

Greek Secondary School of London

22 Trinity Road, Wood Green, London N22 8LB

Inspection dates

20–27 March 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and proprietors do not ensure the safety of pupils at the school, including in the sixth form. Aspects of the site's security and accommodation, as well as systems for assessing risk and the suitability of staff, give cause for concern.
- The school is not improving. There is no strategic school improvement plan which sets priorities for the future.
- The school has no effective systems in place for checking, evaluating or reviewing its effectiveness.
- Pupils' personal development and welfare are inadequate. Pupils' personal, social and health (PSH) education is not taught explicitly. Pupils do not have sufficient understanding of important aspects of PSH education.
- Leaders have not ensured that staff have completed training to identify young people who may be at risk from radicalisation and extremism.
- The proprietor and the headteacher do not ensure that the independent school standards are met in full.

The school has the following strengths

- The quality of teaching is good. Teachers have good subject knowledge and use this effectively to develop pupils' knowledge and understanding.
- Pupils are confident learners who are keen to do well in their studies. Working relationships between teachers and pupils are strong.
- Pupils behave well and said that they feel safe.
- Pupils achieve positive outcomes in a range of subjects, including in the sixth form. They move successfully to education, employment or training.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Address the weaknesses in the school's systems for ensuring pupils' safety and well-being, including in the sixth form, by:
 - ensuring that necessary pre-employment checks for staff working in the United Kingdom take place and are completed swiftly
 - producing a safety risk assessment for the school site and taking action to mitigate risks it identifies
 - establishing a medical area that meets requirements
 - ensuring that lighting is appropriate in corridors
 - providing suitable facilities for outside play
 - ensuring that the 'Prevent' duty is understood by leaders and staff and a strategy is put in place to protect pupils from the dangers of radicalisation and extremism.
- Improve pupils' personal development and behaviour by:
 - implementing an effective PSH education policy across the school
 - providing pupils with a wide range of opportunities to develop their wider personal and social skills, for example leadership skills.
- Improve leadership and management by:
 - producing a school strategic improvement plan which sets clear priorities, identifies clear responsibilities and identifies how success will be measured
 - establishing clear systems for checking, evaluating and reviewing the work of leaders and staff
 - ensuring that key policies, such as those for safeguarding, are followed in the day-to-day working of the school
 - increasing the opportunities for staff to enhance their professional development.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The proprietor and headteacher have not ensured that the school meets all of the independent school standards.
- Leaders do not plan for school improvement. This, coupled with a lack of any accurate form of evaluation of the school's work, mean that leaders do not identify areas for improvement and take appropriate action.
- Leaders and staff do not follow the school's key policies to inform and guide what happens at the school on a day-to-day basis.
- Leaders do not ensure that systems for tracking pupils' progress are effective. Teachers routinely record pupils' achievements, but leaders do not use the information to gain an overall picture of how well different groups of pupils achieve over time.
- Leaders have established procedures to check on the quality of teaching. However, this system does not identify where further training for staff is needed.
- The curriculum meets the independent school standards. It is broad and balanced and covers a suitably wide range of subjects. Schemes of work are detailed, provide the relevant depth of study and are appropriate for pupils' ages. Pupils develop knowledge and understanding, including in ancient History, modern Greek and Latin. Extra-curricular activities, including visits to museums, a tour of Parliament and a residential exchange visit to France, complement the taught curriculum.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of other people's faiths and beliefs. They are tolerant of the views of others. Pupils have a good understanding of right and wrong. Pupils are well prepared for living in modern democratic Britain, for example through learning about how government works. However, they are not aware of how to protect themselves from radicalisation or extremism.
- The majority of responses to Ofsted's staff survey were positive and staff enjoy working at the school. However, a few staff did not feel that all staff are treated fairly and equally.
- No parents and carers responded to Parent View, Ofsted's online survey. The school has a parents' group, but it has not met since the appointment of the new headteacher. School documentation showed that the majority of parents meet school staff throughout the year to discuss their child's progress. In addition, they receive a written report three times a year which gives clear and useful information about the standards their child is achieving.

Governance

- The Greek Embassy is responsible for the governance of the school.
- Governance has not ensured that all the independent school standards have been met. Insufficient checks take place to ensure that safeguarding is effective in a number of areas.

Safeguarding

- The arrangements for safeguarding are not effective.
- Inspectors found a number of procedural flaws in the management of safeguarding. For example, some of the necessary pre-employment checks for a number of staff working in the United Kingdom had either not taken place or had not been completed swiftly enough. Leaders do not ensure that checks are carried out to find out whether any teachers are prohibited from teaching.
- Leaders have not carried out appropriate risk assessments, including to assess the safety of the school site.
- Leaders do not check the effectiveness of the school's safeguarding policies. As a result, policies do not reflect the current practice in school.
- All staff have received some safeguarding training, for example in online safety. However, not all staff have received and read the latest guidance issued by the Secretary of State. In addition, staff have not received training in the government's 'Prevent' duty to protect children from radicalisation and being drawn into terrorism.
- Staff were clear about whom to report safeguarding concerns to, should any concerns about the safety or welfare of pupils arise.

Quality of teaching, learning and assessment

Good

- Teachers' subject knowledge is good and is used effectively to plan lessons that meet the learning needs of pupils.
- Teachers know their pupils' academic strengths and weaknesses and plan activities that build pupils' confidence, leading to pupils' good progress over time. Pupils are articulate and keen to participate in lessons.
- The majority of teachers are skilful in helping pupils to develop their knowledge and understanding. Teachers encourage pupils to deepen their learning, and they address pupils' misconceptions. For example, in geography, pupils were discussing how religious wars have shaped Europe in the past and whether economic wars are shaping Europe today.
- Teachers give feedback in line with the school's expectations, and pupils comment that this helps them to improve their work, including their literacy skills.
- Pupils' learning is measured at regular points, as laid down by the Greek education system. This information is used by teachers to check the progress pupils make over time.
- Teachers set homework that is relevant and helps to prepare pupils for future learning.
- All pupils study English language. Teaching supports pupils at an early stage of learning English as well as those who are advanced learners. Pupils' knowledge of English is tested when pupils join the school. Leaders use the information to measure pupils' starting points and check pupils' progress. As a result, most pupils make good progress over time in their study of English language.
- Pupils who have special educational needs (SEN) and/or disabilities benefit from additional support and make progress in line with that of their peers.

- Teachers ensure that pupils have a theoretical knowledge of scientific experiments. However, a lack of facilities in science provides limited opportunities for pupils to engage in practical work.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- There is no formal PSH education curriculum. Some aspects of PSH education are covered through the curriculum. However, leaders have not ensured that pupils develop age-appropriate personal, social and health knowledge and understanding.
- Pupils' welfare is not promoted effectively. The school's medical area is unsuitable as it does not ensure privacy and the corridors do not have sufficient lighting in places. In addition, classrooms are cold at times and pupils have to wear their coats to keep warm.
- Pupils do not have appropriate facilities to support breaktime recreation. For example, the outside area provided for pupils to play in is too small.
- Other aspects of pupils' personal development are strong because of the positive working relationships between pupils and teachers. Pupils' confidence, resilience and readiness to learn are well developed as a result.
- The majority of pupils feel safe in school. They said that bullying does not happen and were confident that should any problems arise, the adults would help them. They described the school as 'a big family'.
- All pupils are taught how to stay safe online, including learning about the dangers of cyber bullying. Pupils understand how to stay safe in a variety of situations.
- Pupils are well prepared for the next stage of their education or employment, for example through visits to careers fairs. Leaders provide effective support with university applications.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school site and show self-discipline at breaktimes.
- Pupils enjoy coming to school. The school's records indicate that pupils' attendance is in line with national expectations. Leaders follow up any pupils who do not attend school regularly. As a result, the attendance of these pupils is improving.
- Pupils' behaviour is calm and purposeful in classes and around the school. Pupils said that behaviour in classes is typically good and that, where poor behaviour occurs, it is dealt with swiftly. Leaders ensure that pupils are clear about the behaviour that is expected and what the consequences are for any misbehaviour. As a result, exclusions are rarely given for poor behaviour.
- Pupils generally respect their learning environment. However, there were a few areas where graffiti was seen.

Outcomes for pupils

Good

- The school records show that pupils perform well in the apolytiro lykeiou (Greek Certificate of Secondary Education) at the end of their final year. In 2017, all pupils who took the examination passed, several at the highest grades. Pupils did particularly well in ancient Greek and ancient History. The few pupils who took A-level courses in 2017 in mathematics and modern Greek achieved well.
- The school's assessment information shows that in a range of subjects, most pupils make the progress that is expected and make good progress over time. There is no difference in the progress achieved by different groups of pupils in the school, including pupils who have SEN and/or disabilities and the most able.
- Most pupils, by the time they leave school, have acquired good reading and speaking skills in both English and Greek. Written skills are more developed in Greek than in English.
- Pupils are provided with good information and support to gain entry to university. Pupils spoke positively about the personal help and guidance they receive from staff.
- The school prepares pupils well for the next stage of their education or training. All pupils who left the school in 2017 went into education, training or employment. The vast majority of pupils gained entry to a Greek or British university.

Sixth form provision

Inadequate

- Safeguarding is not effective in the sixth form because leaders have not ensured that the relevant pre-employment checks are made on staff. Leaders have not risk assessed the safety of the school's site and medical accommodation does not enable privacy for students receiving medical attention.
- The sixth-form curriculum is broad. However, students have limited opportunities for physical education as part of their programme and have the option not to participate. There is only a limited range of enrichment activities to support students' academic studies and personal development.
- Leaders do not check standards closely enough to ensure that improvement actions have a positive impact.
- Teachers do not have an accurate measure of students' starting points and so cannot check the progress they make over time.
- Teachers in the sixth form have sound subject knowledge and an in-depth understanding of national examination assessment criteria. As a result, students gain good knowledge and understanding in a range of subjects.
- Students in the sixth form attain qualifications because they develop good knowledge and the skills required to pass examinations. Teachers encourage students to be inquisitive and give them opportunities to engage in debate and ask pertinent questions. Students who are at risk of falling behind receive support out of lessons, which enables them to catch up with any work missed.
- Leaders provide staff with information about students' backgrounds and educational histories. As a result, students feel well cared for and looked after. Many students spoke

about the high-quality support they receive from staff.

- Students are effectively prepared for their next stage of education, training or employment. They benefit from individualised careers advice, linked to university, apprenticeships or employment. Students are supported well to gain admission to both British and Greek universities.
- Information provided by the school shows that there is no difference in the progress achieved by different groups of students.
- The vast majority of students who leave the school demonstrate high levels of both written and spoken English. Some students who have little spoken English when they enter the school make rapid progress in building their written and spoken English in the sixth form.
- Students understand how to live healthy lifestyles. They are provided with opportunities to discuss issues relevant to them on a one-to-one basis, for example about how to keep safe online and how to manage money.

School details

Unique reference number	101959
DfE registration number	309/6081
Inspection number	10035784

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent school
School category	Independent school
Age range of pupils	12 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	73
Of which, number on roll in sixth form	17
Number of part-time pupils	0
Proprietor	Greek Embassy in London
Chair	No governing body
Headteacher	Georgia Dimitrakopoulou
Annual fees (day pupils)	Free
Telephone number	0208 8819 320
Website	www.greek-secondary.haringey.sch.uk
Email address	hellenic_gym_lyk@yahoo.gr
Date of previous inspection	13–15 May 2014

Information about this school

- The Greek Secondary School is an independent secondary day school for girls and boys.
- The school provides education for girls and boys between the ages of 12 and 18.
- The school is situated in Wood Green in the London Borough of Haringey.
- The school uses no alternative provision.

- The school was established in 1983 by the Greek Embassy, for Greek children living in London.
- The Greek government provides free education at the school for Greek Cypriot pupils and other ethnicities.
- The headteacher has been in post since October 2017.
- Most teachers are appointed on secondment from Greece by the Greek Ministry of Education. There are no middle leaders or managers and no teaching assistants. The headteacher is responsible for ensuring that Greek legislation, alongside English statutory requirements, are implemented in all aspects of the school's work.
- The educational coordinator role includes overseeing administrative procedures, authorising expenditure and holding the school accountable for pupils' achievements.
- The school was last inspected by Ofsted in May 2014.

Information about this inspection

- An interpreter was used on day two and day three of the inspection as the vast majority of lessons are taught in Greek.
- Inspectors observed learning in a range of subjects throughout the school. Inspectors reviewed pupils' work. Inspectors observed pupils' behaviour during breaktimes and at lesson changeover times.
- Documentation relating to the school's compliance with the independent school standards was reviewed. Policies and the school's practice were scrutinised, in particular those related to behaviour, bullying, safeguarding, welfare, and health and safety.
- Inspectors held meetings with the headteacher and several members of the school staff. In addition, a telephone conversation was held with a representative from the Greek Embassy.
- Inspectors spoke to pupils informally and formally.
- There were no replies to Parent View, Ofsted's online survey.
- There were no replies to the pupil survey.
- Inspectors evaluated the views of 10 members of staff who completed Ofsted's staff survey.
- The inspection took place over three days but not three consecutive days. This was because inspection activities did not take place on the Greek National Day of Independence or on the day of a whole-school visit.

Inspection team

Sarah Parker, lead inspector

Her Majesty's Inspector

David Davies

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified

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

- 18(2) The standard in this paragraph is met if–
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such

person;

- 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person’s appointment;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
 - 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether–
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e);
 - 21(3)(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–

- 24(1)(a) accommodation for the medical examination and treatment of pupils;
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 27 The standard in this paragraph is met if the proprietor ensures that–
 - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
 - 29(1)(b) pupils to play outside.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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