



**British School
Overseas**
Inspected by Penta International

Inspection report
Byron College

Athens
Greece

Date
Inspection number

20th – 22nd March 2018
20180320

Full name of school/college	Byron College				
Address	7 Filolaou Street 153 44, Gerakas Athens Greece				
Telephone number	(+30) 2106047722-5				
Fax number					
Website	www.byroncollege.gr				
Email address	info@byroncollege.gr				
Head	Helen McCarthy				
Chairman of Board of Governors	Konstantinos Koutsantonis				
Age range	3 – 18 years				
Total number of pupils	403	<i>Boys</i>	204	<i>Girls</i>	199
Numbers by age	0-2 years	0	12-16 years	144	
	3-5 years	34	17-18 years	53	
	6-11 years	172	18+ years	0	
Total number of part-time children	0				

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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, 35 lessons or part- lessons were observed by inspectors. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, members of the board and a range of teachers, parents and groups of pupils.

The lead inspector was Colin Dyson, team members Joanne Laufer and Stephen Priest.

2. Compliance with regulatory requirements

Byron College meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

Byron College in Athens is a good school with significant strengths.

Byron College provides a good quality of education complemented by a high level of student care. The quality of learning, teaching and leadership are good. Parents fully support the vision and direction of the college. They recognise the important contribution the college makes towards the development of their children's lives. The college is held in high regard by the wider community and parents. The students are proud to be members of the college community and value the opportunities it provides.

The leadership team ensures the college runs well on a day-to-day basis. Routines and procedures are followed and understood by all. The recent appointment of a new headteacher is having a highly positive impact on moving the college forward.

3.1 What the school does well

There are many strengths, which include:

- Parents value the uniqueness of the college and identify the family atmosphere as a key reason for choosing the college.
- Students' attitudes, behaviour, personal development and their spiritual, moral, social and cultural development are strengths: they are outstanding ambassadors for their college.
- A strong commitment, both governance and financial, by the proprietors to ensure the college continues to develop and improve.
- The whole college community, teaching, non-teaching, administration and ancillary staff work as a team to promote high quality care for all students.
- Teaching at A-level is a strength and demonstrated through the engagement of students, with good results and university destinations.
- Students and parents are proud to be members of the college and value the opportunities it provides.
- The head teacher is inspirational with a clear vision and capacity to continue moving the college forward. She is well supported by a highly effective senior leadership team.
- The enthusiasm and development of the middle leaders is a further strength that is having a positive impact.
- The enhancement of the student leadership team with its new structure, elected roles and 'school ambassadors' provides an ideal platform for genuine student voice and initiative.
- Students at the college are respectful and form friendships across the age groups and without cultural boundaries. Tolerance and appreciation of diversity are deeply ingrained within the culture of the college.

3.2 Points for improvement

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

- Ensure all health and safety issue highlighted during the inspections are attended to.
- Through an appropriate appointment, enhance the management of the college, by supporting the primary school to ensure all staff are encouraged, challenged and focused on further raising student achievements.
- Explore ways to enable all/more students to discover and develop new skills and interests through increased participation in extra-curricular activities.
- The pace of change needs to be measured and steady to allow teachers to properly process and embed new initiatives, and for the leadership team to have time to evaluate and review.
- Ensure the sharing of best practice in pedagogy with a focus on independent learning and to support this through enhanced library and ICT infrastructure.

4. The context of the school

Byron College is located in Gerakas a northern suburb of Athens. It was established in 1986 by a group of idealistic parents and teachers. They believed that there was a need for a school in Athens that would provide a British education that was egalitarian and inclusive, whilst still pursuing academic excellence and the highest standards of self-discipline, behaviour and community participation as an international school following the British curriculum. It has been owned by the current board since 1992, and the school has been in its current location since 1996. The board are active in their governance and leadership, and two members, the managing director and business service director are present and work on site most days.

Byron College is an all through school, including nursery provision, with approximately 400 students on roll, evenly distributed between the primary and secondary phases, with almost equal ratio of boys to girls. There is a strong multi-ethnic intake of pupils, with approximately 49 countries and cultures represented. The catchment area of the school is extensive and covers approximately 400 km² of greater Athens, served by the school transport system.

All students are taught in English and the National Curriculum of England is the core to the learning. In years 11, 12 and 13 pupils are expected to sit either IGCSE or 'A'-level public examination respective to their year group/key stage. The college has 49 teachers (13 in primary) and nine teaching assistants (seven in primary). The staff are led by a senior leadership and middle leadership team, adhering to a model of distributed leadership. Pastoral care and character education is highly valued and is embodied by a robust pastoral care framework.

There is an annual calendar of events which bring the whole college community together. The wider local community is invited to participate in activities fundamental to the college's British identity.

There have been significant changes to the senior leadership of the college in the last 18 months. The current core senior leadership team has been in place since May 19, 2017.

4.1 British nature of the school

The ethos, nature and appearance of the Byron College are recognisably British, mirroring what would be found in the independent sector in the UK. The language of instruction in the college is English. There are bright, creative displays around college, celebrating the achievements of the students. There are regular whole college community events, a range of interest days, sports days, class assemblies, and other celebrations.

The college demonstrates a commitment to British education initiatives, both in terms of curriculum and assessment. There is a clear commitment to a broad and balanced curriculum.

All communications from the college to families and children are provided in English, as are all college publications, reports, letters and the web site.

Byron College provides a high quality of education for its students. It combines the best of British educational standards and methodology with an awareness and celebration of the local cultural and regional context. Students' attainment on leaving the college at the end of year 13 is very high and compares very favourably with standards reached in British independent schools.

The primary curriculum is based on the English National Curriculum and the Early Years Foundation Stage (EYFS). The secondary school curriculum broadly follows the English National Curriculum. Both curricula are modified to meet host country regulations.

The college is organized according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the college.

Students are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversation with each other and adults. School leaders promote equality of opportunity and diversity exceptionally well, for students and staff, so that the ethos and culture of the whole school prevent any direct or indirect discriminatory behaviour.

The curriculum successfully contributes to student's behaviour and welfare, including their physical, mental and personal well-being. Leaders consistently promote fundamental British values and students spiritual, moral, social and cultural development.

Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk. There are clear procedures for reporting concerns and supporting the needs of those students.

5. Standard 1

The quality of education provided by the school

Byron College is successful in meeting its aims and provides its students with good educational opportunities. Teaching throughout the college is good overall. The college has empowered senior leadership and middle leaders to focus on raising the standard of teaching further. The students highly positive attitudes promote their learning.

Byron College has created a safe and secure learning environment where high levels of cooperation, trust and respect are evident and as a result, students develop strong self-confidence and feelings of self-worth.

Staff provide good pastoral support and guidance to students so that their behaviour is excellent, and they are keen to take on roles of responsibility.

The college has identified the need for a continued focus on attendance to ensure all students make the most of the opportunities provided.

5.1 Curriculum

There is full-time supervised education for students of compulsory school age. The curriculum is based on the National Curriculum of England, adapted to meet the requirements of the host country. The principal language of instruction is English. The college has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy.

The Early Years curriculum delivered at Byron College enables students to have a range of learning experiences. Activities are planned in line with the EYFS areas of learning and development and Early Learning goals. However, evidence suggest that students are not yet consistently encouraged to take the lead in their learning. The college is developing the outdoor provision for students across the foundation stage and a strategic plan is required to further enhance this area of learning.

Generous staffing in Early Years ensures that children with a range of needs can access the whole curriculum. Children are offered a variety of subjects which include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning opportunities. These subjects are supported by specialist teachers, as appropriate.

The curriculum offers the students in Key Stages 1, 2 and 3 at Byron College a truly broad and balanced experience, meeting all the requirements of the National Curriculum for England. Provision goes beyond the curriculum requirements with opportunities to appreciate and develop knowledge of Greek history and geography and develop a broader set of skills through opportunity to engage in curriculum additions such as debate and philosophy. A clear curriculum policy outlines the purpose and aims of the curriculum as well as coverage and provision in each Key Stage.

The primary curriculum is enhanced by specialist teaching provision in physical education, music and Modern Foreign Language studies. The inclusion of Greek language is required by local regulations and there is an additional option for Arabic. The curriculum is further enriched by regular visits and outings, taking full advantage of the extensive range of museums and sights of Athens. The breadth of learning is evident in the bright and exciting primary classroom displays and corridors around the college and shows that the curriculum is being delivered in an age-appropriate way. At Key Stage 3 students continue to enjoy this broad and balanced curriculum through fully specialised subject teaching.

The curriculum in both key stages could be enhanced by greater use of the library and ICT. The library would benefit from an increased and more varied collection, a more inviting environment and the teaching of information literacy skills to support the curriculum. ICT lessons are timetabled to deliver a programme of skills. However, there were missed opportunities within the lessons observed across the phase to support learning in other

subject areas with technology or use of digital literacy skills.

The curriculum offered fully meets the standard and offers a good range of subjects for a school of this size. Appropriate UK examination board syllabi are followed and the interpretation of these by staff offers full coverage.

The addition of enhancements to the curriculum such as philosophy and debating provide students in Key Stage 2 with the opportunity to build a range of wider skills such as critical thinking, logic and public speaking skills.

There is recognition and provision for students with EAL and Learning Difficulties across the college. Due to the organisation of the provision and the involvement of an external body that charges for extra support the college has not yet been able to provide fully inclusive support and this makes for difficulties when ensuring all stakeholders are fully involved in supporting individual student needs.

Opportunities for the development of technology-based education and enhanced learning through its use within the curriculum outside the teaching of ICT/computing are missed. The quality of resources available in the library as books and ICT devices is limited and this is hindering independent study.

The curriculum provides opportunities for all students to make progress and additional support structures are in place and effective for those students with learning difficulties and for those who require additional stretch and challenge. Within Mathematics however, a review of the timing of decisions on whether a student sits for the core or extended paper is advised.

A strong, newly revised PSHRE curriculum provides more than adequate support for life after school and reflects positively the aims and ethos of the college.

An effective university guidance system assists students to make appropriately ambitious choices and supports them well through the process.

Opportunities to widen the curriculum through extracurricular activities are missed, though the development of community service within the college is positive.

5.2 Teaching and assessment

Teaching and assessment are good and meet the standard required. Overall teaching in most areas of study is at least good and sometimes better. As a result, most students and groups of students are making progress at least in line with their ability, some better.

In the early years (Nursery, Reception and Key Stage 1) teachers have an understanding of young children's learning needs, they are skilled and sensitive in helping children form secure emotional attachment and provide a base for the children developing independence. Planning is implemented to meet the needs of most of the children. In some lessons and activities students are not always provided with enough variety and whole class activities do not always fully meet the varied needs of each child. Both teachers and teaching assistants consistently give a high priority to the safety of the students and support the students' growing understanding how to keep themselves safe and healthy.

Classrooms provide a bright learning environment: however, the outside environment is under used. This is a missed opportunity to provide students with accessible resources that promote learning and challenge students to develop independence and exploration. Playing and exploring opportunities for students are limited. Many activities are teacher directed and there is a lack of opportunity to extend child-initiated learning. At times, the high number of adults in small classes prevents students from developing a greater responsibility for their own learning.

Teachers display a sound knowledge to ensure planning is appropriate. Relationships are a strength. Students are developing increasing levels of self-control during activities and display confidence in social situations. Students enjoy their lessons and are eager to learn. Lessons and activities are usually at the appropriate level in each class. There is a limited range of age-appropriate resources to support play-based learning activities within the college day. Equality of opportunity and recognition of diversity is confidently promoted. Teachers collect a range of assessment data and this is being used to ensure all students are prepared for their next stages in their learning.

Across the primary years, staff and students share warm and respectful relationships during lessons. Teachers create a safe learning climate and without exception, students feel comfortable to take risks such as asking questions for clarification, offering answers they weren't certain were right or sharing ideas to contribute to the discussion.

Students are responsive and settle quickly when instructed. They listen attentively, are engaged and industrious, wasting little time getting on with independent tasks. Students clearly enjoy their lessons and are keen and enthusiastic learners.

The best examples of teaching were based on thoughtful and thorough planning that had clear objectives and a layered success criterion reflective of the range of ability in the class.

During these lessons, teachers questioned widely to test understanding, particularly ensuring all key vocabulary was understood. Pace was maintained and time for independent tasks enabled the teacher to move around the room to gauge individual understanding and intervene if necessary. Teaching Assistants were deployed effectively to support groups and individuals.

Where lessons didn't have as much impact, they lacked high enough expectation and all students had to work through the same easier tasks before moving on to tasks that were at their level of challenge.

Some AFL strategies were seen in use such as asking questions, using individual whiteboards or self-marking. There were occasions when teachers redirected their teaching or stopped independent tasks having realised there was a common misconception to repeat or clarify a teaching point. There were some examples of students being asked to peer assess or provide feedback to a classmate.

An excellent example of questioning was observed during a Year 8 Geography lesson, in which the teacher drilled right down to establish student understanding. A series of questions became increasingly specific with the teacher persisting to fully determine the level of knowledge the students had acquired and to establish if there were any gaps.

Individual verbal feedback to students was effective. In the best examples seen, teachers sensitively scaffolded students through a misconception or challenged them to move on with deeper questioning.

Although a new marking policy has recently been introduced, written marking has yet to become consistent across both Key Stage Two and Three. Examples of the best marking made clear to students where they had met the success criteria, offered a next step or suggestion for improvement.

Marking was most thorough in English and Maths books in Key Stage Two, with marking in Science, History, Geography and other subjects offering less guidance or support to students.

Recently introduced targets have enabled students to gain a clear picture of their current level of attainment and responsibility for their learning. Key Stage Three students shared the targets recorded in their Homework Planner and articulated how these targets were formulated and how they would know how they were progressing against them.

The quality of teaching is good overall with some lessons demonstrating aspects of outstanding teaching and others demonstrating satisfactory levels. The learning observed was also of a good standard and the willingness of students to learn was a factor in this even when teaching was not as good. The engagement of students in their learning was excellent. In the best lessons this was enhanced by the teaching. In most lessons observed

the students learn with enthusiasm, enjoy lessons and exhibit self-motivation. Their ability to think and learn for themselves is demonstrated in the best lessons, however the amount of teacher talk and teacher led activities is often a barrier to this. Progress within lessons was observed in the majority of lessons. Progress throughout the school year is demonstrated through the work seen in students' books.

The majority of lessons demonstrated a good pace with a variety of different activities. The best lessons were those where the teacher demonstrated an infectious passion for and a confident knowledge of the subject matter. The best lessons relied on minimal teacher talk time and teacher involvement was used to deepen understanding, steer learners or direct to appropriate stimuli. Teacher talk time and teacher led or reliant activities were more prevalent however. The content of all lessons was relevant to the syllabi followed and with examination groups it was also made clear how to use the learning in an examination situation. Opportunities to allow more collaboration and discussion between students were often missed. Similarly, the opportunities for independent learning were seen in the better lessons. Questioning techniques varied and best practice observed saw teachers use questioning to allow students to develop open ended answers.

In almost all lessons clear learning objectives were stated and visible and the students knew what they were trying to achieve in the lesson.

The level of differentiation varied across lessons. It was generally remarked upon in lesson plans but was not always evident in practice. Differentiation to stretch, challenge and extend more able students was generally more available than differentiation for the less able. The latter tended to rely on differentiation by outcome.

Marking and feedback was inconsistent in quality and regularity. Best practice saw good use of peer assessment with a rubric to follow. Feedback on student work varied widely. Outstanding examples could be found of detailed comment-based feedback that allowed students to see what they had done well, what could have been better and where to go next. The use of specific target setting and student awareness of how to reach these targets was rarely seen however. A small number of teachers had developed their own tracking systems that were used well to target specific areas in a students' knowledge, understanding and skills.

Art, English, history and economics lessons observed demonstrated high quality and often outstanding teaching.

5.3 Standards achieved by pupils

Children in the Early Years make good progress overall. From their sometimes-low starting points the majority are on track to at least meet and in many cases exceed the expected levels of attainment set out in the early learning goals. Rates of progress vary and are fastest in communication, language and personal and social development. Children make good progress in developing their early language and communication skills. They learn new vocabulary through songs and their speaking skills develop well as they engage in conversation during their activities. Developing the indoor and outdoor learning environments would further support early language skill and provide a rich source of discussion opportunities that will encourage children to become more independent learners.

Students are developing a good understanding of how to keep themselves safe and manage risks. They demonstrate positive behaviour and good levels of self-control cooperation and respect for others. They are learning to respect and celebrate each other's differences to build their understanding of diversity beyond their immediate experience, through a range of activities that teach them effectively about people in the wider world.

Byron College have recently introduced a new Assessment Policy as they bring their practice in line with changes made to the National Curriculum of England in 2014. Moving away from national curriculum levels, the primary section has introduced a range of key competencies for each year group. Teachers assess whether students are working towards, meeting or exceeding these indicators. This system is very new and time is being taken to moderate and validate teacher judgements.

Progress was observed within lessons and can be seen over time in work samples. Initial data under the new system indicates that students are broadly in line with National Curriculum expectations. Progress in learning within lessons was observed in the majority of lessons seen. Progress in learning throughout the school year is demonstrated through the work seen in students' books.

Results at A Level are of a high standard and compare favourably with UK and international averages. This results in students gaining access to good universities in the UK and globally. Nevertheless, as identified by the college there has been an erosion of previous high standards of results at IGCSE within certain subjects and strategies have been actioned to address this.

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

The spiritual, moral, social and cultural development of pupils at Byron College is outstanding. It is a key strength of the college.

The curriculum and ethos of the college encourages mutual respect for the cultures, opinions and values of others as well as a responsibility for self, including behaviour, conduct and learning.

Students at the college are very respectful toward each other and this is evident in the way friendships are formed across the age groups and without cultural boundaries. A primary student shared with the team that she is "...proud to be at a school where everyone treats everyone the same". These sentiments were echoed by parents who felt that the tolerance and appreciation of diversity demonstrated by the students was actively promoted by the teaching staff, through the curriculum and many experiences offered by the college such as cultural celebration days and the inclusion of philosophy and debate. The level of respect students hold toward peers is fully matched by the level of respect they extend to all staff at Byron College.

The students are extremely well behaved and clear about the standard of conduct expected of them. They adhere to college rules and understand the reasons behind them, seeing the rules as both fair and in their own best interests. They move around the college sensibly and were calm and well behaved during break times. A recently introduced Behaviour Policy ensures that in the very rare instance poor behaviour choices became persistent, a student will identify targets alongside an adult before taking on responsibility for meeting them.

The college places pastoral care at the heart of all they do, and this emphasis contributes to the inclusive and warm atmosphere of the college. The recently reviewed Pastoral System is clearly structured and well-staffed to ensure that all students' pastoral needs and academic progress are tightly monitored and responded to quickly.

A new PHSRE curriculum and policy has been introduced across the college this year to build on and give greater structure to the strong foundations that were already in place. Weekly lessons are supported by assembly themes with rotation led by classes or form groups or key staff. In addition to a PHSRE focus, the rotation also includes exploration of environmental and global issues and key events such as International Women's Day or Book Week. Assemblies are also used to recognise and celebrate important cultural events of Greece, such as a well-researched and prepared assembly led by Year Seven students giving historical context to the upcoming 'Greek Independence Day'.

The level of commitment to developing students wider understanding of world issues is demonstrated by the addition of the subject Global Perspectives into the secondary school curriculum. Byron College actively promotes tolerance and a respect for human differences. This is embedded in the culture and ethos of the college.

Opportunities for student leadership are important to Byron College. A recently enhanced student leadership structure now includes an appointed Head Boy and Girl, a democratically

elected student council, House Captains and a group of Ambassadors. The status of the group was elevated by the college arranging for regular School Council meetings to be conducted at the nearby Town Hall. This group is beginning to use its voice to responsibly share suggestions and concerns with the Senior Leadership Team and the Ambassadors are beginning to take on important roles such as greeting guests and supporting new students joining the college.

Social development is well supported at Byron College with excellent opportunities for students to become involved in wider issues within the community. Many charitable links have been formed to foster understanding of citizenship, responsibility and empathy toward others. For example, students have initiated a link with the charity 'Faros', an organisation supporting the needs of unaccompanied refugee minors in Greece. House Captains have arranged for the collection of both goods and funds to be linked to a House Competition to maximise their impact. Fund raising not only connects students with wider community and world issues but also supports the richness and uniqueness of the Byron College community with events and opportunities to collaborate across the school.

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

The welfare, health and safety of the pupils is good and meets the standard and the local regulatory framework.

The college has an effective policy to prevent bullying and the culture is one where bullying is not tolerated. As a result, incidences are low. There is also a newly developed comprehensive behaviour policy and system with clear procedures and sanctions. Written records of sanctions and behaviour plans are kept, and this system can be highlighted in a very positive way.

An effective system to safeguard the welfare of students is in place. Pastoral procedures are strong, particularly in the secondary age groups and staff are supported in their development in this area. The college has a new designated safeguarding lead who is fully conversant with best practice procedure. Further face-to-face training opportunities would reinforce this. Mental health and well-being issues are starting to be addressed by the pastoral team and through a promotion of the issue. A dedicated health counsellor is not available, although the school nurse, form tutors and pastoral leaders are performing this function to the best of their abilities. The development of this is a training and recruitment opportunity.

Health and safety and the risk assessment of school trips is an obvious high priority.

Healthy lifestyles and mental well-being are promoted through the PSHRE curriculum and whole college activities. Further attempts to promote healthy diets with regard to students' snacks and lunches are being made.

The college demonstrates a good regard for health and safety: the inspection by an external body meets local requirements and acts as a stimulus to ensure these standards are maintained. The college meets the standard with regard to fire safety. Due to its size, lack of storage space and location the chemistry laboratory might be deemed as an area needing improvement. Regular maintenance is carried out, though certain features of the early years outdoor play learning area need to be addressed.

An implemented policy exists on first aid and this is supported by a full-time nurse and training opportunities for staff. Staff are deployed so that the students are properly supervised at all times. The college maintains admissions and attendance registers that conform to UK standards.

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

Under the guidance of the recently appointed headteacher the Governing Body has strengthened its oversight of the college's strategic development.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been implemented to ensure staff appointed meet best practices regarding safe recruitment procedures. All staff have up to date job descriptions and have an annual cycle of performance management. Prior to appointment the college requests original qualifications. Appropriate checks on suitability to work with children, including a British enhanced criminal record check where applicable, are made by the college in respect of all members of staff appointed.

Governors have a clear understanding of their individual and collective responsibilities. They work effectively with leaders to communicate the vision, ethos and strategic direction of the college and develop a culture of ambition. Leaders and governors use a quality assurance framework effectively to improve teaching. They are beginning to use accurate monitoring to identify and spread effective practice across the college. The effective collective contribution of the governing body adds to the continual process of improvement at Byron College.

The college keeps and made available to inspectors, a comprehensive list of all staff and volunteers who currently work in the college, or who have worked in the college, showing the dates when they commenced and ceased working in the college. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the college or who have worked recently at the college.

9. *Standard 5* The premises and accommodation

The premises and accommodation with regard to health and safety and to promote effective teaching and learning meet the standard and conform to local regulatory frameworks. Monthly quality assurance from an external provider enhance this.

Water supply meets local standards. Drainage and disposal of waste and surface water is adequate. There are currently sufficient washrooms for students and adults. Recent improvements in drainage and planned improvements in toilet facilities have and will improve this further.

The buildings are structurally sound and inspected regularly and they provide protection from the weather. Evacuation routes and access in emergencies and during the normal school day are adequate and systems are in place for the evacuation and/or accommodation of those students with special needs.

The college has adequate security arrangements through security staff, systems and infrastructure. The college site is not used for any other purposes.

Growth in student numbers and the number of subject lessons is putting a strain on the available number and size of teaching spaces and this is having a negative impact on learning. Due to the high occupancy rate of classrooms, there is considerable teacher movement between classes leading to an erosion of teaching and learning time within lessons. Some classrooms were at maximum capacity. Classrooms are adequately maintained, although in some more appropriate solutions need to be found for storage.

Maintenance standards and procedures are good although specific attention should be paid to the Early Years outdoor learning area surface, fixtures and equipment. There is a maintenance log and rotation of tasks. Some attention should be paid to the decor and furnishings within rooms as to their suitability.

The Early Years outdoor learning area is poorly equipped and fails to provide an enriching learning environment for the youngest children.

The chemistry laboratory is not well designed and does not allow access and safe storage of chemicals and equipment. It would be advisable to employ an appropriately trained technician which would enhance learning through greater access to practical science.

There are appropriate systems and facilities for students who become ill and the school nurse has positive influence within the college. Though the nursing station has an external door with a lock, the medicine cabinet is not lockable. Future redevelopment of the nurse's station will include a toilet and shower facility. Procedures for intimate care are unclear and lack documentation.

Hygiene standards with regard to food preparation, service and consumption are adequate. Sound insulation, acoustics, lighting, heating and ventilation are adequate. Flooring is adequate or where not, is identified as a maintenance priority.

The outdoor play areas are appropriate and varied and in general a safe area to play with the exception of minor safety issues in the Early Years outdoor learning area.

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

The college has recently relaunched its website which is a welcoming, informative introduction to the college, effectively communicating the college's vision and mission and giving a prospective parent or visitor an accurate flavour of the college. The admissions process is easily accessible and clear: contact details are quickly found.

The website is straightforward to navigate and all key policies and required information to meet the standard is available. A 'Parent Portal' links neatly to useful information for current parents of the college such as the school calendar and daily canteen options.

Parents described information provided by the college as clear, informative and usually appropriate in frequency, quantity and format. They enjoy the online newsletters and events page providing more depth and detail about student activities and achievement within the college. Written progress reports issued to parents were clear, informative and followed up by individual progress meetings to expand on the information given.

Parents of primary aged students felt that the 'Homework Planner' used for home-schooling communications was efficient and effective. They appreciated the use of hard copy letters so that they weren't overwhelmed with emails. They described staff as caring and approachable, who quickly flagged any minor issues and were willing and flexible to meet outside of the scheduled calendar of 'Progress Meetings'

Secondary school parents indicated they would like more notice of and information about upcoming changes.

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

The school's procedures for handling complaints at Byron College are robust and fully compliant.

The handling of complaints mirrors the management structure of the college.

There is a detailed written formal complaints procedure that is reviewed regularly by both senior staff and Board Members. The procedure is transparent, open and effective. Local laws and regulations are fully taken into account.

Correspondence regarding complaints are kept secure and confidential.

12. *Standard 9*

Leadership and management of the school

The effectiveness of leadership and management by the headteacher, senior leaders and others with delegated responsibilities is good.

The college has been through a period of instability and the new headteacher was appointed at the start of this academic year. Following her appointment, the college has evaluated and implemented new leadership groups.

The headteacher articulates a clear vision and purpose to the college focused on providing a high-quality education for all students. In the short time she has been in the college, she has led by example, with integrity, creativity and resilience and has driven through highly effective leadership to empower all students and staff to excel.

Through the setting of ambitious standards and installing a sense of accountability for the staff her leadership is having a positive impact on teaching and on student outcomes. She has created an ethos in which all staff take full responsibility to develop their own skills and subject knowledge to enhance their professional impact. Central to this has been the determination to maintain continued improvement in students' performance, while retaining the strong sense of pastoral care that permeates the college. Recently the college has embarked on the implementation of a range of strategies to more accurately monitor students' progress. Assessment now draws on a range of evidence on what students know, understand and can do across the curriculum. Teachers across the secondary school now make more consistent judgements about students' progress and attainment, for example within a subject, across the year group and between year groups. These assessment strategies are now being extended into the primary school to ensure teachers make consistent judgements about students' progress and attainment.

There is a strong senior leadership team with a clear, well-communicated vision for college improvement. Clear roles and responsibilities have been assigned, including the line management of all staff, teaching and non-teaching.

The recently appointed senior management team works collaboratively and shares a common vision extremely well. Staff, both teaching and non-teaching, support students' personal development and welfare, so that the college's aim to inspire students and teachers to have mutual respect in a friendly, stimulating, safe and happy environment is fostered well. Since the previous inspection, management roles have been clarified, the roles of middle leaders enhanced, and the quality and monitoring of teaching developed further. Middle leaders are developing their effectiveness and recognise the key role they have in supporting the college's development.

A whole school development plan has been successfully implemented. This was the result of wide consultation and staff are committed to its implementation. Communication and consultation are purposeful and informative and enable staff to make their views known and contribute to policy and practice.

The small size of the college places significant demands on the leadership team. Self-evaluation by the headteacher and senior leaders identifies appropriate areas for college improvement. The implementation of a more rigorous system of self-evaluation has been a positive development. The college now has a much clearer idea of its strengths and areas for development. The leadership team now needs to ensure key developments are undertaken in a timely manner to enhance the learning and achievements for all students.

Links with parents are a strength. The college values the strength of its partnership with parents and has established a bond between home and college that is valued and appreciated by all stakeholders.

13. *Standard 8* The quality of provision for boarding

Not applicable.