



**British School
Overseas**
Inspected by Penta International

Inspection report

Byron College

Athens, Greece

Date **19th October 2023**
Inspection number **20231019**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
4	The context of the school	3
	4.1 The British nature of the school	4
5	Standard 1 The quality of education provided by the school	5
	5.1 Curriculum	5
	5.2 Teaching and assessment	6
6	Standard 2 The spiritual, moral, social and cultural development of pupils	7
7	Standard 3 The welfare, health and safety of pupils	8
8	Standard 4 The suitability of the proprietor and staff	9
9	Standard 5 The premises and accommodation	9
10	Standard 6 The provision of information for parents, carers and others	10
11	Standard 7 The school's procedures for handling complaints	10
12	Standard 8 Leadership and management of the school	11

1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, EYFS, Primary and Secondary were observed and 10 lessons visited. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and students. The inspection took place over one day.

The lead inspector in school was Alistair Downs. The team member was Kirsty Sharp, working online.

2. Compliance with regulatory requirements

This was a compliance inspection, in which standards are judged as *met* or *not met*: no other grades are given. As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Byron College meets the standards required to be an accredited British School Overseas.

4. The context of the school

Full name of school	Byron College		
Address	7 Filolaou Str. ,153 44 Gerakas		
Main telephone #	210 6047722 -5		
Website	www.byroncollege.gr		
Email	info@byroncollege.gr		
Principal	Mr. Rory Gallagher		
Chair of board of governors/proprietor	Mr. Konstantinos Koutsantonis		
Age range	3-17 years		
Number of pupils	Total = 544	Boys = 283	Girls = 261
Pupil numbers by age on date of entry	(0-2 years) 0	(3-5 years) 21	(6-11 years) 218
	(12-16 years) 236	(17-18 years) 65	(18+ years) 4
Total number of part-time pupils	0		

4.1 British nature of the school

The School is organised according to the structures used in UK Schools with separate sections for EYFS, Primary and Secondary. The Early Years and Foundation Stage (EYFS) guidance is followed, as is the National Curriculum of England from Year 1 through to A Level. The school uses schemes of work from the UK, including White Rose Maths, and numerous British curriculum links are evident across EYFS, Primary and Secondary. Outside of the classroom a wide range of extra-curricular activities are offered, including the Duke of Edinburgh Award. English is the language of communication throughout the school.

The school benefits from an extremely close relationship with the British Embassy in Athens and is the school of choice for many British Embassy staff. Significant British events, for example Queen Elizabeth II's Platinum Jubilee and death, and the Coronation of King Charles III have been recognised. Christmas Carol Concerts, Bonfire Night and Remembrance Day all take place throughout the year.

The school promotes British values and students benefit from a number of leadership opportunities which promote a culture of student voice and respect for the views of others. A house system is well established similar to those in UK Schools and a school uniform is worn by all students.

5 *Standard 1* The quality of education provided by the school

The quality of education provided by Byron College meets the standard for BSO.

5.1 Curriculum

The quality of the curriculum meets the standard for BSO.

The curriculum meets BSO standards, reflecting the guidelines of the National curriculum of England. It is designed to foster the holistic development of students, encompassing their academic, moral, physical, creative, and social growth. The school has established a comprehensive curriculum policy, and individual departments have crafted schemes of work tailored to the specific needs, ages, and abilities of the students, including those with learning difficulties.

Diversity is embraced, ensuring that all students are provided with a diverse array of learning opportunities to facilitate their progress and prepare them for the multifaceted demands of contemporary global life. The curriculum not only takes into consideration the prevailing curricula and external examination standards widely employed in UK schools but also upholds fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, as well as tolerance for individuals with different faiths and beliefs.

The school's policy and written schemes of work are dedicated to meeting the needs of nearly all students, both in terms of age and aptitude; and there is a clear development focus on an appropriate level of challenge for all. The primary medium of instruction is English, with a strong emphasis on English usage within lessons and throughout the school environment. Schemes of work are thoughtfully adapted to cater to the needs of English as an Additional Language (EAL) students. Moreover, the curriculum is customised on an individual basis to accommodate the unique educational requirements of students with more complex special needs.

5.2 Teaching and assessment

The quality of teaching and assessment meets the standard for BSO.

Relationships are excellent across the entire school and are a key strength of Byron College. Positive relationships, combined with a safe, secure and supportive environment, enable students to thrive in lessons and make the most of their time in school.

In the best lessons, teachers planned engaging, hand-on learning activities which generated excitement amongst the students. Teaching was well paced with a good balance between direct teacher input, independent work and opportunities for student collaboration. Students engaged well, were focused on their learning, and communicated confidently with each other and with the adults in the room.

Secondary students spoken to felt teachers have high but realistic expectations with regard to university applications, and that they were clearly supported and guided through the university application process.

The school employs a SENCo and fulltime psychologist to support students in their learning process. The school has clear procedures for identifying students with additional needs and supporting them in their learning. Students are supported through Individualised Education Plans.

6 *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils meets the standard for BSO.

Pastoral care is a strength of the school. From EYFS to KS5 the pastoral team works closely together to ensure the pastoral needs of students are supported. Transition between key stages is smooth and important information is shared. The school has a structured weekly PSHE programme that is taught in all grades from EYFS to KS5. Students enjoy PSHE lessons.

The school has a strong family feel and all stakeholders from the proprietor to the students spoke of the strong family feeling and ethos that is Byron College. Students and parents said that the school is a caring place and that they feel safe in school. Both groups also commented on the commitment of the staff to support students both with pastoral and academic matters.

The school has all the required policies in place such as health and safety, behaviour and safeguarding. These are effectively understood, implemented and reviewed annually to ensure the school is drawing upon current UK and International best practices. Staff are required to wear identification badges.

The school has a designated safeguarding leader and several deputy designated safeguarding leaders throughout the school. All staff are trained in safeguarding and understand the procedures to report concerns in order to keep students safe.

A central digital record logs safeguarding and behavioural incidents so staff are able to monitor and support students further. The school employs a school psychologist that supports staff through professional development and students on a regular basis.

7 *Standard 3* The welfare, health and safety of the pupils

The provision for welfare, health and safety meets the standard for BSO.

Members of staff greet students during arrival and throughout the day. Arrival and dismissal procedures are appropriately supervised and safe. A security guard monitors the main entrance and visitors are asked to provide ID in exchange for a visitors' badge. The school has a network of CCTV cameras and recordings are kept for 15 days. Students travelling by bus enter/exit through a separate entrance which is monitored by a member of the SLT.

Supervision of students at break times and around the school is excellent. Students have access to multiple play areas where different year groups mix well. Students in EYFS and Key Stage 1 benefit from their own dedicated play area. Student behaviour observed across the school was exemplary.

Fire extinguishers are present throughout the school with a clear record of maintenance on each unit. Fire evacuation drills take place regularly and evacuation and exit points, together with the emergency evacuation procedure, are clearly visible throughout the school.

The school's on-site maintenance team are effective in maintaining a site that is safe and fit for purpose. Daily health and safety walks take place and there are schedules for preventative and ongoing maintenance, cleaning, and pest control. Toilets and other areas are well maintained and are clean.

There is a small canteen in the school which provides a wide range of healthy food and drinks to staff and students.

The school's nurse is fully qualified and maintains clear records of any accident or illness. All staff receive basic first aid training at the start of each academic year and selected staff attend full day paediatric first aid training.

8 *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The school's proprietor possesses a well-defined vision for the institution and works closely with the Senior Leadership Team. The proprietor is trained in safeguarding and is the safeguarding governor.

The school maintains a single central record, diligently updated at regular intervals, affirming the completion of comprehensive safeguarding checks for all staff members. These checks encompass identity verification and confirmation of their fitness to work at the school.

9 *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO.

The school site is safe and secure with students, parents, staff and visitors entering through a main gate. There is a separate gate for students traveling by bus.

Classrooms are of a good size and benefit from natural light and air conditioning. Classrooms are equipped with projectors and many have interactive whiteboards. Students also have access to a central library, drama room/hall, basketball court, large artificial grass football pitch, IT room and multiple play spaces.

There are separate toilet facilities for students which are kept clean by a dedicated team of cleaning staff. Water fountains are available for students throughout the day.

The walls of corridors, classrooms and common areas are used to display students' work, support learning, and provide school information. They are bright and imaginative and enhance the environment. Personal lockers are available for students in Key Stage 3.

10 *Standard 6* The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO.

The school diligently fosters robust parent engagement, through an active PTA, regular parent workshops and regular communications with parents. The school's official website is informative and clearly displays the school's ethos, mission and vision. The school's ethos and clear communication is reiterated in every weekly newsletter distributed to parents.

The website features an ethos policy that serves as a guiding reference point in interactions with parents, fostering transparency and mutual understanding. Additionally, the school's admission policy and various other policies are readily accessible on the website, providing clarity and comprehensive explanations for a wide range of scenarios. Parents express their satisfaction with the wealth of information provided, underscoring the effectiveness of the school's communication efforts.

11 *Standard 7* The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school implements a clear policy for handling complaints which meets host country requirements and reflects good practices from the UK. The policy is available to all parents via the school website and sets out clear time scales for the management of a complaint following informal and formal stages.

12 Standard 8 Leadership and management of the school

The leadership and management meets the standard for BSO.

There have been new additions to the senior leadership team (SLT) since the last BSO inspection in 2018 and it is clear that there is an exceptionally close working relationship between all current members of the SLT, including the principal. The school runs well on a daily basis with leaders highly visible during the day.

Leaders know their school well and have a clear understanding of its strengths and weaknesses. They know the key priorities for improvement and have put in place clear plans to drive the school forward.

A number of middle leaders have been appointed and are thriving in these roles. Senior leaders recognise that newly appointed staff to leadership positions will need support and mentoring in order for them to develop and be successful in their roles.

The vision of the proprietor and the Principal, together with their strong relationship, are strengths of the school. In the 12 months the principal has been in post much progress has been made. Byron College is a friendly, welcoming and nurturing school which places the needs of its students at its very heart. As one primary aged student said, "Not only is this a place you come to learn, but also to have fun.... Coming to this school changed the way I thought about school. I love this school." Leaders are aware of the need to develop a strategy to maintain the community feel of Byron College when the school expands to a larger site in the coming years.