

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Campion School

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Age Range	3 to 18
Gender	Mixed
Inspection Dates	16th to 19th March 2009

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The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. INTRODUCTION

Characteristics of the School

- 1.1 Campion School is a wholly secular international day school for boys and girls aged from 3 to 18 years, set in accommodation newly built in 2000 among vineyards on the edge of Pallini, a prosperous north-eastern suburb of Athens, close to the main airport and to the ferry port of Rafina. It provides a British-style education, with strong provision for the Greek language and culture, leading to the International Baccalaureate (IB) examinations at the age of eighteen. It was founded in 1970 as a school “wholeheartedly committed to teaching children about Greece” and is incorporated in the state of Massachusetts, USA, as a not-for-profit organisation. The school is governed by the fourteen board members of a trust. The headmaster was appointed in 1991. The Junior School was formed through the amalgamation of two previous schools and their incorporation into Campion School in 2000.
- 1.2 Campion's purpose is to “foster abilities, both in the field of academic and general education, and in sporting activities and the performing arts.” It is the school's intention to “educate the whole person in the hope of developing responsible world citizens of good character”, and to “prepare pupils for university education in Britain, North America and worldwide.” It seeks to combine a challenging academic and rich extra-curricular education with the nurturing of each pupil as an individual and service to the community at large.
- 1.3 At the time of the inspection, the school had 486 pupils, made up of 257 boys and 229 girls, including 20 boys and 25 girls under the age of 5, 95 boys and 84 girls between the ages of 5 and 11, and 142 boys and 120 girls between the ages of 11 and 18. The Senior School is subdivided into three sections: Lower School (Years 7 to 9); Middle School (Years 10 to 11); Upper School (Years 12 to 13).
- 1.4 The school is not selective. On the evidence of UK nationally standardised tests taken by pupils in Year 6, the range of ability is wide and above the UK average. However, about two-thirds of the pupils speak English as a second or third language, of whom 37 receive specific support. The school has identified 53 pupils with some form of learning difficulty and/or disability (LDD), of whom 40 receive specialist support and 3 are judged to be eligible for statements of special educational needs in the UK. If pupils are achieving in line with their abilities and linguistic backgrounds, their results at International GCSE and IB will be in line with the world averages.
- 1.5 Roughly 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 remainder are foreign nationals from a wide variety of other countries. A substantial proportion are learning Greek as a second language, while a small number of Arabic speakers study Arabic in its Qur'anic form rather than in their home dialects. The pupils come from families in the business community, in the professions and in diplomacy.
- 1.6 The school is a member of the Council of British International Schools. It has not been inspected by ISI before.

- 1.7 English National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. Some parents are more familiar with United States and Greek national terminology. In both the USA and Greece, compulsory schooling begins at age six (Grade 1), whereas in the UK it begins at age five (Year 1). So the equivalent Greek/US grade is always one less than the NC Year.

Junior School (Πρωτοβάθμια)

Greece/US	NC name	Age
Pre-Kindergarten	Nursery	3 to 4
Νηπιαγωγείο	Reception	4 to 5
Kindergarten	Year 1	5 to 6
Grade 1 (Δημ.1)	Year 2	6 to 7
Grade 2 to 5 (Δημ.2 to 5)	Years 3 to 6	7 to 11

Senior School (Δευτεροβάθμια)

Greece/US	NC name	Age
Grade 6 to 8	Years 7 to 9	11 to 14
Grade 9 to 10	Years 10 to 11	14 to 16
Grade 11 to 12	Years 12 to 13	16 to 18

2. THE QUALITY OF EDUCATION

The Educational Experience Provided

2.1 Campion School provides a good and rounded education for all its pupils. Faithful to its founders' aims, it provides a distinctive blend of a British-style education with the teaching of Greek language and culture to almost all pupils. It has had the flexibility to cater specially for its small Arab community through the teaching of the Arabic language. Throughout the school, pupils with LDD and learners of English and of Greek are in most respects well supported. Religious education is not taught in either the Junior or Senior School, although elements of it enter into the teaching of such subjects as history and the Greek language. In both the Senior School and the Junior School, personal, social and health education is woven into other subjects and the wider life of the school rather than being taught separately, in a manner that works adequately in practice, reflecting the school's ethos, despite the absence of any systematic tracking or monitoring.

Junior School

2.2 The Junior School affords a good all-round education for all its pupils, in which they receive a broad and largely balanced experience, with extensive provision for Greek language and culture. Children under five years of age learn the six Early Learning Goals, taught in a well-planned way. These are: Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Creative Development; Physical Development. Teachers are beginning to blend outdoor with indoor learning. Thereafter, the curriculum concentrates on laying secure foundations in numeracy and in literacy in both English and either Greek or Arabic, together with the study of most aspects of the English National Curriculum, including scientific, social, aesthetic and physical learning. Pupils' study of Greek balances rigorous attention to the language with education in Greek culture and history. Information and communication technology (ICT) is taught separately and French is introduced as a taster in Year 6. The curriculum is well balanced in most years, but the separate teaching of art is reduced in Years 1, 2 and 6, where it is incorporated into history and geography. Personal, social and health education, though not taught separately, is successfully woven into the curriculum through assemblies, circle time and through the subjects themselves.

2.3 The formal curriculum is extended through a fair variety of extra-curricular activities, mostly during lunch time, but this programme does not fully meet the richness set out in the aims of the school. Activities range from Greek dancing to chess and French. No activities are provided below Year 3. There are ample opportunities for performance, however, and productions have included *The Frog Prince* in Year 6, *The Show Begins (Η Παράσταση Αρχίζει)* in Greek in Year 4, and *The Nutcracker* in Years 1 and 2. The curriculum is further enriched through school trips to local museums relevant to topics, and to the theatre, and there is a residential trip for Year 6 to Nafplion.

2.4 The planning and management of the curriculum guarantee suitable coverage of the skills of literacy and numeracy, together with the content and skills of the other subjects, but do not tackle such matters as the teaching of learning skills, which is an area of relative weakness in the Junior School. With the exception of Greek, Arabic, physical education (PE) and music, which are taught by specialist teachers, the curriculum is overseen by one co-ordinator for pupils below Year 3 and by the deputy head of juniors in Years 3 to 6. Staff manage the transition to the Senior School well, through liaison with secondary staff under the direction of the Year 7 co-ordinator. A careers week in the Junior School also helps to prepare pupils for adult life.

- 2.5 The policy and planning for the needs of those requiring learning support are good. Pupils with LDD are identified at an early stage, and the special educational needs co-ordinator (SENCO) assesses them and provides special lessons. The SENCO provides good guidance to teaching staff who teach these pupils. Mostly, however, teachers do not refer to this in their planning, even though they provide good individual help to pupils who get into difficulty. Satisfactory provision is made for learners of English, through a combination of specialist teaching and sensitive support by class teachers, and of Greek, through careful organisation of groups and courses according to language experience. The arrangements work well, despite the absence of a co-ordinated overview.

Senior School

- 2.6 The Senior School provides a good and rounded education, ideally suited to the backgrounds and needs of its pupils and true in most respects to the aims of the school. In Years 7 to 9 it combines almost all the English National Curriculum subjects, including the three sciences taught separately, and drama. It continues the strong provision for Greek or Arabic from the Junior School. All pupils at this stage study either French or Spanish. Design and technology concentrates on design and does not include any practical element in the absence of specialist facilities. Pupils can choose two of four aesthetic subjects and two of four modern languages to study in Year 9 in preparation for their choices for International GCSE subjects in Years 10 and 11. All pupils continue with the core of English, mathematics and PE, and normally take six or seven options including at least one modern language, one science, one aesthetic subject and one humanity. From Year 12, all pupils embark on courses leading to the International Baccalaureate, choosing among a good range of nineteen subjects, including classical studies, economics, psychology and environmental systems.
- 2.7 Formal programmes are extended by an adequate range of visits and extra-curricular activities. Teachers make good use of the proximity of Athens and its facilities for educational visits in history, Greek, geography and other subjects. Pupils have frequent opportunities to perform in one of the many plays, concerts and house sport competitions that take place throughout the year. Campion teams play from time to time against local schools. However, the range of activities on any day was quite limited during the inspection and varies from week to week, which may contribute to the impression by some parents and pupils that the provision is limited.
- 2.8 Courses in the Senior School are well planned at departmental level, even though the central oversight of schemes of work by senior management is light. Schemes of work are thorough and wide-ranging, with some examples of particularly good practice: for example, history and geography provide excellent guidance booklets for pupils. Pupils are well prepared for the successive stages through the school, with careful guidance for International GCSE choices in Year 9 and for the selection of IB courses in Years 10 and 11. Guidance and preparation for university applications are well organised by the co-ordinator of careers, who works with the sixth form co-ordinator and an assistant who prepares pupils for applications to American universities in the USA or in Greece. Pupils interviewed were clear about their future career options and felt they had been well supported.
- 2.9 Good support is provided for pupils with LDD, led by the SENCO and well co-ordinated with the SENCO of the Junior School, whom she meets weekly. A good three-stage system of identification ensures that teachers in class make effective use of the good guidance provided in the individual education plans and that, where necessary, pupils can be withdrawn for separate learning support. Provision for learners of English or Greek, new to the school, is co-ordinated effectively by the heads English and of Greek, respectively. Teachers show a good understanding of the needs of non-native speakers and extra support is provided in English, as necessary. In Greek, the Greek Attainment Tests are effectively used

to gauge levels of competence. Learners of English may be withdrawn from French or Spanish to receive special lessons in English.

Pupils' Learning and Achievements

- 2.10 Through the school as a whole, pupils become well and broadly educated, emerging ready for secondary and for higher education. A distinctive feature is that pupils become fluent and literate in two languages and alphabets. The standards achieved are satisfactory in the Junior School and good in the Senior School, and meet most of the school's aims. The reason for the difference is the concentration in the Junior School on core knowledge and skills at the expense of wider learning skills, which are much more fully developed in the Senior School.

Junior School

- 2.11 The educational standards in the Junior School are satisfactory. Children in the Nursery and Reception classes make good progress towards achieving or exceeding the six Early Learning Goals, so that by the end of Reception many have moved on to the Year 1 curriculum in literacy and numeracy. Throughout Years 1 to 6 they build secure foundations in literacy in Greek and English. In both languages they display high levels of speaking and listening. They write copiously and accurately for a variety of purposes, both imaginative and factual. In English, however, few examples were found of writing sustained over more than a page or two, whereas in Greek some pupils were completing excellent pieces covering up to ten pages of their exercise books. In relation to their various abilities, pupils are strong in the core mathematical processes but show little familiarity with investigation. Pupils display competence in the application of the basic functions of computing, such as text processing and the use of the internet, but have little or no experience of spreadsheet software or of control technology.
- 2.12 In lessons, pupils of all abilities achieve well in their knowledge and understanding of other subjects, including a good outline knowledge of the history of Classical, Byzantine and Modern Greece from their study of the Greek language. In Greek they respond well to the challenge to explain the reason for features of the language and its grammar. Generally, however, their capacity to think logically and creatively, or to study independently is underdeveloped, and much work in humanities, for example, involves the completion of worksheets. Few examples were found of independent or extended research. When pupils have the opportunity, they can do this well, as in a good Year 6 project on the environment, linking work in the English and Greek languages. Pupils are not entered for English National Curriculum tests or for other externally moderated examinations.
- 2.13 Because of the good quality of support pupils receive, most make broadly equivalent progress in relation to their abilities and linguistic starting points, although in several lessons, more able pupils could achieve more.

- 2.14 Throughout the Junior School, pupils behave well, work hard and show concentration and perseverance. They listen carefully and respectfully to their teachers. They take trouble to present their work neatly. However, they have limited experience of finding things out for themselves or taking responsibility for their own learning, a significant aim of the school. When given the opportunity, they work effectively and responsibly in pairs or in larger groups.

Senior School

- 2.15 Pupils in the Senior School are well educated, both academically and in their general knowledge of Greece and the world, especially in the sixth form where they benefit from their work in the International Baccalaureate. In this the school largely meets its aims.
- 2.16 Pupils build effectively on the secure foundations in literacy and numeracy in both Greek and English inherited from the Junior School. They read intelligently. They write extensively and for a variety of purposes, both affective and analytic. They are highly articulate in both English and Greek, and listen and respond effectively to each other and to their teachers. They apply their secure mathematical skills in other subject areas, such as geography, science and economics. Similarly, they are fluent users of ICT, able to apply it to their studies in a variety of ways.
- 2.17 In relation to their various abilities and starting points, most make equally good progress in their knowledge of the subjects they study, and in the best lessons they think imaginatively or critically about their work. Consequently their powers of analysis and debate are strong; many are regularly successful in the debating competitions they enter. Those that study art, drama or music bring sensitivity and imagination to their work. Able mathematicians have achieved success in the Mathematics Challenge.
- 2.18 The great majority of pupils become good students, able to think for themselves and research with confident independence, and so are ready by the time they leave for university study. They are inquisitive and assertive young people, who will volunteer questions and challenge their teachers constructively. Most take good notes and, as they grow older, organise their work effectively in folders for later review. They relish the many opportunities they are given to engage in lively discussion or to work with others towards a common goal, but they are restless at the lessons in which they are largely listening and taking or even copying notes. Most work hard and take trouble to present work well and accurately. The majority are punctual to lessons, settle to work readily and pay careful attention to their teachers. A few, however, particularly boys, are casual and at times disruptive, in ways that are not always handled effectively and thus impair the progress of the class. Consequently, as the school is aware, boys overall make slightly less good progress than girls, as is reflected in results in public examinations.
- 2.19 The less able and those with English or Greek as a second language make good progress. This is because they are well supported both in and out of class and, in the majority of lessons and subjects, teachers have high intellectual expectations of all their pupils and do not lower them for those who need support. In the substantial minority of lessons where progress and learning are no more than satisfactory, however, it is because pupils are engaged in mainly routine activity, such as listening to unbroken exposition with occasional questions to check for comprehension, and copying notes verbatim. This holds the school back from fully meeting its aim for excellence.

- 2.20 Because they make good progress overall, pupils achieve well in relation to their abilities in the Checkpoint tests in English, maths and science at the end of Year 9, in the International GCSE and in the IB. Almost without exception, pupils achieve entrance to the universities of their choice.

Spiritual, Moral, Social and Cultural Development of Pupils

- 2.21 During their time at the school, pupils develop into civilised, well-informed young people because of the relaxed atmosphere and the good relationships that prevail. Their strong personal development in both the Junior School and the Senior School results from the life and values of the school combined with the quality of relationships as a whole, rather than from any particular initiatives or courses that the pupils pursue. This is in keeping with the school's stated aims. The great majority of parents responding to the parental pre-inspection questionnaire agreed with the values and attitudes that the school promotes.

Junior School

- 2.22 The quality of the spiritual, moral, social and cultural development of pupils in the Junior School is good. Encouraged by the support and praise of their teachers, pupils develop confidence in themselves and high self-esteem. They learn to listen to each other and to consider the feelings of others, one of the school's core principles. They respond warmly to music, to drama and to poetry. They develop an understanding of others less fortunate than themselves and appreciate the opportunity to aid refugees through the Caritas Kitchen project. From their topic work, their study of Greek and from assemblies, pupils acquire a sound understanding of and respect for both the orthodox faith and the other major world faiths.
- 2.23 Pupils develop a well-established sense of the difference between right and wrong. High standards of behaviour are expected and rewarded. This is encouraged by a system of house points. Pupils show exemplary behaviour and courtesy. They understand the importance of having and following principles and rules of conduct. Because each class creates their own sets of class rules, which they take very seriously, pupils feel they contribute to the communal life of the school. These rules form the backbone of the school's policies for behaviour and are respected by the pupils, who have learned to make careful moral judgements. As part of a Junior School anti-bullying project, pupils of all ages produced posters, which showed that they had a good understanding of this issue.
- 2.24 Pupils show good social skills both in and out of class. Pupils in the Foundation Stage quickly learn to work co-operatively and to recognise the need for sharing, because their teachers guide and support them in this direction. In Reception, the 'helping hands' project helps pupils develop awareness and respect for one another and take responsibility. However, after the Foundation Stage, the exercise of responsibility through class jobs or through a junior school council is under-developed. Pupils develop a good sense of social responsibility. This was shown when, for example, they visited the Therapeutic Riding Association, where they learned about the importance of caring and sharing with others. Pupils in Year 6 have taken great pride in their part in the project to save energy, creating dramatic posters to persuade other children, staff and parents of the importance of this issue.
- 2.25 The international nature of the school population has successfully fostered pupils' appreciation of their own and other cultures. Despite the absence of formal religious education, they are aware of and respect the diversity of faiths. They develop a particularly strong sense of Greek culture in terms of its literature, food and values through their studies of Greek and through the vigorous artistic life of the school. Events during the year such as International Day, trips to local cultural heritage sites and extra-curricular activities such as

Latin American Dancing, further enhance pupils' awareness of their own and other people's cultures.

Senior School

- 2.26 The quality of personal development in the Senior School is good and is threaded through the curriculum in accordance with the school's aims. Consequently, pupils develop into confident and sociable, independent-minded young people, well informed about both Greece and the wider world. Because teachers are willing to praise, encourage and support their pupils, the great majority of pupils show strong self-esteem and an awareness and respect for the feelings and needs of others. This is evident from inspectors' conversations with pupils and in their general conduct in lessons and around the school. Pupils show sensitivity to the feelings of others in their discussions of the literature of different cultures, as when a Year 10 group studied *The Beggar (Ο Ζητιάνος)* by Karkavitsas, in conjunction with Steinbeck's *Of Mice and Men*.
- 2.27 Pupils cultivate a good sense of moral values and can distinguish between right and wrong in a way that is brought out well through the curriculum and especially in theory of knowledge, where they have the challenge of resolving moral dilemmas. With relatively few exceptions, pupils are well behaved and courteous, and they respect the school code of conduct with its emphasis on self-discipline and respect for others. Pupils responded strongly to the issue of man's inhumanity to man in a lesson on the historical oppression of African Americans in English and on the execution of soldiers as deserters in World War 1 in history. Their respect for the school's principles is evident from the way in which at lunch and break times pupils respect the freedom they have to roam the school and use its facilities.
- 2.28 The Senior School has a relaxed but orderly feel to it at these times, with pupils seated in animated groups at tables in the courtyard, playing ball or huddled on the floor in corners and corridors, or engaged in conversation with a member of staff, as if the school were an extended town square. Through their study of Greek, they learn about how Greece is governed. They develop a strong sense of personal responsibility and some have the opportunity to assume responsibility for others by becoming house captains or serving on the school council, which has had a real influence on school life, for example by improving the availability of air conditioning. Pupils are keenly aware of the political, social and economic challenges that face Greece, Europe and the wider world. Pupils contribute extensively to the fund-raising initiatives organised for IB students in the Creativity, Action, Service programme. Many of the charities the pupils support provide them with direct experience of the needs of the elderly or the sick.
- 2.29 Pupils' development culturally as well as academically is strongly Greek, in accordance with the school's founding principles. This is evident not only in the celebration of major festivals such as Independence Day and 'Ochi' Day but in the prevalence of language, customs and food. The school is at the same time a melting pot in which pupils from a wide variety of countries and backgrounds get on well, learning to appreciate one another's values and beliefs. Pupils, through both their academic studies and their engagement in musical and dramatic performance, become sensitive to the importance of the arts to their lives.

The Quality of Teaching (Including Assessment)

- 2.30 The quality of teaching is satisfactory in the Junior School, with some good features, and is good in the Senior School. Teachers in both parts of the school meet the aims of fostering abilities and educating the whole person. The aim of developing in pupils open and enquiring minds is fulfilled well in the Senior School but to a more limited extent in the Junior School. Pupils in both the Senior School and the Junior School overwhelmingly feel that teachers help them to learn and that they receive good support when they run into difficulty.

Junior School

- 2.31 The quality of teaching is satisfactory. The school is aware that there is scope for improvement if it is to attain the excellence to which it aspires. Teaching is in most respects effective in supporting pupils' progress throughout the Junior School, but does not fully meet the aim of making sure that they develop enquiring minds. It meets the needs of all pupils who require special provision or support or for whom English or Greek is an additional language.
- 2.32 Because most of the teachers and their assistants are enthusiastic and encouraging, they motivate their pupils to behave well, and to concentrate and work hard to master the knowledge and skills being taught. The greatest and most consistent strengths of the teaching are the development of speaking, listening, reading and writing in English, and enabling pupils to master the manipulation of number and the understanding of shape in mathematics. Teachers know their subjects well. In the best lessons they encourage pupils to think and analyse for themselves, as in lessons in the Greek language where pupils were constantly challenged to offer explanation for some tricky features of the language and praised for unexpected but interesting answers. In all the good lessons observed, teachers listened to pupils carefully and involved them all. They conducted lessons at a brisk pace and adapted their methods to suit the different aptitudes of their pupils. They planned their lessons thoroughly and made efficient use of time. Teachers in the Foundation Stage helped children to learn to investigate and to find out about things such as what happens if colours are mixed together. The teaching of a Year 3 class skilfully integrated the study of Egyptian geography, history and art into a challenging and enjoyable whole-class project, involving, for example, art work to illustrate the river Nile and its immediate environment. In the lessons that were a mix of strengths and weaknesses, teachers prepared their material properly but tended to confine themselves to the imparting of information and skills without challenging pupils to think for themselves or study independently, and so did not fully engage their interest, imagination or intellects.
- 2.33 In most respects teachers have access to and make effective use of a suitable range of resources for both indoor and outdoor learning. The recently installed interactive whiteboards, however, are underused in the absence of sufficient training and planning for their effective use.
- 2.34 Teachers know their pupils well, and most have a good knowledge of their levels of competence and understanding in the core areas with which they are principally concerned. They carry out regular assessments of pupils' work, including amongst others, daily mental mathematics, spelling tests and end-of-project tests. However, information gained from assessments is not always analysed or used to inform planning. Marking varies from the very thorough and constructive, with targets for improvement set, to some which is confined to ticks. The school does not participate in external assessments, although they carry out UK nationally standardised tests of verbal, numerical and non-verbal ability. Little use is made of these and other results to establish the scope for improvement in pupils' learning.

Teachers provide good support for pupils with LDD or whose first language is not English or Greek.

Senior School

- 2.35 The quality of teaching in the Senior School is good. Teaching is consistently informed by teachers' strong knowledge of their subjects. Teachers routinely plan their lessons thoroughly and, in most cases, establish a relaxed and productive atmosphere in the classroom. Most make effective use of time and of the ample resources available to them, although in some classrooms not enough use is made of display to celebrate achievement and promote learning.
- 2.36 In the best lessons, expectations are high. A Year 11 lesson in mathematics challenged able pupils to work on logarithms beyond the level of International GCSE. Teachers encourage participation by their pupils, draw them out effectively and challenge them to think for themselves by taking seriously what they have to say. In a Greek lesson in Year 10 the teacher encouraged all pupils to give their views for or against capital punishment in a manner that enabled her to establish the main points in a structured way without interrupting the enthusiastic flow of pupil dialogue. Teachers vary their methods, as in a Year 8 history lesson where pairs of pupils imagined a dialogue between Charles II and his 'psychiatrist'. In a small minority of lessons, teachers struggled to cope with poor behaviour from a very small number of pupils, but in most cases positive relationships were matched by good behaviour and attitudes.
- 2.37 In good lessons, pupils of all abilities were challenged to think and study for themselves. However, in some lessons, teachers devoted most of the time to exposition. One group of pupils commented that they loved working with other pupils but that at times some of their teachers did sometimes "go on rather a lot".
- 2.38 The provision for the considerable number of pupils learning English as an additional language is good, despite the lack of a formal co-ordinator, because teachers, effectively guided by the head of English, display sensitivity to their pupils' needs; where necessary, pupils withdrawn from other language classes receive effective intensive teaching. Similarly, the specialist teaching for pupils with LDD is of good quality and subject teachers provide good support in mainstream lessons, even though at present no screening tests are conducted on pupils entering the school from other schools.
- 2.39 Teachers know their pupils and their needs well. Examinations and reports are carefully graded to match the requirements of the courses pupils study. Routine work is thoroughly marked in accordance with the individual policies of different departments. Most offer useful guidance on how to improve or set specific targets. There are, however, exceptions where little more than correction and a brief summative comment are offered. Most but not all departments track progress rigorously. The school has introduced a useful standardised diagnostic predictor of performance in English, mathematics and science, used imaginatively by these departments but in completely different ways without systematic central analysis or common discussion of approaches to promoting improvement.

3. THE QUALITY OF CARE AND RELATIONSHIPS

The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

- 3.1 The quality of pastoral care is good throughout the school and has important strengths in the quality of relationships generally. The school fulfils its aim to provide a community where each pupil is treated as an individual and cared for within a supportive environment and where both teachers and fellow pupils feel responsibility for each other's general welfare. Staff take every care for pupils' welfare and safety, though the school is still getting to grips with the formal systems needed to underpin that care. Teachers know pupils well and communicate information to one another through their frequent contact with colleagues. Formal record keeping, however, is relatively under-developed.
- 3.2 The system for care in the Junior School is straightforward and effective, with class teachers as the main points of contact, supported by the key stage co-ordinator or deputy head, all overseen by the head of the Junior School. In the Senior School, arrangements are similarly straightforward, with the form teachers as the first points of contact, supported by one of three 'year tutors', responsible for the Lower, Middle and Upper School, respectively, the whole overseen by the deputy head and ultimately the headmaster. In this case, however, contact with form teachers is largely confined to the brief morning registration sessions, while the year tutors are responsible for up to 100 pupils and therefore tend to concentrate on any difficulties. As a result, even though pupils told inspectors that staff were very approachable, and this was evident during the inspection, some disagreed about this when completing the pre-inspection questionnaire.
- 3.3 The quality of relationships between staff and pupils and amongst pupils throughout the school is excellent. Teachers are perceived as extremely friendly and supportive. Pupils are noticeably at ease with adults and with each other. Friendship groups extend across the age groups and pupils new to the school soon settle in due to the welcoming approach of both staff and fellow pupils.
- 3.4 Measures to promote good behaviour and discourage poor behaviour are largely effective and rely heavily on the good relationships and on mutual respect. In the Senior School, however, too much discretion about rewards and sanctions is left to individual teachers, so that a substantial minority of pupils in the pre-inspection questionnaire did not agree that teachers were usually fair in giving rewards and sanctions. However, pupils told inspectors that sanctions were relatively rare and that unfairness was not common. The school's clear policies to minimise bullying are largely effective. Although a minority of pupils completing the pre-inspection questionnaire felt that bullying was not always resolved, most pupils during the inspection were satisfied that in both the Junior School and the Senior School this was not a major issue and that most incidents of bullying were appropriately dealt with. The school has recognised that the lack of systematic recording and tracking of incidents and allegations weakens its ability to monitor such issues or to report on them to governors, and has begun to maintain logs.
- 3.5 In both the Junior School and the Senior School, staff are careful about the health and safety of all their pupils, and no significant hazards were noted. The school has aligned itself to the local requirements, such as those for fire safety. Equipment is regularly checked and drills for both fire and earthquake are regularly carried out. The establishment of a health and safety committee, chaired by the vice chairman, has decisively moved forward the process of making the school's procedures more formal. Checks of the general safety of the buildings and premises are properly conducted, and risks in relevant Senior School activities, such as in

science and PE, and in residential and other visits, are assessed and minimised. However, the routine assessment of risk in Junior School classes and activities is still at an early stage. Bus company contracts have not required evidence of regular safety checks and there is no internet filter in the school network or policy in the Junior School for the safe use of the internet.

- 3.6 The school has an outline policy for child protection, which has regard for the local Greek national requirements, involving the ‘Youth Prosecutor’ and related social services. It is beginning to grasp the more detailed Department for Children, Schools and Families (DCSF) guidance which applies to English schools, and has established suitable child protection officers and training. As a result, both the child protection officers and all other staff showed a good understanding of procedure in the event of concerns. A trustee has also been nominated to oversee child protection. The policy touches upon almost all the required areas, but at present lacks detailed procedures, guidance and recording for matters such as staff recruitment, the raising of pupils’ awareness of how to keep themselves safe, or the handling of concerns about pupils or of allegations against staff.
- 3.7 A school nurse looks after both senior and junior pupils’ health and also takes time to attend to the concerns of children who may need to talk in confidence. She is available as a vital support for the teaching staff when health issues arise. She keeps meticulous records and spends time in both the Senior School and the Junior School, though she tends to be in the Senior School during break and lunch times, when pupils can most easily come to her. The number of certified first aiders is at present insufficient, particularly in the Junior School. Registers of daily attendance are properly maintained and although there is no afternoon registration, teachers keep records of class attendance and pupils cannot leave the site during the day.
- 3.8 Pupils are encouraged to eat healthily and become familiar with the Greek diet. The school is careful to make them aware of the dangers of exposure to direct sun and to ensure the wearing of hats. In the Junior School only healthy snacks are allowed, such as fruit. Regular exercise is encouraged through PE lessons and sporting activities and outside sporting facilities are good. The outside play areas especially for junior children are an excellent facility for the school, greatly appreciated by the pupils.

The Quality of Links with Parents and the Community

- 3.9 The school relates well to its parents and the community. In line with its founding aims, it is deeply rooted in its Greek context as a genuinely international and Anglo Greek school.
- 3.10 The level of response from parents to the pre-inspection questionnaire was relatively low, partly because of difficulties with the postal service before the inspection. For the Junior School responses were received in relation to just under half the pupils; for the Senior School less than a tenth of parents submitted responses, too small a sample to be significant, though the issues raised were broadly the same as those for the Junior School. Almost all parents of pupils in the Junior School were positive about the school: they appreciated especially the range of subjects offered and the quality of teaching, the help and guidance given and the standards of behaviour achieved. A significant minority were dissatisfied with the provision for extra-curricular, and especially after-school, activities, which, though adequate, could be extended and established within a more regular and predictable routine. A few written comments expressed concern about bullying and the school’s handling of this. Inspectors found that bullying is not a major issue and is appropriately handled, despite the lack of formal recording. Several parents regretted the absence of a parents’ association, which the school has regarded as something parents themselves could set up.

- 3.11 The school provides various opportunities for parents to be involved in its activities and in the work of their children. For example, parents assist with the libraries. Parents with particular skills are invited to contribute; for example, an electrician helped demonstrate electrical circuits in a science lesson. Parents are invited to help older pupils develop an understanding of different types of career. In the absence of a formal parents' association, an informal support group of parents organises a range of well-attended social activities, including a welcome morning for parents, a Halloween party and an international day. Parents are actively invited to attend the many sporting, cultural and other events mounted by the school, details of which are posted on the school website.
- 3.12 Parents are provided with extensive information about the school through the prospectus, parental handbooks for the Senior School and Junior School, and the website, updated daily in the Senior School but less frequently in the Junior School. The parental handbooks consist of a range of necessary information, but are not presented in an accessible and welcoming way. The newsletters are attractively presented and informative. Pupils have homework diaries as a potentially useful means of communication between parents and teachers, used more fully in some classes and subjects than in others.
- 3.13 The two reports a year, supplemented by two parent consultations and, in the Senior School, by interim grades three times a year, provide adequate opportunity for parents to discuss the work of their children. In addition, parents of children at key transitional points, such as entrance to the Senior School or choice of IB subjects, are invited in for special consultations. The majority of reports are of good quality, making clear the ground covered, the strengths and weaknesses of pupils, and targets for further improvement. However, in this there is some variation: reports on some subject areas, particularly outside literacy and numeracy in the Junior School, are confined to more general comments about pupils' attitudes and general progress.
- 3.14 The school has an appropriate procedure for the handling of complaints and concerns, including a suitable procedure for formal appeals, clearly communicated to all parents. There have been no formal appeals to the governing body. Senior staff in both the Junior School and the Senior School seek to address any concerns parents may have. However, the recording of such concerns and how they have been dealt with is imprecise and they are not tracked centrally, making it difficult for either governors or senior management to monitor matters in a transparent way. The school has recognised this as a weakness and has already begun to work on improvements.
- 3.15 Links with the wider community are strong. Greek language and culture are firmly embedded in the curriculum and in activities such as Greek dancing throughout the school. Pupils in the Junior School and the Senior School support local charities such as the centre for refugees, to which they donated tinned foods and €1400, receiving, in return, a deeper understanding of the consequences of civil conflict and disturbance. Pupils following the IB programme also engage in activities such as a fashion show to raise money for the Muscular Dystrophy Association. Excellent use is made of the school's location and the many geographical, archaeological sites to which it has access. Competition with other schools has proved more difficult to arrange, but the pupils have taken part in what is available, including the Aegean Varsity Sports Tournament in Thessaloniki and recent girls' volleyball tournament. The inter-school debating tournament, known as Forensics, is a highly successful Campion initiative which fully reflects Greece's long and distinguished tradition for rhetoric.

4. THE EFFECTIVENESS OF GOVERNANCE AND MANAGEMENT

The Quality of Governance

- 4.1 The quality of governance is uneven. It is a source of great strength to the school in faithfully upholding the school's founding principles and in supporting its financial management and physical development. It holds senior management to account in relation to examination performance in the Senior School. Recently it has recognised its role in relation to safeguarding children, welfare, health and safety, and has rapidly set about strengthening this role in this important area. However, it has held back from directly concerning itself with the quality of education and development, or more widely with the detailed objectives and planning of the school.
- 4.2 The board is made up largely of parents of either current pupils or those who were previously at the school. They are drawn mainly from the business community, offering expertise in finance and the law. The board has a structure well suited to its perceived functions: it meets with its education committee twice a year; an executive committee meets more frequently to deal with matters as they arise. Governors have successfully supported and overseen specific strategic projects, such as the new buildings, but have not seen the need for a comprehensive strategic development plan.
- 4.3 Board members receive regular and useful information from the reports provided by the headmaster on matters related to examination performance, pupil numbers and other events as they arise. However, the reports do not systematically address all the aims or activities of the school or wider matters such as pupil welfare, except as any issues and concerns arise. Through their contact with the school and its staff, and through their commitment, governors support the school very well, but they recognise that they are not in an adequate position to exercise the vital oversight and challenge that the school also needs.

The Quality of Leadership and Management

- 4.4 The quality of leadership and management in the school as a whole, and in its junior and senior sections, is uneven. It has been effective in maintaining the good overall standards and care, together with the distinctive ethos and values of the school, including its Greek and international ethos. It allows staff professional freedom to exercise their individual talents but has not sufficiently grasped the need for common systems to drive standards, quality and improvement, or for transparent recording to secure effective monitoring and accountability.
- 4.5 A key strength of the management of the school is its ability to recruit, retain and support high quality and loyal staff at all levels, both in the junior and senior sections. Staff have great freedom to exercise their own professional judgement and have ready access to support from senior management. In the Junior School, the management consists largely of the head and deputy head of juniors, with no delegated co-ordination of individual subject areas other than for the Foundation Stage. This informal structure is effective in establishing and maintaining the high levels of literacy and numeracy, and the good personal development and relationships. It also leaves the shortcomings in the broader learning skills undetected.
- 4.6 In the Senior School, the management of the curriculum, through the education committee and through the energy and effectiveness of strong heads of department, has secured good standards in examined courses and fostered individual innovation, such as the use of the standardised testing regime for English, mathematics and science. Standards are monitored retrospectively through the discussion of examination results with heads of department. In

the absence of a central system for monitoring departments, most heads of department have their own ways of monitoring, with differing degrees of formality, though without common success criteria to inform judgements on standards or setting targets for improvement in the future. Therefore in neither the Junior School nor the Senior School is management organised to realise the excellence to which the aims aspire.

- 4.7 Senior management has been effective in identifying and driving particular priorities, such as the establishment of the IB courses in the Senior School, which have moved the school forward significantly. It recognised the need to develop its safeguarding and welfare practices in line with Greek requirements and practice in the UK, and has been quick to respond to issues raised in the course of the inspection. It lacks mechanisms to review every aspect of provision in a systematic way and plan for future development and improvement. At the time of the inspection, it had no strategic development plan to guide the overall development of the school as a whole. Junior managers and heads of department have the opportunity to bid for resources. However, the process is left to individual discretion, without the guidance of a central or departmental development plan.
- 4.8 Management both in the Junior School and the Senior School has established simple and straightforward policies and practices that in most cases are followed. Much is left to the discretion of teachers and middle managers, with positive results, in terms of commitment, personal communication and individual initiative. However in some sensitive areas, such as rewards and punishment or assessment for learning, too much discretion is allowed and inconsistency of practice results. The absence of formal and systematic procedures and recording in areas such as pastoral care impairs rigorous and transparent monitoring and evaluation.
- 4.9 The school has been careful to ensure that those it recruits are suitable to work with children. All teaching and non-teaching staff have received the police checks relevant to the country from which they come. Over the course of the inspection, the school has recognised areas in which its practices are not in line with the principles of the DCSF guidance on safer recruitment. It is preparing a formal recruitment policy and guidelines, as well as compiling a central register of staff and the checks made, including the taking up of references, and the checking of volunteers, and evidence that any company contracting staff, including bus drivers, have endorsed their suitability through local background checks and proof of qualifications where needed. In the absence of a formal policy for induction, new staff are effectively inducted by senior managers and heads of department in a manner that reflects the strongly pastoral character of management. Staff are not formally appraised and, though requests for in-service training are rarely denied, there is no mechanism for ensuring a link between such requests and identified professional and school needs.
- 4.10 The school administration works effectively in implementing and operating the systems that are in place. Because of this, the school operates smoothly on a day-to-day basis.

5. CONCLUSIONS AND NEXT STEPS

Overall Conclusions

- 5.1 Campion is a truly international community of teachers and learners, deeply rooted in the language and culture of its host country, in full accord with its founding principles. It has many strengths and some significant weaknesses. The school provides a good educational experience. Because of the relaxed but caring environment, pupils in both the Junior School and the Senior School grow into confident and competent young people, respecting themselves and others, and well informed about the world in which they live. Throughout the school, personal development is good. Academically, pupils get off to a rapid start in the Foundation Stage classes and by the time they leave the Junior School, have secure foundations of knowledge, literacy and numeracy, on which they are able to build successfully in the Senior School. Their progress in the skills of independent thought and study in the Junior School is uneven but these skills are rapidly acquired in the Senior School, where pupils develop into effective and intellectually capable students who perform well both in public examinations and in their applications to university. Examples of excellence in standards and teaching were found in both the Junior School and the Senior School. However, the school has insufficient means to lift the substantial minority of satisfactory learning and teaching to the level of the good or outstanding of its aims. Examples exist of good assessment by individual teachers in the Junior School and of promising initiatives for the assessment and analysis of performance within individual departments in the Senior School, but there is no strategy to co-ordinate and drive standards in either section of the school. Pupils enjoy a high quality of pastoral care at all levels in the school. Pupils' contact with tutors in the Senior School is limited. Staff take due care for the safety, health and protection of the pupils but the school has only recently begun to set in place the formal procedures and recording needed to embed good practice fully. The school has good links with its parents and with the community. The headmaster and the head of juniors have been instrumental in securing the relaxed and supportive atmosphere in which pupils thrive according to their different natures, and in which many staff and heads of department have the latitude to flourish in their different individual ways. However, both governance and senior management lack mechanisms for effective long-term planning, review and accountability.
- 5.2 The school has not had an ISI inspection before. It was aware of most weaknesses and has been quick to undertake improvements where the need has been pointed out.
- 5.3 The school meets most of the English regulatory requirements either directly or through their local equivalents, but should take the action specified in the next section.

Next Steps

- 5.4 The school has more strengths than weaknesses. In order to develop what is already good and address the weaknesses, it should take the following steps.
1. Further improve educational standards by:
 - raising the standards achieved across the Junior School to the high levels already achieved in literacy and numeracy;
 - teaching and encouraging all pupils, particularly in the Junior School, to think for and study for themselves;
 - establishing structures for improving and co-ordinating assessment, reporting and the analysis of assessment throughout the school and using it to inform provision and planning.
 2. Improve the effectiveness of governance and management by:
 - extending and strengthening procedures for analysing and monitoring the school's effectiveness across all of its aims;
 - drawing up a comprehensive strategic development plan to drive forward quality and standards at all levels in the school;
 - improving transparency and accountability by systematic recording and reporting;
 - establishing a system of staff review, linked to individual and school-related professional development.
 3. Further improve the already good quality of pastoral care in the Senior School by:
 - increasing the contact time between pupils and those with immediate responsibility for their well-being;
 - providing clearer guidance to teachers about the nature and criteria for rewards and sanctions, and how to keep careful records which are capable of being monitored by senior management;
 - addressing internet security by installing filters.
- 5.5 In order to meet all the English regulatory requirements, the school should:
- (1) revise and extend the child protection policy to bring it as fully into line with DCSF guidelines as the Greek national arrangements permit;
 - (2) establish and implement a detailed written set of procedures for safer recruitment, in line with DCSF guidelines, including the completion of a central register of staff and volunteers, provision to ensure that any company contracting staff, including bus drivers, provide evidence of suitability checks, and obtaining independent character references for all applicants before appointments are confirmed;
 - (3) complete the improvement of risk assessments to ensure that school activities and all visits out of school are covered;
 - (4) ensure that contracts with any bus company require the provision of evidence of regular safety checks;
 - (5) keep a written record of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing.

6. SUMMARY OF INSPECTION EVIDENCE

- 6.1 The inspection was carried out from 16th to 19th March 2009. The inspectors examined samples of pupils' work, observed lessons and conducted formal interviews with pupils. They held discussions with teaching and non-teaching staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined a range of documentation made available by the school.

List of Inspectors

Mr Tony Hubbard	Reporting Inspector
Mrs Glenys Borgen	Assistant Reporting Inspector
Mrs Maureen Bradley	Former Deputy Head, COBIS school
Mr Richard Clarke	Deputy Head, COBIS school
Mr Peter deVoil	Head, COBIS school
Mr Gordon Ferguson	Deputy Head, IAPS school
Mrs Sally Gray	Head, COBIS pre-preparatory school
Mr Len Green	Head of Department, HMC school
Miss Helen Johnson	Director (University Admissions), HMC school
Ms Mareve Kilbride-Newman	Head, COBIS school