

Greek Secondary School of London

22 Trinity Road, Wood Green, London, N22 8LB

Inspection dates	13–15 May 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings

This is a good school

- Teaching is mostly good, and an increasing proportion is outstanding. As a result, most students make good progress and some make outstanding progress. Teachers benefit from a very effective training programme.
- Students achieve well over time owing to good teaching and a broad, balanced and rich curriculum that supports their personal development very effectively. Academic records indicate that, in the last four years, all students passed their final examinations and gained entry to a Greek or English university.
- Students' safety and good behaviour are promoted by effective pastoral care and policies and procedures that ensure their welfare, health and safety. Students attend regularly and enjoy the family atmosphere created by the school.
- The proprietors and leaders ensure that all the standards for independent schools are met, so that teaching is good and students can achieve well. The headteacher manages the school well. Leaders know the school well and plan appropriately for further improvements.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable students to make outstanding progress. There are a few pockets of uneven progress owing to a small minority of teaching that requires improvement.
- Students' achievement in science and physical education (PE), while being good overall, is restricted by a lack of specialist facilities.
- Leaders and managers have currently no authority to check the quality of teaching and take effective action to lift it from good to outstanding. Furthermore, systems are not sufficiently robust to ensure that senior managers are fully conversant with current standards and procedures relating to independent schools in England.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 15 lessons, taught by 12 different teachers. In agreement with the relevant teachers who, according to the Greek education system, are never observed, six lessons were observed jointly with the headteacher or the education counsellor from the Greek Embassy.
- Discussions were held with students, teachers, the headteacher, the education counsellor and the chair and the secretary of the parents' and teachers' association (PTA). A wide range of policies, plans and records were examined, including teachers' assessments and students' work. The services of an interpreter/translator were used throughout the inspection.
- The inspectors also took account of the responses in 17 questionnaires completed by staff. There was an insufficient number of parental responses to Ofsted's online Parent View survey. However, the views of parents and carers were obtained from the PTA.
- The school moved to the current address in October 2012. The Department for Education (DfE) was not informed of this material change before that time, but was informed by the school in January 2013. At the request of the DfE, this inspection also looked into the extent to which the school meets the requirements for this material change.

Inspection team

Michèle Messaoudi, Lead inspector

Additional Inspector

Neil Gillespie

Additional Inspector

Full report

Information about this school

- The Greek Secondary School is situated in Wood Green in the London Borough of Haringey. This co-educational school was established in 1983, by the Greek Embassy, for Greek children living in London 'to encourage and deepen their understanding of the Greek language, culture, history and customs so that they keep in touch with their roots'.
- The Greek government provides free education at the school for Greek and Greek-Cypriot students. The school provides a full-time education and teaches the Greek National Curriculum, supplemented daily by additional courses and activities. These include learning support, extra-curricular activities and United Kingdom A-level courses in English, mathematics and modern Greek.
- There are currently 98 students on roll, aged from 12 to 18 years, of whom 37 are above the age of 16. Nearly all students have joined the school from a Greek or Greek-Cypriot primary or secondary school. Four students have been identified as having dyslexia and none has a statement of special educational needs. Students travel to school from all over London.
- The headteacher has been in post since September 2011. Most teachers are appointed on secondment from Greece, by the Greek Ministry of Education, for a period of three years. There are no middle leaders and managers and no teaching assistants. The headteacher is responsible for ensuring that Greek legislation is implemented in all aspects of the school's work, monitoring that the curriculum is covered within the prescribed time frame, and managing the school budget.
- The Greek headteacher role does not include the leadership of teaching and the appraisals of staff. One member of the parents' and teachers' association (PTA), one teacher and the headteacher from the financial committee check the school finances. The school is overseen by the Greek education counsellor who has been in post since September 2011. The education counsellor's role includes overseeing the administrative processes, authorising expenditure and staff training, but not checking the quality of teaching and learning and holding the school accountable for improving students' achievement.
- The school was last inspected by Ofsted in February 2009.

What does the school need to do to improve further?

- Help all students to make outstanding progress by:
 - ensuring that students' learning is always broken into suitable steps so students can acquire new knowledge and skills rapidly
 - making sure that students are given opportunities to discuss the topics they study in depth, challenging their peers where appropriate
 - providing facilities for practical science to enable all students to achieve as well as they can in all areas of this subject
 - forging links with local schools and using local facilities to widen the range of sporting opportunities and so extend students' physical skills.
- Strengthen the leadership and management of the school to help students to achieve outstandingly well by:
 - finding ways that would be acceptable to teachers of sharing the best teaching features that exist in the school to lift the quality of teaching from good to outstanding
 - ensuring that, as new senior managers are appointed, the proprietors provide them with guidance to familiarise them with all the requirements and procedures for independent schools in England.

Inspection judgements

Achievement of pupils

Good

- Most students make good progress in relation to starting points that are generally in line with expectations for their age, and some make outstanding progress. Students achieve well in most subjects owing to good teaching and a broad, balanced and rich curriculum that supports their good personal development.
- Students' performance in modern and ancient Greek, mathematics and English is very strong, Students who have dyslexia also make good progress. This is because their needs are met very effectively by the teachers who take into account the recommendations from specialists to remove these students' barriers to learning.
- Students who have gaps in their knowledge, particularly in modern or ancient Greek, mathematics, English, chemistry or physics, are helped to catch up through additional support given by teachers in lessons, additional after-school sessions and homework that is adapted to meet their needs. As a result, most of these students also make good progress.
- The information which the school holds on the attainment and progress of students over the last four years indicates that there is no difference between the academic performances of different groups of students. Boys achieve as highly as girls. Students from Cyprus or the very small minority who had their primary education in a maintained school in England make as much progress as students from Greece.
- The school records show that students perform well in the apolytirio lykeiou (Greek Certificate of Secondary Education). In the last four years, all students who took the examination passed. The few students who took A-level courses generally achieved well, and particularly highly in modern Greek and mathematics. All students gained entry to a Greek or English university. The more able students achieved very highly and gained entry to top-ranking universities and colleges in England and Greece. This academic year, nearly all students are on track to achieve well in the apolytirio lykeiou.
- Most students demonstrate a good level of proficiency in English by the time they reach the age of 18, as a result of a curriculum that focuses on developing their communication skills in both Greek and English. Students' reading and speaking skills are particularly well developed in English, more so than their writing skills.
- Students' progress over time in science and physical education (PE) is a little uneven and students' performance in the three sciences is relatively lower than in other subjects. Although science and PE teachers use the resources they have at their disposal to ensure that the curriculum is covered fully and students make sufficient progress, students' learning is restricted by the absence of specialist facilities.
- Students are well prepared for their future owing to effective careers advice and to the combined impact of a broad, balanced and rich curriculum, and teaching that develops their critical thinking and debating skills.

Quality of teaching

Good

- Teachers are all highly qualified and knowledgeable in the subjects they teach. This allows students to learn well. For example, there are clear expositions from teachers and opportunities for students to work with each other, these enable them to make good progress over time.
- Students respond well to teachers' high expectations of work and behaviour. Their learning relies on doing homework that consolidates and extends their knowledge between each lesson in each academic subject. Most students consistently make the effort to prepare well for their next lesson. An analysis of students' books and other notes shows that the students cover a lot of work over time.
- Where learning and progress are good, students' understanding of a topic is developed and

checked in lessons through very effective questioning that is pitched at different levels to match students' differing needs. Any confusion or misconception is clarified at once because teachers listen carefully to students' responses and reshape explanations as required. Students are stretched consistently through gradual increase of the level of challenge provided by teachers.

- Students make exceptional progress when the teachers give them time to think through their answers, to rehearse their ideas and argue their points of view in lively and challenging discussions. In such cases, students' learning is highly effective because teachers judge wisely when to intervene to impart new knowledge, so students' understanding of the subject matter builds up rapidly.
- Occasionally, students' quality of learning drops a little, resulting in students only making the expected, rather than good, progress. For example, at times, the teacher accepts from students superficial or brief responses to questions, rather than full or accurate answers. At other times, students' learning is not always broken down into suitable steps to help them acquire new knowledge and skills rapidly. There is also a perception among students that not all students have the same regular opportunities to answer questions in class, although this was not observed by the inspectors.
- Students' reading, writing, communication and mathematical skills are taught very effectively throughout the school.
- Students gain a clear picture of how to improve their work through constructive verbal feedback during lessons and teachers' comments in the marking of their work. They find the detailed feedback which teachers give them when handing back marked assignments particularly helpful.
- Students' learning is assessed and tested at regular intervals, as prescribed in the Greek education system. Students' progress is discussed by the teachers at staff meetings and checked through mark sheets that are sent home two or three times a year, depending on the class.

Behaviour and safety of pupils

Good

- Students' behaviour is good, and often exemplary, and makes a valuable contribution to their learning. Most students have very positive attitudes to learning, as is evident in their willingness to do their homework, their high level of participation in class and the tidiness of their notes. In lessons where a small minority of students do not always display the expected standards of behaviour, there is always a peer to remind them. School records indicate that students' behaviour out of lessons and over time is good, and so is their attendance. Students who join the school with emotional difficulties benefit from a programme designed to help them express their emotions in a socially acceptable way and manage their anger effectively.
- Students feel safe, free from harassment and well cared for by the teachers. They are aware of all forms of bullying and taught how to keep safe when using the internet and equipment. Instances of bullying are very rare. The school meets all requirements for keeping students safe in all circumstances and does not hesitate to apply serious sanctions when needed. Students feel that sanctions are applied fairly and they are aware of their responsibilities as individuals and as groups.
- Students' spiritual, moral, social and cultural development is good and promoted by good pastoral care and a rich curriculum through which runs a strong programme of personal, social, health and citizenship education. Students say that they value the strong sense of community and family atmosphere created by the staff. They form very positive working and social relationships with peers and staff.
- Students learn about the major world religions in religious education. Their social and cultural development is enhanced extremely well by a wide range of educational visits in England and abroad, that also supports their knowledge of public institutions in England and in Europe. Students participate in the Comenius and Euroscola programmes that extend the European dimension of the curriculum well, while fostering their spiritual and moral development through practical experiences. For example, students have debated ecological and immigration issues in the multilingual European Youth Parliament in Strasbourg, and benefit from visits from European students. The art of debating in a balanced way is well established in the school and the school

takes effective steps to ensure that extremist views are not promoted.

- Students contribute very effectively to school life through the work of elected class representatives and the student council. For example, they have raised funds to purchase loudspeakers for school events and sports equipment. Those who join the school orchestra, or choir, participate in public performances. However, students do not have good opportunities to play games against other schools.

Leadership and management

Good

- The proprietors and the headteacher ensure that all the standards for independent schools are met. The proprietors see that students are taught by highly-qualified and experienced teachers, who teach them well. As a result, students make good progress and achieve well in their examinations, and their performance is particularly strong in modern and ancient Greek, mathematics and English.
- The school's arrangements for safeguarding students and promoting their welfare, health and safety meet requirements. Teachers promote high standards of behaviour and students feel safe.
- The headteacher makes close checks on the planning and implementation of the curriculum so that students complete their courses on time and are able to revise properly before examinations. The headteacher ensures that all teachers are aware of the specific needs of students who have dyslexia or other special educational needs, and that they receive appropriate training to help them meet these needs and to further develop their teaching skills.
- The teachers work together very effectively to create a very positive ethos in which all students can flourish. They review students' academic progress regularly and agree on the most appropriate action to take to ensure all students can achieve well. However, as checks on teaching and learning are not part of the Greek education system, the teachers have no means of sharing the best features of teaching that exist in the school to lift the quality of teaching from good to outstanding.
- Although not required of their respective roles by the Greek education system, the headteacher and education counsellor demonstrate an accurate view of the quality of teaching in the school, as is evident from discussions and joint lesson observations. Leaders know the school well and their view about how well it is doing is accurate and underpins planning for further improvements. For example, the school has already submitted an application for a science laboratory to the Greek Ministry of Education.
- The headteacher forges strong partnerships with parents and carers, who receive all the information to which they are entitled and are very positive about the school's work.
- The finance committee ensures that the school budget is managed efficiently and that resources and staff are deployed effectively for the benefit of all students.
- The school has moved to premises that meet all requirements to enable safe and effective learning, and the material change is recommended for a maximum of 140 students.
- The headteacher and education counsellor acknowledge that systems to inform the new management teams of the standards and procedures relating to independent schools in England, with their updates, are not sufficiently robust.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	101959
Inspection number	443494
DfE registration number	309/6081

This inspection was carried out 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.

Type of school	Day secondary school
School status	Independent school
Age range of pupils	12–18 years
Gender of pupils	Mixed
Number of pupils on the school roll	98
Number of part time pupils	0
Proprietor	The Greek Embassy
Headteacher	Sofia Alagkiozidou
Date of previous school inspection	4–5 February 2009
Annual fees (day pupils)	No fees are charged
Telephone number	020 8881 9320
Fax number	020 8888 6427
Email address	hellenic_gym_lyc@yahoo.gr

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

