



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**St Lawrence College**

**Athens**

Date 18 – 20<sup>th</sup> October 2021

Inspection 20211018

18<sup>th</sup> - 20<sup>th</sup> October 2021

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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, 73 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Karen Hanratty. The team members were Tammy Naidoo, Rebecca Baggaley and Lewis Baillie.

## 2. Compliance with regulatory requirements

St Lawrence College, Athens (SLC) meets all the standards for British Schools Overseas.

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### 3. Overall effectiveness of the school

The school offers a British style education which is of a high standard. As a result, pupils make good progress and standards of academic attainment are high. Pupils are well-behaved, have excellent manners and are proud of their school. The leadership provided by the headmaster, headteacher of juniors and other leaders guides the school on a strong path of continual improvement. The care and support offered to pupils, and standards of health and safety ensure a nurturing, safe learning environment.

#### 3.1 What the school does well

There are many strengths at the school, including the following:

- The proprietors' commitment to and passion for the school
- The unity of vision and purpose displayed by the headmaster, headteacher of juniors and other senior and middle leaders of the school
- The pupils, whose behaviour in class and around the school, and attitudes to learning are exemplary
- Positive relationships across the school
- The high level of pastoral care which leads to a safe and happy school environment in which pupils thrive
- Pupils' attainment across the school
- Provision and support of pupils who speak English as an additional language
- The breadth of extra-curricular activities and curriculum enrichment
- The teaching of English, particularly in Key Stage 2 and the senior school
- The in-depth subject knowledge of teachers in the senior school
- Communications with parents and responsiveness to any concerns raised
- Developments and improvements made since the previous report

## 3.2 Points for improvement

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

1. To establish a joint vision of excellence in teaching and learning across the school, leading to the further development of:
  - a) robust procedures for the assessment and tracking of pupil progress
  - b) higher levels of challenge and expectation in all lessons, particularly for the most able
  - c) greater opportunities for creativity and pupil-led learning
  - d) EYFS provision guided by UK best practice, centred on play-based and child-initiated learning, including the use of outdoor learning spaces
  - e) manageable SEN practices which are embedded, with impact tracked, to best support the attainment and progress of pupils
2. To provide greater training and development opportunities for middle and senior leaders, to equip them with the skills required to fulfil their roles and achieve maximum impact on further school improvements.
3. Within and beyond the classroom, to develop the use of IT and other learning technologies by pupils, to ensure they attain the necessary skills, knowledge and capabilities for higher education, work and life in the 21<sup>st</sup> century.

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## 4. The context of the school

Full name of School	St. Lawrence College				
Address	Anemon Street, Koropi 19400, Athens, Greece				
Telephone Number/s	+30 2108917000				
Fax Number	+30 2108917010				
Website Address	www.slc.gr				
Key Email Address/s	info@slc.gr				
Headteacher/Principal	Mr Phil Holden				
Chair of Board of Governors/Proprietor	Mrs Kiki Karakostas				
Age Range	2.6 months - 18 years				
Total number of pupils	990	Boys	508	Girls	482
Numbers by age	0-2 years	0	12-16 years	437	
	3-5 years	81	17-18 years	140	
	6-11 years	332	18+ years	0	
Total number of part-time children	0				

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St. Lawrence College, established in 1980, is a British international school in south-eastern Athens. The school has been situated at its current location since 2004 having been based in various districts of Athens before then. St. Lawrence College received BSO accreditation in October 2016.

Pupil enrolment at St. Lawrence College has grown by over 35% since the last BSO inspection. This growth is in parallel with the continued growth of the staff body, and the progression of the school in terms of curriculum, pastoral care provision and staff training and development. There have been positive enhancements in some facilities with plans for further developments, including a re-designed senior school library and a performing arts centre.

The school identifies the following challenges:

- National economic challenges as a result of the weakened Greek economy
- Rising costs amidst frozen school fees over recent years
- Uncompetitive salaries and other challenges to recruitment and retention of the best staff
- The impact of Brexit on staff recruitment, visas and acquisition of resources
- The impact of Brexit on UK university fees for EU students
- The impact of Covid-19, particularly on the social aspects of school life, planned school developments and the scope of teaching strategies permitted
- Recent local blocks on building permissions, hindering plans for campus developments

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## 4.1 British nature of the school

The school has a palpable British feel and appearance, in many aspects.

The curriculum is based on the National Curriculum for England, the Early Years Foundation Stage programme and iGCSE, AS and A level public examination requirements. In the junior school, the National Curriculum is supported by the Cambridge Primary Curriculum.

A wide range of extra-curricular activities is in place to support and extend the formal curriculum. Off-site visits and relevant visitors offer further enrichment to the stated curriculum, as do celebrations and school events which have a distinctly British nature, for example Remembrance Sunday, Carol Concerts, and Easter Bonnet parades.

Styles of teaching and learning are informed by UK best practice, and staff professional development is used to develop consistency of approach in this area.

The school leadership hierarchy is common to British schools, with clearly described roles for leaders and teachers in both junior and senior sections of the school. The pupils are divided into year groups, Key Stages and school sections consistent with British definitions and age-groups.

Pupils wear a school uniform, unlike many schools in Greece. There is high importance placed on pastoral care, with dedicated staff positions created to foster and support pupils' welfare and well-being. The school's values of Community, Tolerance, Respect, Honesty, and Positivity reflect British values.

The education of the whole child and the development of the broader skills and awareness towards becoming a valuable, contributing citizen in society are important aspects of an education at St Lawrence College. Pupils develop a love of learning, and the skills of enquiry and teamwork they will need in their futures as they meet academic and professional challenges.

The school campus and facilities support the curriculum in place and provide appropriate areas for learning, socialising and recreation. The school is maintained to high levels of safety and cleanliness.

Over 75% of pupils go on to higher education at university destinations within the UK.

The school is a member of COBIS, which provides a range of excellent training opportunities for staff and leaders and access to a plethora of exciting academic and extracurricular experiences for pupils.



## 5. *Standard 1*

### The quality of education provided by the school

The quality of education provided by SLC fully meets the requirements of the BSO Framework.

#### 5.1 Curriculum

The quality of the curriculum is good.

The school provides a full-time supervised education for pupils of compulsory school age, meeting local requirements. The principal language of instruction is English, with the exception of lessons in Greek and other foreign languages. The teaching of the Greek language is compulsory from year 1 to year 11.

The school has written curriculum policies which are supported by plans and schemes of work. The effective implantation of the policies enables pupils to acquire skills in speaking, listening, literacy and numeracy. In the junior school, the curriculum taught is based on the Cambridge Primary Programme in the core subjects of English, mathematics and science. The National Curriculum of England is used in the teaching of the foundation subjects. A phonics programme is in place, however greater rigour and consistency in this area would lead to a further improvement in outcomes for pupils. In the Senior School, the Cambridge Secondary 1 and Cambridge Secondary 2 are followed with reference made to the English National Curriculum where relevant.

The Foundation and Reception classes follow the Early Years Foundation Stage (EYFS) curriculum, working towards the early learning goals. While the pupils demonstrate a good level of engagement, the school recognises that provision for play-based and child-initiated learning experiences is needed. The use of outdoor learning spaces will also enhance the provision of learning. Pupils are offered a variety of subjects which include linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative learning opportunities.

Across the school, the curriculum is broad and balanced, and provides a good education. The curriculum provides for the interests of the pupils as well as the academic, moral, physical, creative, and social development of pupils. The school recognises that a more child-centred approach to learning and greater opportunities for challenge must be developed across the school.

The curriculum on offer is enriched by an extensive programme of extra-curricular activities (ECAs) which offers pupils opportunities to explore their physical, creative and social interests. The range includes drama, gardening club, football, karate, robotics,

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art and mini yoga. The provision also gives the opportunity for pupils to broaden their experiences and seek new challenges such as the International Award, STEM and robotics clubs, services society and Model United Nations. Further enrichment is provided through theme days celebrating such events as Chinese New Year, Greek, British and Jewish holidays, for example. The breadth of provision offers pupils the opportunity to take on leadership roles such as house captain in junior school, and student prefects and student council within the senior school. Older pupils support their younger peers through paired reading, student led assemblies, celebrations of success and other voluntary roles. 'Young Interpreters' in the senior school support EAL children across the school.

The school has implemented intervention strategies based on an internal audit of pupils' learning needs. Pupils who have difficulty accessing the curriculum due to special education needs (SEN) or those with English as an additional language (EAL) are targeted for intervention. The tracking of the progress of these pupils is recognised by the school as an area for development.

The curriculum provides well for the personal, social and emotional development of pupils (PSHE). 'Philosophy 4 Children' and a programme of PSHE, based on the 'Jigsaw' scheme, is provided in the junior school, and a programme of PSHE is delivered until the end of Key Stage 3 in the senior school. In Key Stages 4 and 5, time is set aside on a regular basis to address issues such as exam anxieties, for example. Support may also be provided by the school counsellor, a post which was created last year and has answered a clear need. Transition from year 6 to year 7 is a strength of the school.

From year 10, pupils select subjects supported by key members of staff and school leaders. Pupils may choose from a variety of subjects such as physics, French, and 1<sup>st</sup> Language Chinese. A wide range of AS and A level subjects are offered at Key Stage 5 and this suite of subjects has grown in recent years. Pupils in the sixth form receive appropriate careers guidance and support for university applications.

The curriculum on offer is reflective of British practice.

## 5.2 Teaching and assessment

The school meets the standard for BSO. The quality of teaching and assessment is good: there is no unsatisfactory teaching and some lessons show outstanding features.

Teaching in EYFS and KS1, whilst often based around practical activities, tends to be teacher led and focuses on the acquisition of core subject knowledge and skills. The school recognises the need for increased opportunities for children to initiate and lead their own learning, in order to become creative, enquiring, independent learners

Teaching is good with some elements of outstanding practice in Key Stage 2 and the senior school, which enables pupils to acquire new knowledge, and for most to make good progress from their starting points. The teaching of English, both reading and writing, is a strength and the quality of work and outcomes are excellent. In the senior section, transitions are smooth and teachers greet pupils on arrival to every lesson. This helps to set the tone for a positive start to the lesson and assures pupils are focused and ready to learn. The pace of lessons is good. Learning objectives are clear and specific. In most lessons, teachers use questioning well to develop and probe pupils' understanding. There is a range of activities in lessons which engage the pupils and provide opportunities for independent activities, paired work and reflection.

Lessons are robustly planned across the school, in year group teams or subject departments to cater for the majority of pupils. Short term planning is derived from schemes of work and long-term overviews. Planning evidences the use of the three-part lesson and shows planned differentiation with some links to other areas of the curriculum. Strategies for children 'working towards' and SEN are clearly identified in planning, however, challenge of an appropriate level for those children capable of greater depth, particularly in mathematics, must be more explicit. Planning in EYFS and KS1 needs to be further developed to ensure time in lessons is used to maximum effect.

Teaching is effective and demonstrates teachers' good subject knowledge and understanding. Consistency is promoted through following and adapting schemes, CPD to develop practice, lesson monitoring through observations and learning walks, and shared approaches to resources; this includes teaching assistants supporting throughout a year group in Key Stage 2.

Students are extremely well behaved and attentive in lessons. In the best lessons, pupils are actively engaged in activities throughout with, for example, teaching strategies such as onion talk and hot seating, or raising a coloured card to indicate the answer to a question. Strategies for asking for support included the use of 'helping cups' in the junior school and thumbs down.

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Pupils increase their understanding and develop their skills across all subjects, although there are often missed opportunities for accelerated progress. Teaching encourages pupils to apply intellectual and physical effort, however, the school recognises that opportunities for developing creativity, showing initiative and child-led learning need to be advanced.

In the best lessons, teachers planned differentiated learning activities, to support and challenge different groups of learners. For example, a Year 8 lesson on reproduction in plants had clear activities planned to extend the most-able pupils. In a Year 6 History lesson, opportunities for extended research, peer coaching and teaching enabled challenge for the most-able. However, this was not yet consistent across the school. In less successful lessons, higher achieving pupils were not encouraged to move their learning on when they had completed a set task. Instead, they were provided with additional tasks rather than questions or problems that could deepen their knowledge and understanding. In these lessons, questioning tended to be closed and limited, and learning was passive.

In many lessons, teachers use ICT to support teaching to good effect. In a Year 8 lesson on algebra, the teacher showed a PowerPoint presentation with an example of a pot of paperclips representing 'n'. In this way, the pupils were able to quickly grasp and use terms and expressions such as  $n$ ,  $2n$ ,  $n+4$ ,  $n-3$ , etc. Opportunities for pupils to use learning technologies for learning, presentation, research, collaboration and assessment, beyond formal ICT lessons, are limited. The development of provision in ICT is essential to better equip pupils with the skills necessary for 21<sup>st</sup> century life, work and study.

An assessment framework is in place to regularly assess pupils' learning, including formative, summative and standardised assessments. Much work has been done on developing formative assessment strategies however, the use of assessment data to inform planning or interventions is inconsistent. The school recognises that the use of a data tracking system will help with analysis of attainment and progress data of all pupils including those requiring targeted SEN support. This, in tandem with pupil progress meetings for all pupils, would enable the effective monitoring from baseline assessment starting points. Monitoring systems for SEN pupils should be developed to create a more refined, manageable and effective intervention model.

The majority of teaching styles and assessment equip pupils well with the knowledge and skills necessary to enter, or re-enter, the UK educational system at an appropriate level.

Classroom resources are of good quality; however, their range and quantity is inconsistent. Resources, including staff, are deployed effectively.

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## 5.3 Standards achieved by pupils

Academic attainment combined with a good curriculum, good teaching and high-quality care means that the standards at SLC are at least good and in many cases excellent.

Pupils in Foundation Stage 2 (FS2) and reception are assessed on entry. Teachers make use of observations to record pupils' progress along with computer-based assessments. Recent data of pupils in FS2 show strong progress in mathematics and language development. Structured language intervention focussed on early language and literacy skills has had an impact on the strong progress of Reception pupils in reading. Nearly all pupils make good or better progress in mathematics. Early years pupils are happy, secure and enthusiastic about their learning.

A high standard of attainment is maintained in Key Stages 1 and 2 in mathematics and writing. Trends in reading show that there is continuous improvement in this area of the curriculum.

The attainment levels of pupils in Key Stages 3 to 5, as shown in internal assessment and external examination data, are outstanding. The manner in which the curriculum, teaching and assessment systems work in unison means that pupils in the senior school attain grades which are in line with or above UK national standards.

Pupil attainment and progress in the senior school is recorded and analysed, through regular teacher marked assessments. The senior school also uses standardised external assessment data including MiDYIS and Yellis, IGCSE and A level data. This data is being used effectively by teachers to inform pupils and parents of their current attainment levels and to set individual learning targets to promote the progress rate for individual students. However, the school recognises that more robust data analysis is an area for development.

Data for IGCSE and A Level show pupils' attainment is significantly above UK averages in recent years. The proportion of IGCSEs that has been awarded an A/A\* grade has risen steadily. The trend in IGCSE and A Level results is upwards and positive.

Pupils' behaviour in lessons, around the school and during breaks is outstanding, as is their attitudes to learning.

Attendance figures indicate a good level of attendance. Absences have related mainly to COVID-19 since the school has been able to re-open. The school recognises the punctuality of pupils as a challenge and has put in place measures to address late arrivals, which are proving effective.

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

The spiritual, moral, social and cultural development of pupils is excellent, it is a key strength of the school. Pupils' of SLC demonstrate strong personal, spiritual, moral, social and cultural development in all respects and significantly strong in some respects.

Pupils are confident yet humble, courteous and respectful to others with excellent manners. Their attitudes to school and learning are exceptionally positive, and they are proud of their school and its community. Standards of behaviour are high, with clear expectations set which are actively promoted by all staff, enabling pupils to develop their self-knowledge, self-esteem and self-confidence. In a Year 7 science lesson on the human reproductive system, the teacher used questions well to probe pupils' understanding and responded to incorrect answers in a sensitive manner. This helped to boost pupils' self-confidence and reduce any potential embarrassment in the topic.

Pupils' spiritual development is harnessed through the strong daily adherence to the school's core values of tolerance, respect, honesty, positivity and community. Through the curriculum and ECA programme, pupils are offered opportunities for inner reflection, for example the popular gardening, mindfulness and yoga clubs. A senior year 8 science lesson on plant reproduction, involving the dissection of a flower, resulted in awed comments from pupils concerning the symmetry and intricate detail of the parts of the flower. Assemblies also provide opportunities for the development of pupils' spirituality; a senior school assembly sensitively explored the concept of taking pride in yourself and others.

Philosophy for Children (P4C) is timetabled on a fortnightly rotation with PSHE in Key Stage 2. The P4C programme equips pupils with enquiry and reasoning skills, to encourage an empathetic and balanced view of different philosophical, moral and ethical questions; these themes are continued into Key Stage 3. In a year 7 English lesson, pupils were considering the impact of ageing and positive ways to enrich the lives of older people. Asked to reflect on a short video showing nursery children visiting an old people's home, one pupil commented "It shocked me when the old lady said, 'I think I've found a new purpose in life'".

Pupils take responsibility for their own behaviour and show initiative as to how they can positively contribute to the school and wider community. A year 1 child questioned another pupil about his behaviour, asking why he behaved in a way that did not show care and respect to others. Consequences for poor behaviour can be a choice of a headmaster's detention or school community service. The implementation of the Jigsaw PSHE programme, P4C and the embedding of the school's five core values support and promote the positive behaviours seen around the school. In the junior school, key themes are intrinsically linked throughout the curriculum and referred to often. In the senior school, PSHE is addressed through daily form time and assemblies; it is also supported in other curriculum areas, such as biology and history.

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Although still being embedded, the school's values and vision are displayed prominently around the school. These link well with the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils take responsibility for their learning and behaviour, and know right from wrong. Pupils engage with the wider local community through volunteer work, organised by the charity ninjas in the junior school, for example donating food and time to a community soup kitchen and visiting an old people's home. The school actively promotes tolerance, a respect for human differences and acceptance of a range of lifestyles: this is achieved within the laws of the host country.

Relationships between staff, pupils and peers are excellent. Pupils develop strong inclusive friendship groups, which are evident within school and through the strong alumni contact on social media platforms. Pupils are aspirational for their future careers, with younger pupils expressing ambitions to become vets, scientists, dentists and teachers. Careers guidance is of a high standard and pupils are supported to make choices about which university courses suit their career intentions. Pupils are extremely well prepared and supported for the next stage of their education, employment training and have attained or are on course to gain relevant qualifications.

Pupils have many opportunities to develop cultural understanding. The student body is made up of over 50 different nationalities, creating a diverse community where pupils are given the opportunity to learn about and respect different cultures, as well as learning to make friendships and build relationships with others from different cultural backgrounds. Enrichment activities and themed events throughout the school such as Black History Month and the celebration of Chinese New Year, allow pupils to celebrate diversity in the school community and the wider global context.

Attendance is good. Pupils arrive to lessons on time; punctuality to school has shown improvement, as a result of robust follow-up with parents. Transitions between Key Stages is supported with visits, online parent meetings and sharing of school maps and timetables.



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

The overall welfare, health and safety of pupils is good and fully meets the standard for BSO.

Pupils are exceptionally well cared for. Safeguarding of pupils is regularly reviewed, and risk assessments for trips and visits are in place. The wellbeing and safeguarding team meet regularly to discuss any pupils causing concern. Safeguarding training is provided annually for all teaching staff, with advanced training for the four DSLs. The delivery of safeguarding training for other staff, including all ancillary and support staff, would strengthen provision in this area.

The school site is secure. A perimeter fence is in place with CCTV and 24-hour security. There are clear signing in procedures and lanyards are issued to identify visitors. Strict exit and entrance procedures are in place throughout the school day. Pupils are appropriately supervised during break and lunch times. The sports facilities and swimming pool areas are secure. The cleanliness and maintenance of the site is exemplary, with support staff visible throughout the day.

The school employs two full time school nurses who remain onsite throughout the day to meet and medical requirements of pupils. The nurses maintain an incident log and deals with minor injuries and illnesses. The school has a specialist doctor who visits twice a month.

School transport services are good. There is a robust system in place to ensure quick and efficient pick up and drop off. At the beginning and end of the school day, staff including the security team, supervise the safe arrival and departure of pupils.

Regular fire evacuation drills take place and fire extinguishers are regularly checked. However, current systems in place for evacuations could be refined to increase safety and efficiency.

The school's management information system, iSAMS is well used to record attendance as well as log incidents about pupils. The Pivotal approach to behaviour management is embedded in the school. Pupils' behaviour in class and around the school is excellent and is a credit to the staff and policies and systems in place. The relationships between staff and pupils ensures learning takes place in a safe, trusting, calm and purposeful environment.

Clear zero-tolerance stance on bullying is communicated to pupils through events like 'Friendship Friday', posters on the back of toilet doors, form time discussions, assemblies, and the PSHE curriculum. Any cases of bullying were dealt with quickly. Pupils are taught how to stay safe online, in and outside of the school.



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Pastoral systems across the school work well and have a high profile. The pastoral support for pupils in Key Stage 5 is exemplary with pupils being equipped for life beyond their school years. Pupils interviewed agreed that they felt valued and safe at school. Pupils also felt that their teachers cared well for them and they know who to talk to if they need help. The parents interviewed confirmed that they felt their children were happy and safe in the school environment.

A school counsellor has recently been appointed to work with pupils across the school, to support their personal and social development. Pupils may self-refer for counselling. The school counsellor's office acts as a 'safe place' for pupils to visit.

The school promotes healthy eating through PSHE lessons and assemblies. In PE, a healthy, active lifestyle is encouraged and teachers discuss healthy food choices with pupils and parents. The school canteen provides freshly cooked food. A number of water dispensers are available across the school allowing children access to water throughout the day.

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

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

The owners of the school are involved in the school on a day-to-day basis, holding the roles of managing director and business manager. They oversee the business and administrative aspects of the school, while handing responsibility for the academic programme and pupil welfare to the headmaster and headteacher of juniors.

Procedures for staff recruitment and selection are rigorous. At the initial application stage, the suitability of staff to work with children and their legal right to work in Greece are checked. Safer recruitment practices are in place and thorough background checks are made before any member of staff is employed. All teaching staff are suitably qualified to teach their age range and subject area. British staff have UK qualifications and/or experience with the age range and subjects being taught. Greek and other national teachers have appropriate qualifications and experience. Despite challenges in staff retention and recruitment, due to the weakened Greek economy and complexities created by Brexit, the school has been successful in appointing well-qualified and experienced staff who can contribute effectively towards the school's further development priorities.

The school keeps a thorough single register of all staff and volunteers who currently work in the school, and made this available to inspectors. This details all background checks undertaken on staff, and the dates they commenced and ceased working in the school. It is maintained securely and kept rigorously up to date. The school has created a culture of vigilance where student welfare is actively promoted.

The school considers staff professional development to be an area of great importance, whilst operating under the legalities of the Greek employment framework. Lesson observations, learning walks and professional dialogue are used to monitor standards of teaching and learning and identify development needs. CPD has been targeted at specific areas and the leadership team recognise the value of using expertise within the staff body.

## 9. *Standard 5* The premises and accommodation

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The premises and accommodation at SLC are good: some aspects are excellent. Extensive high-quality on-site facilities are available for PE, ECAs and sports clubs.

Buildings are purpose built, with good lighting, sound-proofing, cooling and ventilation. The buildings are well maintained and the maintenance team ensures that all equipment is kept to a good standard; damaged furniture and equipment is repaired or replaced when problems are reported.

Classrooms, although not large, are well resourced and the furniture is generally to a high standard. The science labs, computer suites, and art rooms meet the needs of all age groups and curriculum requirements. A stimulating learning environment is created for the pupils. Displays in classrooms and corridors support learning. They also promote the school's values of tolerance, respect, honesty, positivity and community.

The school provides appropriate changing, toilet and washing facilities for the sole use of pupils, with separate toilet facilities for boys and girls aged 4 and over. Staff have suitable toilet facilities. All toilets have an adequate supply of hot and cold water. The temperature of the hot water is carefully regulated to ensure it does not present a threat of scalding to pupils or adults. Drinking water is readily available.

Security is of a high standard and there is CCTV surveillance around the perimeter fence. Very close attention is paid to both campus security and health and safety, including cleaning and hygiene. Visitors enter the school through a security gate and all visitors report to reception on arrival. There are currently no students with physical disabilities who would require additional facilities, however, the school site provides suitable access for all.

Two full time, fully qualified nurses are on duty throughout the school day and present out of school hours whenever there are pupils on the school grounds. They are based in a suitably equipped clinic with all necessary resources for immediate and short-term care. The nurses maintain clear records of pupils' health issues and contact parents as appropriate.

Plans are in place to further expand the school to meet the needs of the community. A proposed multi-purpose complex includes a performing arts centre with dressing rooms and stage, gallery and exhibition space, conference centre and two music rooms.

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## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information by the school is excellent and meets BSO requirements in terms of quality, variety and comprehensiveness.

The school website publishes the contact details of the school, including the school's address, email address and telephone number. These details are also included on letters from the headmaster and headteacher of the junior school. The school's vision is available to view on the school website and together with the school rule of 'Ready, Respectful, Safe' is visible through displays in classrooms and corridors across the school.

Information, which provides admissions advice, support, policies, and the most recent inspection report for prospective parents is also accessible via the school website. There is also access to key policies, such as the anti-bullying, positive behaviour and health and safety policies on the school website.

Key curriculum information is provided on the website and termly curriculum plans are sent to parents in the junior school. The school recognises that the website does need to be updated to reflect schemes of work in the senior school.

The group of parent representatives expressed that they appreciate the level of communication from the school and the ability to contact teachers and school leaders easily. Parent issues and complaints are dealt with effectively and in a timely manner. Teachers maintain regular contact with parents, to share positive aspects of a child's day. Appointments with staff can be made via email or telephone.

Pupil progress is shared with parents at parents' meetings and through formal reports sent home twice a year. Reports include attainment information, attitude and effort. Pupils in years 11 to 13 receive a report before formal exams commence to give them the opportunity to work on targets during their revision period. In the senior school, comprehensive attainment data from external assessments such as MidYIS tests are sent to parents.

The school has an open-door policy and has in the past, invited parents to attend events such as drama performances, fundraising activities, orientation meetings at the beginning of the year, talks on different topics such as diet and physical development, and assemblies. The school is looking forward to having these events again once restrictions are lifted. Informal communication is encouraged, teachers and senior leaders are visible in the mornings and at pick up times.

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Parents representatives described their children as coming home, 'Happy and excited to talk about their day in school'. They value the home-school communication which helps them to support their children's learning at home.

## 11. Standard 7

### The school's procedure for handling complaints

The school's policy and practices for handling complaints fully meet the BSO requirements.

The school publishes its complaints policy on the school website, which clearly sets out the procedure that would be followed in the event of a complaint. The emphasis is on speed, excellence in communication with an appropriate level of school hierarchy involvement and a speedy resolution to the issue.

In the first instance, complaints are handled by the relevant teacher or member of staff. This may be escalated to the Key Stage leader, head of department or senior leader in the junior or senior school. A resolution should be reached within three working days.

If a resolution is not found, the matter may be escalated to a senior member of staff and a written response will be prepared. If the issue remains unresolved, it is further escalated to the headmaster or headteacher of junior school. The managing director becomes involved if the complaint is about one of the headteachers. If a parent so wishes, the complaint could be moved on to the formal complaints panel. A hearing would be arranged within five working days and the parent may be accompanied to this by one other individual.

At every stage, written records of the complaint are kept along with steps taken to resolve it and the final outcome. Correspondence, statements and records of complaint are maintained in a secure and confidential manner.

The school has never yet had to revert to the formal complaints policy. All complaints are dealt with quickly and resolved before escalation becomes necessary. There is no consistent theme to any parental complaints which have been raised in recent years.

Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

## 12. Standard 8 Leadership and management of the school

The quality of leadership and management of the school are overall good, and easily meet the BSO standard. School leaders have clearly defined roles in which they are secure, and which support key aspects of school life. Day-to-day management of the school runs efficiently.

The proprietors are proud of the school and are actively involved in its running and management. They maintain budgetary control for all areas, with the exception of professional development, which is under the control of the headmaster. Resourcing requests are submitted for approval, along with the justification for many items including major capital expenditure.

Senior leaders, led by the headmaster and headteacher of juniors, are clear in their vision, aims and expectations. There are strong, positive relationships within the leadership team. Middle leaders feel supported in their roles, whilst also being given autonomy to guide their individual areas in the direction they feel most appropriate.

Since the previous report, the leadership have worked with all stakeholders to create a clear set of school values – Community, Tolerance, Respect, Honesty and Positivity – which have been woven into the school's vision statement. These are displayed prominently around the school and guide school rules and codes of conduct, resulting in pupils' outstanding behaviour and attitudes.

Under the current leadership, the school has made significant improvements in recent years. Staff have received much professional development in focused areas, which has impacted on teaching and learning, and pupil outcomes. As a result, there is now greater consistency observable in schemes of work, planning and lesson delivery. Teaching at its most effective, shows clear differentiation and challenge for the most able, although this is still an ongoing area of development.

The school has a strong ethos of promoting staff from within the teaching body to take on middle and senior leadership positions. This strategy ensures maximum benefit from continuity of staffing. The school does recognise the need to equip promoted post holders with the relevant skills, knowledge and attitudes which they will need to fulfil their new roles successfully and is seeking opportunities to provide staff with relevant training.