



INDEPENDENT SCHOOLS INSPECTORATE

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT ON ST CATHERINE'S BRITISH SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St Catherine's British School

Full Name of School	St Catherine's British School		
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Head	Mr Stuart Smith		
Chair of Governors	Mr Stavros Takis		
Age Range	3 to 18		
Total Number of Pupils	1061		
Gender of Pupils	Mixed (498 boys; 563 girls)		
Numbers by Age	3-5: 99 5-11: 488 11-18: 474		
Inspection dates	04 Nov 2013 to 07 Nov 2013		

PREFACE

This inspection report follows the *ISI Schedule* for the inspection of British schools overseas. The inspection consists of two parts: a preliminary two-day visit followed by a four-day (team) inspection. The previous ISI inspection was in November 2010.

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

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- report to the DfE the extent to which schools comply with the published Standards for British Schools Overseas;
- where applicable, assure ISC Associations that their member schools maintain the quality of provision expected.

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

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

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

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

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Catherine's British School was founded in 1956 as a preparatory school in the grounds of the British Embassy in Athens, moving to its current site in the northern suburbs in 1971. The school now takes pupils from the ages of 3 to 18. It follows a curriculum that is closely based on the National Curriculum for England and Wales, adapted to local requirements such as the teaching of Greek to all pupils up to the age of 15. At the age of 16, pupils take GCSE and International GCSE (IGCSE) examinations, and in the sixth form they study for the International Baccalaureate (IB). The school is registered in the UK both as a limited company and as a charity. Since the previous inspection, the arrangement in drawing trustees from the diplomatic community has ended. The school's work is now overseen by governors nominated by a committee that includes the British ambassador and the director of the British Council. The school has also developed its facilities further, especially in information and communications technology (ICT).
- 1.2 The school aims to foster a love of learning through a challenging, broad and balanced curriculum. It seeks to develop fully pupils' intellectual, social, physical and creative potential so that they grow into sensitive, informed, decisive and capable citizens.
- 1.3 At the time of the inspection there were 1061 pupils, of whom 498 were boys and 563 girls. The Lower School, for those aged 3 to 11, comprises 587 pupils, whilst the Upper School, for those aged 11 to 18, has 474. In the Lower School, 99 children are in the Early Years Foundation Stage (EYFS) Nursery and Reception classes, for those aged between 3 and 5. Pupils are drawn from a range of professional and business backgrounds, with the majority having either one or two Greek parents. In total they encompass 54 different nationalities.
- 1.4 Pupils are admitted to the school following an academic assessment. In the Lower School the range of pupils' abilities is above the UK national average, and in the Upper School it is slightly above the UK national average.
- 1.5 Around 100 pupils have English as an additional language (EAL) and receive support for language development; most of these are in the Lower School. Just over 100 pupils receive support for special educational needs and/or disabilities (SEND).
- 1.6 English National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The quality of pupils' achievement and learning is excellent, from their articulate and independent start in the EYFS, to the high quality of scholarship in the IB. Pupils become excellent students who participate fully in lessons and show commitment to their studies. Examination results are particularly good at GCSE, where they are in line with UK maintained selective schools, and in the IB, where they are well above worldwide averages. Pupils make much fuller use of ICT than at the time of the previous inspection. They are successful in a wide range of activities and gain places at selective universities. Their excellent progress reflects the excellence of much of the teaching, in which lessons are well planned, carefully delivered and engage pupils fully. Teachers know pupils well and work is almost always carefully matched to their varying abilities. In a few lessons, slower pace, lack of challenge or less effective class management limit pupils' progress. Pupils benefit from excellent curricular and extra-curricular provision. High quality support means that pupils with SEND or EAL make excellent progress.
- 2.2 Pupils' personal development is excellent. From the EYFS onwards, they grow into confident, independent and mature young people who reflect on broader issues of life and develop clear moral values. Their cultural development is particularly strong. This high quality of personal development is underpinned by excellent pastoral care and welfare arrangements. In response to pre-inspection questionnaires, pupils were highly positive about the school overall; they were particularly pleased with their progress, especially in English as an additional language, the choice of activities and opportunities to work independently. The criticisms of a significant minority of pupils about the school's response to their opinions, and their treatment by staff were not borne out by inspection evidence.
- 2.3 The quality of governance is good overall; governors give excellent strategic leadership to the school, though their oversight of education is less well developed. Excellent leadership at all levels supports pupils' education extremely well. It is characterised by a strong sense of collaboration and professional development. Links with parents are excellent. Parents were extremely positive about the school in the pre-inspection questionnaire. The concerns of a minority of parents about provision for pupils with SEND and the quality of reports were not supported by inspection evidence. Their concerns about communication with governors were confirmed during the inspection, though governors have introduced an annual report to improve this.

2.(b) Action points

(i) Compliance with the Standards for British Schools Overseas

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

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

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
1. Ensure that all teaching reflects the high standards that exist in the great majority of lessons.
 2. Develop more fully the role of governors in supporting the quality of education.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievement and of their learning, attitudes and skills, is excellent. In pre-inspection questionnaire responses, the overwhelming majority of pupils and parents were pleased with pupils' progress, reflected in discussions held during the inspection. Pupils' use of and expertise in ICT have much improved since the previous inspection. Their excellent achievement reflects the school's aims.

Lower School

- 3.2 Pupils' achievement is excellent. Children make an excellent start in the EYFS; they are articulate, confident and independent, developing extremely well the skills they need to move into Year 1. For example, they recount stories such as that for Diwali, and take turns in classroom activities. They work competently with numbers and recognise two-dimensional shapes. Reception children use ICT independently.
- 3.3 In Years 1 and 2, pupils become increasingly confident and independent. They have a secure grasp of phonics, understand symmetry and appreciate the difference between the present and the past in history. They show excellent observational skills when producing scientific drawings.
- 3.4 Older pupils use language highly effectively. They are aware of a range of writing genres and use literary devices such as adjectives well. They mostly explain concepts in science clearly, and have excellent measuring skills. They have a good grasp of numeracy, but their understanding of spreadsheets is less secure. They use ICT effectively. Their creative skills are seen in their understanding of rhythm in music and in their creative responses to their visit to Mycenae. They develop excellent skills in physical education (PE).
- 3.5 The following judgement uses data from the years 2010 to 2011, the most recent years for which comparative data is available. Results in English national tests at the age of 11 were above the UK average for maintained primary schools. These results, together with inspection evidence, show that pupils make excellent progress in relation to pupils of similar ability, and considering that many arrive with a limited grasp of English, while many also have SEND.
- 3.6 Pupils with EAL, in particular, make excellent progress, working collaboratively to develop vocabulary in context and using ICT to support their learning. They speak with increasing confidence. Pupils with SEND progress similarly, understanding how they learn, and valuing the learning support provided by assistants. The most able pupils progress equally well, for example benefiting from teachers' use of open-ended questions.
- 3.7 Outside class, a large number of pupils play with good timbre and ensemble skills in the orchestra, and others show considerable musicianship in Boyz Noyz, the boys' choir. Both the school and individuals are successful in inter-school sport. Pupils perform well in speech and drama examinations.
- 3.8 Throughout, pupils are excellent and confident students, who are almost always fully engaged in their work. Only occasionally are they restless when the pace of the lesson is slow. They are highly articulate and enthusiastic, and think logically and creatively, offering ideas for further investigation and applying themselves enthusiastically to tasks. Written work is well presented. Pupils work both

independently and collaboratively, planning their work, putting forward their own ideas and listening carefully to each other in discussion.

Upper School

- 3.9 Pupils' achievement is excellent. From Year 7 upwards, they grasp key concepts requiring logical thought, such as the feudal system, map references and cell structure. They explain complex ideas in mathematics and show a good understanding of text in English. They show excellent technique and imagination when producing surreal paintings in art.
- 3.10 In Years 10 and 11, pupils develop their skills in understanding and communication, giving presentations in Spanish, comparing genres in English and expressing well-considered views on the Cold War. Their graphical ability enables them to manipulate data on concepts such as the interaction of supply and demand in economics. In music they show an excellent grasp of rondo form and develop this with instruments. They achieve high levels of skill in PE and dance.
- 3.11 In the sixth form, pupils develop a significant sense of scholarship. Their written work is well crafted, and they are excellent contributors to discussion. They achieve high standards in modern foreign languages, explore textual ideas well, for example when discussing Camus, and show an excellent insight into Bismarck's rise to power. Many are confident mathematicians and users of ICT; they value the virtual learning environment (VLE) as an aid to study. Work in IB extended essays is of extremely high quality and shows, in particular, that the most able pupils fulfil their potential at this stage particularly well. Most pupils proceed to higher education, with the great majority attending university in the UK or North America.
- 3.12 The following analysis uses the data for 2010 to 2012, the most recent three years for which comparative data is available. Results at GCSE have been above the UK national average for maintained schools, and similar to the average for maintained selective schools. Results in the IGCSE have been higher than the worldwide average. Results in the IB have been well above the worldwide average, and were exceptional in 2011. They have been above the UK average. Taken with the excellent standards in current work, these results show that pupils make excellent progress in relation to that of pupils of similar abilities. Pupils with EAL make excellent progress in developing their English skills, as do those with SEND. The latter gain a better grasp of concepts as a result of peer discussion and guidance from the teacher, through which they gain a clearer understanding of their own needs. The high standards achieved at GCSE and their response to the challenge provided by the IB show that the most able pupils, as well as others, progress extremely well.
- 3.13 In extra-curricular activities, pupils are successful in international competitions in mathematics and science, perform well in local sports competitions and are highly successful in international debating competitions and in the Model United Nations. Pupils have also experienced success in international poetry competitions. They achieve well in speech and drama examinations, and in Ellinomathia Greek language proficiency examinations.
- 3.14 Pupils are interested and fully involved in their work, enjoying the variety of teaching styles they experience, which enable them to maintain both focus and motivation. They take a very full part in class discussion and even those passive at first are drawn into the discussion by skilful teaching. The presentation of written work is excellent, and pupils make good use of the library, ICT and presentational software

in research and to communicate their findings. They are articulate, committed and focused students who make excellent use of opportunities for independent research.

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

- 3.15 The contribution of curricular and extra-curricular provision, including community links, is excellent. Parents are extremely positive about the curriculum and about support for pupils with particular needs. A high proportion of pupils and a slightly smaller proportion of parents were positive about the range of activities on offer. The concerns of a small minority of parents about the range of opportunities available were not supported by the variety observed during the inspection.

Lower School

- 3.16 Excellent provision offers pupils a challenging, clearly defined, broad and balanced curriculum, fully meeting the school's aims. Very effective planning ensures continuity of learning. In the EYFS, the curriculum covers all areas of learning and provides an excellent balance of adult-led and child-initiated activities, in richly resourced outdoor and indoor classrooms. For older pupils, the curriculum ensures appropriate coverage of creative, academic and practical activities. It includes all subjects in the English National Curriculum, as well as French, Greek language, local history and culture. This well-designed curriculum allows pupils to apply skills, understanding and knowledge across a wide spectrum of subjects, strengthens their reasoning and investigative skills, and supports their progress effectively.
- 3.17 Strong provision for personal, social, health and citizenship education (PSHCE) ensures that the school's key values are fully embedded. The emphasis on creative cross-curricular studies, with the aim of making learning exciting, active and fun, was observed in lessons. Since the previous inspection, ICT has become fully incorporated into all aspects of the curriculum. The impact of the curriculum is significantly strengthened by specialist teaching in PE, music, French and Greek.
- 3.18 The school makes excellent provision for pupils with SEND or EAL; information about these pupils is shared effectively amongst staff. The focus on in-class support for most pupils with EAL enables learning to take place within a meaningful context. The large team of learning support and teaching assistants makes a considerable contribution to pupils' progress. The training of class teachers as additional English teachers is equally effective. Regular withdrawal lessons for pupils with little or no English quickly enable them to reach reasonable competency in English, with which to access the mainstream curriculum.
- 3.19 The identification and monitoring of pupils with additional needs are thorough; all pupils on the SEND register have detailed individual educational plans that are regularly reviewed and discussed with parents. The pupils' confidence as learners is testimony to the thoughtful and sensitive approach taken by the school to support them in their learning.
- 3.20 The more able pupils are catered for within the stimulating curriculum, which encourages all pupils to make links in their learning through its cross-curricular, skills-based approach, complemented by open-ended questioning from teachers. Competitive extra-curricular activities, such as the Primary Maths Challenge and an inter-schools art competition, provide additional challenge.
- 3.21 The curriculum is extremely well supported by a plethora of other extra-curricular activities, contributing much to pupils' personal development. The range includes

many sporting and performing arts opportunities, as well as debating and chess. The wide range of trips enhances topics covered at school. Numerous links with the local community, which range from supporting two orphanages to sporting competitions with local schools, benefit the pupils enormously. In a variety of ways, the school gives considerable prominence to Greek culture, enabling pupils to benefit fully from their environment.

- 3.22 The school prepares the pupils well for significant transitions. For example, children in Reception are members of the Lower School house teams, and pupils in Year 6 visit Year 7 classes, and learn to make effective use of the library, prior to moving to the Upper School.

Upper School

- 3.23 The excellent, broad and balanced curriculum meets pupils' needs well. The wide range of GCSE and IGCSE subjects includes triple, double and single sciences, as well as a good choice of languages, business studies, economics and psychology. The addition of Greek for all up to the end of Year 9 has enhanced pupils' appreciation of the country in which they live. This broad base prepares pupils well for the sixth form, where there is an extensive range of 23 IB options. In addition, pupils may follow a programme of supplementary lessons that lead to the issue of a school leaving certificate that is recognised by the Greek Ministry of Education. The curriculum enables pupils to re-enter the UK educational system without difficulty.
- 3.24 Cross-curricular links are used well to broaden pupils' horizons, both academically and culturally. For example, the Year 7 visit to the Byzantine Museum was a joint history and Greek language trip. Considerable progress has been made in the use of ICT since the previous inspection. A very good example of independent research and well-crafted presentation was seen in Year 11 history. The recently enhanced VLE is used to good effect, particularly in modern foreign languages.
- 3.25 Creative and thought-provoking PSHCE lessons enhance pupils' life skills, equipping them well for the future. Pupils are encouraged to reflect on their strengths and weaknesses. Although there are no discrete PSHCE lessons in the sixth form, relevant issues are addressed through guest speakers in assemblies, in science and within theory of knowledge lessons.
- 3.26 Excellent advice is provided to help pupils to choose appropriate courses and to make higher education and career choices through PSHCE and individual discussions with staff. Pupils are well supported through the biannual careers fair, drop-in careers counselling and summer work experience placements. They are prepared for university application and interviews, particularly for study in the UK and USA.
- 3.27 Pupils who are particularly able are well provided for, both in activities such as debating, and in the stimulus and challenge of a high proportion of lessons, for example through considered use of question and answer. In the sixth form, the theory of knowledge and extended essay components offer particular opportunities for scholarship.
- 3.28 The school provides excellent support for pupils with SEND or EAL, based on careful liaison between the special educational needs co-ordinator and heads of key educational stages. Individual education plans are provided for pupils with more significant SEND, and pupils' progress and behavioural difficulties are monitored closely. Information on each pupil's needs and the strategy for supporting them are provided to teachers. All staff work collaboratively to support pupils with SEND. A

SEND qualified English teacher gives appropriate guidance to the English department. Experienced SEND teachers provide individual and in-class support. The small number of pupils with EAL receive appropriate help, either in class or individually, which they value, along with the self-confidence this affords them.

- 3.29 The curriculum is enriched by a wide-ranging programme of activities. These include: opportunities for academic enrichment, such as preparation for a science Olympiad; numerous clubs, ranging from drama to the Model United Nations; musical activities, from choral singing to guitar; and many sporting pursuits and competitions. The debating club is particularly popular, with pupils taking part in events both at home and overseas. Other opportunities include residential trips, such as a debating tournament in London, and the Year 8 rafting and camping trip to the Evinos river. The International Award is popular, with about a hundred pupils involved at the three levels. The activity programme is staffed by teachers, as well as outside experts and some sixth-form IB pupils.

3.(c) The contribution of teaching

- 3.30 The contribution of teaching is excellent overall. In response to the pre-inspection questionnaires, pupils were extremely positive about all aspects of teaching, especially the extent to which they are encouraged to work independently and how interesting they find lessons.

Lower School

- 3.31 The high proportion of teaching that is good or excellent depends on excellent planning and a wide variety of activities, which capture pupils' imagination and maintain their enthusiasm. Teachers balance a step-by-step approach to creating new ideas with opportunities for pupils to develop independence and creativity. Staff in the EYFS show an excellent understanding of the areas of learning, maintain children's interest well and encourage independence; subject knowledge is similarly secure elsewhere. Good use is made of real life contexts, for example in Year 3 through discussing issues raised in the Eco-Council. Teachers make effective use of the 'brain gym' with older pupils to focus thinking. In English, open questioning encourages pupils to reflect and relate stories to their own experience.
- 3.32 Work is well adapted to pupils' individual needs, whether through alternative worksheets or additional challenges. Pupils in difficulty receive excellent support. Careful demonstration ensures that pupils for whom English is new understand and feel involved. Pupils say that teachers let them attempt work themselves, but provide help if needed. Teachers are encouraging and supportive, and serve as excellent role models in the classroom.
- 3.33 Teachers make excellent use of interactive whiteboards, and the use of ICT is much improved since the previous inspection. Most lessons proceed at a brisk pace and promote excellent behaviour. In a few lessons, the pace is slow and classroom management less secure, or planning fails to meet the needs of all the pupils.
- 3.34 Overall, marking is excellent and valued by pupils. Teachers' comments are positive, and often include next steps or new targets. As well as encouragement and praise, comments include questions to help pupils clarify their understanding.
- 3.35 Throughout the school, teachers make consistent use of day-to-day assessment to promote learning and inform planning. Whether through completing brief feedback notes or discussion with partners at the end of a lesson, or through self-assessment

comments in their books, pupils are encouraged to reflect and take responsibility for their learning. Lessons are structured around clear objectives set in a wider context.

- 3.36 Data from longer-term assessment is used well to monitor pupils' progress. In the EYFS, children's learning is tracked systematically against the English Early Learning Goals and used to inform the next steps for each child. For older pupils, summative assessment occurs regularly, and attainment in English, mathematics and science is recorded to track individual pupils' progress. This data is used to inform planning and identify any under-performance. However, the data from assessment on entry is not yet used as a baseline for future tracking. The wide range of formal and informal assessment, and the associated monitoring, provide the school with an excellent understanding of each pupil's progress and achievements.

Upper School

- 3.37 The high proportion of teaching that is good or excellent is particularly well planned and sequenced so that new ideas are built up carefully, whilst encouraging pupils to demonstrate their imagination. For example, surreal perspective sketches in art showed that the necessary techniques had been developed carefully while allowing pupils the freedom to experiment widely. Lessons build effectively on previous work and the variety of approaches engages pupils' imagination well. However, on occasion, plans that are imaginative and well conceived are not fully implemented.
- 3.38 Teachers know pupils well, and almost always, work is carefully matched to pupils' differing abilities and needs, thus stimulating their interest. Teachers take trouble to work with pupils across the wide ability range and to refocus any who have become disengaged. Teachers provide appropriate support for pupils with SEND or EAL, enabling them to make excellent progress. Learning support assistants are used effectively. In a few lessons, work is not sufficiently well targeted for the most able pupils, though tasks offering additional challenge are sometimes available, and in many lessons these pupils are enabled to produce work of the highest quality.
- 3.39 Teachers provide effective support to pupils in their independent work. They provide stimulus and focus, making good use of targets to move work forward. The high quality of support enables the most able IB pupils to produce excellent work. Teachers have an excellent grasp of their subjects and provide clear explanations to pupils as a result. They make excellent use of interactive whiteboards and are making increasing use of the VLE to help pupils to develop independent working skills.
- 3.40 In class, teachers maintain firm but friendly, good-humoured relationships with their pupils. They show patience and provide encouragement when pupils find work hard. Many lessons proceed with a brisk and lively pace, but in a few lessons observed the slower pace, lack of variety or over-dependence on the teacher led to some restlessness and reduced opportunities for pupils to play a full part. Occasionally, a limited range of teaching styles means that pupils are not fully involved.
- 3.41 Teachers make excellent use of question and answer to develop pupils' thinking and understand better their strengths and weaknesses. In particular, they allow broader discussion away from the original focus but ensure that the main point is returned to.
- 3.42 Pupils' work is assessed regularly and thoroughly; the majority of teachers annotate work with helpful comments and detailed advice for improvement. There was some variation in the quality of the marking observed, although all pupils interviewed were

satisfied with the guidance they receive. The best marking gives pupils a clear picture of their strengths and areas for development.

- 3.43 Tracking and monitoring systems are being introduced, allowing effort and attainment grades, over a number of reporting cycles, to be stored and analysed for trends, so that any concerns can be detected early. The school is beginning to predict GCSE results from baseline tests taken by pupils in earlier years, though at present the range of data available is limited. Results from GCSEs are already used to provide helpful predictions of IB grades.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent. Almost every parent who responded to the questionnaires expressed that they are pleased with the school's promotion of worthwhile attitudes and views.

Lower School

- 4.2 Pupils are thoughtful, confident and caring. They develop empathy for others through studying major faith traditions. Children in the EYFS feel safe and secure in the nurturing environment, in which they have space to be receptive both to their own thoughts and to those of others. Throughout, pupils develop strong personal values, seen in their relationships with each other and with adults, who serve as excellent role models. Assemblies celebrate individual achievements and provide space for reflection and quiet thought. Other similar opportunities occur in lessons, for example within science and the performing arts. Assembly themes are followed up with a variety of creative, interactive displays, which engage pupils, further enriching their spiritual growth and maturity.
- 4.3 Pupils have a clear understanding of right and wrong. They learn to take responsibility for their own behaviour through the positive behaviour strategies employed by the teachers. The creation of class codes of conduct provides an opportunity for discussion and ownership of rules. Pupils' developing knowledge of the world around them includes a growing understanding of moral issues such as justice, freedom and environmental responsibility. Members of the Eco-Council expressed strong opinions about topics such as global deforestation and animal hunting, showing an emerging understanding of such complexities.
- 4.4 Pupils are confident, responsible and active citizens, who are inclusive towards others. Pupils in Years 5 and 6 act as playground 'buddies', helping the younger pupils to play and make friends. They give energetic, enthusiastic and committed support to a wide range of charitable causes, including donating toys to an orphanage and supporting refugees in the city. Pupils participate in a wide range of events where the whole community works together, in activities such as a sponsored walk or tree planting. Through participation on the school and Eco-Council, pupils learn how to work effectively to bring about social change.
- 4.5 Pupils gain an excellent understanding of Greek and British culture, together with other traditions. Through learning about the monarchy and British customs, visits to the museums in Athens and Greek dance, pupils celebrate the rich heritage of the two countries. The rich curriculum gives pupils a strong insight into these two cultures. The priority given to modern foreign languages broadens their cultural understanding further. They relate well to those from different cultures and backgrounds.

Upper School

- 4.6 Pupils' sense of spirituality is strong. Their high levels of confidence, independence and emotional maturity lead to the trusting and open relationships that are widespread in the school. They thrive in a supportive learning community where they celebrate each other's successes and value the contributions that others make. Pupils develop a strong sense of their own identity and reflect on and understand the world around them.
- 4.7 Pupils show considerable moral understanding, reinforced by the wide variety of issues raised in PSHCE and assemblies. They distinguish between right and wrong, and subscribe to the principles of active citizenship and ethical behaviour within the school's ethos. This underpins the considerable care and support they show for their fellow pupils. In English, pupils write persuasively about ethical issues such as fur farming.
- 4.8 Pupils demonstrate excellent social awareness. They accept responsibility with relish. The school council and the senate, for older pupils, allow pupils a voice and give them a strong sense of involvement in school life. A significant minority of pupils expressed in questionnaire responses that the school does not listen to their opinions. However, inspectors found a good number of examples where policy or practice had been changed as a result of their views. Throughout, there is a strong culture of pupil-led fund-raising activities, such as the Easter fair and international food day.
- 4.9 The pupils' cultural development is excellent. When new to the school, those from other cultures are made instantly welcome by the whole school community. Pupils from different backgrounds and cultures work harmoniously together, and this is strengthened in assemblies, form and PSHCE periods. This cultural awareness is also seen in displays throughout the school depicting scenes, achievement and icons from the UK and other cultures, while Year 7 pupils enjoyed celebrating the Queen's Diamond Jubilee in 2012.

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

- 4.10 The contribution of arrangements for welfare, health and safety is excellent. Almost all of the parents who responded to the questionnaire are very pleased with the pastoral care and guidance offered by the school to the pupils, and inspectors found this provision to be excellent.
- 4.11 The school has secure arrangements for safeguarding pupils and promoting their welfare; staff receive appropriate training in this regard. It has suitable procedures for dealing with emergencies such as fire and earthquake, and for ensuring high standards of health and safety.
- 4.12 Excellent provision is made for pupils who are ill or injured, with a suitable sick room and secure arrangements for record keeping and the issue of drugs. Admission and attendance registers are appropriately completed and retained.

Lower School

- 4.13 Care and respect for individual pupils and sensitivity to their diverse needs are firmly embedded and are embraced by staff. Pupils enjoy being at the school, feel safe and know how to seek help if they are concerned. They are well known by their teachers, and know that they can talk to the school counsellor. The relationships amongst pupils and between pupils and staff are highly positive, and pupils receive excellent support and guidance as a result.
- 4.14 Excellent communication is maintained between home and school as an essential element of pastoral care. Lower School pupils each have a contact book, which is used by parents and teachers for communication; in addition, many parents contact form teachers by email if they have a pastoral concern. The exemplary care within the EYFS stems from the depth of knowledge of all individual children, and the allocation of an identified adult to each Nursery child, to take lead responsibility, thus ensuring consistency. In addition, daily contact with most parents and the 'open door' policy ensure that matters of information or concern are shared promptly between home and school. Strong relationships within the EYFS support children well and prepare them effectively for the transition to Year 1.
- 4.15 Pupils say that incidents of bullying are very rare and if they do occur they are dealt with promptly and effectively. The comprehensive PSHCE programme includes themes on friendship, bullying and pupils' safety, covering topics ranging from electronic safety to fire and earthquake procedures. Good behaviour is promoted through certificates presented in assembly, as well as through positive praise and affirmation, and the occasional use of sanctions.
- 4.16 As children progress through the EYFS they are encouraged to become increasingly independent. Older pupils are encouraged to develop strategies to help them make responsible and safe decisions in a wide range of contexts and situations. In science, pupils learn the importance of exercise and a healthy lifestyle, including the need for a balanced diet. They have a very clear understanding of the harmful effects of smoking and, through discussions in PSHCE; they develop an awareness of issues relating to drug and alcohol abuse.

Upper School

- 4.17 Relationships between staff and pupils, and amongst pupils themselves, are outstanding. This creates a strong family atmosphere and sense of belonging within the school community.
- 4.18 Staff care deeply for the well-being and development of all pupils, maintaining a thoroughly supportive and safe atmosphere; pupils receive excellent support and guidance. The school has comprehensive measures for guarding against bullying, and pupils say that should any bullying occur it is quickly resolved. Pupils respond well to staff when a clear line is taken on boisterous behaviour. Sanctions are clearly set out and understood, and time is taken to help pupils to reflect on any behavioural issues. A significant minority of pupils said in questionnaire responses that they are not treated equally, or that rewards and sanctions are not used consistently. This was not confirmed in discussion during the inspection. Pupils enjoy being at the school.
- 4.19 The pastoral care group meet regularly to discuss any pupils giving cause for concern. Strategies are followed up by the relevant head of key educational stage, the form tutor and pupils' parents. Regular workshops for parents are held on topics such as bullying and drugs, and ways are always being sought to improve

communication with families to better support pupils. There are strong links between PSHCE and form periods, where such topics as eating disorders are discussed, and pupils are made aware of the importance of choosing a healthy diet and taking regular exercise.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. The governors are well qualified, bringing a wide range of business, academic and professional expertise to their work, including representation from UK independent education. They give excellent oversight to the school's business and strategic direction, but their insight into and oversight of the quality of education are less fully developed. However, the recently restructured education committee has already played a key role in the development of the Greek curriculum and is beginning to discuss other aspects of the quality of education beyond the analysis of results. It recognises the need to develop a programme to provide closer insight into the educational working of the school and to enable governors to provide greater challenge and stimulus.
- 5.2 Governors work closely with senior leaders, but are less well known to other staff and to parents. In the pre-inspection questionnaire responses, as at the previous inspection, a significant minority of parents expressed the view that governance is not sufficiently transparent, though the annual report introduced in 2012 was a first step in improving communication. Governors have a clear vision for the long-term future of the school, and have purchased property to help realise this, though delays in implementing these plans due to circumstances largely out of their control have caused some uncertainty.
- 5.3 Governors provide suitable oversight to matters of safeguarding, welfare, health and safety, thus fulfilling their responsibilities in this area. Since the previous inspection, the governing body has been significantly restructured to meet the needs of the school more fully. Its vision is providing a firm foundation for the school's future development.

5.(b) The quality of leadership and management

- 5.4 The quality of leadership and management is excellent. At whole-school level, the clear educational direction reflects the school's aims well and underpins the excellent standards of pupils' achievement and learning, and their personal development, and of pastoral care. The executive leadership team provides an effective forum for considering whole-school issues; under new leadership there is a clear sense of priorities and the professional development needs to support them. The focus on lesson observation at the most senior level is placing an appropriate emphasis on teaching and learning as the school's key focus. Heads of key educational stages are a feature of the management structure.
- 5.5 The school is successful in recruiting, retaining and developing staff, with effective induction, appraisal and professional development. A full range of checks is carried out on appointment, and staff are suitably trained in safeguarding, welfare, health and safety. Policies for pupils' welfare are implemented in full. The highly effective administrative staff make a key contribution to the smooth running of the school.
- 5.6 The great majority of parents responding to the pre-inspection questionnaires were positive about the school's leadership. Inspectors judged that leadership and management are excellent.

Lower School

- 5.7 The overall direction and management of the Lower School are excellent. The priority given to values in the school's approach to development successfully creates a supportive environment in which pupils grow in self-awareness and excel in many other areas of their personal development.
- 5.8 Reflective leadership and management ensure that educational initiatives are nurtured with staff through open discussion, within a closely linked network of working groups. Teachers' opinions are actively sought and woven into future developments, giving them a sense of ownership and commitment in driving forward change. This democratic approach to leadership contributes to the sense of well-being amongst staff, because they know they are valued and supported by senior management as they take the school forward. The exchange of ideas and competencies through curriculum team meetings and small focus groups provides an effective means of sharing good practice and opportunities for new ideas to be considered, whilst regular line meetings ensure oversight by senior management.
- 5.9 Management has created an effective programme of training for staff. In addition to whole-school staff training days, this includes many in-house opportunities, such as weekly ICT training and staff meetings led by subject leaders and the Lower School leadership team. Staff appreciate being able to work in the school's creative and supportive environment.

Upper School

- 5.10 The quality of leadership and management is excellent. Staff trust and respect leaders, who have successfully created a supportive environment, underpinned by excellent relationships, in which pupils thrive, grow in self-awareness and excel in many areas, commensurate with the school's aims. All levels of management work together harmoniously to translate the school's vision into practice. A strong and consistent middle leadership team forms the nexus of the school's management structure and ensures consistency and continued progress, stability and reassurance to staff, pupils and parents alike. It successfully combines academic and pastoral roles so that all aspects of the pupils' education are reviewed together.
- 5.11 Senior leaders work collaboratively with middle leaders, who in turn meet regularly with their respective teams. A shared sense of care for the pupils' academic success and pastoral welfare has ensured continuous improvement in the standards of teaching and learning and the effectiveness of pastoral care. For example, a school counsellor has been appointed to the pastoral team, and the school has made substantial improvements in the use of ICT since the previous inspection.
- 5.12 A thorough performance management process, with target setting and regular reviews, reflects the high quality of leadership. Clear direction and excellent communication, allied to supportive monitoring, enable middle managers and staff to share a common vision. Informal yet effective development planning involves all levels of management and builds on effective dissemination of information across the school. Strong relationships amongst staff are fostered by an environment that focuses on continuing improvement and collaboration. Regular target setting for pupils and monitoring of the quality of their work take place within departments and form part of teachers' performance review.

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

- 5.13 The quality of links with parents, carers and guardians is excellent. The very strong partnership developed with parents of the youngest children is maintained as pupils progress through the school. Responses to the pre-inspection questionnaires indicated that the overwhelming majority of parents are extremely positive about the school. They particularly appreciate the progress their children make, the curriculum provided and the promotion of worthwhile attitudes and views. A significant minority of parents were concerned about the information they receive about their children's progress, and support for pupils with SEND. Inspectors found reports to be of generally good quality and that support for pupils with SEND is excellent. Inspection evidence supported the views of some parents that communication with them by governors is an area for development.
- 5.14 Communication between the school and parents is strong; parents are welcomed to a wide variety of school events and have a good range of ways in which they can be involved in their children's education. In the Lower School, 'talking homework' gives parents excellent opportunities to be involved in discussion and understand more about their children's learning. Other opportunities to be involved include listening to reading, supporting the use of ICT, and attending the regular and informative workshops on offer. In the Upper School, parents attend workshops held on adolescence issues, as well as other school events. Parents also contribute to the wider curriculum, for example by talking about their occupations at career fairs.
- 5.15 The comprehensive website, school prospectus and parents' handbooks provide parents of current and prospective pupils with detailed information about the school, including all required material. Parents particularly value the recently introduced weekly bulletins. The school's 'open door' policy and access by email allow the vast majority of queries or concerns to be dealt with swiftly and informally. The scrutiny of a sample of complaints showed that the school follows suitable procedures in dealing with these.
- 5.16 Parents are kept well informed of their children's progress through regular parents' consultations and the twice-yearly reports. Reports are encouraging and celebrate achievement, but they do not consistently set targets to help pupils understand how they can further improve.
- 5.17 The active parents' association organises a variety of social and fund-raising events. The success of these events has enabled many useful resources to be purchased for the school, including musical instruments for the Lower School and equipment to enable Upper School pupils to participate in the International Award.

INSPECTION EVIDENCE

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

Inspectors

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Miss Patricia Griffin	Former Deputy Head, IAPS school, UK
Mr Ian Mitchell	Proctor, HMC school, UK
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