



ANNUAL REPORT

2019/20

GREEK SCHOOL OF COVENTRY

**Written by the Head
teacher, Eleni Tsilipira**

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A message from the Chairman of the school, Mr Andrew Papageorgi

We welcome you to share with us the 2019/20 Annual Report of the Greek School of Coventry. Our aim is to inform the friends and members of the Greek Community, but also the wider community of the aspirations and achievements of our school and to establish a vehicle to regularly map and record the achievements and milestones of our community.



I have been fortunate enough to preside over the School Management Committee since 1994 when the new school premises were built and have worked with many enthusiastic head teachers, teachers and committee members. We have been blessed to be situated in a very attractive part of rural Coventry, very close to Warwick University, from where we have drawn most of our qualified Greek teachers. This has made the task of ensuring a consistent supply of high caliber teachers much easier.

The success of any school is very much dependent not only on the head teacher, school staff and pupils but also on the active support of parents and friends of the school and we thank them greatly for this. We must of course pay tribute to the authorities that take it upon themselves to ensure the survival and progress of Greek schools throughout Great Britain and throughout the generations.

For this we are very grateful for the continued support and guidance received from His Eminence, The Archbishop of Thyateira and GB, Mr Nikitas, and the enormous support received from the Cyprus Educational Mission and its Head in this country, for supplying us with books, teaching material and allocating to us and paying for two teachers.

I would also like, on behalf of the Management Committee to thank our head teacher Mrs Eleni Tsilipira for her relentless efforts to raise the standards of our school and to thank all the teachers for supporting her in this role.

We hope that you find this publication of interest and welcome any comments for improving the presentation and content of the report.

Andrew Papageorgi
School Coordinator

A message from the Head teacher of the school, Ms Eleni Tsilipira

Dear Parents,

This has been by far one of the most challenging years for our school that I can remember.

This year there has been the unprecedented events caused by the global Covid-19 pandemic. This has been incredibly disruptive to the whole of the country with disruption to education, work, holidays and all kinds of family events.



We have been forced to close our school and move to an online Learning. This has provided us with a number of challenges, but with the support of the Cypriot Education Mission, our school chairman, Mr Andrew Papageorgi and all our staff we worked hard to provide all of our children with the best education possible.

Teachers quickly adapted to the new way of working. None of this would be possible without you, our parents who have been there to help your children when they needed help, support and reassurance that things will return to normal when it is safe.

I also need to say a massive thank you to our all of our pupils. You have all worked so hard this year and have made us all very proud.

To our A Level pupils I would like to say good luck for the future - I hope you continue to show the commitment and hard work that has made us so proud of you during your time with us.

We have had and participated in many events in 2019 /20 and School closure didn't stop us from organizing online events and projects.

Please take time to read this Annual Report that presents and outlines the achievements and activity of the School and the educational outcomes of children throughout the school year 2019/20.

**Best wishes,
Eleni Tsilipira
Headteacher**



Our Mission

We recognise that the children give up their precious spare time on Saturdays to attend the Greek School to learn the Greek language. Our Mission is to create a happy, interesting, exciting and caring environment where the children feel valued and respected, through which we encourage them to achieve their fullest potential academically, socially and culturally.

Our Vision

Our Vision is to establish the Greek School of Coventry as a centre of excellence in teaching of the Greek language and culture and to attract children from the age of 5 up to the age when they complete their A2 Level exams, from all backgrounds and from as wide an area as possible.

Our Objectives

Our major aims are to promote the Greek language, culture and heritage whilst we recognise and value the importance of living in a multicultural society.

We recognise and celebrate the individuality and diverse contribution and potential of our school community and we encourage them to achieve their fullest potential in a multicultural, multi-ethnic society. Whilst we place a strong emphasis on academic success we encourage our children to adopt Christian principles and to be proud of their background, culture and heritage and to show mutual respect and support for each other and the wider community whilst simultaneously respecting the values and beliefs of other ethnic minorities.

As a supplementary school we aim to create as broad and balanced a curriculum to excite and motivate the children, promoting their enthusiasm for learning and inspiring them to acquire and enjoy a wide range of skills and knowledge. The syllabus incorporates Modern Greek Language up to AS2 level history, religious education, theatre, singing, and dancing. The School Management Committee is committed to adopting the highest possible standards in running the school. The school has been successful in seeking accreditation from the National Resource Centre for Supplementary Education (ContinYou).

HOW THE COVID-crisis INFLUENCED OUR SCHOOL OPERATION

On 11 March 2020, the World Health Organization (WHO) declared that the infection caused by the coronavirus COVID-19 had ceased to be an epidemic and had passed to the category of pandemic.

The school entered lockdown in 21 March 2020.

Online Learning via Microsoft Teams and Zoom Platform was adopted by all teachers.

OUR MEASURES

21 March 2020- Easter

Initially, we have decided to suspend our lessons until Easter for preventive reasons. In order to avoid the children losing contact with the language, all classes from Reception to YEAR 4 received learning material on a weekly basis both to revise what we have learned up to now as well as to keep learning.

This helped our students to maintain contact with the Greek language and culture. All parents assisted their children to complete the exercises and returned them to their child's teacher by email. Receiving the exercises back teachers kept monitoring their students' progress.

We advised parents to install the Greek keyboard on their computer. Also, teachers used the "LIVEWORKSHEETS" educational tool to help students without printer to complete their exercises online.

Year 5-6, Pre GCSE, GCSE & A Level classes continued the lessons online through Microsoft Teams and Zoom platform.

All parents were asked via email if they have internet access at home, number of computers / laptops and skype accounts as well as how comfortable they are helping their child access online resources and do schoolwork online.

The times of the lessons depended on the students' age, the number of siblings and their access to the computers.

Emails were sent to the parents every week to confirm the date and time of the online class along with the homework and Teams/Zoom link. Parents printed handouts out so that students can be ready for the class, as well as to understand the activities and goals for the online lesson.

The days and times of lessons until Easter were as follows:

<u>GRADE</u>	<u>DAY</u>	<u>TIME</u>
Year 5/6	Saturday	10:30-12:15am (15' break at 11:30)
GCSE- A LEVEL	Saturday	12: 30-15:00pm (15' break at 13:45)

The covid-19 pandemic is getting worse

- ❑ Schools including our school remained closed after Easter holidays until the end of school year.
- ❑ GCSE & A LEVEL exams were cancelled.



25 April 2020- End of school year

After Easter Holidays, as schools remained closed, all classes started online lessons through Microsoft Teams or Zoom platform.

In the Online lessons Reception-Year 4 classes covered a range of topics that students have been taught during the year with a string emphasis on the oral and communicative and reading skills of the students. The students had the chance to practise all these topics through interactive games and songs.

The classes lasted one hour.

Like before Easter all parents of reception-year 4 students were asked via email if they have internet access at home, number of computers / laptops and skype accounts as well as how comfortable they are helping their child access online resources and do schoolwork online.

The times of the lessons depended on the students' age, the number of siblings and their access to the computers.

GRADE	DAY	TIME
Reception	Sunday	12:00-13:00pm
Year 1	Saturday	11:00-12:00am
Year 1adv	Saturday	09:45-10:45am
Year 3	Saturday	12:30 - 14:00pm (15' break at 13:15)
Year 4	Saturday	10:30-12:15am (15' break at 11:30)
Year 5/6	Saturday	10:30-12:15am (15' break at 11:30)
GCSE- A LEVEL	Saturday	12:30-15:00pm (15' break at 13:45)

All staff demonstrated great resilience, teamwork and diligence in adapting to the unique and very challenging circumstances. It was a great success for our school that all pupils had access to online learning every Saturday and live online interaction with teachers. Teaching staff and the School chairman, Mr Andreas Papageorgi maintained socially-distanced and online contact.

All of our teachers deserve to be highly commended for all aspects of their work during these unprecedented and very challenging circumstances.

For resumption in September, many Covid related risk- assessments, policies and new practices will be undertaken.

SUMMARY of School Term Dates

Below, you can find a detailed table of the events and a few photos capturing them:

TERM A 7.9.2019-25.1.2020	TERM B 1.2.2020-4.7.2020
28/9/2019 Parents' Meeting for Reception, Year 1adv, Year 3 & Pre GCSE/GCSE Students	26/1/2020 Three Hierarchs Celebration
5/10/2019 Parents' Meeting for Year 1, Year 4, Year 5-6 & A Level Students	—
19/10/2019 "OXI DAY" Celebration	22/2/2020 Half Term Holidays
26/10/2019 Half Term Holidays	22/3/2020 25 th of March 1821/1 st April 1955-'59/The Feast of Annunciation It was cancelled due to School closure
14/12/2019 Family Christmas Workshop Christmas Bazaar	4/4/2020 Easter Bazaar It was cancelled due to School closure
15/12/2019 Christmas Celebration	5/4/2020-24/4/2020 Easter Holidays
16/12/2019-10/1/2020 Christmas Holidays	23/5/2020 School Trip It was cancelled due to School closure
11/1/2020 Revision	30/5/2020 Half Term Holidays
18/1/2020 Test Term A	13/6/2020 Revision
25/1/2020 Parents' Meeting Term A	20/6/2020 Test Term B
—	27/6/2020 Parents' Meeting
—	5/7/2020 End of School Year Celebration School BBQ It was cancelled due to School closure

Due to the School closure on the 14th of March 2020 after coronavirus outbreak :

- School trip to the British museum in London on the 7th of March was cancelled.
- The National Celebration of the 25th of March 1821 was cancelled.
- Easter bazaar was cancelled.
- The project *"The return of Odysseus to Ithaca"* for all students was organised virtually on the 23rd of May. (report and photos on page)
- GCSE & A LEVEL Exams were cancelled.
- The Annual Test and the Parents' Meetings for term B were organised virtually.
- The End of School Year Celebration was organised virtually. (report and photos on page)
- The End of school year BBQ was cancelled.



School trip to British museum....was cancelled

On the occasion of the project about the "Trojan War" that was organised on Saturday, February 15, 2020 for all of our students in the school hall, our school organised to visit the British Museum on the 7th of March 2020.

The British Museum hosted a stunning exhibition "Troy: myth and reality" about the Trojan War from February 2020 until March 2020. This trip was arranged as part of the educational trip we organise every year.

Everything was ready (Museum tickets were bought, coach was booked, letters to parents have been sent, banches with students' and teachers' in charge details were ready), but due to the increased coronavirus concerns we cancelled our trip to the British Museum three days prior to the school trip.

All parents have been refunded.

ONLINE EDUCATION IS THE ...NEW NORMAL

In response to the school closure on the 14th of March, our school started Online lessons without delay on the 21st of March.

In order to confirm that the online learning will be available to all students, all parents were asked :

- if they have access to devices such as computers/laptops/tablets,
- If they have the necessary software to participate in online learning lesson and activities,
- if they have access to a broadband connection at home that is fast enough to support online learning,
- Parents' ability to assist their children with schoolwork online.
- Students' ability to use technology and keyboard.

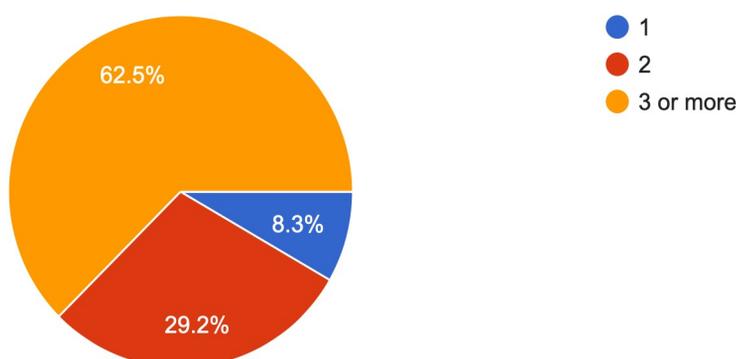
PARENTS' QUESTIONNAIRE FINDINGS *about Online Learning*

- All parents had at least one computer/laptop/tablet at home.
- All parents had internet access at home.
- A high percentage of parents (70,8%) was able to help students with the online schoolwork.
- Only the 16,7% of students was able to work independently to do the schoolwork online.
- Only the 10,4% of students was able to attend the lessons without their parents' help.
- 93,8% of parents agreed that hours of Distance Learning were about right. None of the parents was dissatisfied or very dissatisfied.
- 66.7% of parents was very satisfied and 31,3% Satisfied with the learning distance opportunities the school offered. None of the parents was dissatisfied or very dissatisfied.

The results are presented in percentage form below.

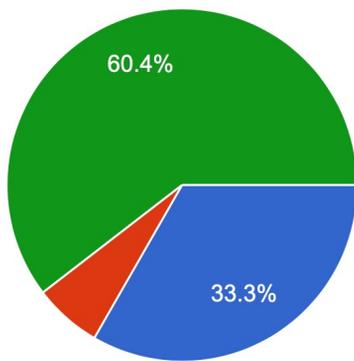
V. Number of devices, other than a cell phone, you have at home that your child(ren) can use for online learning.

48 responses



VI. What type of devices you have at home that your child can use for online learning?

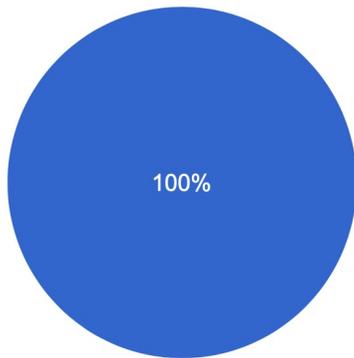
48 responses



- Laptop/Desktop
- Tablet
- None
- All

VII. Do you have internet access in your home?

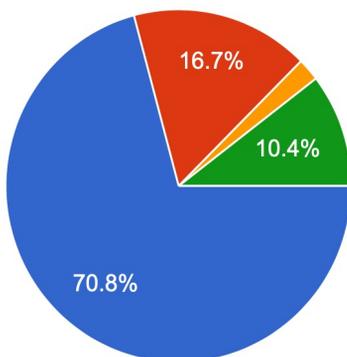
48 responses



- Yes
- No

VIII. How prepared are you at home to assist your child with schoolwork online?

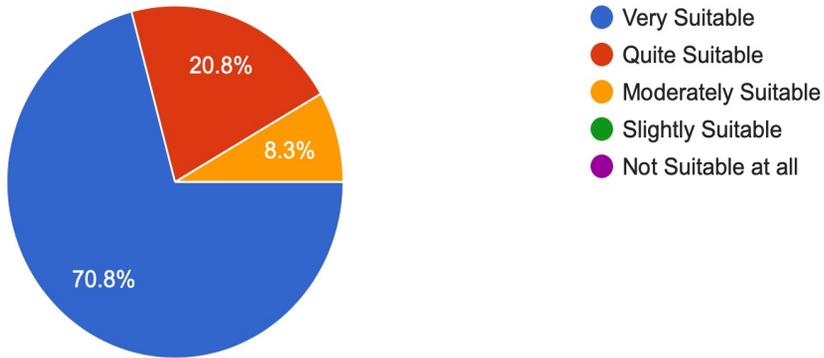
48 responses



- I am comfortable helping my child access online resources and do schoolwork online.
- My child is able to work independently to do schoolwork online.
- My schedule or home situation does not allow me to help with online schoolwork/online lessons.
- My child is able to attend the online lessons without my help.

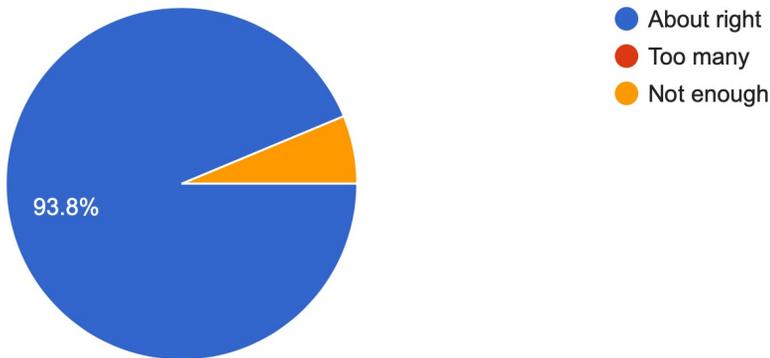
IX. How suitable to your child's age and abilities are the technologies used by the school for the distance learning?

48 responses



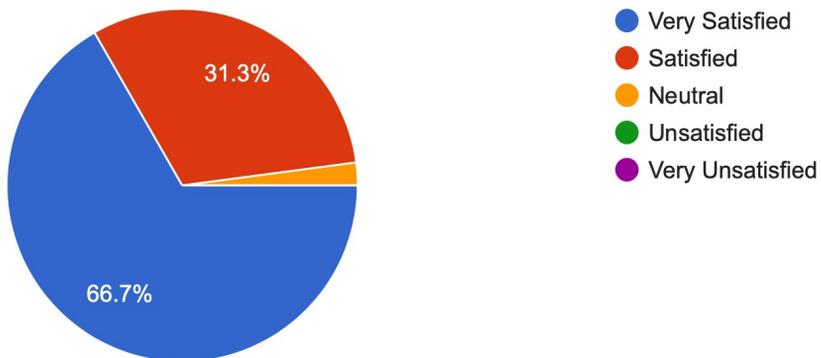
XI. The number of hours of Distance Learning for my child is :

48 responses



X. What is your overall satisfaction with the distance learning opportunities provided to your child(ren) during these months?

48 responses



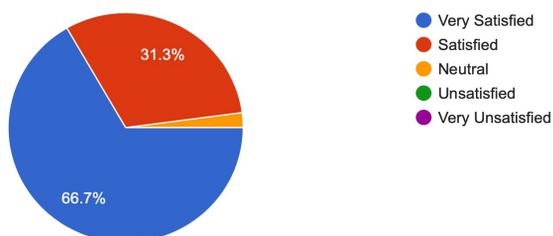
PARENTS' OVERALL SATISFACTION WITH THE DISTANCE LEARNING

Our Weekly Online Lessons, the weekly homework, our online projects for all students, our online Easter Egg competition and our Online End of School Year Celebration helped our students maintain contact with the language, our culture and customs.

Also, a very significant effect of our weekly online lessons is that students maintained contact with their classmates and friends. They had the chance to play educational online games together, to discuss and laugh reducing the negative impact of lockdown to their mental health and well being.

X. What is your overall satisfaction with the distance learning opportunities provided to your child(ren) during these months?

48 responses



All parents were extremely positive regarding the schools' efforts during the lockdown and expressed their huge satisfaction with the support provided.

Learning loss due to school closure during the COVID-19 pandemic

- All year groups have experienced a learning loss due to the reduction of school hours.
- Year 1 and Year 1adv students have experienced a learning loss in Letter formation.
- Teachers struggled to give individual learning support during online lessons.
- Primary-aged pupils have experienced a learning loss in WRITING.
- GCSE students who were due to sit the exams in June 2020 haven't been awarded a grade by their teachers as the exam centres didn't accept their teachers grade they think their student would have achieved had they sat their exams this year.

All parents were asked what we can do to improve our approach to Distance Learning *in order to keep our students motivated and engaged.*

Please, find their answers below.

XII. What could we do to improve our approach to distance learning?

You are all fantastic!!!!	I am more than happy with the online sessions	Zoom lessons are very useful and happy for them to be continued
N/A	My child is very happy with the distance learning approach provided at the moment	Ares seems to prefer the online learning!
Nothing	The classes were carried out efficiently	The online teaching with the teacher would be perfect for my child.
No proposals	We are absolutely happy as parents from the school as well as from the teachers. We would just like to point out the following: we would prefer the tuition fees from September to be reduced because the online teaching lasts less than the teaching offered by the teacher to the children in normal conditions.	Given the situation, the response of the school was fantastic. There are always "better" ways with purpose built IT platforms , but they incur significant cost and probably not worth investing as most feel the covid pandemic will be a think of the past within the next 12 months
Nothing	More online activities and exercises for kids to do, maybe, as homework and at their own time.	everything seems to work fine
More hours perhaps	The distance learning the school is offering is very effective and concise, so the children don't lose interest	Provide kids every week with targeted texts from books, maybe, to read at their own time. These can easily be extracts from books such as an individual chapter. Then incorporate such reading with an exercise to be done at school time or as homework.
Very satisfied overall! Thanks to all who work hard for our children.	It may be worth exploring teaching during weekdays.	
The lesson could be longer and homework could be less	For year 3 may be a game or a quiz on zoom.	More online activities and exercises for kids to do, maybe, as homework and at their own time.
I think that the distance learning is as long and sufficient as it should be	Maybe pay some attention that children are really engaged and not consumed to other "illicit" activities over the internet or private chatting etc.	I think year 6 was managed well
Create a second slot in the week	The teacher to mute the children, as they can be loud and disruptive and unmute them one at a time when they are required to answer questions or contribute.	Nothing, I've been very impressed with the provision and send you a massive thank you for all your efforts and apologies that our work schedules have not allowed us to be more diligent with homework!
Maybe smaller groups	The only suggestion is to review if there is a need to increase the hours of distance learning. So far this has been working well but potentially this can be reviewed and reassessed (if there is need).	I am really satisfied with the present methods
Perhaps more shorter lessons in the week	The homework is editable online we will be able to complete it on a weekly basis.	Special praise to the headteacher of the school Eleni Tsilipira and to Eleni Maoudis for everything they do. They make the school going strong.

Teachers' Questionnaire Findings for Distance Learning

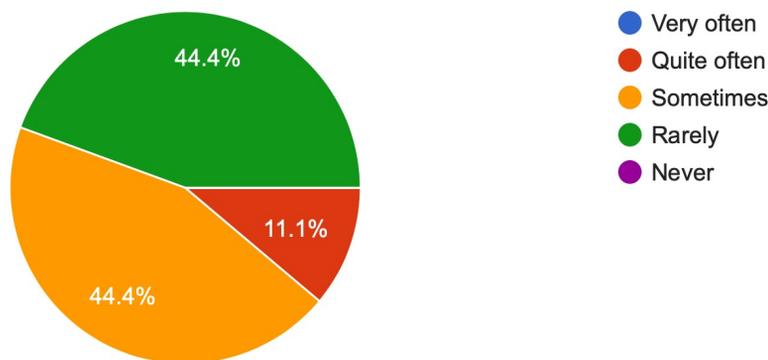
To understand the willingness, knowledge, and attitude of our teachers toward online teaching, we conducted a survey using an online questionnaire in June 2020. All teachers appeared willing and excitement to work alongside their students and colleagues in ensuring a systematic online learning environment.

The teachers identified the following as the main difficulties of online teaching:

- Lack of experience with learning from e-learning platforms,
- Technical issues,
- Keeping students motivated and engaged at all times,
- Giving individual learning support and feedback,
- Poor communication with parents.

How often do technical issues disrupt your lesson?

9 responses



1. How do you give students individual learning support during online lessons?

By having a conversation through Teams with the student, where I point out things that they can improve.

By assigning them individual online activities and by communicating with their parents.

By sending them extra material via email and encouraging them to try more during the lesson

I give them extra time to think before they answer a question or I give them the flexibility to respond in English.

by differentiating activities

very hard

Emailing extra worksheets, grammar handouts and online activities. Being available for face to face online sessions with parents and students in order to explain queries.

By using different methods which can help them to understand

2. How do you motivate learners in an online class?

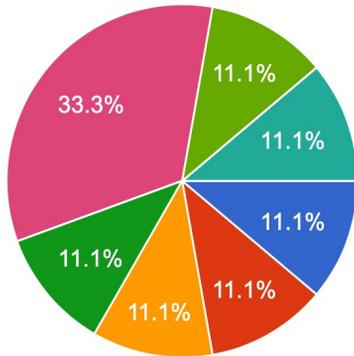
Giving constant feedback on how well they are doing	By giving them plenty of activities and the freedom to choose which ones they enjoy completing, by giving them plenty of chances to re-try and complete an activity they failed or scored low
By giving them a mix of activities to complete (asking questions that they can respond to on the spot and doing some online tasks).	Using online quizzes, live worksheets, interactive games and images for discussion. Sharing our news and sentiments about the lockdown. Puzzle fairy tales games
By making my presentations engaging, by playing games, by using colourful and stimulating reading material, by preparing online homework which provides listening and speaking exercises, by using a certain puppet-mascot in our speaking session.	Through games
By preparing fun educational games, both orally and written	By encouraging them to participate in online exercises and activities and also reward them for their effort.

3. How do you give individual feedback to your students on their work during online lessons?

Through email to their parents, using digital teacher stamps along with comments	Emailing back the homework activities corrected with notes. Emails addressed personally to parents with advice and feedback.
I always praise them when they answer correctly. directly to parents	by making notes and giving tips upon how to improve their score
By making written comments online and returning their work and by communicating with the parents.	By being objective and trying to explain their errors if needed
By either commenting to them or sending an email to their parents	By comments on their homework and emails.

What have been the main challenges for you in switching to distance learning ?

9 responses

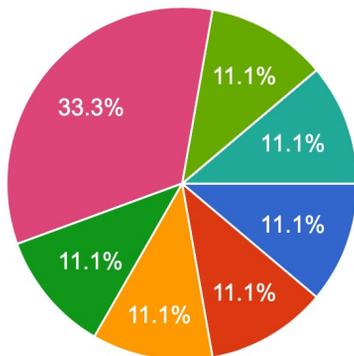


- Access to technology (computers, laptops)
- Pupil's access to technology.
- Communicating with students.
- Communicating with parents.
- Low levels of digital competence.
- Students' low levels of digital competence
- Keeping all students motivated and engaged
- Supporting students with learning disabilities

▲ 1/2 ▼

What have been the main challenges for you in switching to distance learning ?

9 responses

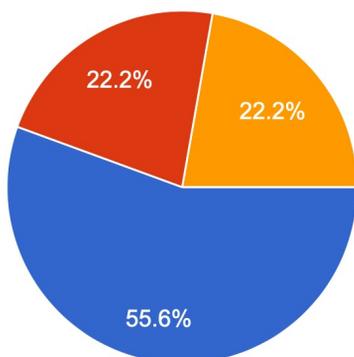


- Converting activities into online/distance learning.
- Accessing pupils progress.
- Preparing content for online and distance learning.
- Time management and organisation.

▲ 2/2 ▼

In general, how satisfied are you with the engagements of parents during Distance Learning?

9 responses



- Very Satisfied
- Quite Satisfied
- Moderately Satisfied
- Not Satisfied at all

4. What is your overall experience using Distance Learning?

I am happy with Distance Learning. My lessons became even more exciting. It was a great opportunity to learn to use technology more efficiently while we are all keeping safe at home. Of course, I had to spend hours in order to keep my IT skills up to date.

There are pros and cons. The pupils keep their contact with the Greek language and follow the learning objectives of this school year dealing with the homework activities. They continue the speaking and listening practice during our online lesson. They also enjoy the virtual contact with their classmates and me, as most of them they don't have a similar experience from the English school. Additionally, difficult behaviour by some students was eliminated. Some of the students seemed to be more capable to focus on the online lesson rather than the classroom lesson. Even though it was initially time-consuming, converting activities into online/distance learning was a fruitful experience for me. On the other hand, when the pupils face difficulties or have questions, it is difficult for me to provide them with personal help and cope with the individual learning needs and styles. Furthermore, only few parents gave me feedback about how their children found the online learning experience. Moreover, both pupils and teacher, we had initially some technical difficulties around Zoom platform. However, we got comfortable with the platform after a couple of lessons. Finally, we missed our class with the visual aids on the wall and hands-on activities, which were always very helpful.

The overall experience using Distance Learning was quite good, exciting and interesting. It was also better for most of the students as they were keen on learning by using new ways from a technological aspect.

It was quite interesting to see my children studying during the lockdown. However, it was a frustration for them not having personal contact with teachers and classmates. Difficult to concentrate because the space for isn't big as the classroom and they were unable to socialize

My overall experience is very positive and exceeded my expectations

Distance learning can be enjoyable, thanks to technology. Occasionally, I had login problems, pupils had login problems, so quite often everyone had difficulty in login. Pupils and their parents were somehow difficult to access during lockdown. Firstly, I tried contacting everyone by emailing, then by sending text messages, then by phone calling and lastly by leaving voice messages. The last one usually worked, but not always, whenever I needed to contact pupils or/and their parents.

Very effective tool, it helps a lot my students to concentrate individually on the learning materials and, thus, to participate in the lesson. Something that is not so encouraged is teamwork which can more easily take place in traditional-classroom learning.

Quite good

Students' Questionnaire Findings for Distance Learning

Online education changes the physical learning environment, students faced new challenges such as autonomous learning and self-management.

The results of the research show that the majority of students :

- Feel satisfied with the online lessons
- Find it easy or quite easy to attend the online lessons
- Find it easy or quite easy to use the Greek keyboard
- Find it easy or quite easy to complete the online exercises
- Feel engaged and motivated during online lessons
- Receive quick feedback in the class from their teachers
- Receive feedback on their homework

All students were very satisfied with the various teaching methods and tools teachers used while teaching online such as whiteboard for drawing, screen share to present course materials. Younger children were very excited when their Teachers made class activities more hands-on .

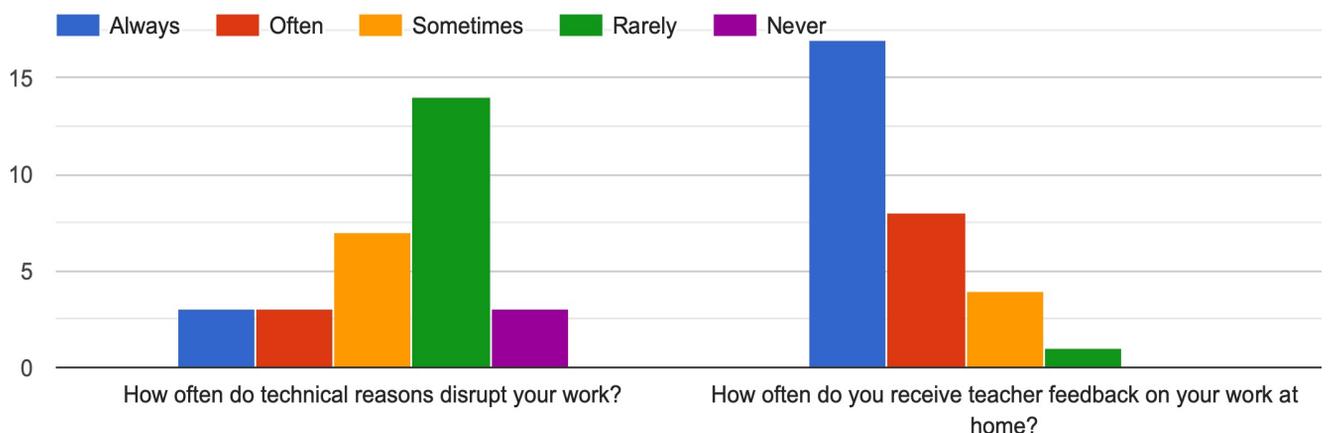
The Students identified the following as the main difficulties of online teaching:

- They lost contact and connection with their classmates. Each child couldn't interact with each child efficiently

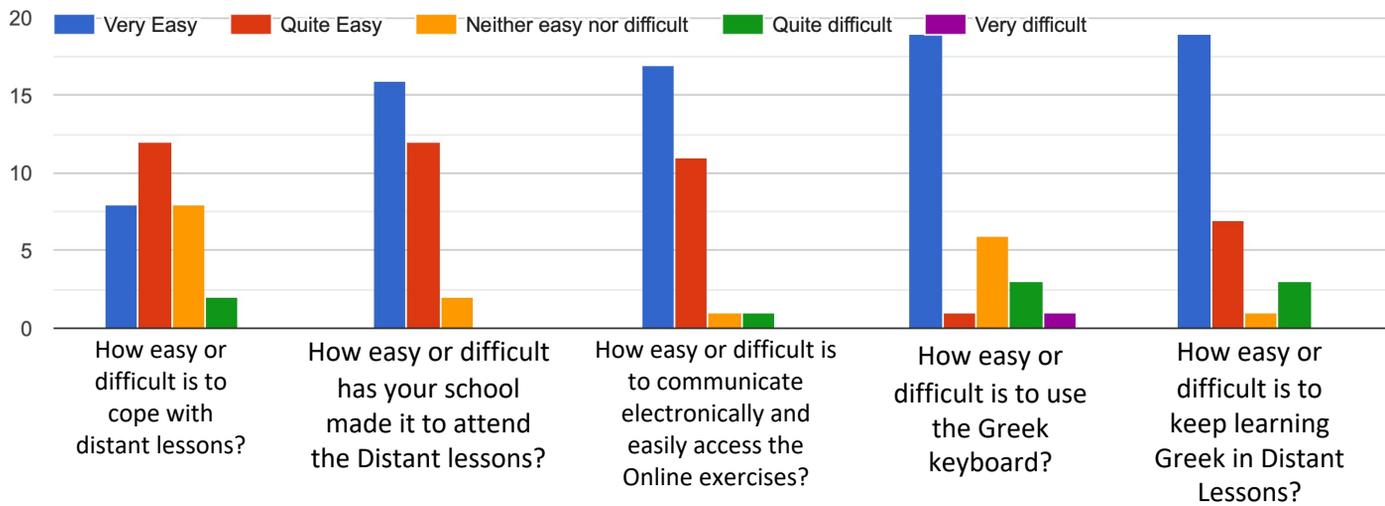
Overall, students were satisfied with the online lessons.

The more teachers became familiar with the new way of teaching, the more effective the lessons were.

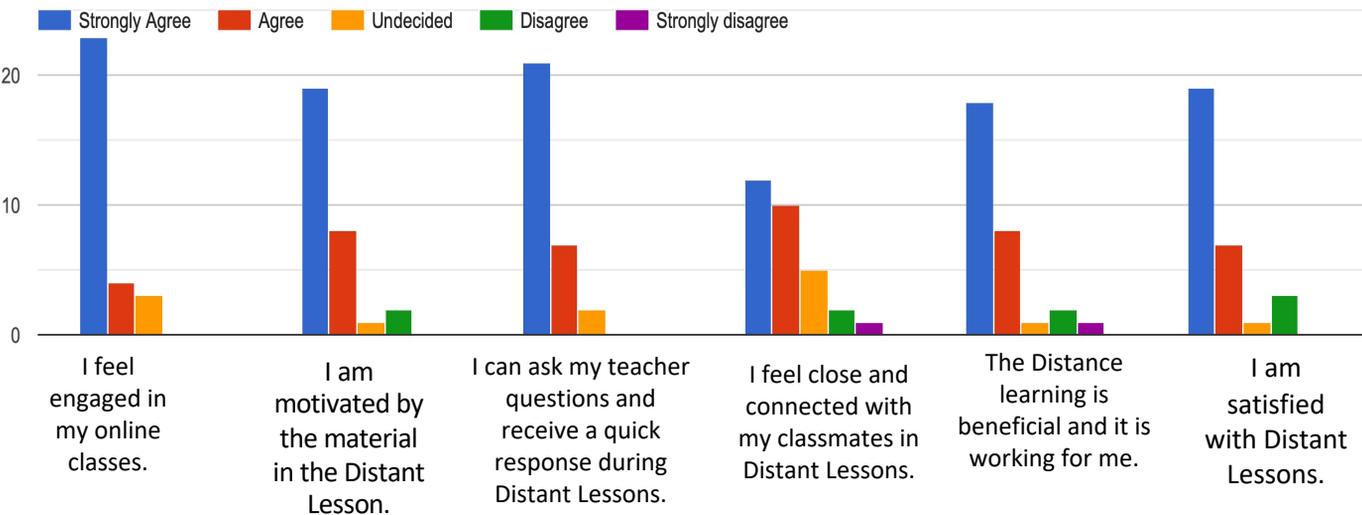
Online learning and distance education



How easy or difficult



Overall, in your online experience this term



1. What can we do to improve Distance Learning?

Nothing (x4)
nothing I find it easy

Do quizzes of the previous lesson we did

Put more quizzes during lesson

Nothing everything is all right.

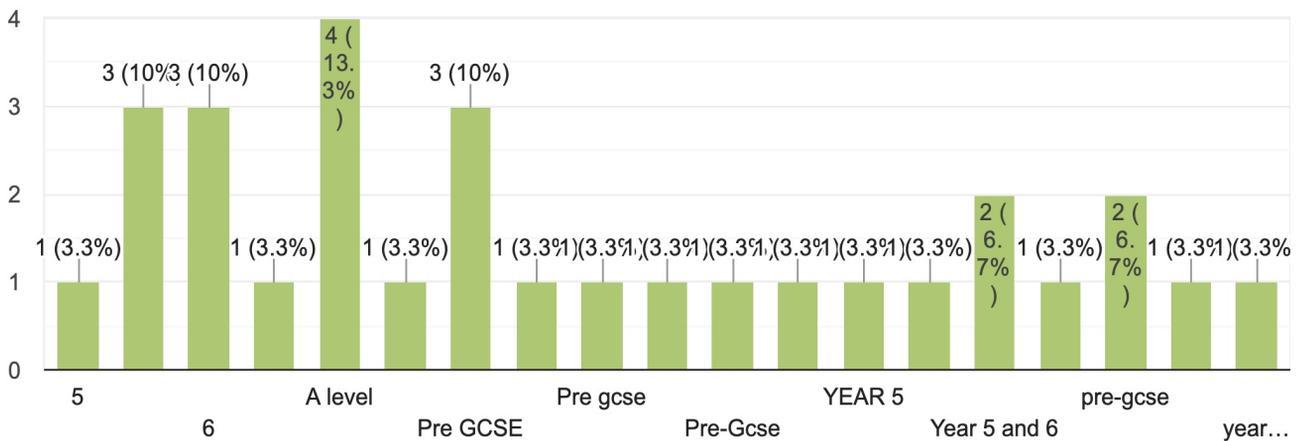
nothing, I really enjoy the lessons and Eleftheria makes sure we understand what we are learning and we often go over topics in which we find difficult
You already do the best you can under the circumstances.

Add more projects and workshops like the one on Ulysses...

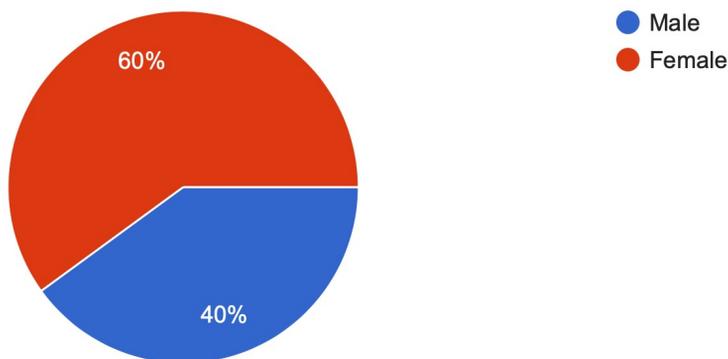
I don't have any complaints.	Keep up with technology	To find a way to manage children who keep muting each other all the time. It is very disruptive and annoying.
Nothing I think it's fine. The only problem for me is my computer is old and slow.	to record the lesson so if someone cant join they can see the lesson after it finishes	Try to get better internet among the students.
Be given a longer break during the lessons.	Do some small quizzes to help us retain all the information we have learnt from the distance learning	better connection

STUDENTS' YEAR GROUP

30 responses

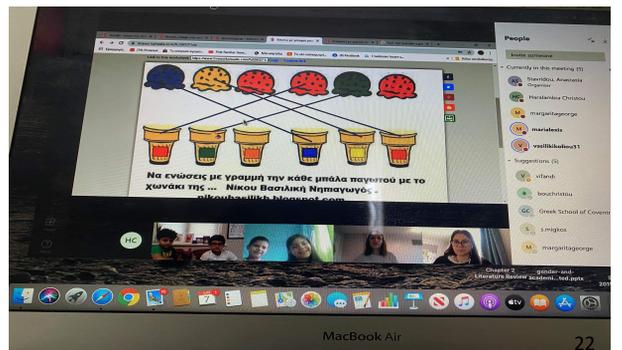
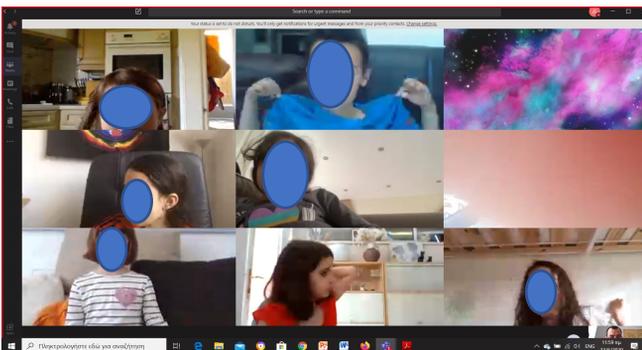
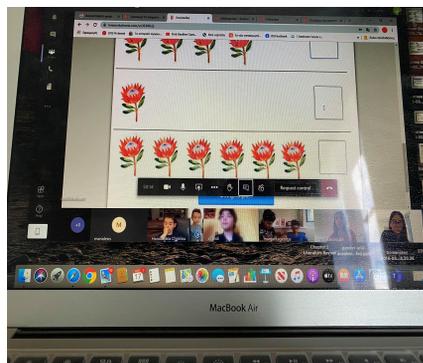


STUDENTS' GENDER



Photos from Online Lessons

REMOTE learning



What changed from September 2019

SCHOOL TERMS

The School Year used to be divided into Three Terms.

From September 2019 it was split into TWO TERMS with a one week half-term holiday in the Term A and a two week half-term holiday in Term B.

- Term A started on the 7th of September 2019 and finished on the 25th of January 2020.
- Term B started on the 1st of February 2020 and finished on the 4th of July 2020.

SCHOOL CELEBRATION OF THE 28th OF OCTOBER 1940

The School Celebration of the “28th of October 1940” was held on Saturday, October 2019 at 14:15-15:00 and not on Sunday as in previous years.

The reason we took this decision is after parents’ request and few positive replies of participation from parents.

All students took part on celebration and many parents attended it.

RECEPTION HOURS

During the school year 2018-2019 the school hours for the Reception Class was from 10:30am till 13:30pm.

Although, parents with siblings at school had the flexibility to pick them up at 15:00pm.

For the school year 2019-2020, the school hours for Reception was from 10:30-15:00 as in previous years.

Short History of the Greek School of Coventry

The Greek School of Coventry was first established in 1964 and has come along way since it was housed at Sidney Stringer School.

We trace below the history of the school since the Greek Community of Coventry was first established.

The Greek Orthodox Community of Coventry was first established in 1964 to serve the religious needs of about 50 families living in Coventry and the surrounding towns of Banbury, Stratford, Nuneaton and Solihull. It soon became apparent to the founding members and the church committee, who were also young parents, that whilst the church served the religious needs of the parents and grandparents, it was essential to cater for the needs of the children. The future of the Greek Community of Coventry and in England in general rested with the children. There was a general recognition to provide suitable accommodation for a Greek school to teach the Greek language, religion, culture and customs.

The religious and educational needs of the Greek community of Coventry were met with the very generous help of the Anglican Church and the local educational authority, by allowing the use of churches such as that in North Street, and Sidney Stringer School.

The growing number of Cypriot families moving to the Coventry area and the dedication of the founding families to have there own church led to the purchase of the current site in 1976. This was a very befitting site as the original building on the site was built in 1847 and with the generosity of Lord Leigh, established the Westwood National School, which was also used as a church, Westwood Church (St John the Baptist) and as a community centre.

By 1976 the number of families comprising the Greek community of Coventry were about 70 and the children numbered about 20 and were served by 2 teachers. The new building acquired was developed and extended to house the church, the school and a community centre. However within 10 years the number of families reached 100 and the number of children doubled, served by 5 teachers. There was a strong requirement within the community for a purpose built school.

In 1989 the Board of trustees together with the Church Committee took the decision to erect a purpose built school with all the facilities of a modern school, comprising 6 classrooms, an office, and a hall to accommodate up to 200 persons. The school was completed in early 1994. By 2000 the number of families who were members of the Greek Orthodox Community of Coventry were 150 and the number children attending the Greek School reached 93 with 8 language teachers and a dance teacher.

The curriculum covers Modern Greek language to AS Level 2, history, geography, religious education, dancing, music and theatre

Due to demographic reasons, today the number of registered children have declined to 93 (Plus 30 adults). Over 100 children have achieved their GCSE exams since 2000 and have left the school. There are currently 13 children who will be taking their exams in May /June 2019. It is projected that within the next 2-3 years, based on the number of baptisms, the influx of young families from Greece, following the economic crisis there and the current age of children attending the school there will be a minimum of 100 children attending the school.

KEY INFORMATION



Contact us

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Westwood Heath, Coventry, CV4 8GP

❑ TEL:

02476 464286/MOB. 07553593045

❑ EMAIL:

greekschoolofcoventry@hotmail.com

❑ WEB PAGE:

www.greekschoolofcoventry.co.uk

❑ FACEBOOK:

ΕΛΛΗΝΙΚΟ ΣΧΟΛΕΙΟ ΚΟΒΕΝΤΡΥ

Hours of Operation

- ❑ Tuesdays 18:00-20:00 Adults Greek Courses Post- Beginners
- ❑ Wednesdays 18:00-20:00 Adults Greek Courses- Beginners
- ❑ Thursdays 18:00-20:00 Adults Greek Courses- Advanced Level
- ❑ Fridays 18:00-20:00 Intermediate/ Post Intermediate Level
A2 Grade
- ❑ Saturdays 10:30-15:00 Reception – A2 Grades

KEY STAGES

- ❑ RECEPTION (5 Years old)
- ❑ YEAR 1-YEAR 6 (5-11 Years old)
- ❑ PRE GCSE (11-12 Years old)
- ❑ GCSE (12-14 Years old)
- ❑ A LEVEL (As & A2) (14-16 Years old)
- ❑ ADULT GREEK LANGUAGE COURSES

KEY INFORMATION

School Programme

- Greek Language in two levels: basic and advanced
- Greek-Cypriot Culture
- Greek-Cypriot History
- Greek-Cypriot Traditional Dances
- Greek-Cypriot music and songs
- Greek Geography



**Greek Lessons also include poetry, literature, grammar and syntax*

School Fees

- Parents who have one child at school were expected to pay the fees by:
21st of September 2019.
- Parents who have two children at school were expected to pay:
1/2 of the fees on each payment day :
1/2: by 21st of September 2019
1/2: by 19th of October 2019
- Parents who have three children at school were expected to pay:
1/3 of the fees on each payment day:
1/3: by 21st of September 2019
1/3: by 19th of October 2019
1/3: by 23rd of November 2019

OUR MANAGEMENT COMMITTEE

The Greek School of Coventry operates under the Community Board of the Greek Orthodox Community of Coventry, which appoints the School Committee and Chairman from among its members for a term of two years. These members may be reappointed in line with the re-election of the new Community Board, which takes place every two years.

The increasing costs and complexity of running the school has necessitated a rethink of the organisational structure. In September 2012 there was a reorganisation of the Community Board of the Greek Orthodox Community of Coventry, to improve the efficiency and the effectiveness of the running of the school. As the school committee consisted of a few members of the church committee and included the head teacher, it was decided to bring the running of the school under the full church committee. The school head teacher is invited to all the meetings. The school will continue to have its own budget and produce its own accounts annually which are submitted to the accountants and auditors of the Greek Orthodox Community of Coventry. However the school's fund raising and the financial costs of running of the school will be entirely the responsibility of the Church Committee.

Administration of School.

The Chairman of the church committee, Mr A Papageorgi is the school Coordinator and the head teacher, Miss Eleni Tsilipira, have responsibility for the day to day running of the school. They are assisted in this role by Mrs Helen Maoudis. Mr M Gabriel is the Treasurer.

The Church Committee oversees the running of the school and approves budgets and all school policies and procedures. There is a meeting of the church committee on the first Wednesday of each month and there is a "School Matters" Agenda item to cover all school matters and issues requiring approval and decisions taken are minuted.

Management Committee Meetings for School Matters in 2019-2020

The Management committee meets regularly to discuss specific issues. The meetings are available to the members a few days after the end of the meeting. The school chairman, Mr Andreas Papageorgi and the headteacher prepare a brief agenda for each meeting. The topics that we discuss at each meeting include students' safety ways, class development/IT equipment, Staffing issues, school improvement plan, finance.

MANAGEMENT COMMITTEE 2019-2020

The members of the School Committee appointed by the Community Board are:

Chairman/Coordinator: Andreas Papageorgi DBS

Treasurer: Michael Gabriel

Secretary: Eleni Tsilipira DBS

Fund Raisers: Michael Michaels/ Neophytos Paphitis

Support Members : Alex Panteli DBS

Eleni Maoudis DBS



For the School Year 2019-2020 the Greek School of Coventry, had a dedicated team of staff who were committed to provide our pupils with the best education possible.

TEACHING STAFF

2019-2020



HEAD TEACHER
A LEVEL TEACHER
TSILIPIRA ELENI



RELIGIOUS EDUCATION-
MUSIC TEACHER
MAOUDI ELENI



RECEPTION TEACHER
KOLIOU VASILIKI



YEAR 1 TEACHER
ATHANASOPOULOS GEORGIOS



YEAR 1adv TEACHER
KOPAILA VASILIKI



YEAR 3 TEACHER
CHARALAMPOUS MARIA



YEAR 4 TEACHER
PARASCHOU CHRYSOULA



YEAR 5-6 TEACHER
KEFALAS GIANNIS



PRE GCSE-GCSE TEACHER
ANASTASOPOULOU ATHANASIA



DANCE TEACHER
STAVRIDOU ANASTASIA

TEACHING STAFF

The most valuable resource that any school can have is its staff.

The school collectively has an enthusiastic and dedicated team of 8 Teachers. In addition, we have one Dance Teacher and one Religious and Music Teacher.

All teachers are awarded as required with the QTS certificate.

All teachers and stakeholders who interact with students, are holders of a Disclosure and Barring Service (DBS) Certificate.

Number of Teachers	Bachelor Degree	MA Degree	PhD Degree
9	9	8	1

Number of volunteer Teachers	1
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Teacher Attendance

The average teacher attendance rate for the School Year 2019/2020 was 100%.

Staff Meetings

The teaching staff has formally met 7 times during the school year 2019/2020.

After the school closure, Teachers' meetings were held on Skype.

Staff meetings were being held every 6 Saturdays, at the end of the school day. They usually lasted no more than two hours. The aim was to make decisions, solve problems, build relationships among teachers and motivate staff. The Head Teacher set an agenda which all participants received, including any supporting material, two-three days before the meeting, so they can prepare and add any topics they believe need to be discussed at the meeting. The topics discussed are: current and future goals, key dates of the month, any problems with difficult students and or disruptive behavior in the class, what improvements teachers can make in the curriculum, the importance of supervision, new school policies, school celebrations, the importance of technology in the class, extra materials teachers may need to improve their teaching. All teachers had the chance to staff a chance to bounce ideas and views around.

Meeting minutes were taken by one of the teachers and distributed to everyone two-three days after the meeting.

The average teacher attendance at the Teaching Staff meetings for the School Year 2019/2020 was 90%.

Teacher's Duties & Responsibilities

- All teachers received the Teacher's Handbook in the beginning of the School Year in September.
- All teachers were aware of our School Policies & Procedures.
- All teachers planned, organised, and administered the learning programme, consistent with the aims and objectives of the school.
- All teachers developed termly and weekly lesson plans in accordance with the curriculum and guidelines of the school.
- All teachers determined and implemented teaching methods appropriate to their pupils' needs and capabilities, group size, topics and program objectives.
- All teachers evaluated and reported pupil progress.
- All teachers initiated and participated in conferences with pupils, parents and/or administration.

Teachers' Questionnaire

An online survey was carried out among teachers of the Greek School of Coventry in May/June 2019. It consisted of 7 sections and took approximately 10 minutes to complete. The total number of respondents was 9 teachers.

The results of the survey help the School and teachers to improve the quality of teaching provided.

All teachers provided information about:

- Perspective on the School
- Management of the school
- Perspective on Distance Learning
- their contribution to make school a better place,
- how well informed they are regarding school policies, class and students' learning profile, teaching methods and material being taught by other teachers,
- Their suggestions for school improvement

Key findings and analysis

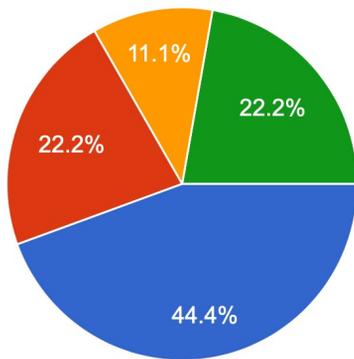
All teachers strongly agreed that selecting the appropriate classroom teaching method strengthens students' desire to learn and reach their full potential. All teachers strongly agree that the teachers in our school share responsibility for the achievement of all students. They also strongly agree that most teachers in our school hold high standards for all of the students. Most educators show strong support for shared responsibility and high expectations. In addition, most teachers report that collaboration among teachers and school leader through meetings help them learn what is necessary to help their students achieve at higher levels.

Also, all teachers agreed that good relationships between teachers and teachers with the head teacher are essential for school success. Most teachers also believe that their success is linked to that of their colleagues and principal. Eight in nine teachers (90%) agreed that other teachers contribute to their success in the classroom.

Results of this questionnaire provide evidence that our school, principal, teachers and students have a greater commitment to working together more effectively to improve the quality of teaching and learning.

How long have you been working as a teacher in a Supplementary Greek School?

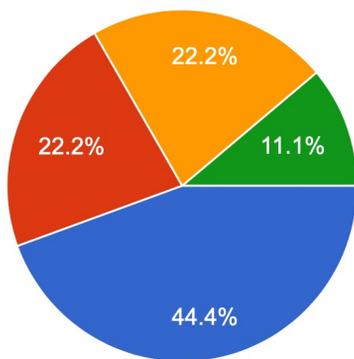
9 responses



- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

How long have you been working as teacher at this school?

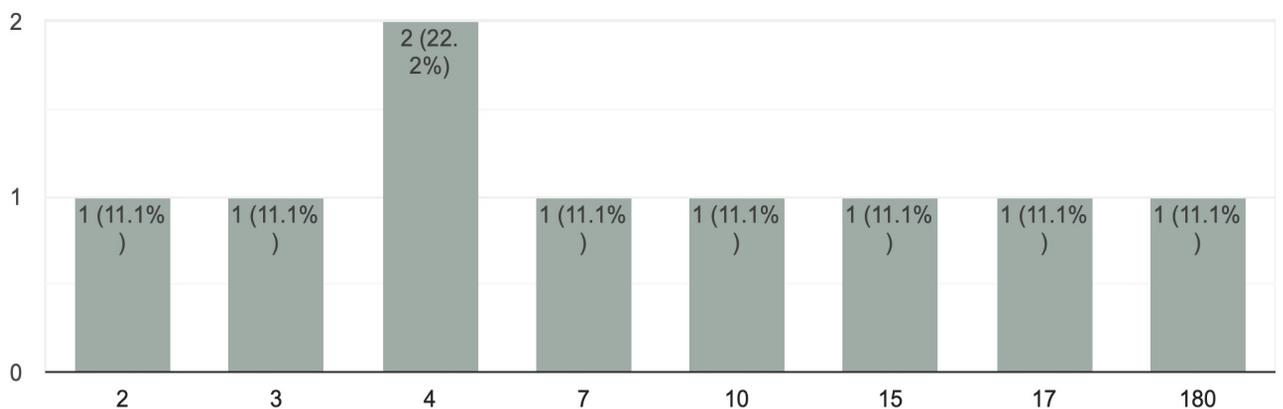
9 responses



- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years

In a typical school week, estimate the number of (60-minute) hours you spend on Planning and Preparation of lessons including marking of student work either in school or out of school?

9 responses



Farewell message for a great teacher...Maria Jacovou

Maria was a most responsible teacher in our school since 2013 and followed her all the responsibilities as a great teacher with full commitment.

She is very much liked by the students and colleagues because of her nice behaviour, disciplined nature and way of dealing with them. She becomes always full of innovating ideas and things. Maria is the teacher with a combination of warm hearted, energetic, enthusiastic, honesty, love, disciplined, and inspirational for all the students.

Maria, you have been a major source of inspiration and motivation in our school life.

Thank you for all the help, support, and guidance you have given to us and especially to me over the years. Your outstanding advice, valuable contributions and efforts to bring out the best in us are immeasurable. We feel grateful when some of us were facing some challenges; you stood with us and motivated to meet the challenges.

Thank you for being passionate about teaching Greek as a second or foreign language in our community children.

We will really miss you and your wonderful teaching skills and of course your smile. You have left many memories in our mind which makes us happy.

As you leave the school, we wish you all the best in your future.

Best wishes,
Eleni Tsilipira

Thanks for being
**A GREAT
TEACHER**



PARENTS

PARENT ENGAGEMENT

Parents willingly and actively participate in the life of the school. There is a strong sense of partnership between parents, teachers and school committee. Parents participate at a variety of levels, including homework assistance and supporting learning needs in the home.

- ❖ Many opportunities also exist for parents to connect on a social level with school organized events that allow for parent interactions.
- ❖ The school encourages suggestions, comments and feedback from parents on all aspects of the running of the school, through regular newsletters sent by the head teacher, a questionnaire and comments on Facebook.
- ❖ From the very large following we have on Facebook and the analysis of responses from surveys we have a very positive feedback from parents and friends of the school regarding the running of the school, teacher ability, children's happiness, progress and achievements.
- ❖ All parents supported our school through their attendance at curriculum events and engagement with their child's learning.

SEPTEMBER PARENTS' MEETING

On the 28th of September 2019 a Parents-Teachers meeting was held with great success.. It aimed to bring together parents and teachers to exchange ideas and views regarding the education programme has been arranged for each year group.

Topics discussed:

- ❖ The knowledge and skills students were expected to learn, which includes the learning standards and learning objectives they are expected to meet this year's books/materials
- ❖ The expectations the school had of children during that year
- ❖ Ways of recording our students' progress
- ❖ The use of Technology at the school premises
- ❖ General information about school
- ❖ School Year events
- ❖ School Policies and Procedures
- ❖ Homework strategies.

PARENTS

In this meeting Parents asked about any concerns that had about their child's education, as well as questions about our policies and procedures.

Discussing our differences on those topics with the teacher helped both parents and teachers find a more effective way to help your child.

This meeting strengthened our parent-teacher partnership.

PARENT-TEACHER MEETINGS

During this School Year were also held Two Parents' Meeting, one in each Term.

All Parents were invited via email to come and meet their child's teacher in person and discuss how their child has progressed, how their child is coping at school, their particular worries or difficulties they have noticed, or anything their child has discussed with them. All parents received a progress report. After the end of the meeting the school valued parents' views to help them improve their students' learning.

Each Parent received a time slot. All meetings were held during School hours. During the meetings students remained in their class under the supervision of volunteer teachers. The time limit for each parent at the Parent Teacher Meeting was about 10 minutes for Primary Students and 20 minutes for GCSE & A Level students.

All parents were advised If there was a lengthy issue to discuss or they found their scheduled time inconvenient to send us an email to arrange for a different time closer to the date.

Also all parents were advised that all teachers devote a lot of their personal time toward writing the reports and all parents should appreciate that. When parents do not inform us that they cannot attend the meeting, teachers feel that their efforts are not being recognised.

Term B Parents' Meeting was held online due to the school closure.

PARENTS' ATTENDANCE IN PARENTS' MEETINGS

○ SEPTEMBER PARENTS' MEETING	82%
○ TERM A PARENTS' MEETING	75%
○ TERM B ONLINE PARENTS' MEETING	95%

PARENTS' QUESTIONNAIRE REPORT

Parents' feedback has provided insights and ideas to support our focus on continuous improvement and working together. The results represent the combined views of everyone who responded. They clearly show where parents' feel we are doing well and establish where actions and improvement aims should be focused.

Questionnaires were filled in by parents online from 29th of May until 30th of June 2020.

Feedback based upon 48 responses out of 102 children on roll. Parents of more than one child in school generally filled in one questionnaire only. This represents a return of approximately 80%.

The survey assessed parents' perceptions of:

- ✓ Satisfaction with the school curriculum, teaching, behaviour and their interactions with school
- ✓ staff Perceived effectiveness of the school's approaches on key issues such as anti-bullying, homework
- ✓ How well the school encourages children to work hard at school, be healthy and treat others with respect On progression, standard of teaching, happiness of child and support when joining the school
- ✓ Satisfaction with how the school creates a safe environment
- ✓ Perceived effectiveness of school leaders
- ✓ Overall satisfaction with the school and whether they would recommend
- ✓ Open responses regarding the Parent Teacher Association
- ✓ Open responses to what is good and what could be improved in the school

We provided a list of statements and we asked you to indicate the extent to which you agree or disagree, you are satisfied, highly satisfied or unsatisfied with each statement. A "Neutral" option was available in the options.

Parent
Feedback



ANALYSIS of Questions 1 and I

Levels of parents' satisfaction with the school are very high, with a very low percentage disagreeing with the following statements:

- My child often reads materials such as Greek books outside class.
- My child takes the initiative to learn.
- My child often completes his/her assignments seriously.
- My child is confident in learning.

The results of the research show that the majority of parents :

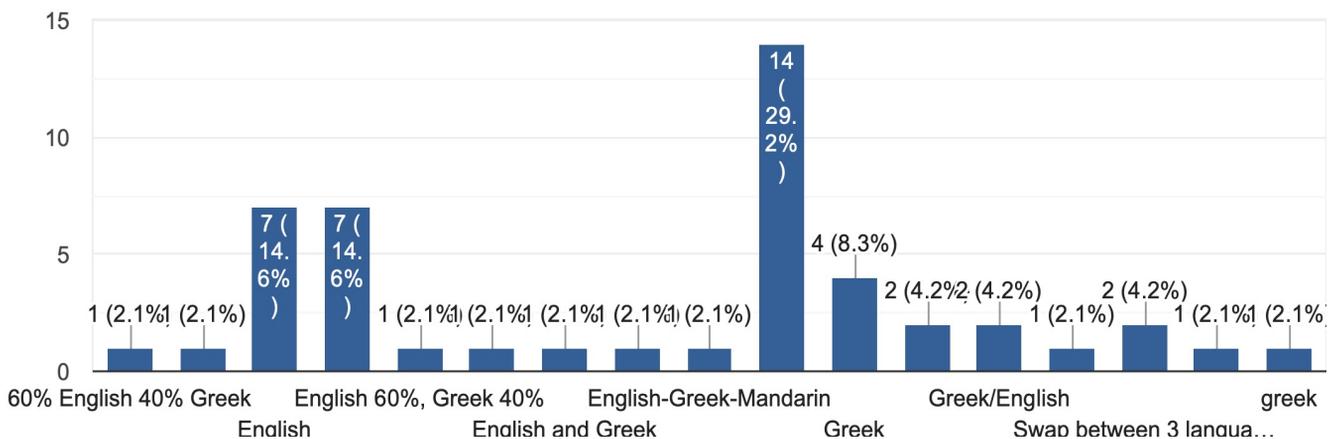
- 45 Parents out of 48 agreed that the school provides appropriate Homework.
- A high percentage of parents (41 out Of 48) agreed that their children make a good progress.
- 37 out of 48 parents agreed that their children complete the assignments seriously.
- 38 out of 48 parents agreed that their children are confident in learning.

Also, the primary language that is mainly spoken at home is both languages English and Greek. Some families swap between English and Greek whereas some families between three languages.

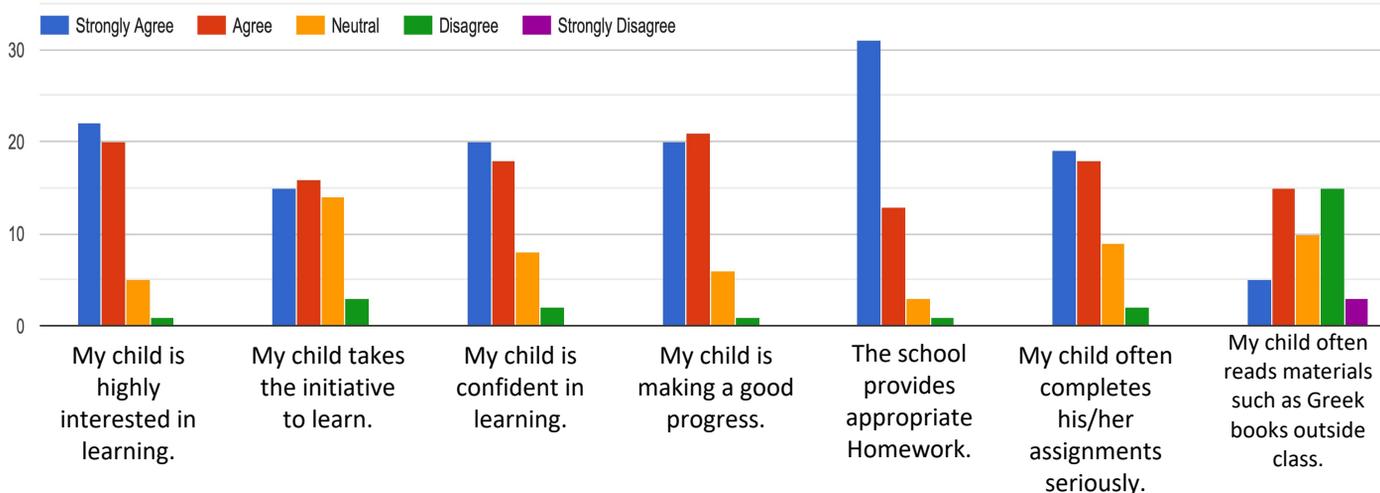
The results are presented in percentage form below.

What is the primary language you speak with your child at home?

48 responses



I. My perceptions on student learning How would rate your satisfaction with the school on these statements:



ANALYSIS of Questions II, III and IV

Below is the Analysis of questions regarding teaching methods, views on home-school cooperation and school climate.

Levels of parents' satisfaction with the Home-School Cooperation are very high, with 90% or more parents are highly satisfied or satisfied with all statements.

Levels of parents' satisfaction on School Climate are extremely high.

NEUTRAL RESPONSES

- 11 out of 48 parents are neutral regarding The school deals with any cases of bullying effectively.
- 5 out of 48 parents are neutral regarding the statement "My child likes to participate in the school's activities and affairs".
- 2 out of 48 parents are neutral regarding the statement "My child gets along well with his/her schoolmates".
- 3 out of 48 parents are neutral regarding the statement "My child like his/her school".

KEY HIGHLIGHTS

100% of parents with 0% disagreed total agreed that:

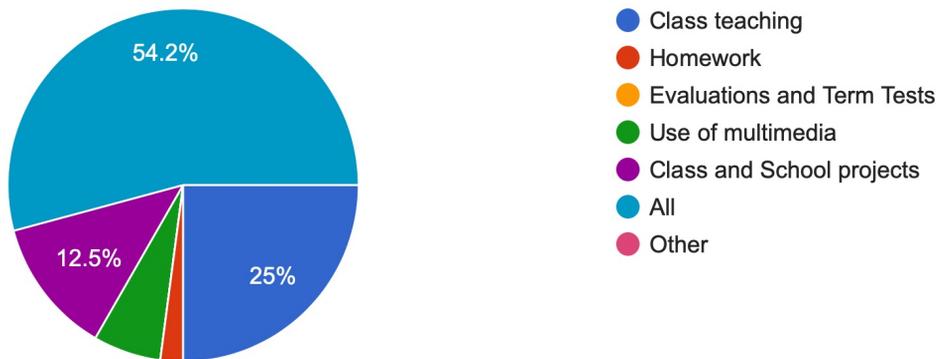
- The school always keeps parents informed of school affairs and development via emails, newsletters and social media.
- There are sufficient channels, such as parents' meeting, the school website, social media etc., for me to express my views to the school.
- The school helps me to support my child's learning.
- The school keeps me informed of my child's progress.
- The school is willing to listen to the views of parents.
- I feel comfortable about approaching the school with a question or problem.
- My child is treated fairly and with respect by all at the school
- My child gets along well with his/her schoolmates.
- The teachers care about my child
- My child likes to participate in the school's activities and affairs.
- Overall I am happy with my child's experience at this school.
- I would recommend this school to another parent.

Also, 54,2% of the parents agreed the all teaching methods are effective.

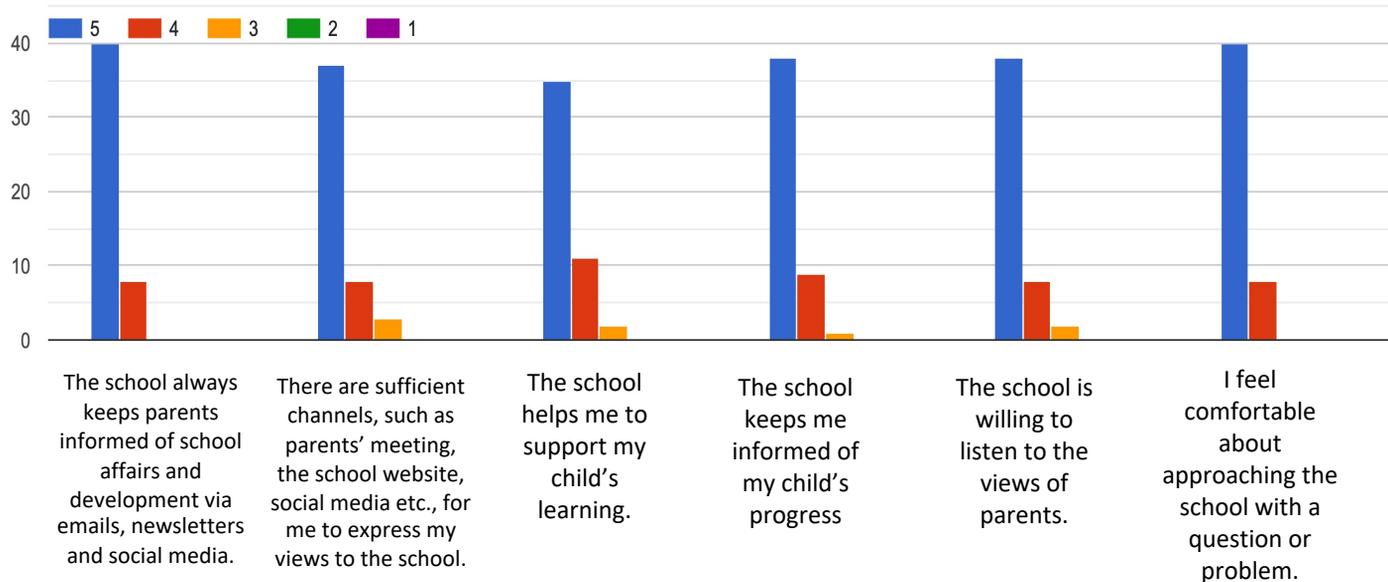
The results are presented in percentage form below.

II. What teaching methods used at the school do you find most effective?

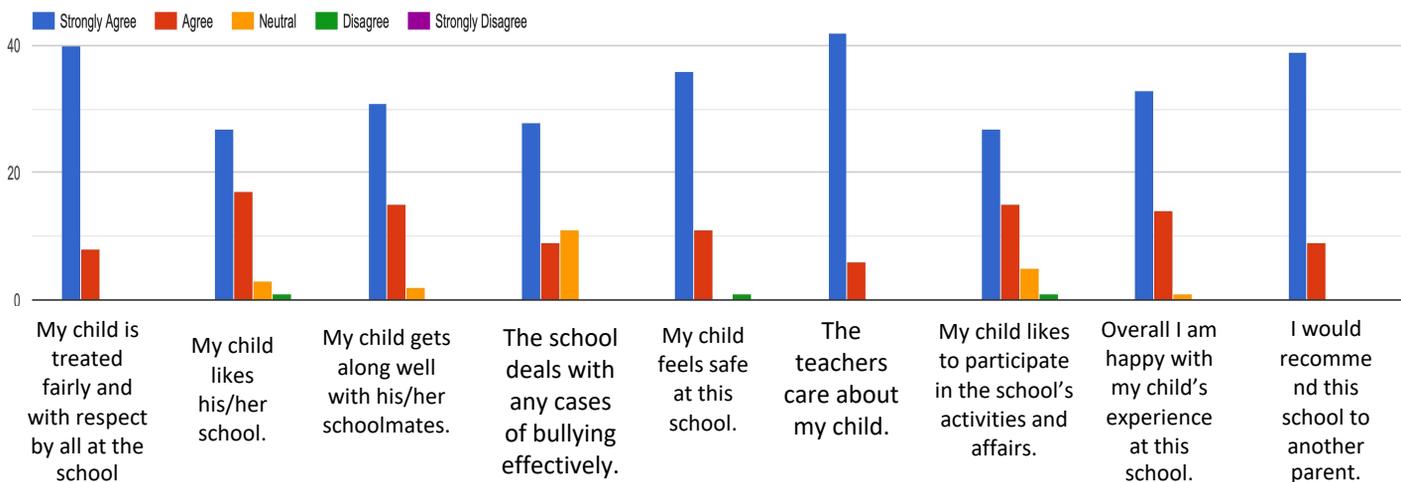
48 responses



III. My perceptions on HOME-SCHOOL cooperation

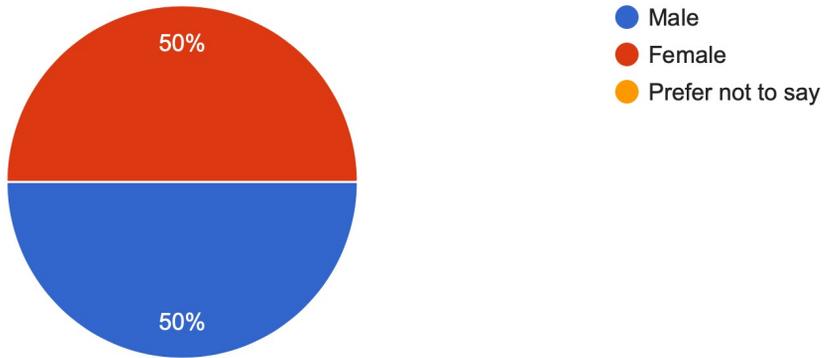


IV. My perceptions on school climate



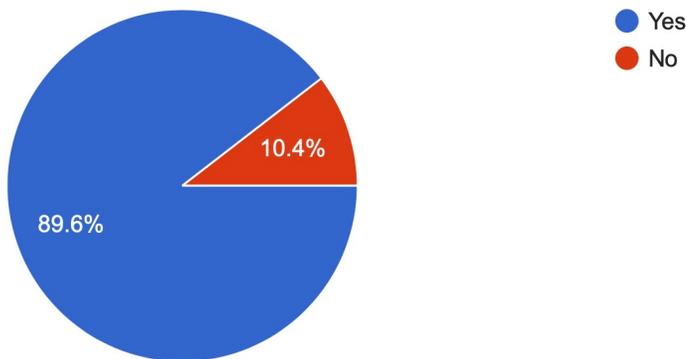
Student's Gender

48 responses



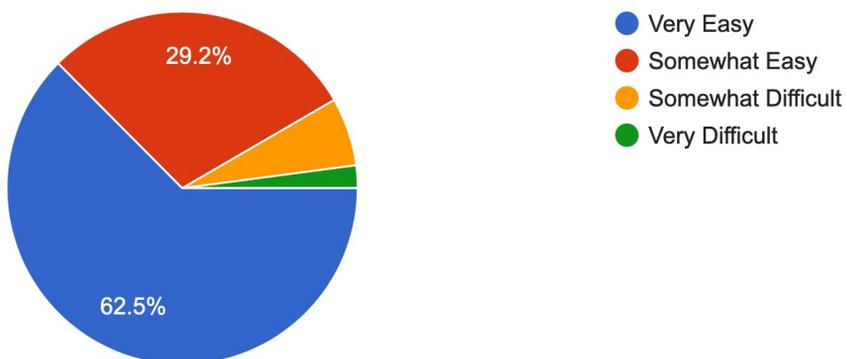
XIII. If we had to keep the school shut from September would you be interested in enrolling your child ?

48 responses



XIV. In case of school closure from September, how easy would it be for you to pick up books/supplies for your children from school?

48 responses



STUDENTS

Total Number of Registered Students

TOTAL ENROLMENTS : 102

BOYS
49

GIRLS
53

LANGUAGES OTHER THAN GREEK OR ENGLISH AS FIRST OR SECOND LANGUAGE SPOKEN AT HOME

ALBANIAN

MANDARIN

CHINESE

LATVIAN

STUDENT ATTENDANCE

EVERY LESSON COUNTS

We monitored attendance closely and contacted parents to discuss and offer support where attendance has dropped.

Every Saturday, all teachers take attendance in class before the beginning of the lesson.

Teachers report :

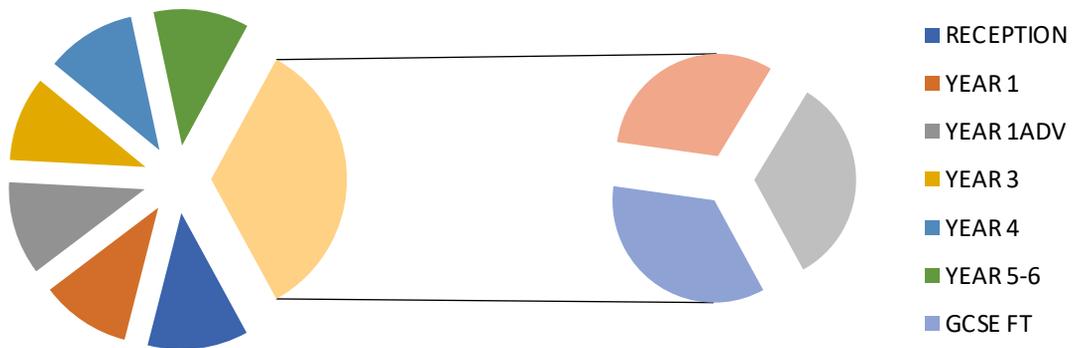
- P for Present students
- L for Late students
- A for Absent students

STUDENT ATTENDANCE (according to Attendance Books)

CLASSES	ATTENDANCE RATE	CLASSES	ATTENDANCE RATE
RECEPTION	95%	YEAR 5-6	90%
YEAR 1	85%	PRE GCSE/GCSE FT	95%
YEAR 1ADV	88%	PRE GCSE/GCSE HT	85%
YEAR 3	80%	A LEVEL	90%
YEAR 4	85%		

STUDENTS

ATTENDANCE RATE



GRADUATES

One A Level student graduated from our school in the school year 2019/20.

The A Level teacher provided a Centre Assessed Grade to the exam centre along with the evidence that meets with the guidance issued from the Pearson Edexcel.

Number of students who left school at the end of the school year :

7 students :

- 3 of them moved to another country**
- 2 of them due to new restrictions at schools**
- 2 of them for personal reasons**

ANNUAL TESTS

As a school we use Annual Tests

- to determine whether students have learned what they were expected to learn or to level or degree to which students have learned the material.
- to measure learning progress and achievement
- to evaluate the effectiveness of our educational methods.
- To measure student progress

For two Saturdays before the Annual test all students revised in the class what they have been taught during the year.

Our Annual test 2019/20 was undertaken on the 20th of June 2020.

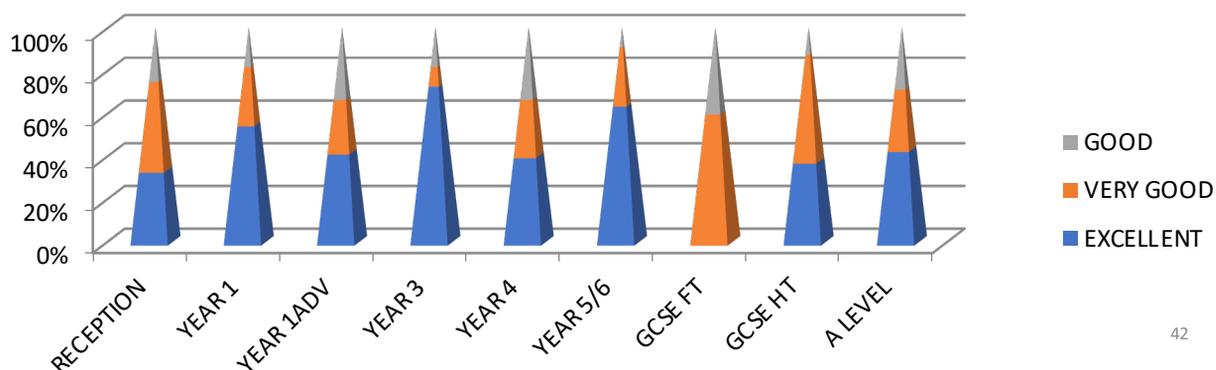
Reception Annual Test was undertaken orally and in groups.

STUDENTS

ANNUAL TEST RESULTS

End-of-the-Year School Tests: Performance Results

Reception	4 out 12 students achieved level Excellent 5 out of 12 students achieved Very Good 3 out of 12 students achieved Good
Year 1	6 out 11 students achieved level Excellent 3 out of 11 students achieved Very Good 2 out of 11 students achieved Good
Year 1ADV	5 out 12 students achieved level Excellent 3 out of 12 students achieved level Very Good 4 out of 12 students achieved level Good
Year 3	8 out 11 students achieved level Excellent 1 out 11 students achieved level Very Good 2 out of 11 students achieved level Good
Year 4	6 our 15 students achieved level Excellent 4 out 15 students achieved level Very Good 5 out 15 students achieved level Good
Year 5_Year 6	7 out of 11 students achieved level Excellent 3 out of 11 students achieved level Very Good 1 out of 11 students achieved level Good
PRE GCSE_GCSE FT	3 out of 5 students achieved level Very Good 2 out of 5 students achieved level Good
PRE GCSE_GCSE HT	3 out 8 students achieved level Excellent 4 out 8 students achieved level Very Good 1 out of 8 students achieved level of Good
A LEVEL	3 our 5 students achieved level Excellent 2 out 5 students achieved level Very Good



STUDENTS' VOICE

In the beginning of Term B a Questionnaire was distributed to Year 6/PRE GCSE-GCSE/A LEVEL students asking them to comment on their experience at school.

The student questionnaire consisted of 4 sheets of paper and was to be answered anonymously. On the first page, were explained the aims and purpose of the questionnaire, were given Instructions on how to answer the questionnaire, who to ask for more information and how to send it back. Students had also to supply some information about their class level and gender. On the other side of the form, there were 35 statements, were the students asked to indicate to what extent they agreed with what was suggested, focusing on their learning experience and school bullying. All the questions were clear and easy to understand.

This survey provided with valuable insights into different perceptions of a school's learning climate. It measured engagement as related to student perceptions of themselves in the learning process and the class overall, as well as the teacher and instruction. It is a formative assessment tool designed to empower and inspire the student-teacher partnership to make the changes necessary to deepen student engagement as a function of positive relationships, content relevance, and a teacher's pedagogical expertise.

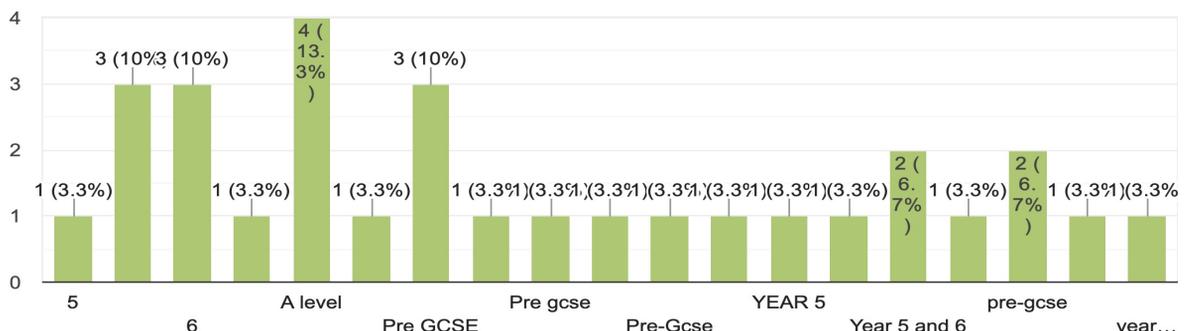
A total of 30 Year 6/PRE GCSE-GCSE-A LEVEL students answered it.

Together the responses indicate that the majority of students who filled in the survey felt that our school is a welcoming and friendly place where they belong and feel safe as feeling safe is a foundation for learning. They believe that trust and respect are established in our school as a result relationships are strengthened. Students also expressed how valued, respected and appreciated feel in our school by teachers and principal.

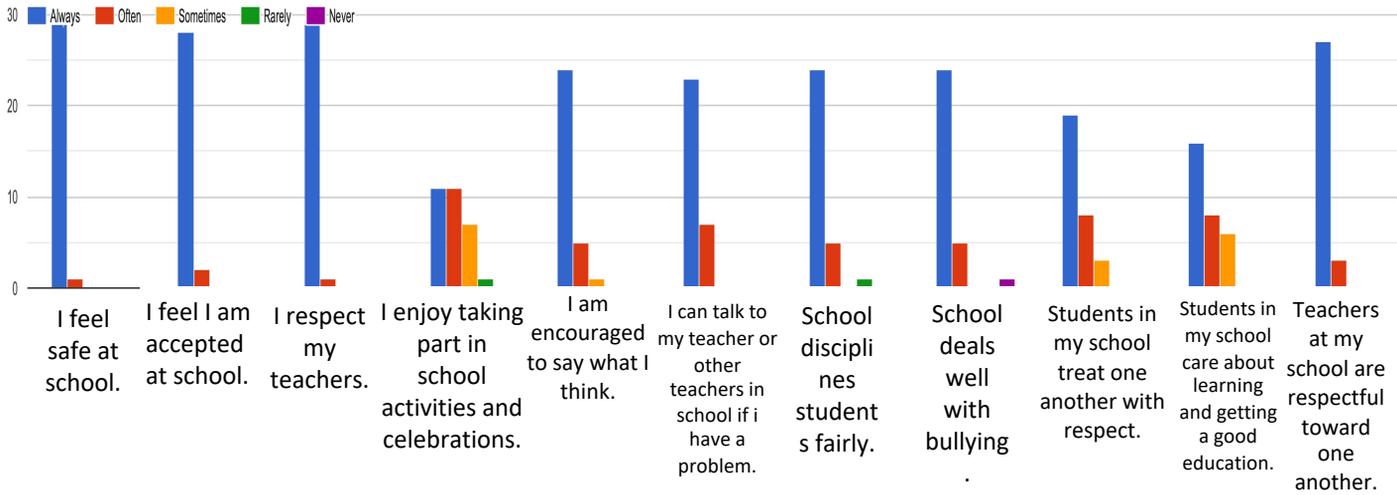
They also reported that all teachers are curious and creative, listen to their ideas and problems, and they meet their need to feel confident. All students reported that bullying is not a problem at our school. None of them has been physically bullied by another student.

The encouraging news is that students are confident in their own abilities and willing to learn and work toward their goals. The majority of students say they come to class ready and willing to learn. All students share in the responsibility to continually improve the school community and valuing the voices of all.

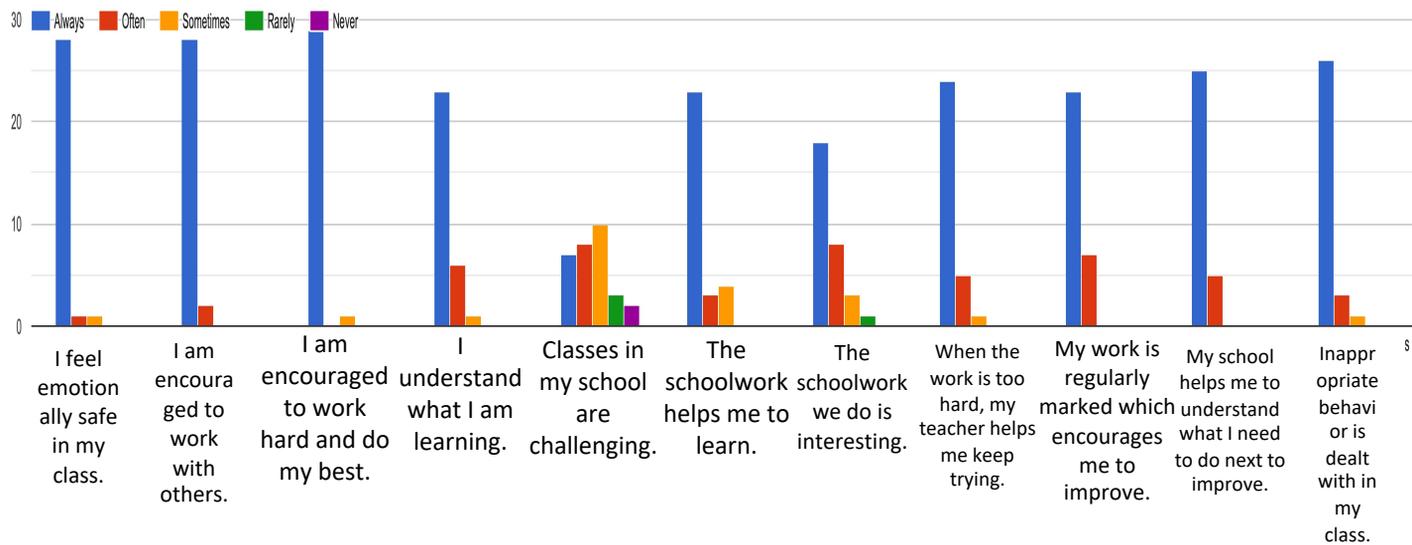
Year Group
30 responses



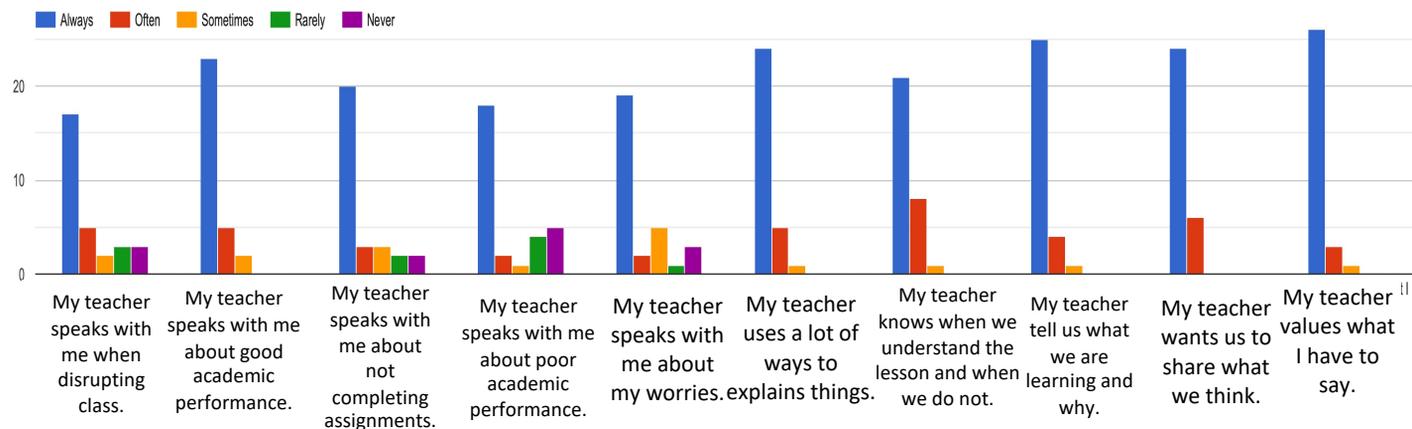
Your school



Your class

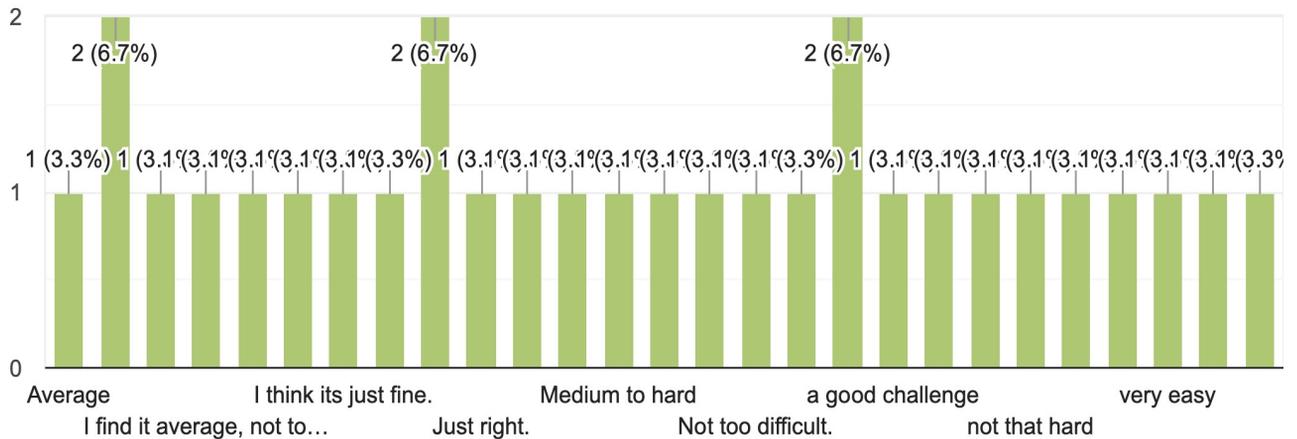


Your teacher



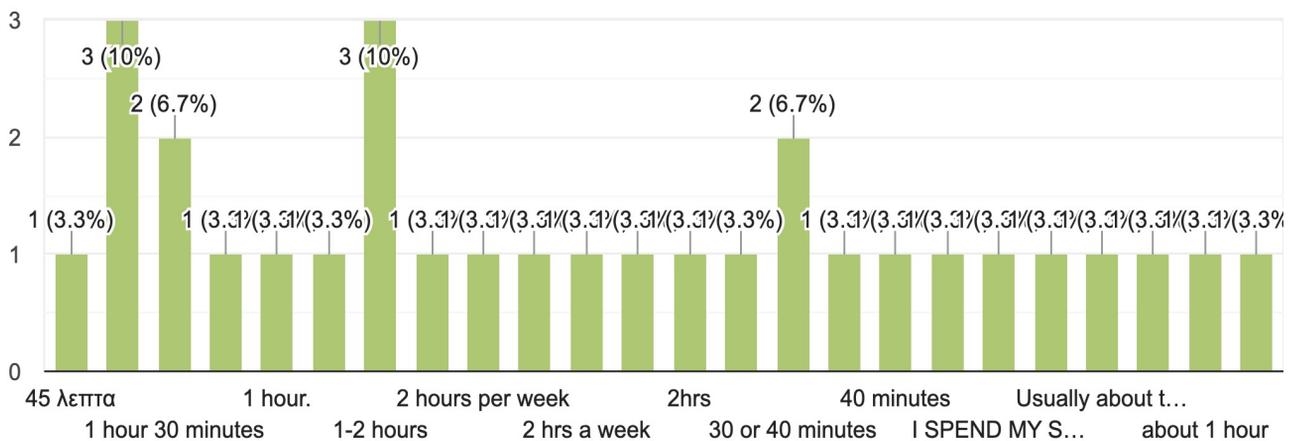
Your Homework

30 responses



V. How much time do you spend on your homework each evening/ over a week?

30 responses



VI. How does your homework help you to learn?

With the exercises
It also helps by testing me on what I have done in class

it is kind of challenging and when i get
feedback i use it to improve.

It motivates me to read more

helps with future lessons

it helps to relearn/ go over topics from class that we
learnt. building the memory and knowledge in our brain.

it helps me review and practice what i
learned in class

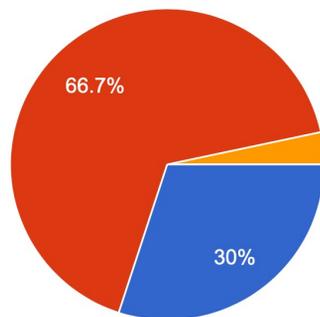
It summarises the tasks we did in lessons
depends on what the homework was on about
Reminds me what we did in class

by telling me more things then i now

It helps me practise how to write answers, for the exam	By making me understand difficult vocabulary It focuses on the classwork so it is like revision of what we did in class
I practice what we did in the class, enrich my vocabulary, improve my grammar knowledge	rarely
My homework helps me with Greek and it also helps me with my time management.	I enhance my spelling, reading and writing skills. It also helps my creativity and imagination.
Writing essays is challenging me to learn words and grammar	By doing it and know it and look at it
It completes the work we do in class.	It has things we do in class.
It helps me to learn spellings and grammar	I learn stuff

VII. What happens when you don't do your work?

30 responses



- The teachers informs my parents.
- The teacher explains to me the multiple purposes for homework, both short-term and long-term benefits.
- Nothing.

VIII. What recommendations do you have for improving our school?

i don't have any recommendations - I'm satisfied with the school.	Nothing (x5)
Make homework a bit harder.	Our School is fantastic!
it is perfectly fine	We need to return to school - one idea is to return on different days so that there are not too many pupils together
I don't have any complaints	LONGER SCHOOL TIME.
Have a bit longer break	self-improving school system
online- make the break a little bit longer. even if this makes the lessons a little bit longer a slightly longer break would allow me to cook and eat a meal in-between	Maybe be more strict with kids who don't behave Less English, more Greek
nothing I like it the way it is	Having more real conversation with the teacher,
Have a system that allows students who cannot make it to lessons still be able to do them (through technology or by other means).	THE BEST

Indoor & Outdoor Activities

Below, you can find a detailed table of the events and a few photos capturing them:

SCHOOL EVENT CALENDAR 2019-2020

	EVENT	TEACHER IN CHARGE-SPEECH	CONTENT OF EVENTS
Sunday 20/10/2019 Church	"OXI DAY" Celebration	Invitations-letters-programme-general responsibility Eleni Tsilipira Speech Maria Jacovou	Poems and songs
Saturday 30/11/2019-15/12/2019 School Hall	Christmas Bazaar Family Christmas Workshop	Teachers in Charge All teachers	Christmas Crafts, Christmas deserts
Sunday 17/12/2017 School Hall	Christmas Celebration	Invitations-letters-programme-general responsibility Eleni Tsilipira Speech Chrysoula Paraschou Teachers in Charge All teachers	Drama, Christmas songs-carols, dance
Sunday 2/02/2020 School Hall	Three Hierarchs Celebration	Speech Eleftheria Kaparalioti Teachers in Charge All teachers	Poems and songs
Saturday 4/04/2020 School Hall	Easter Bazaar	Teachers in Charge All teachers	Easter Crafts, easter candles, easter eggs
Sunday 22/03/2020 School Hall	MARCH 25th, 1821 GREEK INDEPENDENCE DAY- THE FEAST OF THE ANNUNCIATION – APRIL 1ST, 1955 EOKA GREEK CYPRIOT REVOLUTION DAY	Invitations-letters-programme-general responsibility Vasiliki Koliou Speech All teachers Teachers in Charge All teachers	Poems, songs, drama, dance THIS EVENT IS CANCELED
Saturday 7/3/2020	School Trip to British Museum	Letters to Parents-Consent Forms-Collecting Money/Hiring Coach Teachers in Charge Eleni Tsilipira	-
Sunday 05/07/2020 School Hall	End of School Year Celebration	Invitations-letters-programme-general responsibility Eleni Tsilipira Teachers in Charge All teachers	Poems, songs, drama, dance THIS EVENT IS CANCELED

How we celebrated our Students' success

Celebrating our Students' Success

- ❑ We motivate them,
- ❑ We build their confidence,
- ❑ We recognize our students' efforts.

In 2019-2020 we celebrated our **students' success, good behaviour and acts of kindness** to ensure that personal effort, commitment and achievement is acknowledged and awarded by :

- ❖ *Organising school celebrations/BBQs and ceremonies*
- ❖ *Words of inspiration,*
- ❖ *Verbal praise,*
- ❖ *Writing a note expressing how proud we are of them,*
- ❖ *Peer recognition Activity. Peers decided who deserves to be the star of the week and had the bear at home for a week.*
- ❖ *Displaying work in the Classroom*
- ❖ *Certificates of Achievement*
- ❖ *Organising fun Days at school*

Awarding GCSE and A Level Students

On February 2, 2021, we held a ceremony about Greek Letters Day, where we awarded all students who achieved in GCSE and A Level Exams in May/June 2019 in recognition of their success.

Awarding all Students

On 4th of July 2020, our end of school year celebration was held virtually, and all students were awarded for their great efforts and support during online lessons. Unfortunately, the School BBQ was cancelled due to the school closure.

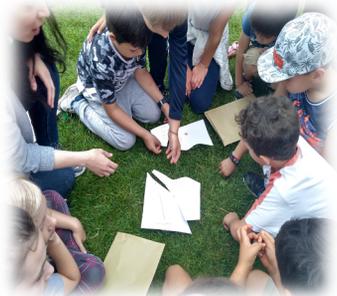
Below, there are a plenty of photos as evidence of the ways of rewarding our students.

Here is the evidence!

- Displaying Student Work-An important way of rewarding
 - Organising indoor & outdoor fun days at school

This way:

- We give students a say. •
- We give students their own space.
- We help students learn from one another.



We organise indoor & outdoor fun days at school because we believe that is a very good way to celebrate their success and also to break up the routine of school as well as they make school more enjoyable for students and teachers.



Virtual End of School Year Celebration **ONLINE**

4.7.2020

*School Summer Play
Invitation*

When:
Saturday, July 4, 2020

Where:
See you online at 10:30

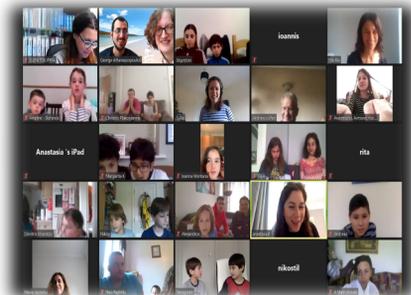
Celebrating Student Success Has Never Been More Important!

Our usual Summer Celebration has been replaced by an online event. It was a way of connecting at the end of the year, seeing each other, having fun and wishing each other a healthy, happy summer. It was a different way of celebrating the end of the school year but it was organized with the same passion and love for our children. It was attended by all students and parents.

Our students read poems, sang and played online educational games. Year 5/6 students performed the play "Enas nevrikos kyrios" with great success. Mr Andrew Papageorgi (school coordinator), Ms Eleni Tsilipira (headteacher) and all teachers expressed their wish for a healthy summer and safe return to school in September 2020.

At the end of the celebration a video filled with photos and beautiful school moments from the School Year 2019-20 was presented to parents and students.

It was held on Saturday, July 4, 2020 at 10:30 and took place through the Zoom platform. It has been only attended by parents and students of our school.



[A song from A level Students](#)



[Play "Enas nevrikos kyrios" by Year 5/6](#)

The importance and the purpose of organising workshops

Organising workshops for our students is an excellent way to learn, to share ideas and have fun at the same time.

The setting of the workshop is a hard work and all teachers contribute in order to make it happen.

First off all, we plan carefully. We plan a variety of interactive activities that will spark conversation and insights (role-plays, discussions, debates, case studies) and through a variety of ways of interaction (group work, pair work, individually).

These ensure the workshop is practical and will involve the participants more deeply in what is going on. We also need to prepare the materials, e.g. handouts, presentations, videos, cards that will make our workshop more interesting and effective.

We organise four workshops for all students every academic year, two in each term. Workshops are about the ancient Greece and Cyprus, the Greek mythology, our customs and culture.

Find below the projects have been organised for the school year 2019/20 along with photos from activities.



«Trojan War» workshop

For Year 1- GCSE students

The purpose of the workshop, held by the teachers Chrysoula Paraschou, Eleftheria Kaparalioti and Anastasia Stavridou on the 15th of February 2020, was to familiarise the students with the myth of the Trojan War, and to enable them to learn about the story of the Trojan horse, the subterfuge that the Greeks used to enter the city of Troy. This workshop was a wonderful opportunity to introduce students to a timeless classic.

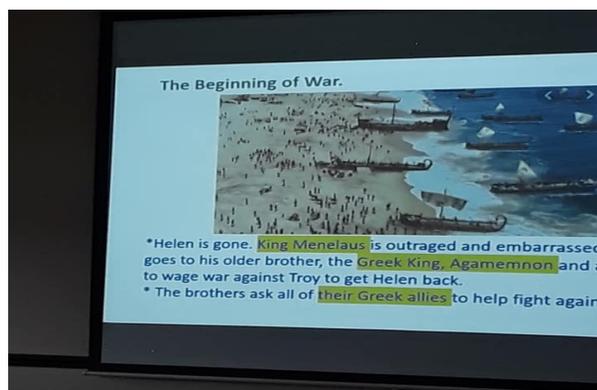
The teachers agreed to set up one workshop related to the aforementioned subject. The workshop took place on 15th February at 13:45 in the hallway with the students from YEAR 1, 1 advanced, 3, 4, 5-6 and GCSE Foundation. The material was organised by Chrysoula Paraschou, Eleftheria Kaparalioti, Georgios Athanasopoulos, Ioannis Kefalas and Anastasia Stavridou.

The workshop consisted of:

1. An interactive presentation (ppt): the students learned and revised the main events and heroes of the Trojan War via constructive questions.
2. The Trojan horse drawings: the early age students drew beautiful pictures of the Trojan horse.
3. The Trojan horse puzzle: year 1 adv. students did together a jigsaw puzzle of the Trojan horse.
4. The Trojan horse crafts: year 3 students made a Trojan horse out of cardboard.
5. A Kahoot quiz: years 4, 5-6 and GCSE Foundation students participated in a quiz about the Trojan War.

With their participation in the program, the students had the opportunity to:

- Learn and revise the key facts of the Trojan War
- Discover ancient Greek culture and history in an original way
- Build a sense of teamwork
- Deepen their imagination and creativity



Some more photos from the project..



Project about the stories of the objects through time *for primary school students*

On 30th November 2019, Year 4 teacher, Chrysoula Paraschou organised a project about the stories of the objects through time with the pupils of year 1adv, year 3, year 4 and year 5-6.

After watching a video about the eventful life of a marble lion from Kythera dated in 500 B.C.

(https://www.youtube.com/watch?v=NQ5yMjx_bw4), we discussed with the pupils: 1) whether they had ever wondered about the origin or the history of any old object, and 2) why it does important to try to find out the timeline of the materials around us. We understood that when we know the background of an object or a building, we are able to respect and preserve it in the course of time. Mrs Eleni Maoudis gave us an ideal example reciting the story of the church building in 1960s'. The pupils felt inspired and had the desire to ask more and more details about the huge effort of building the church.

Finally, the pupils imagined various stories about an ancient mirror. This mirror is the subject of the kids' drawing contest conducted by the Museum of Cycladic Art in Athens. The title of the competition is "I am... How I see myself". The Museum invites children aged 4-15 years to take inspiration from this Cypriot bronze mirror dating back to 1200-1050 BC and colour their portrait, their story, or even their thoughts. The pupils did their best and we are really very proud of their works. The following spring (May 2020), the drawings were published on the Museum's website <https://www.cycladickidscontest.com/>



Virtual Project *for all students*

"The return of Odysseus to Ithaca"

On Saturday, May 23 at 10.30am our school carried out the Online Workshop on "The return of Odysseus to Ithaca".

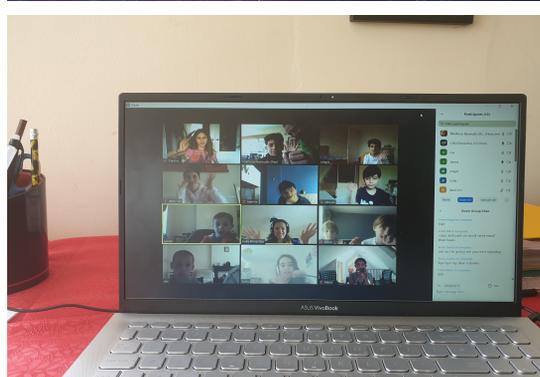
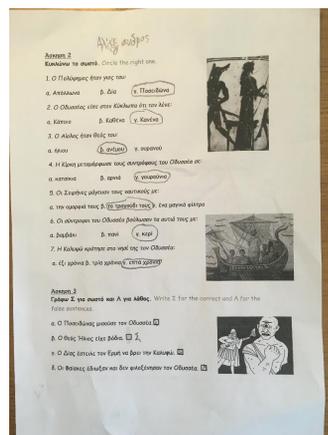
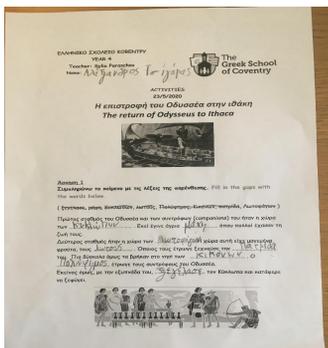
The Workshop was a continuation of the live project we carried out in February on "The Trojan War" and is carried out in the context of teaching Greek mythology to our students. The purpose of the Greek school is not only to teach the Greek language but more importantly the Greek culture, our customs and traditions and our history and this is what differentiates us from any private Greek lessons.

The objectives of this project were :

- ❑ To learn the adventures of Odysseus after the fall of Troy, in chronological order.
- ❑ To understand Odysseus' devotion to the nostalgia and the value of the human struggle to achieve his goals.
- ❑ To understand Odysseus's ethos and to identify key features of his character.

After the end of the presentation we split students into breakout rooms according to their age and played educational games to understand the myth better.

It was held via Zoom Platform from 10:30-12:15. The Workshop was mandatory for classes from Year 1 to Year 6. Reception and GCSE-A LEVEL students were more than welcome to attend, if interested.



Staying Connected with Parents & Maintaining our Customs

On the 29th of February 2020, we organized a very large event to celebrate the beginning of the Lent. We cooked delicious Lenten food, we organized fun games and all students and teachers were dressed in funny costumes. We had an great time.



Staying Connected with Parents & Maintaining our Customs

FAMILY CHRISTMAS WORKSHOP

On the 14th of December 2019 we organised our Family Christmas Workshop. The main aim was for everyone to have a lot of fun and spend some joyful time with your children and other parents making beautiful Christmas Crafts, Christmas Cards & decorating the Christmas Tree and the Christmas Boat. In this year's workshop, Father Theodoros narrated to the students the true history of St. Nicholas, and how the story of the saint led to the modern-day vision of Santa Claus as well as the history of giving presents at Christmas.



Staying Connected with Parents & Maintaining our Customs

CHRISTMAS PLAY

Our Christmas Play "**Christmas Stories**" took place on Sunday, December 15, 2019 at 13:00 at the School hall.

A large number of parents attended the celebration and all students applauded for their excellent performance.



Staying Connected with Parents & Maintaining our Customs

Virtual Easter Egg Competition - Easter 2020

Quarantine didn't stop us from organizing our Online Easter Egg Competition! Many Students sent their creations via email and they were all amazing. Students voted for their Favorite Easter Egg/Bonnie/Basket according to the 5-star Rating Chart.

All photos were rated on a numerical scale of 0 to 5 stars, with 5 stars being the best.

Our Winner is a student from Reception Class. A.A. introduced the Easter Dragon that delivers the Easter bunny eggs! Well Done to everyone who entered. All creations were fantastic



THE IMPORTANCE OF CELEBRATING & COMMEMORATING OUR NATIONAL CELEBRATIONS

Celebrating our National events help us connect and bond with our families and friends in our community.

In 2019/2020 we celebrated two National holidays which are linked with major historical events.

More specifically,

- On the 20th of October 2019 we celebrated the 28th of October 1940,
- On the 16th of November 2019 we celebrated the Greek Polytechnic uprising on the 17th of November 1973

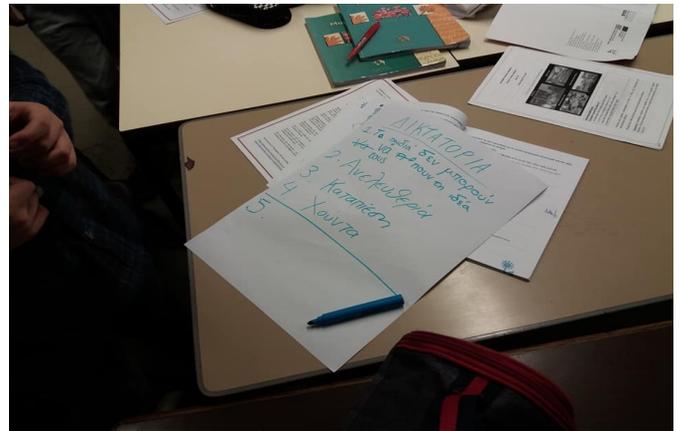
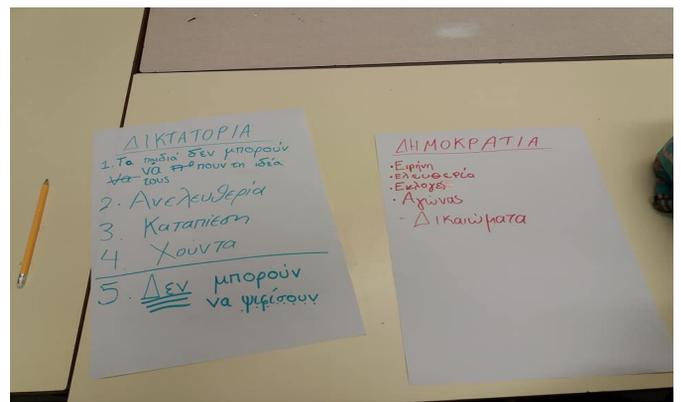
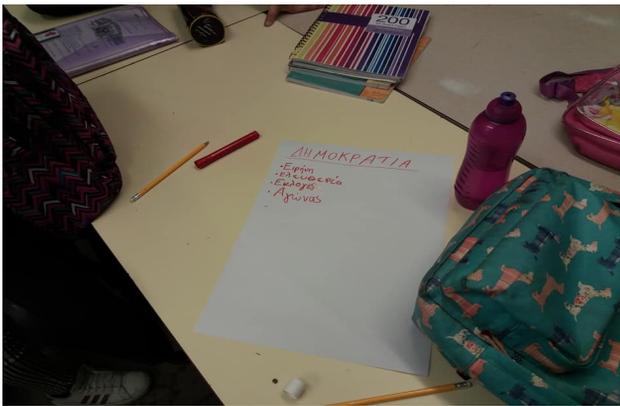
Unfortunately, the National Celebrations of the 25th of March 1821 and the EOKA Greek Cypriot Revolution 1955-'59. were cancelled due to the school closure.

Photos from the National Celebration of the 28th of October 1940



Photos from 17th of November 1973 Project

Year 5/6 and Pre GCSE and GCSE classes commemorated the Greek Polytechnic uprising on the 17th of November 1973. Students presented videos, talked about the historical events, recite poems, sang songs and discussed about the advantages of democracy and the devastating impact and effects of Fascism in society.



Raising money for our school & good causes

Like every year, we organized our Christmas Bazaar that lasted from 30th of November 2019 until the 15th of December 2019.

Thanks to Parents' and members' of our community support we raised money that went towards running costs, the purchase of new equipment and improvements to the school.



Raising money for our school & good causes

Making Christmas Shoe boxes for a great purpose!

On the 23rd of November 2019 our school took part again in the NEPOMAK UK SANTA Shoebox Campaign. This wonderful campaign aimed to send Christmas shoeboxes filled with toys and essentials to underprivileged children in state funded schools, hospitals and orphanages in Cyprus. With Students'/Parents'/Members and Friends of our Community help, we put a smile on more children's faces this Christmas!

Our students and all students around UK enjoyed to get involved. We gave them the opportunity to feel good about doing something nice and talk about what it means for other children to live in different circumstances than they do, and to appreciate items that we might take for granted.



Raising money for our school

In December 2020 we sold School calendars in order to raise money for our school.

Each calendar includes the student's class photo.

We would like to warmly thank the parents, Mr. Nikos Telegraphos, who designed the calendars as well as Mr. Michalis Loizos who took the photos. They offered their help with great joy and willingly to support our school and our children's education.

