

Inspection of Greek Primary School of London

3 Pierrepont Road, Acton, London W3 9JR

Inspection dates: 10–12 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils enjoy coming to school. They said that the school was like a 'small family'. This is a friendly and happy place to learn. Teachers greet pupils warmly and develop strong working relationships. Pupils love their learning; they ask questions and benefit from deep discussions about topics that they study.

Pupils are proud to learn the Greek curriculum in depth. They also develop strong reading and communication skills in the English language. Pupils' experiences of learning outside their normal lessons have improved since the previous inspection. For example, pupils learn about different places of worship, festivals and the roles of public figures.

In class and around the school, pupils know the rules and follow them. There is a strong sense of community. Pupils said that there were only minor misunderstandings with each other. They sort out any issues among themselves in a mature way. Adults are always at hand to help.

The early years does not currently follow the expectations for children to develop skills in English reading, writing and communication. The school follows the Greek curriculum for these children. Leaders have applied for an exemption from the early years statutory requirements, but this has not yet been granted.

What does the school do well and what does it need to do better?

The school has improved since the previous inspection. Leaders are ambitious for pupils to learn the Greek curriculum and also to develop their English skills. Pupils develop rich knowledge in a range of subjects. These subjects are well planned and help pupils to develop their knowledge in depth.

Pupils' development in English has improved considerably since the previous inspection. Leadership of reading is effective. There is a clear plan of how to build on pupils' Greek language foundations to help pupils' English reading. Pupils learn phonics in Year 1 and quickly learn to blend and segment sounds. They learn the tricky parts of the English language. The English teacher addresses their misconceptions quickly. The school does not have any pupils with special educational needs and/or disabilities (SEND).

Regular story times help pupils expand their vocabulary. Some of the chosen stories are ones that pupils have already read in Greek. For example, Year 4 pupils read 'The Hare and the Tortoise'. They used words, including 'persistent', to describe characters. By the time pupils enter Year 6, they read more complex texts. Pupils enjoy taking Greek and English story and non-fiction books home. However, pupils' access to English novels is not as wide as it could be. Pupils' understanding of the English language and literature should be further developed. Leaders have already begun the process of buying in more books.

Pupils learn many subjects in the Greek curriculum. The subject plans clearly set out the knowledge that pupils should build. Pupils learn to study topics in depth. For example, in history, pupils' knowledge about the growth and decline of empires is well embedded. Pupils love to discuss the causes and consequences of actions by different civilisations. Teachers are skilled at keeping pupils interested in historical topics through carefully crafted questions that encourage discussion. This helps pupils to understand terms, including 'rebellion' and 'currency', in their different forms over different times. Pupils appreciate the role that historical sources play in understanding history, for example by looking at ancient artefacts.

Pupils' understanding of British history has improved since the last inspection. They understand the role of important points in British history, including the role of religion and politics. Leaders are knowledgeable about how to improve pupils' knowledge further.

Teachers' strong subject knowledge enables pupils to build on their prior learning. They know how to address misconceptions in pupils' learning and are clear on what pupils are expected to learn. For example, in mathematics, pupils revisit previous topics, which helps them to be highly fluent in their calculation skills. Teachers build pupils' mathematical understanding through regular problem-solving activities. In the early years, a high level of care and guidance helps children to engage positively in their learning. Children learn to develop their fine-motor skills through hands-on activities. The children's quality of work in expressive arts and design is high.

Leaders have organised visits and workshops for pupils to increase their understanding of Britain and of British institutions. For example, pupils learn about the rights of children, gender roles in society and visit public institutions, including Parliament. Pupils learn about the roles of Members of Parliament by meeting with them. They know about cultures and faiths different to their own. They visit different places of worship and learn about festivals, for example Diwali. However, leaders do not follow up on the workshops and visits to identify key learning that pupils in different year groups should learn. Consequently, pupils' knowledge from these activities is not as secure as it should be.

The headteacher and proprietors have focused on improving the school since the last inspection. They ensure that the school meets all the independent school standards. Staff know policies well and are encouraged to review them. Leaders are committed to making the school even better.

There are unmet standards that relate to the early years requirements. This is because the children are not taught all the seven areas of learning as set out in the early years foundation stage (EYFS). Children do not develop their English communication and language skills as well as they should. The early years follows the Greek curriculum. Leaders have applied for an exemption from the learning and development requirements of the EYFS, but at the time of the inspection, this has not been granted.

Parents and carers are mostly supportive of the school. They like the individual

attention that pupils receive. Parents would like the school to further improve pupils' depth of learning in the English language. Inspectors and leaders agree.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff receive regular training. Policies and procedures are understood well. Leaders keep up to date about the potential risks in the local area and work well with the secondary schools that pupils transition to. Leaders work closely with external agencies and know how to seek advice when needed. Staff are part of improving procedures related to pupils' safety. Staff are vigilant, and a culture of respect helps keep pupils safe.

Pupils trust adults and know they can speak to them if they are worried. They learn about how to keep themselves safe, including on public transport. Pupils know about the dangers of social media and cyber bullying.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders' actions to improve pupils' knowledge of British institutions since the last inspection have been positive. This has been done by organising educational visits and workshops for the whole school. However, leaders do not highlight the key knowledge that pupils from different year groups should gain from these experiences. As a result, pupils' learning is not as deep as it could be.
- Pupils' reading in English has improved a great deal. Pupils read different texts and understand these well. However, leaders know that pupils' exposure to a greater range of high-quality books and novels needs to be increased. This will enable pupils to have a better understanding of the English language and literature.
- The early years curriculum does not follow the reading, writing and communication aspects of the EYFS. The school follows the Greek curriculum in the early years. Leaders have applied for an exemption to the early years learning and development requirements. They need to ensure that they fulfil the associated requirements so that this may be granted. Alternatively, if the school is not granted an exemption, they must fulfil all the learning and development requirements of the EYFS.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131788
DfE registration number	307/6080
Local authority	Ealing
Inspection number	10115241
Type of school	Other Independent School
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Proprietor	The Greek Embassy in London
Headteacher	Barbara Masourou
Annual fees (day pupils)	No fees charged
Telephone number	0208 992 6156
Website	http://dim-london.europe.sch.gr
Email address	londongreekprimary@gmail.com
Date of previous inspection	9 May 2019

Information about this school

- The Greek Primary School of London was opened in 1984 by the Greek Ministry of Education to serve the Greek community in London. It provides free education at the school for Greek pupils.
- There are no pupils with SEND. No pupil has an education, health and care plan.
- The school uses no alternative provision.
- The school teaches the Greek national curriculum and the language of instruction is Greek. It also teaches the English language.
- The role of the governing body is fulfilled by the 'education counsellor'. There was a change of education counsellor from September 2019.
- The school's previous full standard inspection took place in January 2018, when it was judged to require improvement. The school had two additional inspections to check on its compliance with independent school standards. It was judged as meeting all independent school standards during its previous additional inspection in May 2019.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We looked in particular at the quality of the curriculum in mathematics, reading, history, and personal, social, health and economic (PSHE) education.
- We met with the headteacher and English leader. We also met with members of staff. We held a telephone conversation with the education counsellor.
- We scrutinised a wide range of documentary information in order to check on the statutory requirements of the independent school standards. This included checking the school's risk assessments, attendance information and safeguarding training.

The school must meet the following early years learning and development requirements:

1.4 Support children in their learning and development in literacy.

1.5 Children have activities and opportunities to develop their communication and language; literacy development that encourages children to link sounds and letters and begin to read and write.

1.7 Ensure that children have sufficient opportunities to learn and reach a good standard in the English language.

Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

Nick Hitchen

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020