

Greek Primary School of London

Independent school standard inspection report

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Reporting inspector	Michèle Messaoudi

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Greek Primary School of London is an independent co-educational school for pupils aged from four to 12 years. It is located in Acton in the London Borough of Ealing. It was opened in 1984 by the Greek Ministry of Education to serve the Greek-speaking community in London. Most pupils come from Greece or Cyprus. All are either native Greek speakers or bilingual. There are currently 73 pupils on roll and all attend full time. There are four children in the Early Years Foundation Stage aged between four and five years and, as compulsory school age is six years in Greece, these children are taught in the Nursery along with pupils aged between five and six years. None of the children in the Early Years Foundation Stage receive public funding under the nursery voucher scheme. There are no pupils with statements of special educational needs. The school teaches the Greek National Curriculum and the language of instruction is Greek. The school is subject to informal inspection by the Greek inspectorate. It was last inspected by Ofsted in March 2008.

The school aims to provide a high quality education for its pupils and to minimise the stress and disruption to their education, which might be caused by their frequent mobility.

Evaluation of the school

Greek Primary School of London provides a good education and meets its aims, as a result of which parents and carers are overwhelmingly supportive of its work. Pupils make good progress in their learning and in their personal development owing to a good curriculum, good teaching and good provision for their spiritual, moral, social and cultural development. They are proactive in their learning and their behaviour is good. Welfare, health and safety are satisfactory and pupils are properly safeguarded, despite some safeguarding regulations not being met. Although good provision ensures good outcomes for children in the Early Years Foundation Stage, the overall effectiveness of this stage is satisfactory. The school meets most of the independent school regulations.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

Quality of education

The curriculum is good; it is broad and balanced, and serves the needs of all pupils well. In the Nursery, the Greek curriculum for nursery schools mirrors the six areas of learning of the British Early Years Foundation Stage and provides a good balance of child-initiated and adult-led activities. Throughout the school, the provision for linguistic skills is strong, both in Greek and in English. In Greek, communication skills are particularly well promoted in a context of systematic cross-curricular links. Pupils have frequent opportunities for making presentations and debating. For example, while learning about acronyms, Year 3 (UK Year 4) pupils researched an international organisation of their choice and presented it to their class. Pupils who are at a less advanced stage of Greek language than their peers are given additional support, and so they make as much progress as their peers. The teaching of English language has developed in the last three years to provide bilingual education. The programme includes the history of Britain, the geography of the British Isles and the study of British institutions. The use of drama techniques in English, for example role play and 'hot seating', enhances pupils' speaking and thinking skills very well and encourages the less confident speakers. Provision for music is good and pupils learn to play the recorder, the drum and the guitar. The history curriculum is well balanced between Greek and world history. Physical education is satisfactory. The programme of personal, social and health education is woven through various subjects and reflects the ethos of the school. The planning of the curriculum is sufficiently detailed to support the teaching.

Budgetary reductions have affected the teaching of English, information and communication technology (ICT) and art this academic year and some parents and carers are concerned about this. The time allocated to English has been reduced slightly. ICT is used effectively as a learning tool, and there is satisfactory provision, but it is no longer taught as a discrete subject. Art is no longer taught by a subject specialist. The curriculum is adequately resourced to support pupils' learning despite current financial constraints, owing to the dedication of the parents and teachers' association that works very hard to raise funds to build up the school's resources. The curriculum is enriched satisfactorily by educational visits, school events and clubs that extend pupils' thinking and creative skills.

Teaching and assessment are good throughout the school, as a result of which pupils make good progress from the Early Years Foundation Stage to Year 6 (UK Year 7), including those who are at less advanced stages of learning Greek or English. Classes are small and teachers know their pupils very well. A wide range of tests and good assessment systems ensure that the progress of individual pupils is monitored closely. Assessments and good understanding of pupils' prior attainment inform the planning of tasks very effectively. Teachers are very skilful at using open-ended questions that make pupils think more deeply about the topic. They grade the difficulty of questioning to match pupils' varying abilities and to scaffold their learning. They are careful to include all pupils. Consequently, all pupils are motivated to take a very active part in their learning and they make good progress. Pupils gain

a good understanding of how to improve their work, mainly through detailed verbal feedback. In line with Greek practice, marking is not detailed but it is often constructive.

Spiritual, moral, social and cultural development of pupils

The school makes good provision for pupils' spiritual, moral, social and cultural development. It creates a warm family atmosphere in which all pupils can thrive, however transient their time in school. Pupils form very positive relationships and feel free from bullying and harassment. Their behaviour is good and can be exemplary where pupils are consistently encouraged to exercise self-control. Pupils' very lively contributions in class and their good attendance clearly demonstrate that they enjoy school and are very eager to learn. Daily class discussions coupled with good pastoral care promote high levels of self-confidence and self-esteem. Pupils contribute their views and opinions readily and maturely. They are not afraid of making mistakes because they trust that their efforts are valued.

A strong emphasis on Greek culture permeates the curriculum and promotes pupils' awareness of their heritage very well. Religious education is centred on Greek Orthodox teachings, with elements of comparative religion in Year 6 (UK Year 7). Multicultural education is satisfactory and rightly considered by the school as an area for further development. Through links with local schools, pupils have learnt about Diwali, Islam and Judaism. From Year 5 (UK Year 6), pupils learn French, which widens their exposure to other cultures than their own. However, there are insufficient planned opportunities to deepen their appreciation of diversity. Pupils gain a good understanding of their responsibilities as citizens through the curriculum. They contribute to school life by recycling materials, fulfilling various responsibilities around the school, participating in end-of-term presentations and helping to shape the school travel plan. Their contributions to the local community include making presentations on Greek culture in local schools, singing songs in an old people's home and participating in a local art exhibition. Pupils' knowledge of British institutions is enhanced satisfactorily by educational visits. Pupils contribute to the wider community by raising funds for charity. The good basic skills and communication skills which they acquire prepare them well for their future.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is satisfactory throughout the school. The school has remedied the deficiencies in child protection identified during the last inspection. The designated person has undergone refresher training to the required standard and all staff have been trained at the appropriate level. The safeguarding policy has been revised and it is now sufficiently detailed to support the staff in their understanding of what to do should a concern arise. However, gaps in recruitment procedures for Greek nationals mean that not all safeguarding requirements are met. All the essential policies and procedures aimed at minimising risks in various circumstances are implemented consistently. Appropriate risk assessments are carried out before educational visits, which is an improvement since the last

inspection. The school has a satisfactory level of fire safety. Two members of staff have first aid training, one at a level appropriate for the age range of children in the Early Years Foundation Stage. Registers are maintained properly. Pupils learn how to stay safe and healthy through the curriculum and the provision of nutritious food in the canteen. Their understanding of internet safety and safety in the community is further enhanced through visits from professionals such as the police.

The school was found not to fulfil its duties under the Disability Discrimination Act 1995, as amended, during the last inspection, but it has since prepared a suitable three-year plan for this purpose.

Suitability of staff, supply staff and proprietors

All the required checks are carried out on UK staff to ensure their suitability to work with children, and they are properly recorded in a single central register. For Greek nationals on secondment from the Greek ministry of education, the proprietor ensures that rigorous checks are made in Greece. However, after arrival, the proprietor does not obtain enhanced criminal record bureau (CRB) checks that include checks against the Independent Safeguarding Authority barred list, and this information is not included in the school's single central register. Although this is a breach of the regulations, it has no detrimental impact on the pupils' safety and well-being. The headteacher has received training in safer recruitment.

Premises and accommodation at the school

The premises provide a homely atmosphere and sufficient indoor and outdoor space to ensure safe and effective learning for the numbers on roll. The last inspection found that the school did not have appropriate facilities for pupils who are ill. A suitable room containing a bed and a sink has since been designated for this purpose. The kitchen has been given a four-star award for very good compliance with food safety legislation. The playground has recently been resurfaced, enabling safer outdoor play. However, its use for the Early Years Foundation Stage is under-developed.

Provision of information

The school provides the full range of required information for parents, carers and others. Parents and carers are very supportive of the school. They feel well informed of their children's progress through termly formal meetings with staff, academic reports and through the school's open-door policy that enables effective day-to-day communication.

Manner in which complaints are to be handled

The complaints procedures ensure that complaints can be handled fairly and it meets requirements fully.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness and leadership and management of this stage are satisfactory because deficiencies in the recruitment of Greek nationals mean that one of the welfare requirements of the Early Years Foundation Stage is not met, as listed below. This breach has no negative impact on children's development and well-being and good provision ensures good outcomes for all children. The staff work in close partnership with parents and carers to promote children's learning and welfare. Consequently, children feel well cared for and safe. Their behaviour is managed well. They are encouraged to eat healthily and to observe hygiene routines. They enjoy all the activities on offer and achieve a good level of development in most areas of learning. They only just achieve the expected goals in reading and writing because this is not taught formally for this age group in the Greek system. Their communication and creative skills are promoted very well. For example, when performing in a play about the water cycle, they imagined being clouds, rivers or the sea.

The curriculum is developed well by teachers who make very effective use of resources. While indoor and outdoor learning is effective, there are occasions when the outdoor area is not fully utilised to promote all areas of learning. Teaching is good and activities are well tailored to children's individual needs. Consequently, children make good progress in relation to their varying starting points. Teachers complete Early Years Foundation Stage profiles but their understanding of how to do this effectively is not informed by sufficient professional development. Consequently, children's progress towards the expected goals of the English Foundation Stage framework is not monitored as closely as it could be. Accurate self-review enables staff to identify priorities for improvement.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that arrangements made to safeguard and promote the welfare of pupils at the school have full regard to guidance issued by the Secretary of State by carrying out all the required UK checks on Greek nationals (paragraph 7).

³ www.legislation.gov.uk/ukSI/2010/1997/contents/made

The school does not meet all requirements in respect of suitability of staff, supply staff and proprietors (standards in part 4) and must:

- ensure that it can be verified that no member of staff is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list) (paragraph 19(2)(a))
- ensure that for all appointments since 1 September 2003, an enhanced criminal bureau (CRB) check has been made by the proprietor in respect of any member of staff appointed to a position at the school and that the enhanced CRB certificate which is the subject of the application was obtained before or as soon as was practicable after the person's appointment (paragraph 19(2)(c))
- ensure that for each member of staff appointed on or after 1 May 2007, the single central register shows that the above checks were made, including the date on which each check was completed or the certificate obtained (paragraph 22(3)).

In order to comply with the welfare requirements of the Early Years Foundation Stage, the school must:

- ensure that CRB checks are obtained on Greek nationals, in addition to the checks made in Greece.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

School:

- further develop pupils' multicultural development through more extensive links with local schools, planned activities and a wider range of educational visits
- continue to build up resources so that pupils' learning is well supported in every subject.

Early Years Foundation Stage

- further promote the use of the outdoor area to develop all areas of learning
- improve the monitoring of children's progress towards the expected goals of the English Early Years Foundation Stage framework through professional development.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage			✓	
Overall effectiveness of the Early Years Foundation Stage			✓	

School details

School status	Independent		
Type of school	Foreign national day primary school		
Date school opened	1984		
Age range of pupils	4–12 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 40	Girls: 33	Total: 73
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	No fees are charged		
Address of school	3 Pierrepoint Road London W3 9JR		
Telephone number	020 8992 6156		
Email address	mpapastergiou@yahoo.co.uk		
Headteacher	Maria Papastergiou		
Proprietor	Greek Ministry of Education		