



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

Campion School, Athens

March 2023

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School's Details

School	Campion School			
Address	Aghias Ioulianis, Pallini GR-15351 Greece			
Telephone number	00302106071700			
Email address	campioninfo@campion.edu.gr			
Headteacher	Mr Michael Henderson			
Chair of trustees	Mr Panagiotis Zisis			
Age range	3 to 18			
Number of pupils on roll	653			
	EYFS	31	Junior	229
	Seniors	300	Sixth Form	93
Inspection dates	13 to 16 March 2023			

1. Background Information

About the school

- 1.1 Champion School is a secular, non-selective, co-educational international day school about ten miles east of Athens. 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. Founded in 1970, the school is incorporated as a not-for-profit trust in the state of Massachusetts, USA and is governed by members of the Trust. Since the previous inspection, the school has a new chair of trustees, a new headmaster and a new head of juniors, and has restructured the leadership teams.

What the school seeks to do

- 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 provide a sense of responsibility, and develop an understanding of and love for Greece and 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 curriculum and rich extra-curricular education.

About the pupils

- 1.3 A small majority of the school population are either of Greek parentage or from the Greek diaspora in other parts of the world. The other pupils are foreign nationals from a wide range of countries. The pupils come from families in the business community, professions and diplomatic posts. In the school's assessment, pupils on entry are of a wide ability range and overall, slightly above the UK national average. The vast majority of pupils speak more than one language and 41 of these receive specific support for English as an additional language (EAL). The school has identified 49 pupils with specialist educational needs and/or disabilities (SEND), 45 of whom receive specialist support for a variety of learning barriers. It has also identified a number of more able pupils who are supported through extra-curricular and subject-specific activities.

2. Inspection of Standards for British Schools Overseas

Preface

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

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

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

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

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

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in November 2015.

Key findings

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

Part 1 – Quality of education provided

- 2.2 The standards relating to the quality of education [paragraphs 1–4] are met.**
- 2.3 The curriculum in the EYFS, junior and secondary schools is well-planned and takes account of the ages, aptitudes and needs of pupils. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education, up-to-date careers guidance, and appropriate programmes of activities for all pupils. The curriculum is delivered in English, and the use of English is encouraged at all times during the school day. The curriculum planning in the junior school follows key components of the National Curriculum and the EYFS framework in the UK for mathematics and English, and the International Primary Curriculum (IPC) for other subject areas. In the senior school, curriculum planning follows the principles of the National Curriculum, while at the end of Year 11 pupils sit IGCSE examinations and in the sixth form follow the International Baccalaureate (IB) Diploma programme. Appropriate arrangements are made for the teaching of personal, social, health and economic (PSHE) education, and relationship and sex education (RSE) which, along with other areas of the curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British, Greek and western society. There is a suitable range of extra-curricular activities.
- 2.4 Teaching is well-planned. It shows a good understanding of the pupils and their needs, including those with SEND, EAL and the more able; good subject knowledge and understanding; appropriate use of resources, including information and communication technology and well-resourced libraries; and effective strategies for managing behaviour. It is successful in giving pupils the opportunity to acquire new knowledge and make good progress and it fosters self-motivation, application and interest. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. There are frameworks throughout the school to assess pupils' performance by reference to the school's aims, British and international norms, and assessment information is used to plan teaching so that pupils can progress.
- 2.5 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**
- 2.7 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to develop self-knowledge, self-esteem, and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; and gain knowledge and respect for public institutions in England and for the responsibilities of citizenship in Greece and pupils' native countries. Further, it encourages tolerance and harmony between different cultural traditions and promotes a balanced representation of political issues and preclusion of partisan political views. It also actively promotes respect for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

- 2.8 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

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

- 2.10 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school. These are in line with Greek guidelines and have regard to relevant statutory guidance published in the UK. The designated safeguarding leads (DSLs) maintain detailed records of any safeguarding concerns, and trends are identified to track any patterns. Strategies are implemented effectively to ensure pupils of all ages are listened to and provided with early help. The particular vulnerability of those with SEND is recognised. This is particularly important as the school does not have access to safeguarding partners and children's social services, as these are not established in the same way in Greece as they are in the UK. Contact with external professionals supports the well-being of pupils. All staff are suitability trained, are aware of the code of conduct and the whistleblowing policy. Pupils have a secure awareness of how to keep safe online and in their daily lives outside school. There is an effective system of oversight by trustees and recent changes in governance has enhanced the monitoring of effective safeguarding arrangements.
- 2.11 Good behaviour is promoted, and the system of rewards and sanctions is clearly understood and effective. Bullying is prevented as far as is reasonably practical. Both the anti-bullying and behaviour policies reflect non-statutory UK guidance and effective records and logs are maintained; including those of serious sanctions. Pupils are confident there are adults to whom they can talk and know that their concerns will be taken seriously. They are alert to the different forms of bullying and the actions they should take.
- 2.12 The school complies with the relevant Greek health and safety laws and fire standards. Documentation in these areas is thorough and shows an effective overview of procedures. The Government's health and safety officer regularly oversees all aspects and provides an extra layer of safety.
- 2.13 The school has suitable arrangements to protect members of the school community from the risk of fire and earthquakes. Fire equipment is regularly maintained and tested; drills are held regularly; and pupils confirm they know what to do in case of fire or earthquake.
- 2.14 The school has an appropriate first aid policy, which is implemented effectively. Any medicine is administered appropriately, and suitable records are kept with parents being informed as required. All records and medicines are stored securely. Suitably trained staff are always available, whose training includes paediatric first aid. The school nurse oversees all first-aid arrangements and ensures that staff are made aware of any medical needs of the pupils.
- 2.15 Pupils are properly supervised, and attendance and admission procedures ensure any unknown absences are followed up promptly.
- 2.16 The school has a suitable risk assessment policy and procedures: risk assessments are carried out for pupils who might be at risk of harm; and in key areas and activities, including trips and educational visits. A member of the management team oversees the effectiveness and training of staff to assess, record and mitigate for risk. Appropriate measures have been taken to maximise the security of the site.

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

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

- 2.18 The school has a suitable safer recruitment policy. Appropriate checks are made on the suitability of persons appointed as members of staff in line with both national requirements and guidance issued to schools in the UK. Appropriate checks are made on staff working as contractors, volunteers and others who have access to the site. The trustees are checked to an appropriate level. A comprehensive and accurate register is maintained of the recruitment checks undertaken.

Part 5 – Premises of and accommodation at schools

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

- 2.20 Suitable toilet and washing facilities are provided, including those for disabled pupils. The separate medical rooms for junior and senior pupils provide appropriate accommodation to cater for their medical and therapy needs, including near-by toilets. Premises and accommodation are maintained to a standard so that the health, safety and welfare of the pupils are ensured. The acoustic conditions and lighting are suitable; external lighting is sufficient to ensure pupils can enter and leave the premises safely. The provision of water for drinking and washing is suitable. Sufficient outdoor space on the school site, with nearby sporting facilities, is provided for physical education and play.

Part 6 – Provision of information

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

- 2.22 The contact details for the school, the trustees, headmaster and head of junior school, and a statement of the school's ethos are provided for parents of pupils and prospective pupils on the school's website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for SEND and English as an additional language; handling of complaints; the curriculum; promoting good behaviour; preventing bullying; health and safety; and first aid are made available to parents of pupils and prospective pupils on the school's website together with details of the school's academic performance. The school's arrangements for safeguarding pupils are published on the website, as well as previous inspection reports. The school provides an annual written report to parents of each pupil's progress and attainment.

Part 7 – Manner in which complaints are handled

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

- 2.24 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; for the establishment of a formal procedure for a complaint to be made in writing; for a hearing before a panel which includes an independent member, at which it allows for the parent to be accompanied; for the panel to make findings and recommendations and for a confidential record to be kept of the findings.

Part 8 – Quality of leadership in and management of schools

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

- 2.26 The school's leadership and management, including the trustees, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO standards are met consistently. The school's day-to-day leadership, its oversight by the governing body and their decisions, actively promote the well-being of pupils.
- 2.27 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

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

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

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

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

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

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

Key findings

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

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

Recommendations

3.3 The school is advised to make the following improvements:

- Further enhance all pupils' ICT skills for the more sophisticated and advanced technology that is now in usage in the wider world.
- Ensure that pupils at the lower end of the senior school further develop their skills of independence in their own learning, collaborative working and initiative in every subject.
- Ensure that pupils in the upper junior and lower senior school have an improved awareness of mental well-being and how to maintain it.
- Further develop pupils' spiritual awareness across the school.

The quality of the pupils' learning and achievement

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

3.5 Examination results and other external tests over the last three years have been excellent. Data provided by the school show that the attainment of junior school pupils over the last three years is above average compared to those taking the same tests worldwide and that, over the course of the academic year excellent progress is made from their starting points. This correlates with observations in lessons, where all pupils make good and excellent progress. In recent years, the majority of IGCSE examinations have been awarded one of the top two grades, and a very large majority of the IB results have been awarded more than 35 points. Data analysis show that secondary pupils are attaining

grades in most subjects well in excess of those gained by all pupils of the same ability in the same examinations worldwide. Again, this correlates with observations in lessons, where in senior school examination lessons there is a focus on attaining the highest marks, sharing good practice and ensuring secure knowledge and understanding. In both senior and junior schools, data shows that pupils with SEND and those with EAL, make similar progress to their peer group. This is as a result of the learning support programme, which focuses on the individual needs of each pupil. In the pre-inspection questionnaires, almost all parents and pupils stated that the school gives them the opportunity to learn and make good progress and develop skills for the future. Inspection evidence concurs and thus the school is fulfilling its aim of seeking to educate the whole person and to prepare pupils for university.

- 3.6 Pupils of all ages have excellent skills and knowledge in almost all areas of the curriculum. In lessons junior pupils are strong in their ability to connect their knowledge and skills across subjects through the topic-based learning. Year 6 pupils presented their research on endangered and extinct animals as non-fiction text, giving and receiving feedback on how to improve their presentations technically using success criteria. In a Year 10 design technology lesson, pupils demonstrated excellent development of both their information and communication (ICT) and practical skills. They used computer-aided design software to convert their rough sketches into full sized templates for their model. After printing onto board, they used craft skills to cut out the shapes using modelling knives and assemble them into intricate 3-D models. The curriculum in the EYFS, junior and secondary schools is well planned and takes account of the ages, aptitudes and needs of all pupils.
- 3.7 Pupils' communication skills are excellent. During a guided reading session, young pupils were able to look at a picture and, based upon what they had already read, hypothesise about what they thought would happen next. They made clear links to previous information in the book: 'I think the ducklings are going to follow the character Anna around because that's what ducks do, they follow their mother.' All pupils demonstrate an aptitude for languages, with many of them speaking and writing English as a second or third language. Year 4 pupils, in an Arabic native speaker's lesson, used new vocabulary related to weather, speaking confidently. Their writing skills are equally convincing, as shown in an effective and engaging gothic story by Year 10 pupils which demonstrated excellent crafting of the language, building tension for effect. The oldest pupils develop their communication skills still further through regularly presenting their ideas, listening to others' presentations and examining and discussing ideas in a questioning manner in theory of knowledge lessons. For example, in presenting on the nature of human knowledge, they perceptively discussed whether 'psychology was a science or a series of generalisations about human behaviour'.
- 3.8 Pupils' development of their competence in numeracy and the application of these skills in other areas of learning are excellent. In a Reception class, children confidently explored the classroom for items that were taller than their metre long measuring strips. One pair of children took great care to ensure the end of the strip was at the foot of a bookshelf before measuring the height. This practical development continues through the school. In a junior science investigation, pupils utilised their mathematical knowledge to collect and interpret data on decibel levels to explore sound absorption. They interpreted the results to decide which of cardboard, foam or cotton was best for sound proofing. In Year 10 mathematics, pupils demonstrated excellent problem-solving skills in their study of exponential equations. They showed expert knowledge of the multiplication of exponentials with the same base including more complex and fractional unknowns. This competence is applied in many other subjects, as seen in clear use of analysis and numeracy in psychology using graphs and sampling, and in chemistry where strong numerical skills as well as logical analysis are used to solve complex chemical equations.
- 3.9 Pupils' development of their competence in ICT and its application to other areas of learning is good. Pupils use generic software well, for example, in presentations, word processing and research, but not all of them are given the opportunity to use more sophisticated and innovative technology and so their skills in these areas are under-developed for their age. Where ICT is used effectively within

specific subjects in the senior school, pupils' skills are excellent. In Year 11 ICT lessons, pupils competently created a web page covering the three levels of presentation, content and behaviour. In music pupils used their portable devices and subject specific software with confidence and expertise to create complex compositions.

- 3.10 Pupils develop an expertise in study skills. They progress through the school as a result of the thought-provoking questioning of the teaching staff. In a Year 11 history lesson, pupils considered possible responses to an examination question on Germany's occupation of the Rhineland in 1936. These answers were discussed in detail, and with insight, to deduce why some were more sophisticated than others. Pupils at an early age are given the opportunity to develop their thinking skills. For example, in a junior music lesson in a study of the *Carnival of the Animals*, pupils compared the materials, shape and size of different percussion instruments, such as the glockenspiel and the marimba, and expressed how the different materials affected their sound. In many of the IB lessons, pupils demonstrated excellent reasoning skills. In discussing the barriers to development in a business studies lesson, they reasoned that limited access to education leads to a less-qualified workforce who are paid lower incomes which leads to greater poverty and less spending power.
- 3.11 Pupils enjoy a wide range of extra-curricular activities, the number of which increases as they progress through the school and in which, participation enriches their education and personal development. For example, the Greek dance lessons allow pupils to develop both performance skills as well as an understanding of the rich heritage of the country. Pupils achieve an excellent level of attainment beyond the classroom in music and drama, enjoying the opportunity to participate in the school's many concerts and productions. Enthusiastic participation in the language assemblies for parents also contributes to developing performance skills. Many pupils across the age groups achieve success in international mathematics competitions and older pupils have been highly successful in regional debating competitions. In team sports, the pupils are most successful in national volleyball competitions, but also participate in football, cross-country running and athletics. Elite sporting success includes individuals who are ranked nationally in swimming, tennis, track and field, judo and sailing.
- 3.12 Pupils' attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning are excellent. Children in the EYFS demonstrate independence during their morning routine, confidently and seamlessly putting away their bags and coats in the correct location, washing their hands and settling on the carpet in the appropriate way in a readiness to learn. In parallel, the school's most senior pupils work collaboratively, for example in economics, in identifying how to maximise marks in answering examination questions. However, lesson observations showed that there is less opportunity to work independently and demonstrate initiative in some subjects in the lower end of the senior school. This correlates with responses to the questionnaire, where a small minority of the pupils felt that some lessons were not interesting and challenging.

The quality of the pupils' personal development

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

- 3.14 Pupils develop rapidly their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, and understand how to improve their own learning and performance, so that they are well prepared for the next stage of their lives. In a junior games lesson, pupils demonstrated superb self-discipline skills when dribbling the ball, stating 'we shouldn't kick too hard, because it will go too far'. Pupils recognise they have to know how to improve their work. In a Year 8 drama lesson, they improvised in pairs a short performance using an exchange of insults in Shakespearean language with varying tone, gesture and body language. Pupils offered, and received, critiques of each other's performances sensitively, explaining how each performance might be improved. Similarly in an English IB lesson, pupils discussed and wrote about the need for validation from others. They maturely recognised that

life at university will be very different and self-adjustments will need to be made in their future endeavours.

- 3.15 Pupils also understand that the decisions they make are important determinants of their own success and well-being. In a junior writing lesson on explanation texts, pupils were given the choice to select a 'spicy' or 'hot' task. Each pupil decided which task to undertake based on their knowledge of the rock cycle and their own writing abilities, accepting more or less help from the teacher. Similarly in the senior school, pupils are often given a choice of the level at which to work, as seen in a Year 8 music lesson, where pupils could choose whether to follow the complicated or the simplified score as a melody was played. Pupils told inspectors that they feel well supported in making important decisions about their future academic courses, destinations and careers. Much relevant information is provided, with parental involvement, for pupils' decisions in Year 9 as to their IGCSE options and for those in Year 11 choosing their IB courses. They are supported on an individual level to make informed choices about their university destinations, whether in the UK, continental Europe or the USA.
- 3.16 Pupils' development of spiritual understanding and an appreciation of non-material aspects of life, in some areas of the curriculum, is excellent. Year 4 pupils meditate at the start of the day and they explained enthusiastically about how this helped them feel strong for the rest of the day. In a Year 5 art lesson, pupils designed their own superheroes and showed their appreciation for the non-material aspects of life in their imaginative proposals. For example, having the ability to fire constellations which are so 'complex' and 'vast' that the superhero would have infinite time to escape enemies. In Year 9 art, pupils were asked to evaluate each other's preliminary drawings in the surrealist style and were impressed with the imaginative and creative artistic work of others. Where spiritual understanding is part of the curriculum or specification, pupils spoke about their appreciation of the opportunity to discuss the non-material aspects of life and philosophical arguments and do so with intelligence and maturity: for example, in discussing whether *Medea* made the right choices in English literature. However, pupils do not themselves naturally initiate such discussions, and in parallel, opportunities are missed to further their experience.
- 3.17 Pupils' ability to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others is excellent. In the questionnaires, the vast majority of pupils stated they understand the penalties for poor behaviour and know that the school encourages them to behave well. This was observed in and out of classrooms, where pupils were courteous to visitors and each other, and in the low number of incidents recorded in the behaviour logs. The high expectations of respect between staff and pupils and between pupils are evident everywhere, along with a well-developed sense of responsibility towards each other. In a discussion with Year 9 pupils, they said they know very well how they should behave towards other people. Pupils are well-cared for and secure, because the pastoral management across both junior and senior schools is of a high calibre. It is clear that all pupils are known and understood as individuals, issues are dealt with in a sympathetic manner and followed up with ongoing monitoring.
- 3.18 Pupils' social awareness is excellent, and they can work effectively with others, solve problems and achieve common goals. In Year 4 PSHE, pupils explained how it felt to move countries and articulated perceptively the importance of supporting and being kind to each other. In many lessons in the upper part of the senior school, pupils were seen to be actively working together, supporting each other's understanding. For example, in a global perspectives lesson pupils worked together to evaluate the effectiveness of an argument. However, opportunities for collaboration are not more widely embedded in the planning of lessons in the lower part of the senior school, which hinders pupils' development of these skills.
- 3.19 Pupils have an excellent understanding of how to stay safe and healthy through a combination of dedicated PSHE lessons as well as making the most of the cross-curricular links in other subjects. In discussions, the oldest pupils knew many ways to help themselves stay mentally healthy and quoted pilates and walking as examples. Younger pupils, at the time of the inspection, had a less well-

developed understanding of mental health issues and where to access support if needed. Pupils' excellent understanding of physical well-being, and the importance of exercise, is strengthened through lessons that have a particular focus, such as in a junior PSHE lesson where pupils were introduced to aspects such as not having too much salt in their diets. They feel safe in school and this was confirmed in their responses to the questionnaire. Pupils have a good understanding of online safety stating this is covered regularly in school.

- 3.20 Pupils' ability to fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society is excellent. In both senior and junior school councils, elected members represent the views of their class to instigate positive change in the school. They are actively trying to reduce the use of plastic in the school; have successfully introduced vending machines, to cut down queues in the canteen, and sanitary provision in the toilets. Junior pupils explained confidently about their wall of achievements and contributions in the classroom. They understand the innate value of contributing to their local and wider community in their free time: for example, Year 6 pupils initiated a buddy system between themselves and EYFS children. They regularly play with the children at breaktimes. A combined effort between junior and senior school pupils in collecting clothes for the Turkey earthquake appeal highlights how well they support causes. Through the IB strand of 'creativity, activity, service', many older pupils are involved in projects in which they help others, embracing both national and international charitable endeavours.
- 3.21 Pupils' ability to respect and value diversity within society, show respect and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions are excellent. In a Year 5 lesson, pupils showed their disappointment at the lack of female superheroes and discussed creating more as role models for girls. They also discussed the fact that *Wonder Woman* is Greek. Year 6 workbooks on social inequality evidence that pupils have an excellent understanding of social and cultural diversity. Pupils worked in small groups to write and present excellent, well-researched and informative presentations that explored a range of discriminatory issues surrounding protected characteristics such as race, gender, LGBTQ+ as well as the *Black Lives Matter* agenda. Members of the Model United Nations groups take on roles to represent different countries and become knowledgeable about some of the problems in that country, its issues and how other countries react to them. The oldest pupils commented that it is normal for them to have friends from all over the world and that they understood that people from different countries bring different perspectives of the world. They stated that 'the conscious effort in assemblies and celebrations of different cultural practices are embodied in Campion as an international school'. This ethos reflects the school's founding aims which are successfully promoted by the school's leadership and management.

4. Inspection Evidence

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

Inspectors

Ms Louise Robinson	Reporting inspector
Mr Michael Phipps	Assistant Reporting inspector
Ms Dawn Akyurek	Team inspector (Head, AOBSO school, Spain)
Mr Alan Cooper	Team inspector (Former senior teacher, HMC school, UK)
Mrs Kate Hurley	Team inspector (Former assistant head, IAPS school, UK)