policies and procedures, and conducting an annual review of the safeguarding policy and of its effectiveness.

## **5.(b) The quality of leadership and management**

- 5.6 The quality of leadership and management is excellent. The leadership and management are most effective in fulfilling the school's aims of combining a challenging academic and rich extra-curricular education, nurturing each pupil as an individual and service to the wider community. They are also highly successful in ensuring the welfare, health and safety of the pupils, taking their responsibilities for safeguarding seriously.
- 5.7 Since the previous inspection, the overall leadership and management have been restructured, providing more focused attention to the separate educational needs of the junior and senior schools. The senior leadership is highly effective in sharing and promoting the vision of the school. In their pre-inspection questionnaire responses, most parents stated that the school is well managed. The vast majority of pupils in their questionnaire responses said that the school is well run.
- 5.8 The leadership and management of the EYFS are good, reflected in the overall high standards of the children's educational and personal development. The senior leadership takes a positive but not always proactive interest in the setting. No member of the EYFS staff has delegated responsibility for the setting, and so these staff do not always receive sufficient support. However, there is an emphasis within the Nursery and Reception on self-evaluation. Members of the EYFS staff very effectively improve their practice through continual professional development.
- 5.9 The leadership of the junior school has been strengthened since the previous inspection, with its team now including key subject leaders. It successfully sets the educational direction and leads developments in teaching and learning. This is reflected in the excellent academic achievement of junior pupils and the high standard of their personal development. Development plans for literacy, mathematics, the IPC and Greek are used very well to set targets for improvement.
- 5.10 The leadership and management of the senior school provide a clear educational direction, evident in the excellent quality of education and high standards of the pupils' personal development. Members of middle management in this part of the school liaise closely with the senior leadership, and very effectively use departmental development plans in order to strengthen teaching and learning.
- 5.11 The senior leadership staff of the junior and senior schools work together highly effectively. However, links between the schools below the level of the senior leadership are generally informal. As a result, the cohesion between and continuity across the two parts of the school are not fully developed. The leadership has developed its approach to assessment and tracking of pupil progress further to strengthen the impact of teaching and learning across the whole school. However, although this has been very successful in the senior school, the approach is yet to be fully embedded within the junior school.
- 5.12 The leadership and management have successfully acted upon the recommendation of the previous inspection to establish across the entire school a system of staff review linked both to individual and to school-related professional development. Members of the senior and middle management use the observation of lessons with supportive feedback to monitor and improve the standards of education. They are active in setting priorities and ensuring that these are achieved. Leadership and management are appropriately trained to meet the safeguarding needs of pupils, including for the safer recruitment of new members of staff.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.13 Links with parents, carers and guardians are excellent, including the EYFS. In their pre-inspection questionnaire responses and in conversation with inspectors, parents were overwhelmingly positive about the setting, its family atmosphere and the support their children are given. They feel welcomed into the school community prior to their children starting, through orientation visits to the setting. Parents are confident that they know about what is going on in the school through newsletters, information on the website and curriculum evenings, and appreciate the generally quick responses they receive to their questions. End-of-year reports, together with detailed learning journals, and regular parents evenings keep parents well informed about the progress their children make against the EYFS Early Learning Goals.
- 5.14 Parents of pupils in the junior and senior schools receive reports twice each year. These provide detailed information about the pupils' achievements and progress, and set clear targets for improvement. In addition, formal meetings with staff are held twice each year. In their responses to the pre-inspection questionnaires, most parents said that they are happy with the information given to them about the progress of their children.
- 5.15 Almost all parents said in their pre-inspection questionnaire responses that information about the school and its policies is readily available. Parents receive helpful electronic communications to keep them informed about specific events. There is a dedicated page for parents on the school website. A well-illustrated newsletter reflects the varied life of the whole school.
- 5.16 The school aims to ensure that concerns and other issues are dealt with quickly and efficiently. An overwhelming majority of parents said in the questionnaires that they are appreciative of the ease with which they may communicate with the school. A small minority of parents did not feel that the school handles their concerns well. Inspectors found that the school has a suitable complaints policy. Records examined indicated that any complaints are usually resolved quickly and successfully, without recourse to the formal process.
- 5.17 In questionnaire responses most parents said that they are encouraged to be involved in the life and work of the school. They provide excellent levels of support for events such as sports fixtures, concerts, plays and other productions. They have taken part in charity events, such as the Spetses half marathon with the pupils. Parents give talks about their own cultures and beliefs, and actively support the CAS programme. The Parents' Recreational Club organises fund-raising activities to provide additional school equipment and helps to arrange events for the school such as a Halloween party.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and staff, and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

### Inspectors

Dr Christopher Ray	Reporting Inspector
Mrs Monica Davies	Junior Team Inspector (Deputy Head, COBIS school, The Netherlands)
Mr Charles Ellison	Senior Team Inspector (Head, Society of Heads school, UK)
Mrs Ros Ford	Junior Team Inspector (Former Director of Studies, IAPS school, UK)
Mr Timothy Kirk	Senior Team Inspector (Deputy Head, HMS school, UK)