



The
Greek School of Coventry

ANNUAL REPORT

2018/19

By Eleni Tsilipira
Headteacher

A MESSAGE FROM THE CHAIRMAN OF THE SCHOOL



We welcome you to share with us the 2018/19 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 Gregorios, 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



Dear Parents,

We wish you a very warm welcome to our school and are honoured you have chosen our school for your child's education.

The purpose of this report is to present and outline the achievements and activity of the School and the educational outcomes of children.

I would also like to thank all that made that possible, including the school coordinator-Mr Anrew Papageorgi, our volunteer Ms Eleni Maoudis, father Theodoros, hard-working teachers and volunteers, parents and students.

We have had and participated in many events in 2018 /19 including National & Religious Celebrations and many fundraising events.

The financial position continues to prove very challenging. However, the dedication of the our school President. Mr Andrew Papageorgi, along with the support of the parents has helped to ensure that we continue to offer high quality teaching with appropriate resources. Funds raised by parents have supplemented the school budget, allowing new materials to be purchased and repairs to be carried out.

On behalf of the School President, the School committee and the teachers I wish to express our delight and pride at the ongoing achievements of our children. They are fantastic children and deserve to be cherished and encouraged to fulfil their potential. As parents keep supporting children, praising them, encouraging them at every opportunity, and in school we will provide them with the best opportunities we can give.

Yours sincerely
Eleni Tsilipira
Head teacher

Our Mission, Vision & Objectives

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.

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.

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). Our next aim is to achieve the Special Distinction Award by the end of the next two academic years.



Short History of the School

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.

THE NEW QUALITY MARK AWARD IS IN OUR HANDS!

The Greek School of Coventry after achieving the Silver, Bronze and Gold Quality Framework awards on 2011 and 2015, now has been awarded the New Quality Mark with flying colours by the National Resource Centre for Supplementary Education.

It has been recognized as a Centre of Excellence for the effective teaching and learning by children in a very well organized and safe environment with excellent policies and procedures and excellent administration and financial controls. It has been awarded for its successful adherence to safeguarding standards, its excellent and continuous partnership with other organisations, its support for the continuous development of teachers, its various resources that support different learning styles and the excellent partnership between the management committee, parents, teachers and students.

We are the only Greek school to have achieved this and the only supplementary school in the Midlands.

Our certificate will be presented to us in the House of Commons, on a date to be confirmed. The success is the result of years of hard work and team work. We thank each teacher, parent, student, member of the Management committee and our community for their support and dedication. They have all contributed significantly in this success with their hard work and commitment to the school.

Congratulations and a huge thank you to our dedicated School Coordinator, Mr [Andrew Papageorgi](#) for his major, outstanding and remarkable contributions in achieving this award. We are blessed to have him as a school coordinator. We couldn't have done it without you!

I would also want to express our deepest gratitude to our excellent Mentor, Karen Gardiner. We are so appreciative for her continuous guidance, support, time, dedication and energy she gave. She is a major contributor behind our success.

We are also very grateful to the Cyprus Ministry of Education and the Cyprus Education Mission, Mrs Papalouka for their continued support.

We are looking forward to the Special Distinction Award.

Let's keep the standards high!

Kind regards

Eleni Tsilipira
Head teacher

SOME PHOTOS FROM THE DAY OF RECOGNITION



SAFEGUARDING CHILDREN

Safeguarding is everyone's responsibility

Our main objective is to ensure the personal safety of all children/young adults attending the Greek School of Coventry by promoting child protection awareness, good practice and sound procedures and ensuring all teachers and volunteers are properly equipped with the skills to safeguard children.

The following designated persons have been nominated by the Greek School of Coventry to refer allegations or suspicions of neglect or abuse to the statutory authorities.



Mr Andrew Papageorgi
School Coordinator



Mrs Eleni Tsilipira
School Head Teacher

Safeguarding Training

In October 2018, Eleni Tsilipira and Maria Jacovou attained the **Level 2** and **Level 3** in Safeguarding Children. These Designated Safeguarding Officers for Children are responsible to report and respond to concerns if a child is being abused following the steps.

Health and Safety:

In the school building, annual Fire Safety Inspections were carried out. The fire extinguishers, emergency lighting, alarm system and electrical equipment were checked and Fire Drills were carried out twice during the year, one in October 2018 and one in May 2019.

Policies and procedures regarding the health and safety of teachers and students were updated. The school continued to be cautious with the risk of Nut Allergies and Parents were advised in Parents' Handbook to exclude nuts and nut related foods from children's breaks, lunches and Birthdays treats.

KEY INFORMATION

Contact us

Address:	Greek School of Coventry, Westwood Heath Road, Westwood Heath, Coventry, CV4 8GP
Tel.	02476 464286/mob. 07553593045
Email:	greekschoolofcoventry@hotmail.com
Web page	www.greekschoolofcoventry.co.uk
Facebook:	Ελληνικό Σχολείο Κόβεντρυ

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(4-5 Yearsold)
- YEAR1-YEAR 6 (5-11 Years old)
- PREGCSE(11-12 Yearsold)
- GCSE(12-14 Yearsold)
- ALEVEL(As & A2) (14-16 Years old)
- ADULTGREEKLANGUAGE 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: **29th of September 2018.**
- Parents who have two children at school were expected to pay 1/2 of the fees on each payment day
 - 1/2: by 29th of September 2018
 - 1/2: by 20th of October 2018
- Parents who have three children at school were expected to pay 1/3 of the fees on each payment day:
 - 1/3: by 29th of September 2018
 - 1/3: by 20th of October 2018
 - 1/3: by 24th of November 2018

75 % of Parents succeeded to make the payment on time.

The payments made by cash or check

School Management Committee

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

Chairman:	Andreas Papageorgi DBS
Treasurer:	Michael Gabriel
Secretary:	Eleni Tsilipira DBS
Fund Raisers:	Michael Michaels
	Alex Panteli
	Helen Maoudis DBS

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 classroom 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 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,

Parents' Meetings

During this School Year were also held Three 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.

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.

PARENTS' ATTENDANCE IN PARENTS' MEETINGS

September's Parents; Meeting	68%
Term A	85%
Term B	70%
Term C	88%

PARENT QUESTIONNAIRE REPORT

Dear Parents,

Thank you to everyone who completed our School's recent Parent Survey. Knowing what matters most to you, for an education you can be proud of, is invaluable. We are delighted by the responses and comments we received.

Your feedback has provided insights and ideas to support our focus on continuous improvement and working with you. 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 16th of May until 21th of June 2019.

Feedback based upon 41 responses out of 98 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.

The results are presented in percentage form below.

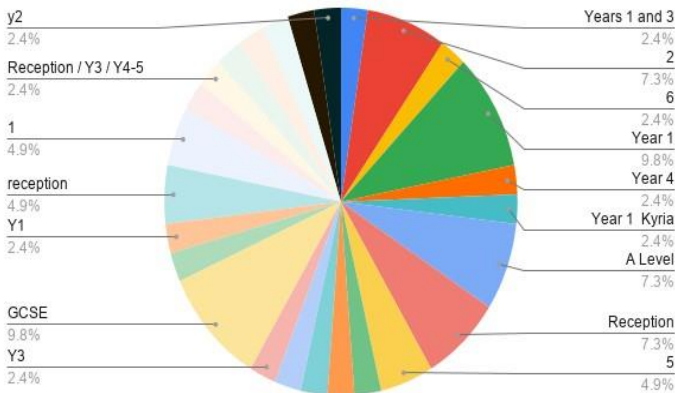
We hope that you will find this report informative and helpful.

If you would like to discuss any of the areas mentioned in this report, please contact the Head teacher, Mrs Eleni Tsilipira via email.

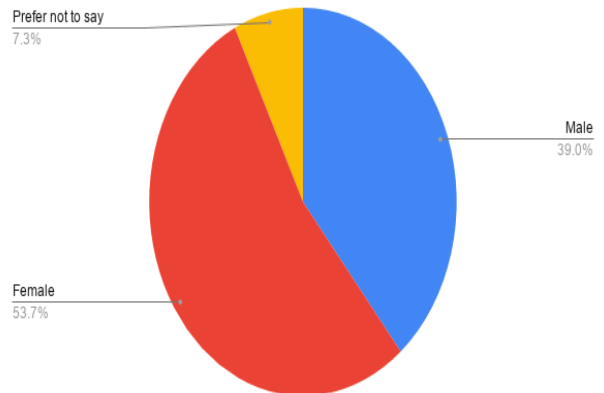
Thank you
Kind regards
Eleni Tsilipira
Head teacher

PARENT QUESTIONNAIRE REPORT

Count of Student's Year Group



Count of Student's Gender



KEY HIGHLIGHTS

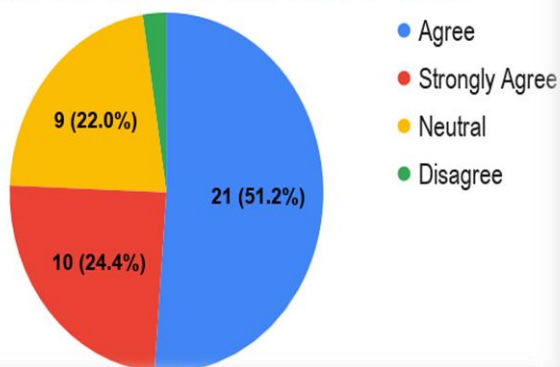
100% of parents with 0% disagreed total agreed that:

- ☐ The school is able to help my child solve the problems he/she encounters in his/her growing process, such as in making friends and academic performance.
- ☐ The school is able to foster my child's self-discipline and make him/her abide by school regulations.
- ☐ The students of this school respect their teachers.]
- ☐ The school always keeps parents informed of school affairs and development via emails, newsletters and social media.
- ☐ The school is willing to listen to the views of parents
- ☐ The school always keeps parents informed of school affairs and development via emails, newsletters and social media.
- ☐ The teachers care about my child.
- ☐ My child feels safe at this school.
- ☐ I would recommend this school to another parent.

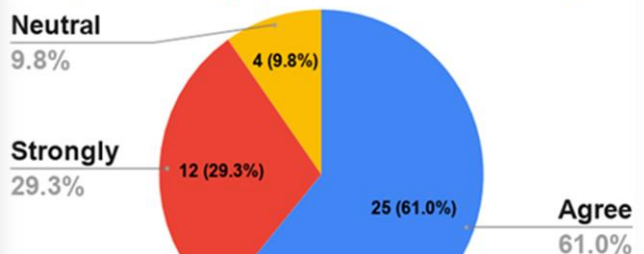
PARENT QUESTIONNAIRE REPORT

Parents' views on Student Learning

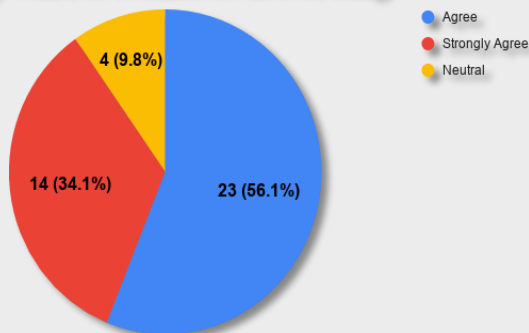
1. My child takes the initiative to learn.



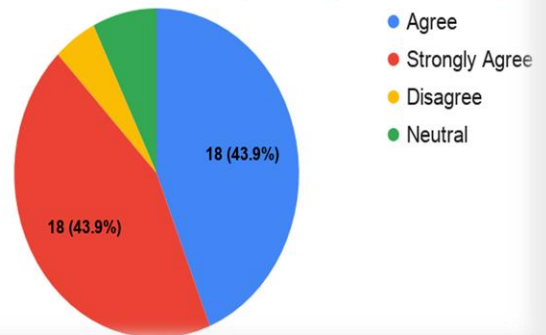
2. My child is highly interested in learning.



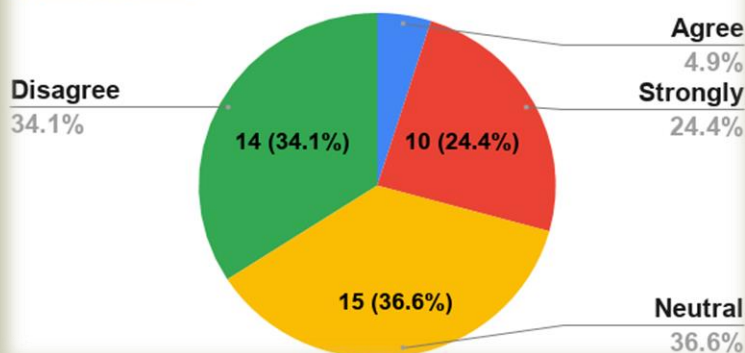
3. My child is confident in learning.



4. My child often completes his/her assignments seriously.



5. My child often reads materials such as Greek books outside class.



PARENT QUESTIONNAIRE REPORT

Analysis

Levels of parents' satisfaction with the Student Learning are high.

75,6 % of parents total agreed that their children take the initiative to learn with few exceptions. A high percentage of parents (90,2%) total agreed that their children are confident and interested in learning. Only the 9,8% of parents were neutral regarding this statement.

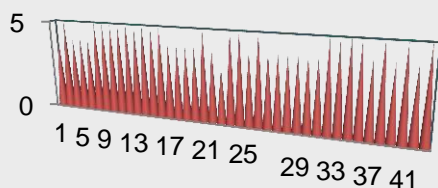
Around two in three (87.8) parents responded that their children complete their assignments seriously whereas last year's survey a high percentage of parents (85,2%) disagreed.

Responses regarding if students read Greek Materials outside class were the most disappointing, same last year's survey. 34,1% of parents stated that their children do not read Greek Books outside the class.

2. Parents' Views on support for student development

1. The school is able to help my child solve the problems he/she encounters in his/her growing process, such as in making friends and academic performance

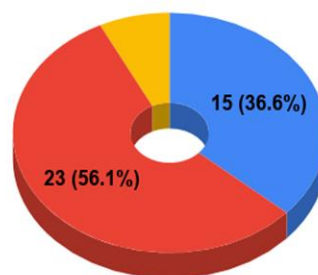
*Rate on a 5 (very satisfied) to 1 (very...)



2. The school is able to foster my child's self-discipline and make him/her abide by school regulations.

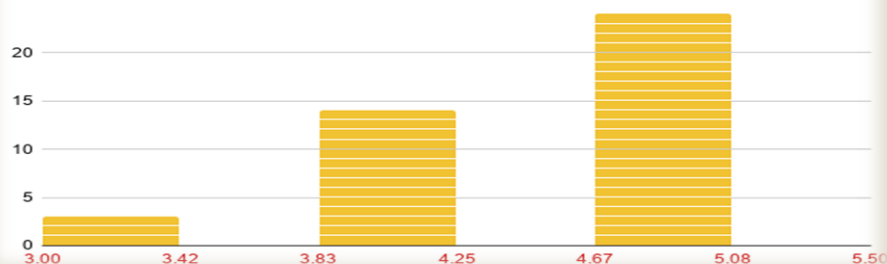
Rate on a 5 (very satisfied) to 1 (very unsatisfied)

● 4
● 5
● 3



3. The school helps my child to acquire the skills to get along with others well.

Rate on a 5 (very satisfied) to 1 (very unsatisfied)



PARENT QUESTIONNAIRE REPORT

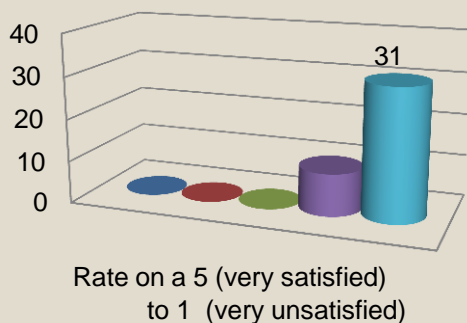
Analysis

Over half (56.1%) of parents Levels of parents' satisfaction with teachers' support for student development are very high.

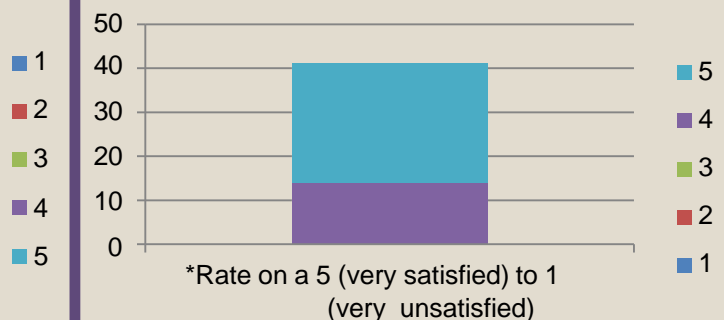
Almost all parents reported being very satisfied or satisfied with the way the school handles and solves the problems that students may encounter in his/her growing process, fosters students' self-discipline and helps them acquire the skills to get along with others well. Only a very small percentage of parents responded that they are neutral.

3. Parents' Views on Home-School Cooperation

1. The school always keeps parents informed of school affairs and development via emails, newsletters and social media.

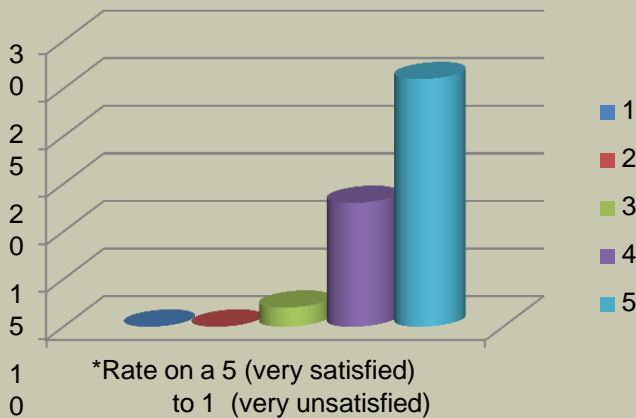


2. There are sufficient channels, such as parents' meeting, the school website, social media etc., for me to express my views to the school.

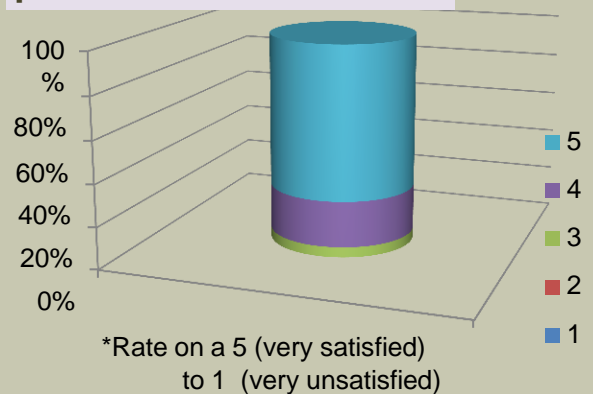


PARENT QUESTIONNAIRE REPORT

3. The school helps me to support my child's learning.



4. The school is willing to listen to the views of parents.



5. The parent-teacher association can facilitate communication between the parents and the school.



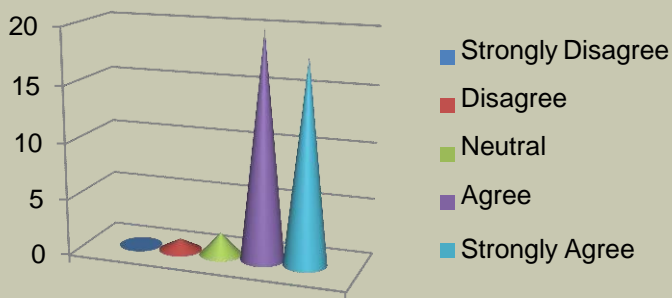
Analysis

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.

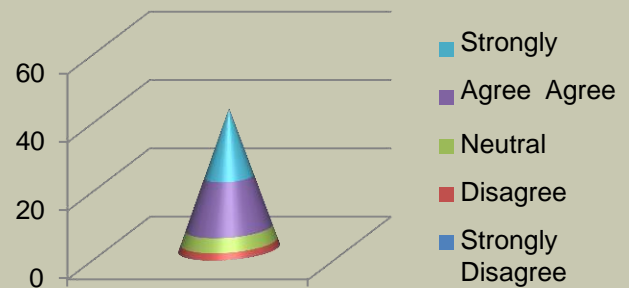
PARENT QUESTIONNAIRE REPORT

4. Parents' Views on school climate

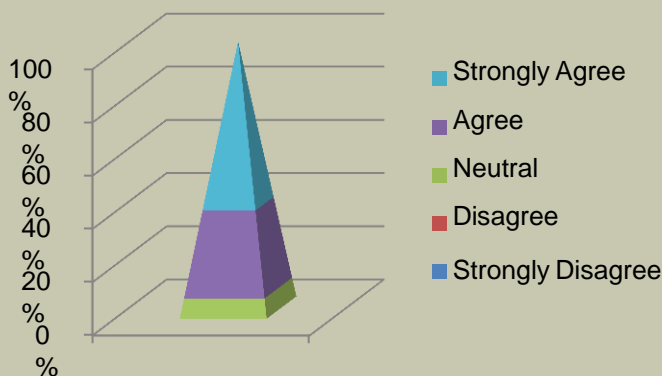
1. The students of this school respect their teachers.



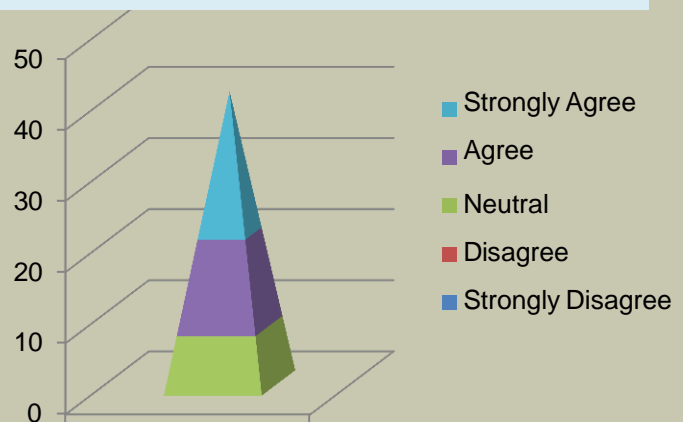
2. My child likes his/her school.



3. My child gets along well with his/her schoolmates.

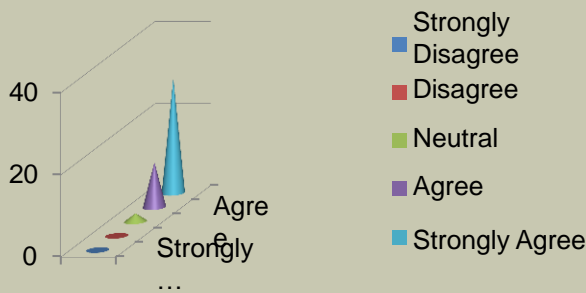


4. My child feels safe at this school.

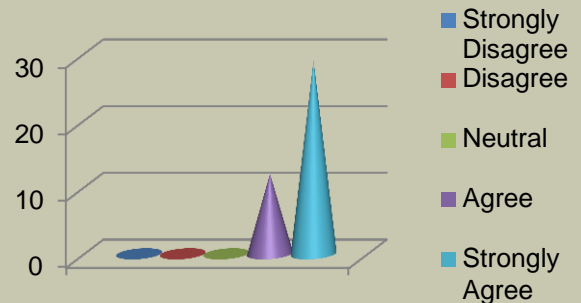


PARENT QUESTIONNAIRE REPORT

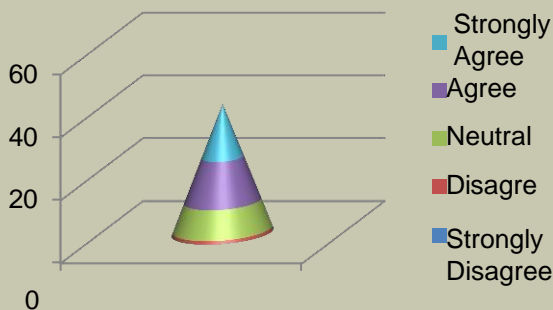
5. My child feels safe at this school.



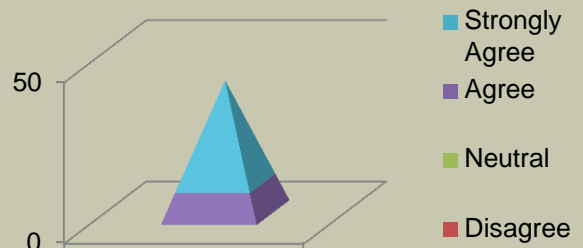
6. The teachers care about my child.



7. My child likes to participate in the school's activities and affairs.



8. I would recommend this school to another parent.



Analysis

Levels of parents' satisfaction on School Climate are extremely high. None of the parents disagreeing with the following statements:

- The students of this school respect their teachers.
- My child likes his/her school.
- My child gets along well with his/her schoolmates.
- The school deals with any cases of bullying effectively.
- My child feels safe at this school.
- The teachers care about my child.
- I would recommend this school to another parent.

14 of 41 parents are neutral regarding their children's participation in school affairs as well as a smaller percentage of parents (19.5%) are neutral regarding if their child feels safe at school.

5. Parents' views on setting up a Parent Teacher Association

I feel that the idea is great but I am not sure if practically any parents would have the time to get involved especially if they work full time.
Excellent
neutral
I agree
N/A
Very interested in finding out more about this, and all the additional ways we can support the school
It would be nice to have a Parent Teacher Association.
Brilliant idea that should be represented fairly and equally by parents of Cypriot, Greek and English backgrounds. This can only enhance the amazing hard work and dedication that is so present in our wonderful Greek schools progress.
This is a good idea.
Sometimes it works well, other times it causes problems mainly because of the parents involved
There is no need for one
Yes, positive
Yes positive
It would be a good idea to have a mixture of support from the parents
positive
It would be useful
I think it is a very good idea.
Yes that would be great
I agree strongly with the idea. I'm happy to become a trustee of such association and I would actively help in setting up such an initiative.
It would probably be very useful
That would probably be useful
It's good idea
I think that will be very helpful.
This could be a good idea but I couldn't participate myself
Agree
I think it would be beneficial
good idea
That would be a good step
Yes. it would be useful
I never see that truly in action
It would be a great idea

Analysis

The setting up of the PTAs to some extent welcomed by parents.

Some parents welcomed the setting up of the PTA with some limited enthusiasm whereas some others seem to be more enthusiastic about it. Some parents expressed that the major difficulty many parents they may encounter in running the PTA was the lack of time. Though there were some parents who expressed their concerns that parents might become too involved and cause problems in school running.

One parent replied that the school never had a parents' association and although parents are asked every year it has never been set up.

If you want to explain any of your answers or if there is anything else you want us to know, please share with us here.

You said	We response
<p>1. I would like more emphasis from the school on grammar over and over again, as English is their second language and they tend to forget the rules. This will help them write better essays and score better in their tests.</p>	<p>All year groups emphasize on the teaching of grammar. Especially classes from year 2 up to Year 6 lay stress on grammar whereas GCSE & A Level classes stress on Listening/Reading/Speaking/Writing Skills.</p>
<p>2. Addressing the child who does not have Greek background where the language is spoken at home, I would like to know of any websites, video, audio material that is clearly spoken, child appropriate and will assist in the Childs early learning of the spoken word so that they can communicate basic phrases to give them confidence in class. When the child increasingly finds it "too difficult" in class to understand the spoken or written word, they start to become disinterested in going to school.</p>	<p>–</p>
<p>3. The school could be stricter with discipline in the class and during rehearsals for various celebrations.</p>	<p>All teachers are able to successfully create a well-managed, structured classroom environment so that learning can occur. However, teaching a number of children with different needs, behaviours and language skills can cause discipline and behavioural problems. We would like to inform you that all teachers begin the year with a set of rules and routines. For example:</p> <ul style="list-style-type: none"> •have agreed rewards and positive reinforcements •have set sanctions for misbehaviour •make use of their physical space •have well-planned lessons •encourage respect and develop positive relationships.
<p>4. My children love coming to Greek school. I do feel that the Greek plays are very long. The younger children become tired and loose interest. The younger children only need to sing class songs or do a short dance. In my opinion 45 minutes is plenty of time for an end of year play.</p>	<p>The duration of each celebration depends on children's participation. However, we are planning to reduce the length of the school celebrations to 1 hour.</p>
<p>5. The school is unique in what it offers and the Head of school and the teachers work very hard and do an excellent job. However, they have to cater very different needs: (i) the language level of children within the same class can vary from beginner to native speaker; (ii) after a certain age, the children are very aware that they are going to school on a day when most children don't and possibly they are missing out on extra-curricular activities of their preference (e.g. football, ballet etc.). That makes many of them act up; (iii) parents have very different expectations from the school. As a parent, my main challenge is to convince my children that it is worth going to Greek school every Saturday, from 10:30 to 3pm and I have to admit that I have failed! My son has now stopped school and my daughter rarely goes for the</p>	<p>The school hours and the term Dates are set by the Cyprus Education Mission for all the Greek Supplementary Schools.</p>

1. I feel that during the year we have many parent-teacher meetings. These can take place at the end of the school day and not during the lesson time or be less for example twice per year. If, however, there are major concerns the teachers should arrange separate meetings with these parents at the end of the school day.	Parent meetings are held three times a year and provide important information about how your child is progressing academically as well as their friendships and wider interests. They do also provide next steps for learning. However, it has been decided to divide the new school year into two terms, five months each, instead of three in order to optimize the workload of the teachers given that we only open one day a week.
2. My child enjoys learning but I feel not talking Greek myself hinders his progress. He does not live with his Greek relatives so any aids I could have to help him at home would be great as he needs to increase his vocabulary and conversational skills. I'm willing to learn with him.	The school has a library system and all students can borrow a book for two weeks. Also, when students complete their homework every week make a big progress.
3. We would like for our child to come to Greek school to be in a solely Greek environment. Therefore, we believe the entire lesson should be in Greek, and English should not be used in class. We think the children are capable of understanding the lesson, and any other instructions in Greek, even if this is not comfortable in the beginning for them (or their parents).	The use of the English language in the class is done when it is considered essential by the teachers as well as for the following reasons. A majority of students were born in the UK or they come from mixed marriages families. The use of first language in the second-language classroom helps these students to be more engaged during the activity. Their level of participation is higher, which makes room for teachers to connect with other activities. When students are engaged, the lesson runs in a smoother and positive way, and therefore the teacher and students can make the most of every activity. Teaching students who are able to transfer knowledge from their mother tongue to the second language enriches learning.
4. Please note that I have answered for all 3 of my children, hence I have not specified in the gender question as I have both boys and a girl in the school	—
5. A very big/big/big THANK YOU to Eleni - it was worth long drive every week. The best teacher we could ever had	—
6. Where I have indicated neutral it is because I am unable to comment as I have insufficient knowledge.	—
7. The school is very well organised.	—
8. I think that the attendance during national celebrations can be improved dramatically if they take place on a Saturday instead of Sunday.	The Benefits children receive from School Celebrations are various and priceless. The main idea of conducting our school celebrations on Sunday is that everyone from our community can join us and see our students to demonstrate what they have learnt making their parents, teachers and community proud of them, their culture and heritage. However, the
9. Please do the national celebrations on Saturdays after school instead of Sunday.	

PARENT QUESTIONNAIRE REPORT

Areas of Development

Area	Concern from parents	Response	Actions
Information about the curriculum and pupils' progress	The curriculum my child is learning and how to support this would be very useful	The school website contains information regarding the curriculum for each year group. At the start of each year there are Parent information meetings to explain what will be taught in each year group and this information is emailed out to those who cannot attend.	We are currently reviewing the curriculum to ensure we provide the best learning experiences for all pupils. One aspect we wish to develop is the use of Online Exercises to help deepen children's learning and provide parents with more information and links.
Safeguarding	Playground safety	Greek School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and the wider community to share this commitment. For pupils to feel that they are able to do their best and achieve their true potential, it is important that they feel safe and supported in our school environment.	We lock the Gates during Break times.

STUDENTS

Students

Total Number: 96

Total Enrolments

**Boys
44**

**Girls
52**

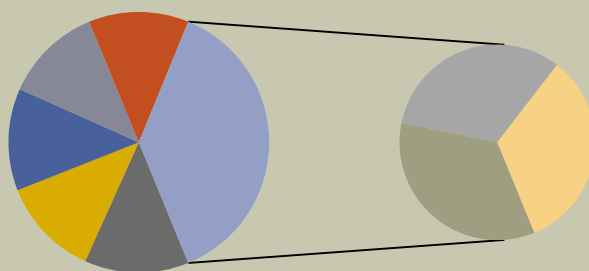
Languages other than Greek or English

Chinese, Albanian

Student Attendance

Classes	Attendance Rate	Classes	Attendance Rate
Reception	95%	Year 4_5	91%
Year 1	90%	Year 6_Pre GCSE	95%
Year 2	93%	GCSE _As	89%
Year 3	89%	A2	92%
Whole School:			

Attendance



- Reception
- Year 1
- Year 2
- Year 3
- Year 4-5
- Year 6-Pre GCSE
- GCSE-As
- A2

STUDENTS

Graduates

8 A level Students graduated from our school in the School Year 2018/19.

Leavers Destination

The number of pupils leaving in July 2019 was 7.

MANAGEMENT OF NON ATTENDANCE

The attendance rates are very positive at the Greek School of Coventry. School newsletters are used to remind parents that the Greek School of Coventry does not agree to a child missing more than a total of ten Saturdays for family holidays in any school year unless there's a very good reason. We also remind them the importance of full day attendance every Saturday and request that occurrences of late arrivals or early finishes should be kept to a minimum.

Annual Test Results

Whilst the school attaches great emphasis on the children enjoying the experience of attending Greek school nevertheless we attach similar emphasis on academic achievement.

It is a recognized fact that many of our children have achieved university admission based on their acquiring high grades in GCSE and A Level Unit 1 and Unit 2 Modern Greek Language.

Pupils' records of tests are also kept on the school office computer.

Reception Annual Test was undertaken orally and in groups.

By no means, do we want to cause stress to students.

Annual tests aim to help students understand better what has been taught throughout the School Year through revision before the test.

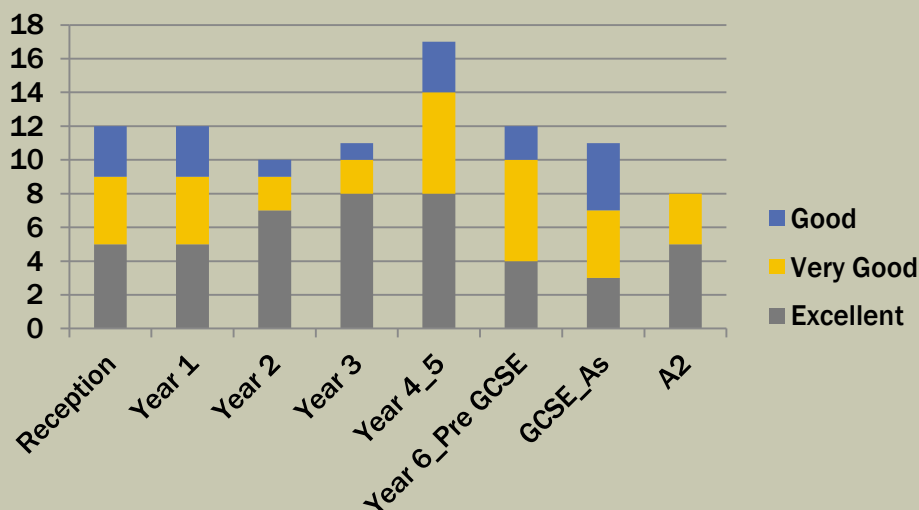
Students who haven't undertaken the Annual Test at School, it was agreed to write it at Home without help and send it via email to their teachers..

STUDENTS

Annual Test Results

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

Reception	5 out 12 students achieved level Excellent 4 out of 12 students achieved Very Good 3 out of 12 students achieved Good
Year 1	5 out 14 students achieved level Excellent 4 out of 14 students achieved Very Good 3 out of 14 students achieved Good
Year 2	7 out 10 students achieved level Excellent 2 out of 10 students achieved level Very Good 1 out of 10 students achieved level Good
Year 3	8 out 12 students achieved level Excellent 2 out 12 students achieved level Very Good 1 out of 10 students achieved level Good
Year 4_5	8 out 17 students achieved level Excellent 6 out 17 students achieved level Very Good 3 out 17 students achieved level Good
Year 6_Pre GCSE	4 out of 12 students achieved level Excellent 6 out of 12 students achieved level Very Good 2 out of 12 students achieved level Good
GCSE_As	3 out 11 students achieved level Excellent 4 out 11 students achieved level Very Good 4 out of 11 students achieved level of Good
A2	5 out 8 students achieved level Excellent 3 out 8 students achieved level Very Good



STUDENTS

GCSE & A LEVEL EXAM RESULTS

This school year, our students have achieved excellent examination results.

13 of our children were entered for the exam in Modern Greek language at GCSE and As level. A very high percentage achieve A* and A grades as a result of the hard work and dedication of our students and teachers.

Exam Level

GCSE

Edexcel

Gender	Year Group	Foundation or Higher	Exam Venue	Speaking Exam Venue	Exam Result
F	Y10	Foundation	Lutterworth High School	Lutterworth High School	C
F	Y8	Higher	Bishop Ullathorne School	Bishop Ullathorne School	A
M	Y8	Higher	North Leamington School	Lutterworth High School	A
F	Y9	Foundation	Shipston High School	Shipston High School	C
F	Y9VR	Higher	President Kennedy	President Kennedy	A

Exam Level

AS

Exam Board: Edexcel

Gender	Year Group	Exam Venue	Exam Result
M	Y10	Higham Lane	B
F	Y9VR	President Kennedy	A

STUDENTS

Exam Level

A2

Exam Board

EDEXCEL

Gender	Year Group	Exam Venue	Exam Result
M	Y11	Ashlawn School	B
F	Y10	Bishop Ullathorne School	A*
F	Y12	Kingsthorpe College	A*
F	Y12	Ousedale School	A
M	Y10	Lawrence Sheriff	B
M	Y10	North Leamington School	A
F	Y9	Westwood Academy	A
M	Y10	Finham Park School	A*

STUDENT'S VOICE

17.7.2019

All of our students are regarded as important stakeholders in school assessment, and they are capable of contributing significantly to the school and teacher development. For this reason it was considered essential to give them a voice on assessment practices.

Target Group

On the 18th of May 2019 PRE GCSE-GCSE/A Level Students were asked to complete the online Questionnaire during Break times. It is also sent via email to their parents asking them to be completed by their children.

After discussion with the teaching staff it was decided that the target group should be students over 12 year old as children at this age are capable to clearly explain their perceptions, opinions, beliefs and attitudes and comment on their experience at school.

Language to use

To create certain conformity, it was decided to ask students to comment on their first language. Obviously, English is a language where they are able to contribute most information and more efficiently.

Instructions were easy to understand by all students and very clear about the purpose of the survey, emphasizing that it was, by no means, just another way of assessing students' academic performance, but an attempt to find out about their thoughts and feelings about the school and the education provided.

The questionnaire consisted of 5 sections and was to be answered Online. The Questionnaire wasn't anonymous.

On the first section 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. It also asked students to give information about their Name, Year Group and their Instructor's name. On the other sections the students were asked to indicate to what extent they agreed with what was suggested, focusing on their learning experience, school bullying, learning climate, learning process and the class overall including teacher's classroom management skills. Last section emphasizes on students' perception on Homework assignments. Students were asked to write as much as possible on the basis of the question «What does your Homework help you to learn?» and «What recommendations do you have for improving our school?».

STUDENT'S VOICE

This questionnaire 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 12 PRE GCSE-GCSE-A LEVEL students answered it.

Results

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. 100% of the students feel that they are accepted at school by all. Students also expressed how valued, respected and appreciated feel in our school by teachers and principal and they strongly believe that teachers' and students' relationships are based on trust and mutual respect. 66,7% of students enjoy taking part in school affairs and find their lessons challenging.

A high percentage of students (83,3%) replied that their teachers are enthusiastic about teaching. More than half of students (66,3%) responded that teachers develop positive relationships with them and they are willing to listen their ideas, their opinions, their worries and things that are important to them. Also, 83,3% total agreed that the teachers always try to find different ways and teaching methods to explain the lesson especially when it is not very understandable and an even more higher percentage of students (91,7%) responded that teachers always encourage them to keep trying to achieve the goals when the lesson is too hard. What teachers need to do is to speak with students about their poor academic performance as nearly all students (10 out of

12) responded they never do that whereas teachers always or most of the times speak with their students about their good academic performance and then praise them regularly for their efforts.. In addition, nearly all students (11 out of 12) answered that teachers always outline the lesson objectives at the start of the lesson. They also agreed that all teachers meet their need to feel confident and almost all know their names. All students reported that they never experienced any issue of bullying at our school and all students with no exceptions help each other even if they are not friends.

Almost all students agreed that all teachers do a very good job on homework. They agreed (66,7%) that homework in their classes is interesting most of the times and helps them understand the subject better, especially when homework is aligned with classroom work and when educators provide verbal or written praise on homework completion, students become more motivated to complete the assignments. Also, teachers talk to the students one on one some of the times when they do not complete their assignments explaining the importance of it.

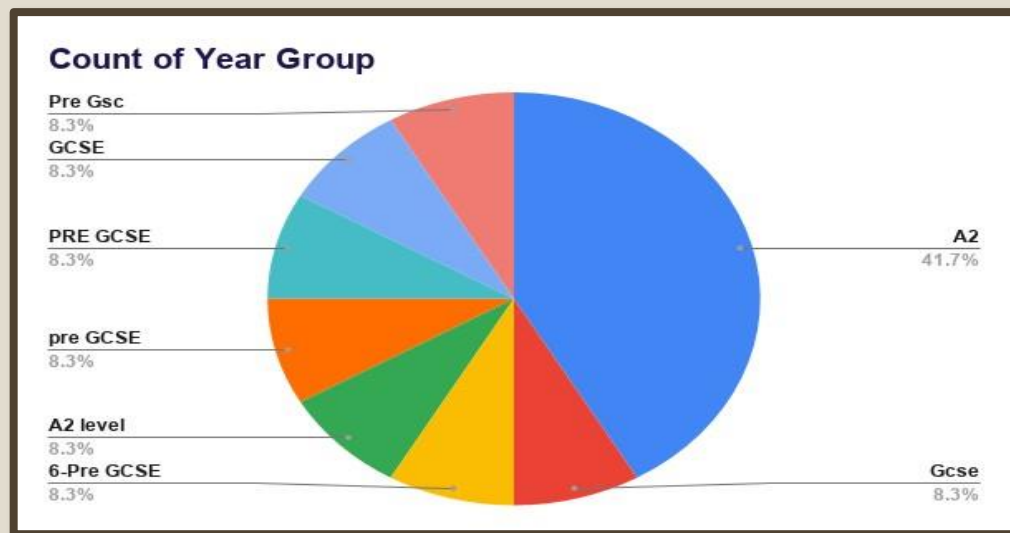
The positive results are that the vast majority of students care about learning and getting good education as well as they are ready and willing to learn, find their classes challenging, their teachers creative and the school environment very welcome. All students share in the responsibility to continually improve the school community and valuing the voices of all.

The results are illustrated in Charts below. Kind regards

Eleni Tsilipira
Head teacher

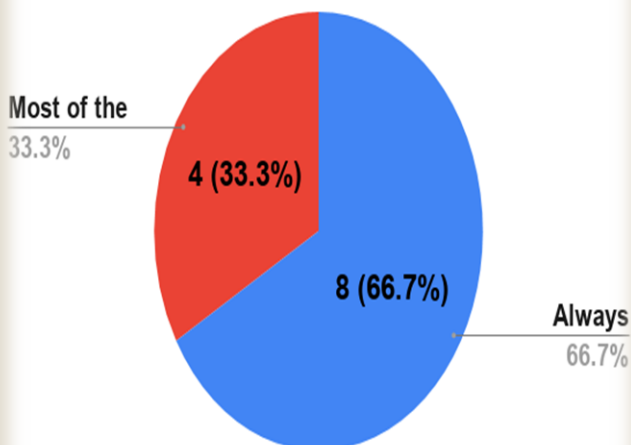
STUDENT'S VOICE

CHART ANALYSIS

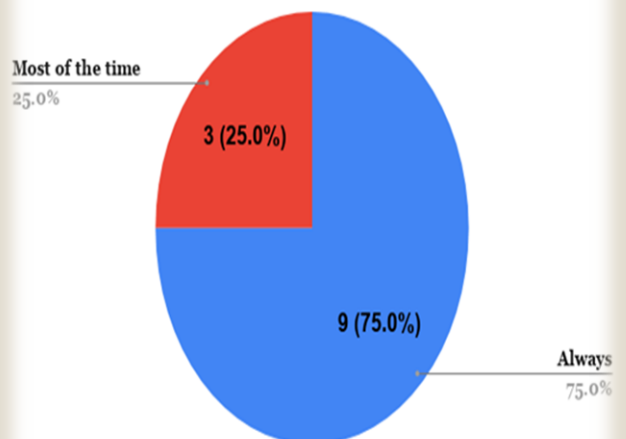


YOUR SCHOOL

1. Students in my school treat one another with respect.

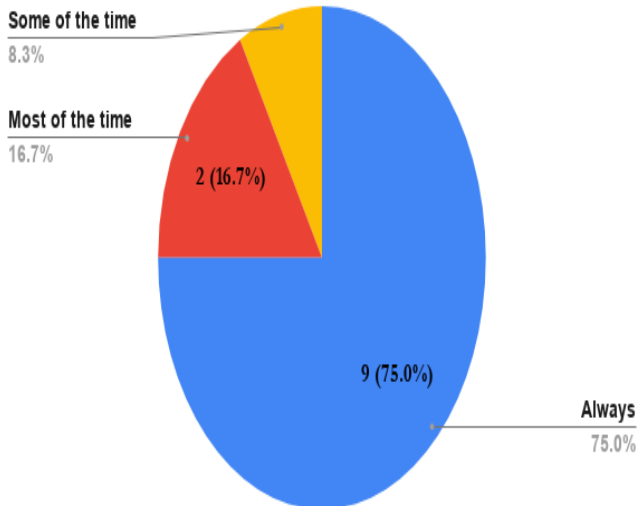


2. My school disciplines students fairly.

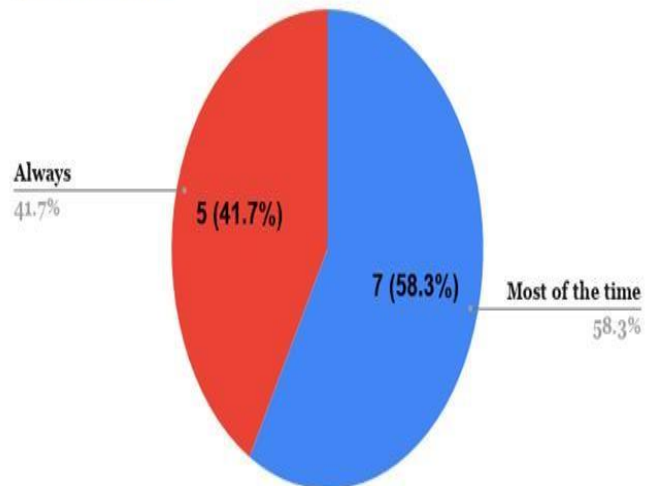


STUDENT'S VOICE

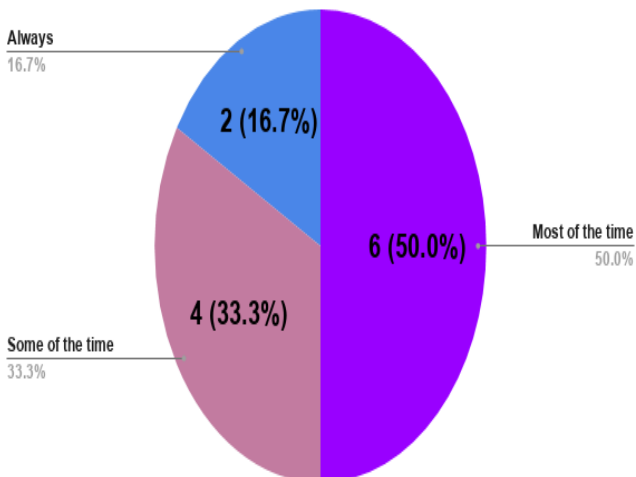
3. Teachers value what I have to say.



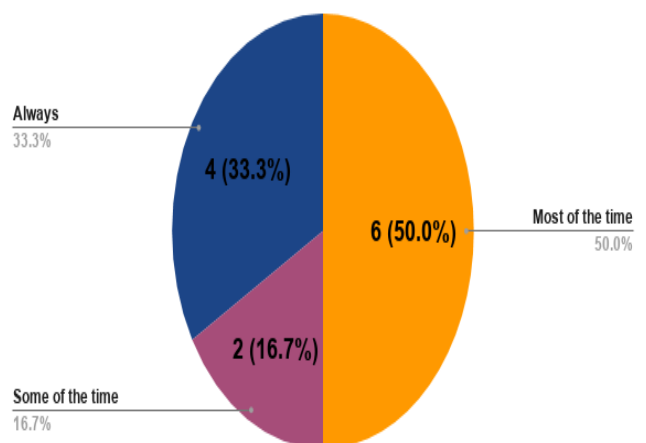
4. Students in my school care about learning and getting a good education.



5. Classes in my school are challenging.

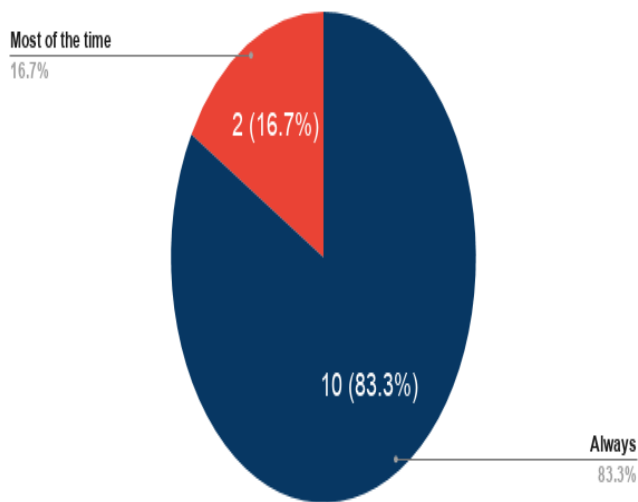


6. Students are involved in decisions about things that affect them in school.

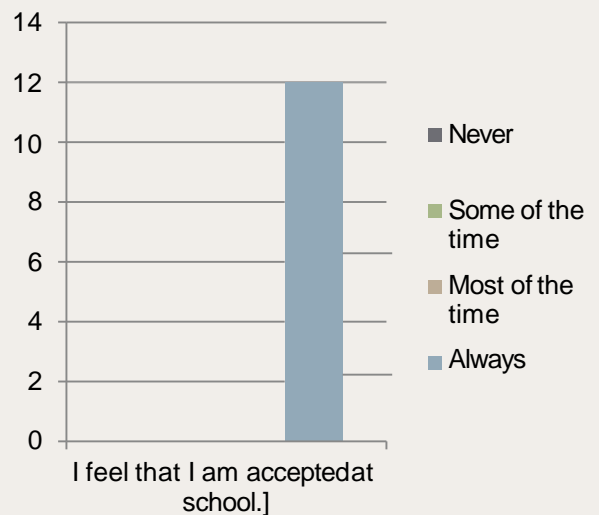


STUDENT'S VOICE

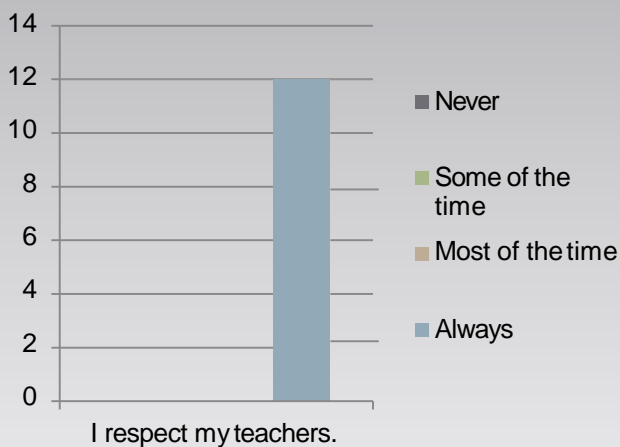
7. All teachers are enthusiastic about teaching and communicate with students.



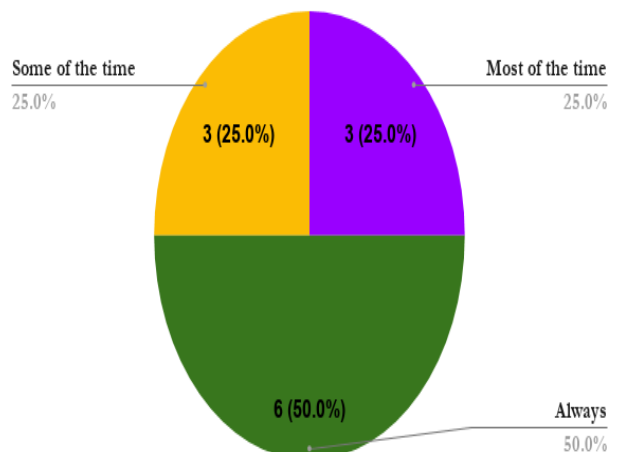
8. I feel that I am accepted at school.



9. I respect my teachers.

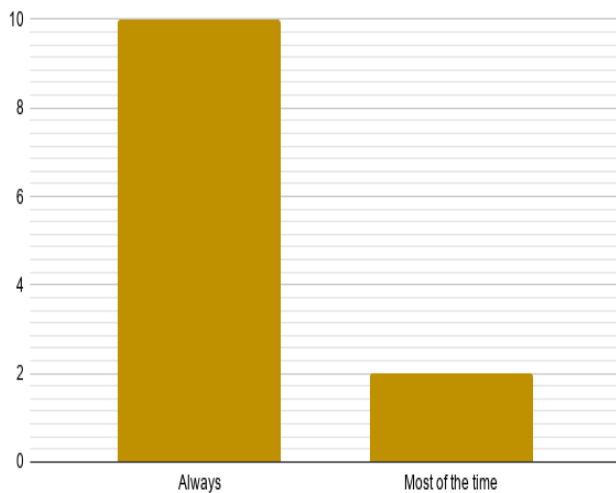


10. All teachers know my name.

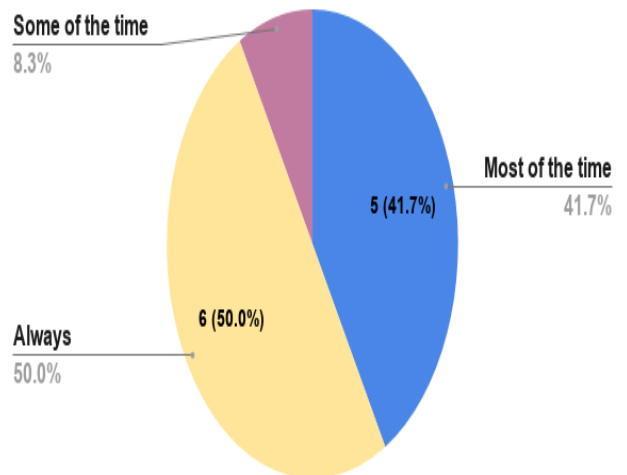


STUDENT'S VOICE

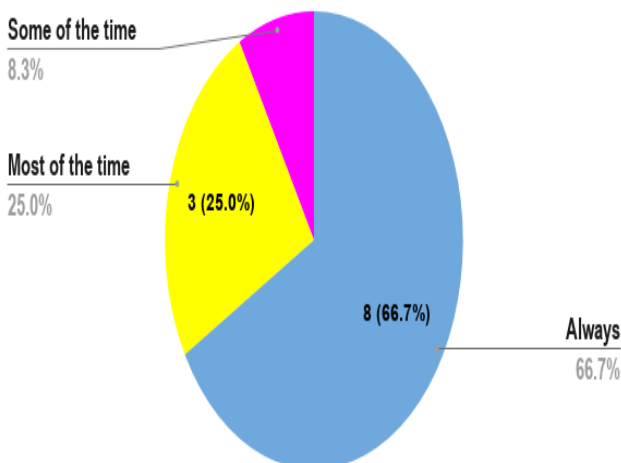
I am encouraged to say what I think.



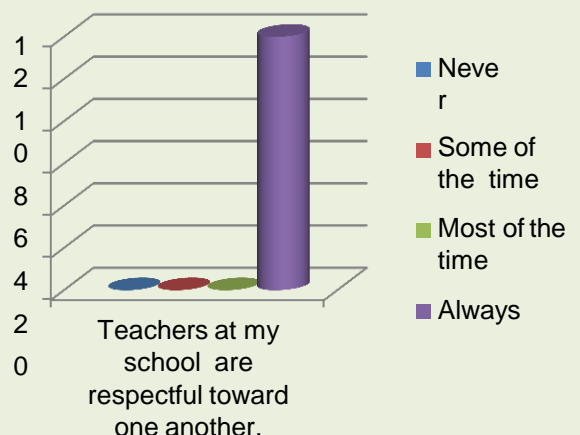
12. Students in my school help one another even if they are not friends.



14. I enjoy taking part in school activities and celebrations.



13. Teachers at my school are respectful toward one another.



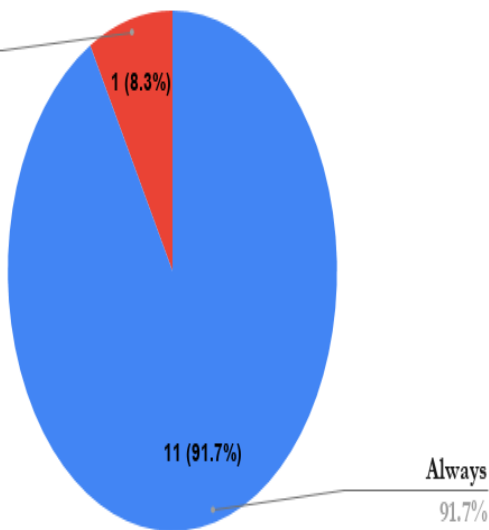
STUDENT'S VOICE

YOUR CLASS

16. I feel emotionally safe in my class.

Most of the time

8.3%



17. The schoolwork helps me to learn.

12

10

8

6

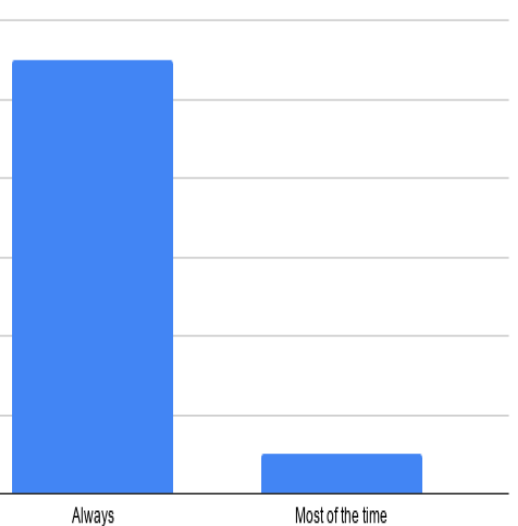
4

2

0

Always

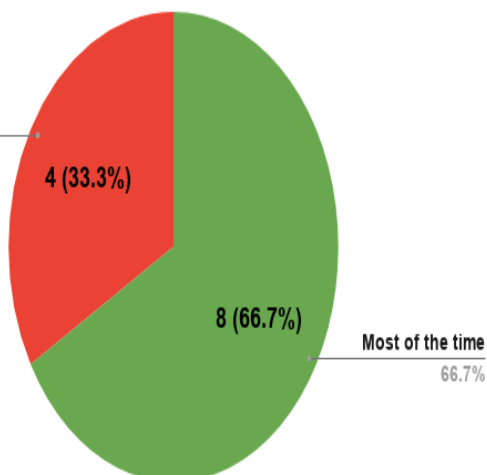
Most of the time



17. The schoolwork we do is interesting.

Always

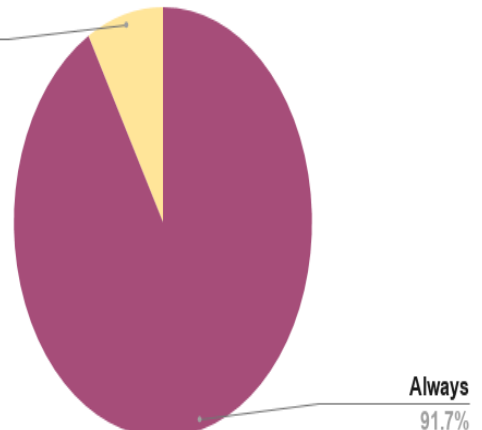
33.3%



18. When the work is too hard, my teacher helps me keep trying.

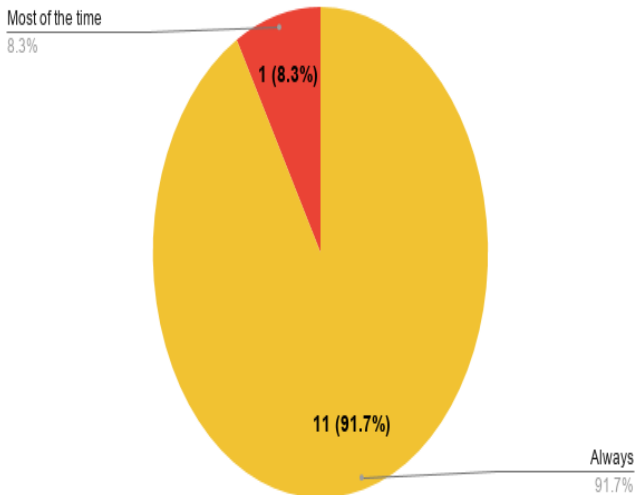
Most of the time

8.3%

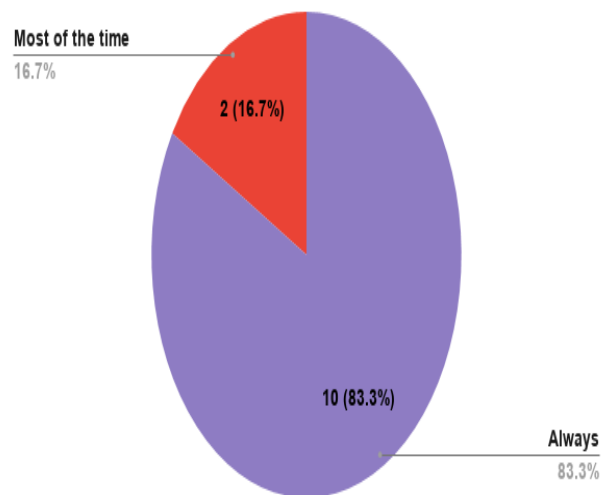


STUDENT'S VOICE

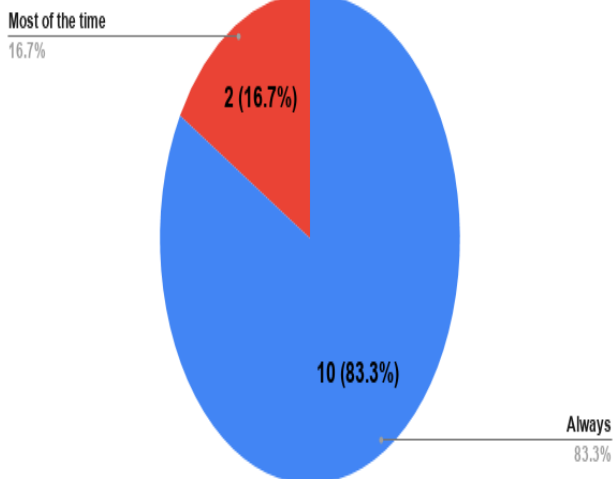
19. When the work is too hard, my teacher helps me keep trying.



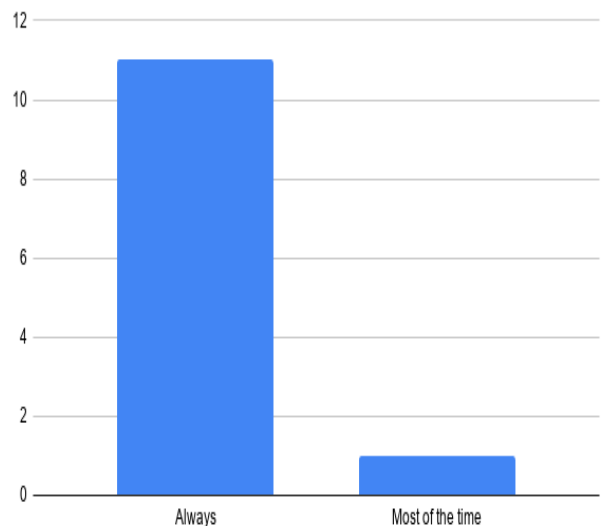
20. My teacher uses a lot of ways to explain things.



21. My teacher knows when we understand the lesson and when we do not.



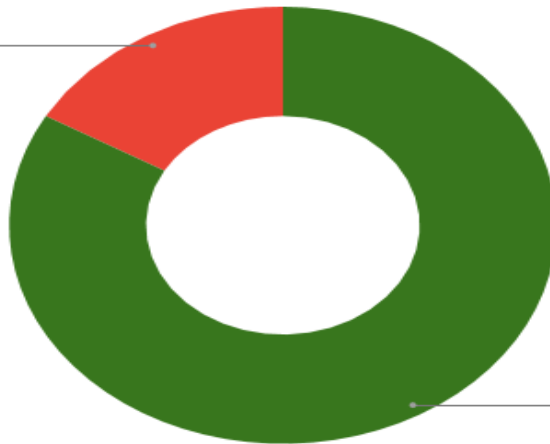
22. My teacher tell us what we are learning and why.



STUDENT'S VOICE

23. My teacher wants us to share what we think.

Most of the time
16.7%

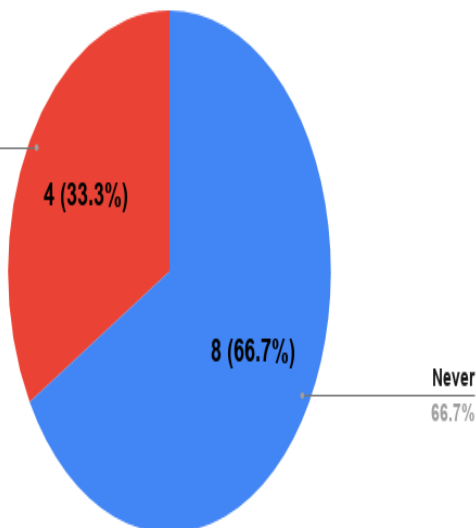


Always
83.3%

YOUR TEACHER

24. Your Teacher [Disrupting class.

Some of the time
33.3%

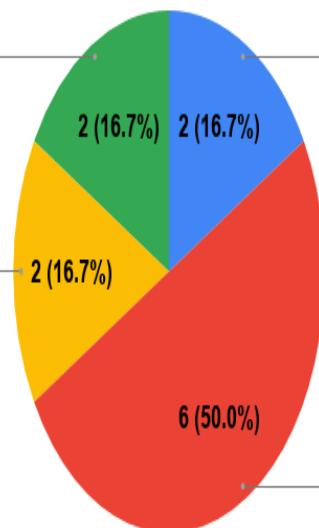


Never
66.7%

25. Good academic performance.

Most of the time
16.7%

Some of the time
16.7%



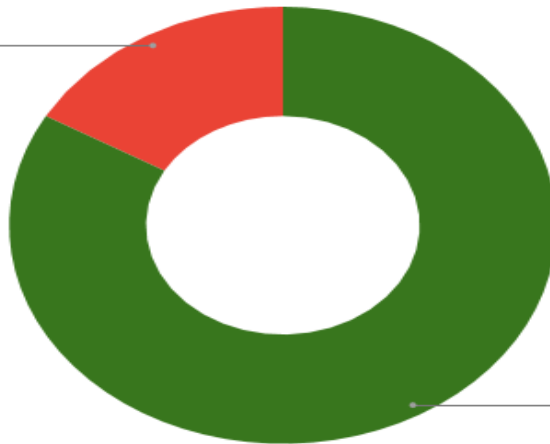
Never
16.7%

Always
50.0%

STUDENT'S VOICE

23. My teacher wants us to share what we think.

Most of the time
16.7%

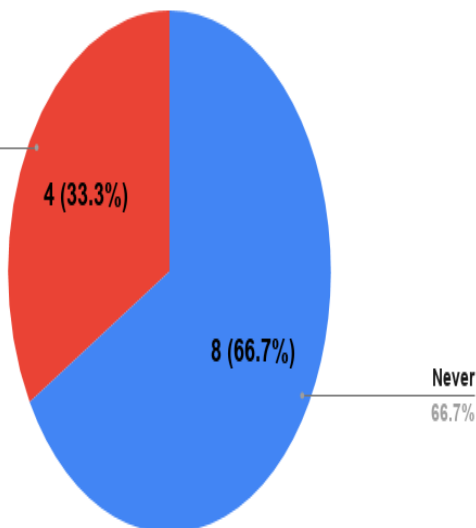


Always
83.3%

YOUR TEACHER

24. Your Teacher [Disrupting class.

Some of the time
33.3%

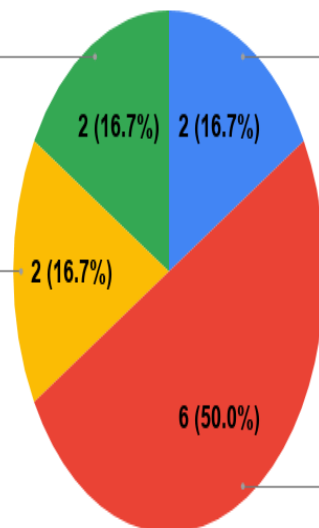


Never
66.7%

25. Good academic performance.

Most of the time
16.7%

Some of the time
16.7%

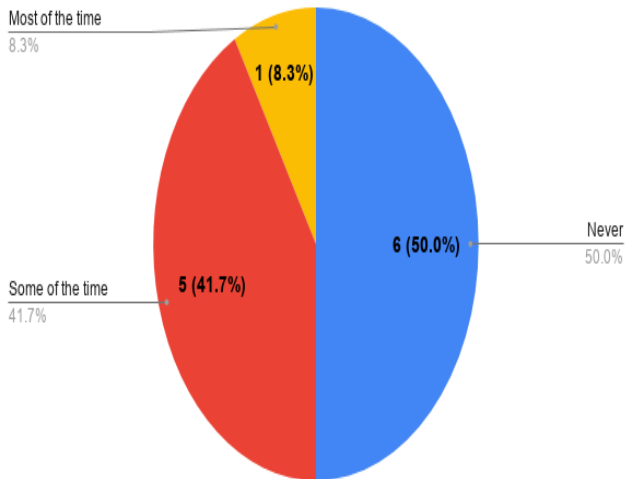


Never
16.7%

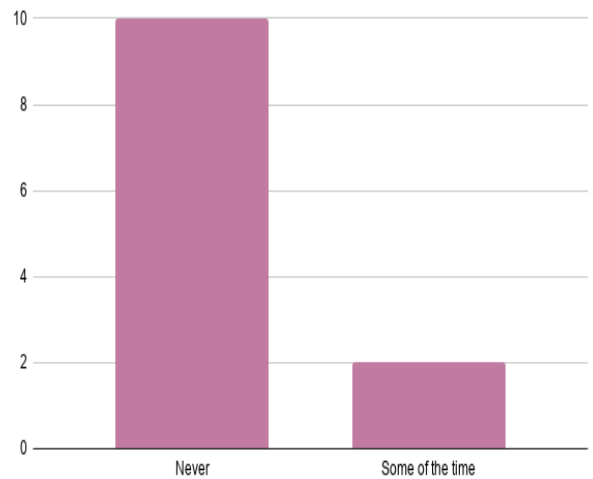
Always
50.0%

STUDENT'S VOICE

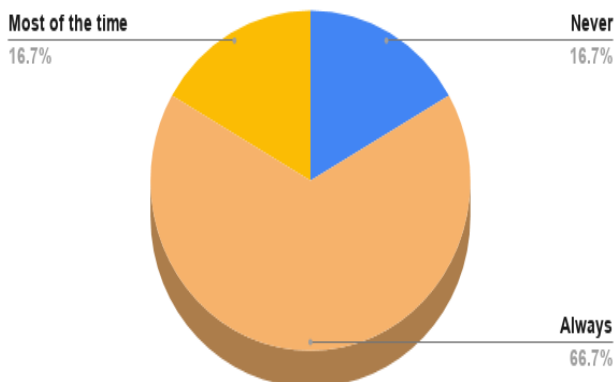
26. Not completing assignments.



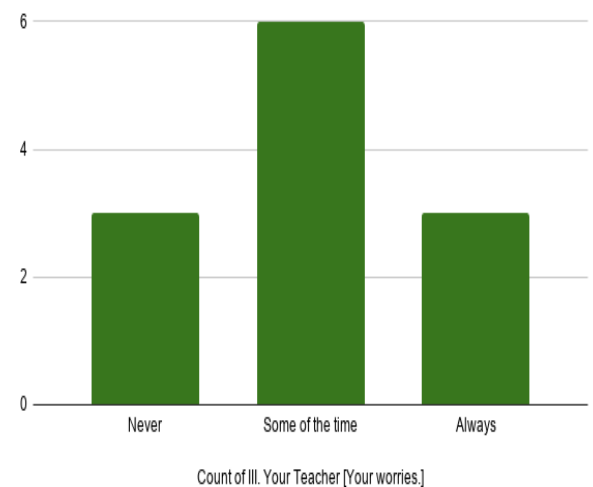
27. Poor academic performance.



28. Interests and things that are important to you.



29. Your worries.



STUDENT'S VOICE

How easy or difficult do you find it to complete your Homework?

- ☐ Pretty easy
- ☐ Easy
- ☐ Easy
- ☐ easy
- ☐ Normal
- ☐ Hard
- ☐ in the middle
- ☐ in the middle
- ☐ It's not that easy but not that hard.
- ☐ Quite easy
- ☐ Quite easy
- ☐ It's alright

How often do you do all your Homework?

Sometimes

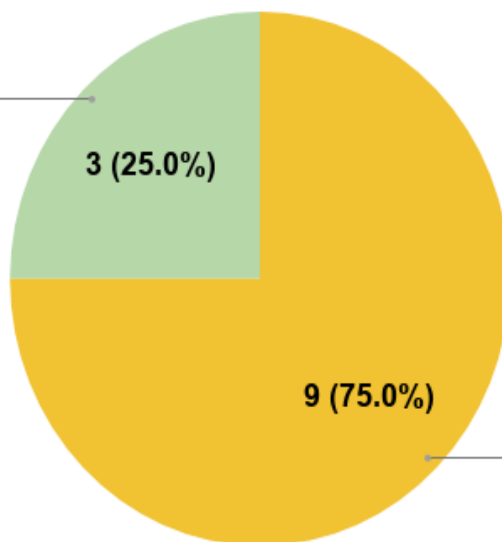
25.0%

3 (25.0%)

9 (75.0%)

Always

75.0%



STUDENT'S VOICE

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

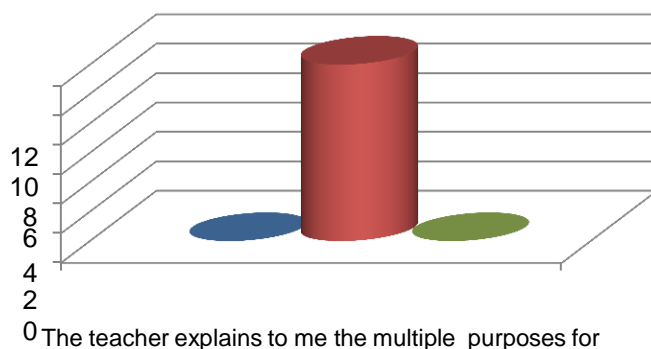
- ☐ 2-3hours
- ☐ 30minutes
- ☐ I do it once a week for an hour
- ☐ 3 hours
- ☐ An hour
- ☐ 3 hours
- ☐ around 1hr 30mins
- ☐ 1 hour
- ☐ Well I do it on a Thursday evening.
- ☐ Around 2/3 hours over a week
- ☐ 1-2
- ☐ 2-3 hours per week

How does your homework help you to learn?

- ☐ It helps memorise and recall what we did in class
- ☐ To memorise
- ☐ It helps le to understand things better
- ☐ makes me write in Greek and not forget the Greek language
- ☐ Practise on what we did in class
- ☐ Helps me to improve upon my previous mistakes in grammar and other sections of Greek language
- ☐ yes
- ☐ vocab
- ☐ By writing on the lines.
- ☐ Helps me practise
- ☐ It's not just about doing the homework, but also about the feedback that we receive from our teacher.
- ☐ Practicing

STUDENT'S VOICE

What happens when you don't do your Homework?



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

0 The teacher explains to me the multiple purposes for homework, both short-term and long-term benefits.

What recommendations do you have for improving our school?

- ☐ i don't know
- ☐ I don't he any
- ☐ Don't know
- ☐ Better toilets
- ☐ More arts and crafts as a class.
- ☐ Longer lunchtime
- ☐ a proper classroom
- ☐ proper classroom
- ☐ Nothing because school is pretty good in education and having fun.
- ☐ Not sure
- ☐ Nothing, everything is handled the way it is meant to be.
- ☐ i don't know

TEACHING STAFF

FOR THE SCHOOL YEAR

2018-2019

HEAD TEACHER
A LEVEL (A2) TEACHER
ELENI TSILIPIRA



RECEPTION
TEACHER
KOLIOU VASILIKI



YEAR 1 TEACHER
KROKIDI
KONSTANTINA



YEAR 2
TEACHER
CHARALAMPOUS
MARIA



YEAR 4-5 TEACHER
PARASCHOU
CHRYSOULA



YEAR 3 TEACHER
TILKERIDOU
KONSTANTINA



YEAR GCSE-As
TEACHER
GOUNTOPOULOU
ANASTASIA



RELIGIOUS
EDUCATION-
MUSIC TEACHER
MAOUDI ELENI



Year 6 -PRE GCSE
TEACHER
MESINIOTI POLINA



LIST OF TEACHERS/VOLUNTEERS 2018-2019:

NAME	JOB TITLE	EMPLOYEE / VOLUNTEER	Qualification & experience	Who carried out Induction, including Health and Safety & Child Protection	Classes taken & other Duties	Line Manager
Andreas Papageorgi	Chairman	Volunteer	BSc, MA/ 30 years School management Experience	Operational Management Committee	Co-Ordinator	Operational Management Committee
Eleni Tsilipira	Head Teacher	Employee	BA Secondary Education/ MA in Education-Teaching of Greek as a second/foreign Language	Co-Ordinator	A Level (Unit 2)	Co-Ordinator
Vasiliki Koliou	Teacher	Employee	BA in Early Education	Head teacher	Reception	Head teacher
Konstanti Krokidi	Teacher	Employee	BA of Science, / Msc of Science	Head teacher	Year 1	Head teacher
Maria Jacovou	Teacher	Volunteer	BA in Primary Education	Head teacher	Year 2	Head teacher
Konstantina Tilkeridou	Teacher	Employee	Social Worker	Head teacher	Year 3	Head teacher
Chrysoulla Paraschou	Teacher	Employee	BA in Archaeology and Social Anthropology/MSc in Archaeological Information Systems	Head teacher	Year 4-5	Head teacher
Polina Mesinioti	Teacher	Employee	BA in Philology with specialization in Linguistics / MA in Theoretical Linguistics PHD Student in Linguistics	Head teacher	Year 6-Pre GCSE	Head teacher
Anastasia Gountopoulou	Teacher	Employee	BA in Philology	Head teacher	GCSE-AS	Head teacher
Anastasia Stavridou	Teacher	Employee	BA in English Philology PHD Student in Linguistics	Head teacher	Dance Teacher	Head teacher
Eleni Maoudis	Volunteer	Volunteer	-	Head teacher	Religious Education	Head teacher
Marios Timotheou	Volunteer	Volunteer	High School Student	Head teacher	—	Head teacher

TEACHERS

School Staff

Teaching Staff 8

Volunteers 2

- ☐ In 2018/2019 the Greek School of Coventry had 8 Greek Native Teachers.
- ☐ Of the 8 teaching staff, 7 of them were Qualified teachers with a BA (Hons)Nursery, Primary and Secondary Education Degree including the Head teacher, all responsible for delivering the school curriculum. One of them was a social worker.
- ☐ 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.
- ☐ All teachers attended the Safeguarding Training Level 1 by Coventry City Council.

Teacher Attendance

The average teacher attendance rate for the School Year 2018/2019 was 90%.
Teacher Absence includes leave for Family Reasons and Education Purposes

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

Classroom Observations

Through Classroom Observations we got more insights into what happening in the class regarding not only the techniques and strategies teachers use but also students' learning and the context in which they learn. Classroom Observations provided information to the Head teacher and the School President about:

- ☐ The preparation of the lesson,
- ☐ The lesson procedure,
- ☐ The classroom management,
- ☐ The communication skills and
- ☐ The questioning techniques.

After the end of the Observations a discussion followed between the Observer and the teacher about what action they can take in order to improve their own teaching and students' learning.

Teaching Staff Meetings

The teaching staff has formally met 7 times during the school year 2018/2019.

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 2018/2019 was 90%.

TEACHERS

Teaching Appraisals

In February and March 2019 4 out of 8 teachers attended the appraisal meeting conducted by the School Coordinator and the Head teacher. The aim was the School coordinator and the Head teacher to discuss with each teacher *their greatest strengths, their achievements, their performance against planning and preparation, teaching techniques, classroom management and behaviour education, classroom environment, curriculum knowledge and student assessment.*

Teachers addressed their concerns, their worries and expressed their questions, or ideas they had. The School coordinator and the Head teacher used the results of the classroom observation of teaching and appraisals to address performance issues and to identify skills gaps and training needs. Then, they arranged training programs for teachers to improve their performance.



THE ART of TEACHING

TEACHER'S QUESTIONNAIRE REPORT

16.6.2019

An online survey was carried out among teachers of the Greek School of Coventry between 18 May – 7 June 2019. The total number of respondents was 7 teachers. The results of the survey help the School and teachers to improve the quality of teaching provided.

All teachers provided information about:

the School Education,

their teaching beliefs and practices, their

relationships with their colleagues,

their contribution to make school a better place,

workplace issues,

how well informed they are regarding school policies, class and students' learning profile,

teaching methods and material being taught by other teachers,

what approaches they take with students who don't do homework, what

approaches they take with students who have learning disabilities, their

suggestions for school improvement

Key findings and analysis

In order to ensure our school can run properly and effectively, we have clear, specific and updated policies and procedures. These policies cover everything from attendance, to student discipline, to emergency procedures and safeguarding children. All teachers receive the School Policies two months before the start of the School year. All teachers are expected to read it carefully as all the rules and expectations laid out in that handbook. All teachers responded that they are aware of the school policies; nevertheless one teacher has poor knowledge.

Overall, all teachers overwhelmingly believe that the positive colleague relationship in our school is based on mutual respect for each other's work, efforts and a willingness to take advice when necessary. All teachers responded that creating a positive, supportive climate, collaborating and sharing ideas for improving the teaching methods help them to stay positive, empowered, and connected to our school activities. Students and teachers all benefit this way. Teachers' level satisfaction with teachers' collaboration is high. All teachers share their techniques, lessons, skills and their knowledge with the other teachers when seeing amazing results from students in their classroom.

TEACHER'S QUESTIONNAIRE REPORT

Furthermore, all teachers agreed that using different teaching methods is an effective way of identifying students' strengths and help them achieve their potential. This way students have better behavior and results, more confidence and greater self-esteem, higher attendance rates and greater enthusiasm for learning. Furthermore, almost all teachers agreed that they had access to relevant activities from other teachers that help them meet performance management objectives

Regarding the Relationship between Head teacher and Teachers the results of the survey showed that is characterized by mutual respect, collaboration, understanding, trust and a common goal. That leads to success and better performance amongst students. All teachers total agreed with no exceptions that the head teacher endeavours to provide the required instructional material to the teachers, supervises the classroom teaching, emphasizes and leads their preparation, encourages them to keep time in school activities, studies their students' work and commented on ways they could improve their students' learning of subject matter. What should be improved is that

Observation and feedback was generally viewed in our school as one of the more useful approaches to improving teaching from all teachers. Most of the teachers responded that they have been observed teaching and received feedback about improving their teaching techniques. Regarding the homework and students who do not consistently complete their assignments all teachers replied that they follow specific approaches to motivate and encourage them. More specifically, all teachers explain the students the importance of homework and how it relates to their achievement. Most of the teachers replied that they contact parents when assignments are not completed on time and more than three times. This may correct the problem and alerts parents to be more vigilant about checking their child's homework. Also, one teacher mentioned that not completing their homework would have a negative impact on their grades.

Furthermore, all teachers replied that they use different teaching methods in order to help students who have learning disabilities.

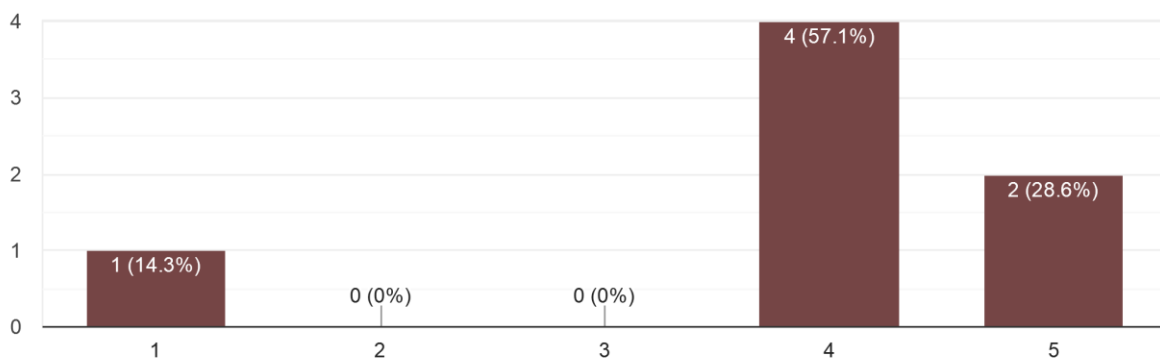
Finally, all teachers expressed their ideas and opinions regarding what improvements can be made in our school. Some teachers shared their conviction that classes should be organized according to students' level and not their age for better academic performance.

TEACHER'S QUESTIONNAIRE REPORT

The results are presented in percentage form below.

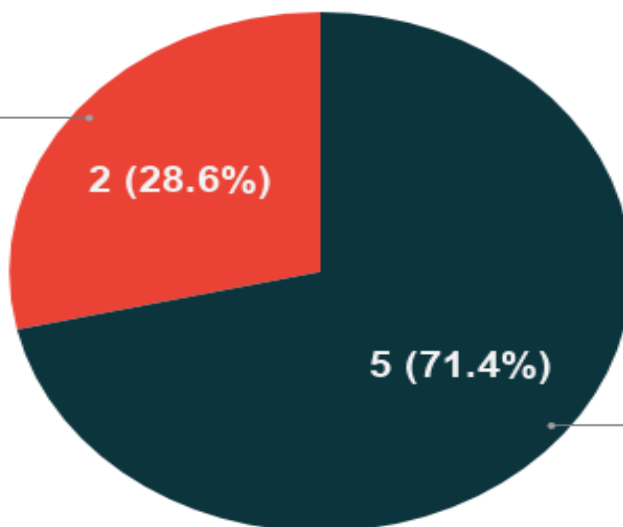
I. How aware are you of the School Policies?

7 responses



II. Teachers in this school trust each other.

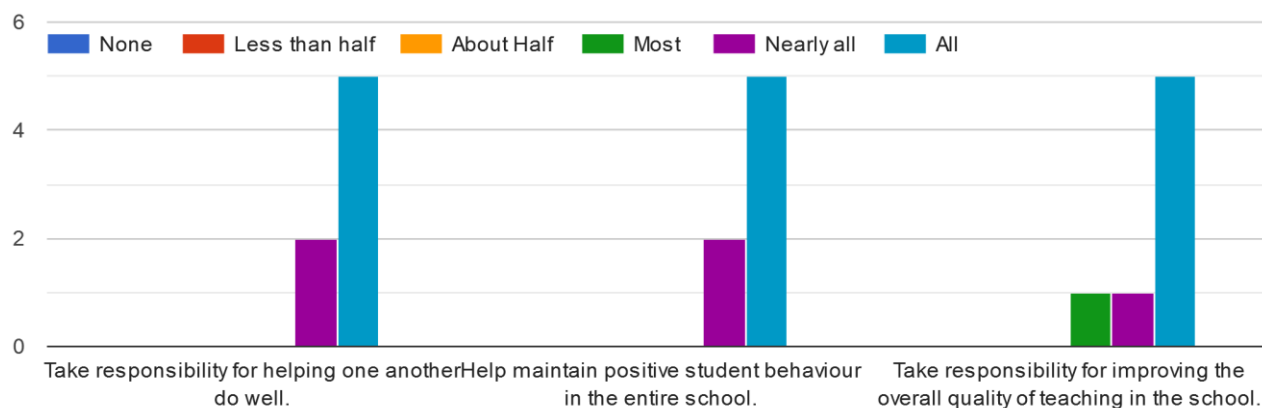
Agree
28.6%



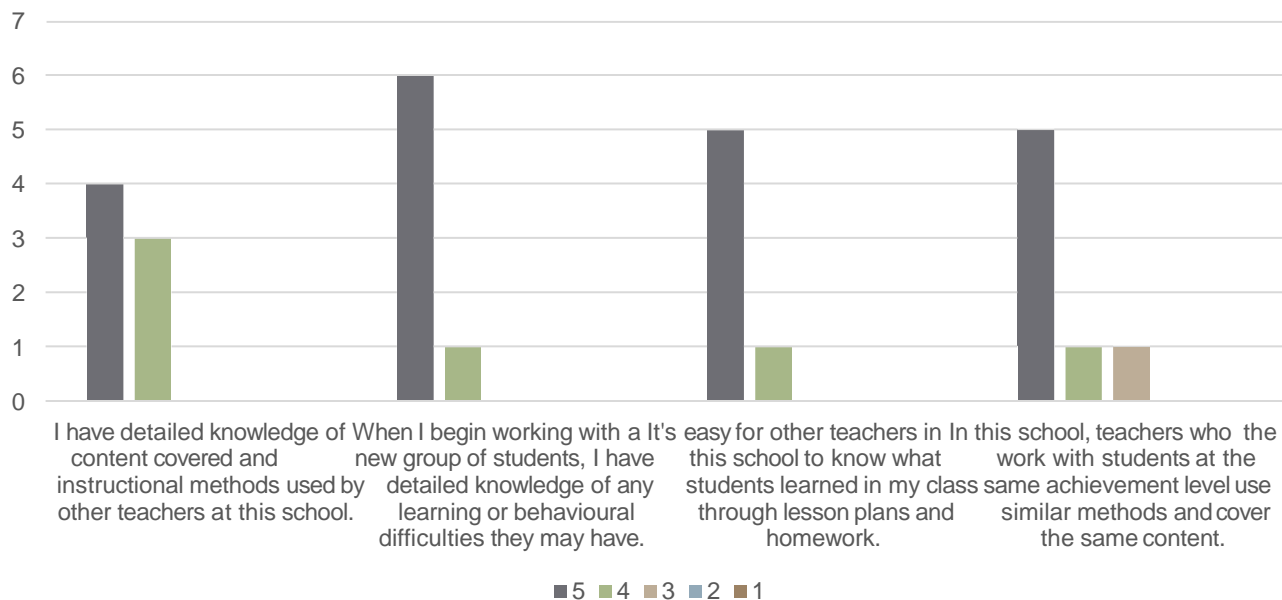
Strongly
71.4%

TEACHER'S QUESTIONNAIRE REPORT

III. How many teachers in this school:

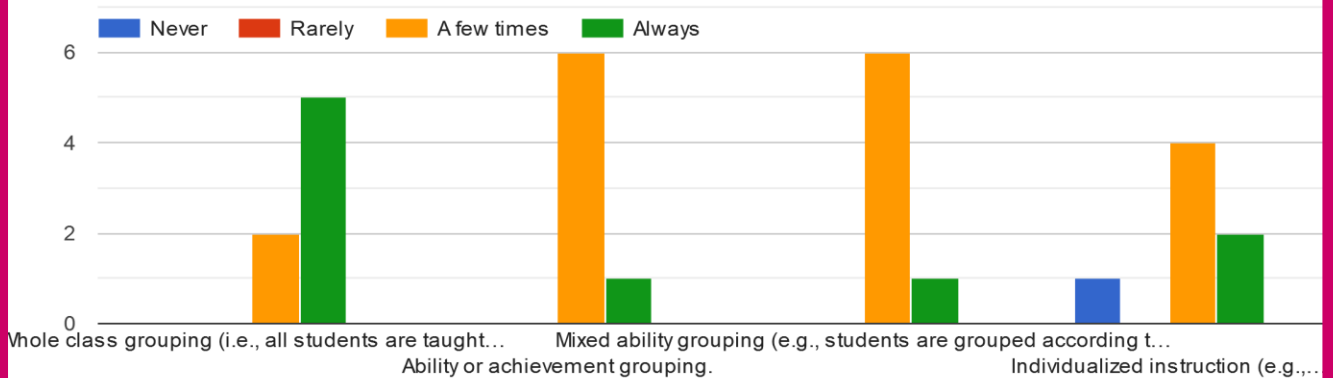


IV. School Education

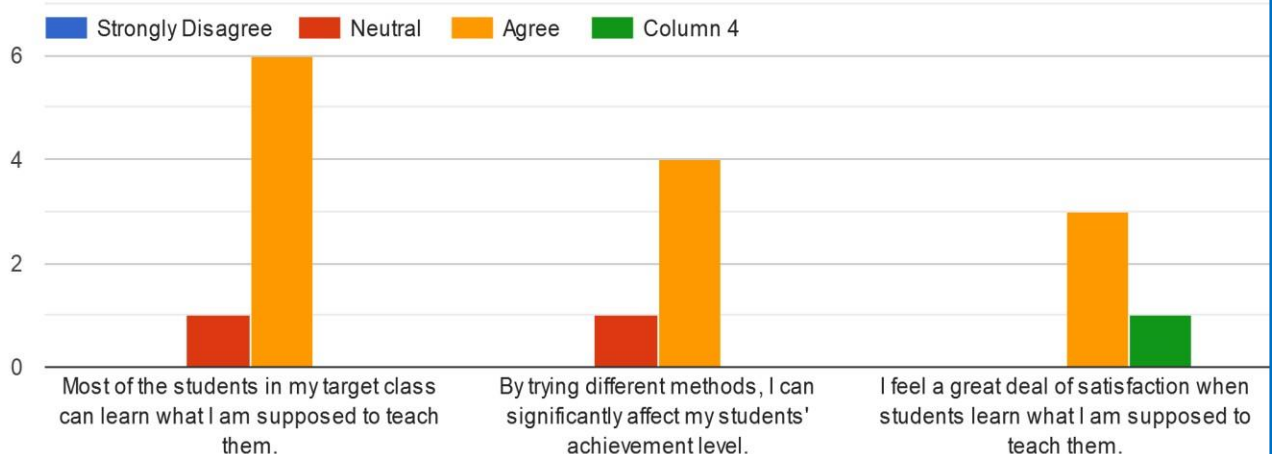


TEACHER'S QUESTIONNAIRE REPORT

V. When teaching your class, how often do you use the following approaches to your students?

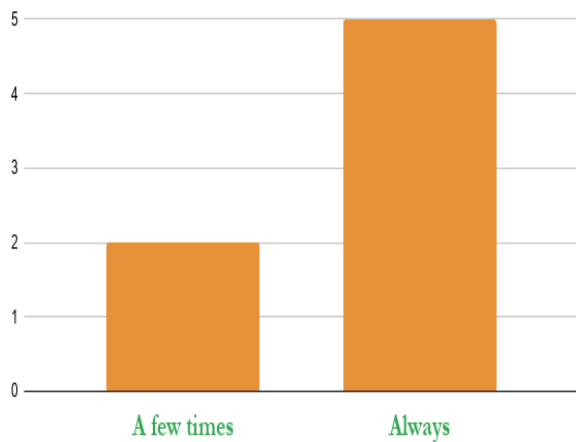


VI. My teaching methods

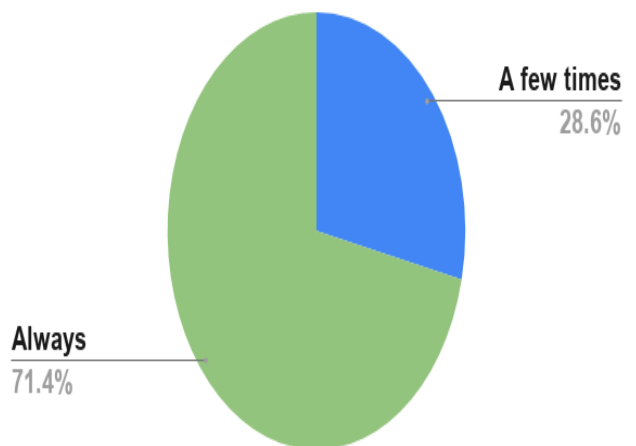


TEACHER'S QUESTIONNAIRE REPORT

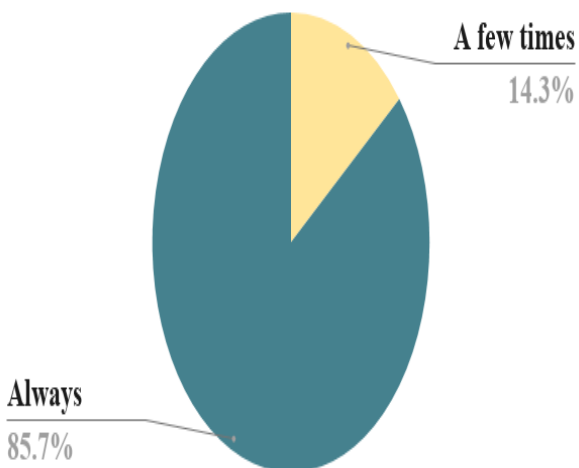
VII. The head teacher/an other teacher observed me teach and gave me feedback about improving my teaching techniques.



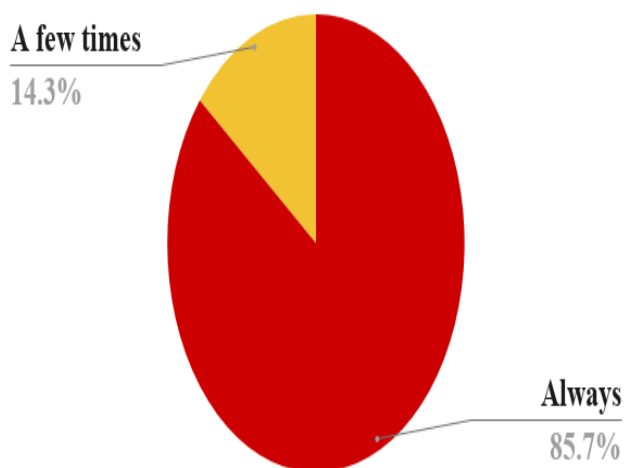
VII. The head teacher/an other teacher observed me teach and gave me feedback about my use of curriculum materials.



VII. The head teacher studied my students' work and commented on ways I could improve their learning of subject matter.



VII. The head teacher encourages teachers to keep time in school activities.

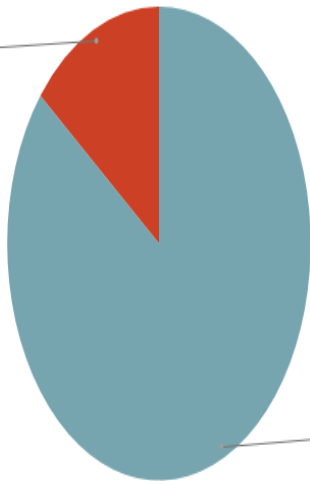


TEACHER'S QUESTIONNAIRE REPORT

VII. The head teacher supervises the classroom teaching.

A few times

14.3%



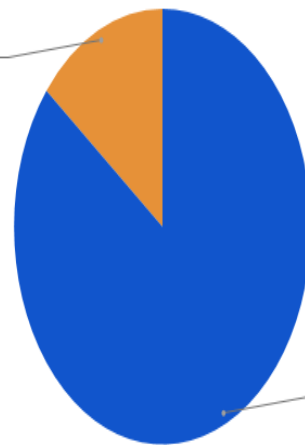
Always

85.7%

VII. The head teacher emphasizes and leads the preparation of teachers.

A few times

14.3%



Always

85.7%

VII. The head teacher endeavours to provide the required instructional material to the teachers.

Always

Always

Always

Always

Always

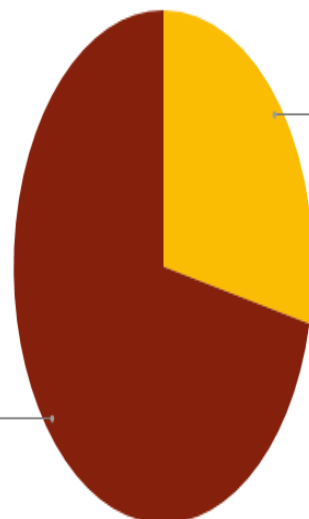
Always

Always

VII. This school year, how often did the following things occur? [The school has a committee for student and staff.

Rarely

28.6%



Always

71.4%

TEACHER'S QUESTIONNAIRE REPORT

VII. Students and staff complaints are given due consideration.

A few times

14.3%



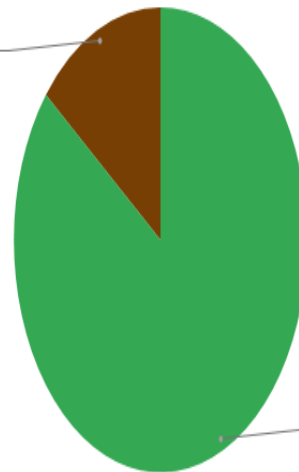
Always

85.7%

VII. The school follows disciplinary steps when handling cases.

A few times

14.3%



Always

85.7%

VII. There is a well-defined channel of communication through head teacher and teachers.

Always

Always

Always

Always

Always

Always

Always

VII. Decisions are always made by all teachers.

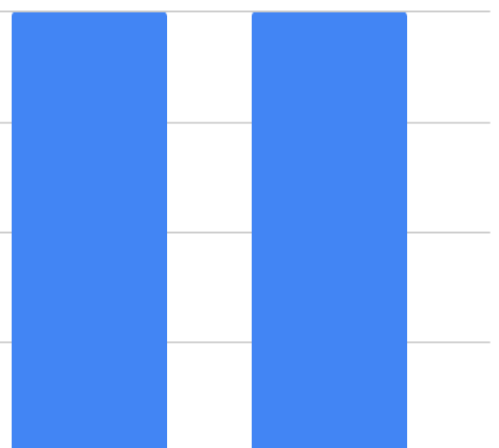
100%

75%

50%

25%

0%



Always

A few times

TEACHER'S QUESTIONNAIRE REPORT

VIII. What approach do you take with students who don't do homework?

- Explaining the importance of it as well as the negative impact to their grades.
- I explain that the homework is necessary for their improvement and I discuss with them to see what the matter is. If they don't have time, for instance, or they find the homework difficult, I assign them less homework; I emphasize that I want them to work on specific activities rather than not doing anything at all. If they continue not working at home, I let the parents know through quick chats in school days and through the term reports and I notify the headmaster. When parents also do not provide support and are aware of the situation, I just remind to students that they should work more every week.
- Try to encourage them to do just a few of them for the next time.
- I am telling them that it is very important to do their homework because it's helping them to improve their language skills. If they do not do their homework more than once, I send an email to their parents just to inform them.
- Talk to them in order to find out the reason this happened and explain them the importance of the homework for both the teacher and the student.
- I keep notes about my students' homework weekly. If one student doesn't deliver his/her homework for more than 3 times, I will contact the parents. Moreover, I will discuss with the students the reasons for not working on the homework (e.g. did they find it confusing?)
- I inform the parents asking for their cooperation and have a discussion with the student.

TEACHER'S QUESTIONNAIRE REPORT

X.What approach do you take with students who have learning disabilities?

- give them additional guidance
- I try as much as possible to use individual teaching methods and I personally help the student when I identify these disabilities. I offer individual guidance when the other students work in groups and I assign them less homework. I also talk to the parents and get feedback about possible ways of learning, and I also provide some suggestions on how parents could help. I always encourage all students to come and talk to me during breaks either for lesson-related questions or for personal matters.
- Try to encourage them on learning with their rhythm and by introducing more learning activities/games on the topic
- I am trying to help them using different teaching methods.
- Adjust the new knowledge to their level. Get informed as much as possible about this learning disability and try different methods of delivering the knowledge
- I will discuss with the parents and the head teacher the appropriate method of teaching.

X.What would you change about the school?

- Advise parents that the school is not compulsory so they don't have to register their children if they really don't want to come to the school.
- I would separate students according to their level and not their age. It's extremely difficult to have so many different levels in the same class; some students don't understand Greek at all and they don't feel comfortable with their classmates. On the other hand, children who speak Greek are getting easily bored if we do something easier. This is a problem I experienced last year and this year too.
- To have more presentations/workshops at the end of the day that could be more interesting for the children
- I would change the day of the celebration of different kind of festivals.
- More classrooms and teachers are needed as the number of the students is increasing year by year
- The celebrations are held outside school duty hours. I propose the school give an extra payment at least for the teachers whose commuting expenses are high.

RESEARCH AT THE GREEK SCHOOL OF COVENTRY

We have established strong partnership with other organisations and universities locally. More specifically, in 2018/2019 we worked together with 3 postgraduate and PHD students who have chosen our school to conduct their research.

The reason they have chosen our school is because we are a very approachable school, we offer a friendly environment where they can conduct their research. We informed parents and students about the main purpose of the research and we prepared them about taking part in it.

They are students from the University of Oxford, University of Coventry and University of Loughborough.

All researchers provided parents and students with Information Sheets and Consent Forms.

Svetlana Kataeva, a PhD student at Coventry University. Conducted a research project in our school from November 2018 until February 2019 about children's consumption practices in the contemporary multicultural world, and the role consumption plays in their identities.

Liz Mavroudi, a Lecturer in Human Geography at Loughborough University conducted the research from January 2019 up to March 2019. The purpose of the study is to explore how young people aged 11-25 in the Greek, Jewish and Palestinian diasporas feel about politics through a conversation about their everyday lives, where they feel they belong, and their hopes for the future. It is important to do this research because the voices and opinions of young people in diaspora are not often heard.

Andromachi Kesoglou, a Postgraduate student at Oxford University conducted a study investigating language development in English-Greek bilingual children, who attend supplementary school in the U.K. The study aimed to explore the linguistic development of children aged between 6-12. who attend supplementary school in the U.K. More specifically, the study had an objective to see the children's performance in language activities exploring the development of Grammar. The project helped the researcher to understand how English-Greek bilingual children can apply the knowledge they acquire at school. This will be seen by participating in two tasks in Greek. Important factors that have been taken into consideration are the years of exposure to the Greek language and years of attending Greek school. Findings will hopefully be a rich source of information for teachers to inform their practice.

SUMMARY of School Term Dates

The following dates have been agreed for the 2019-2020 school year:

TERMA 7/9/2019 -25/1/2020	TERMB 12/1/2019-13/4/2019	TERMC 4/5/2019-13/7/2019
28/9/2018 Parents' Meeting	27/1/2019 Three Hierarchs Celebration	25/5/2019 School Trip
19/10/2018 "OXI DAY" Celebration		
26/10/2018 Half Term Holidays	23/2/2019 Half Term Holidays	1/6/2019 Half Term Holidays
24/11/2018 Revision Christmas Bazaar	24/3/2019 25th March Celebration & 1 st April	15/6/2019 Revision
1/12/2018 Test Term A Christmas Bazaar		
8/12/2018 Parents' Meeting	30/3/2019 Revision	22/6/2019 Test Term C
15/12/2018 Family Christmas Workshop Christmas Bazaar	6/4/2019 Test Term B	29/6/2019 Parents' Meeting
16/12/2018 Christmas Celebration	13/4/2019 Parents' Meeting Easter Bazaar	7/7/2019 Summer School Play-School BBQ
17/12/2018-11/1/2019 Christmas Holidays	14/4/2019-3/5/2019 Easter Holidays	13/7/2019 Last Day of School

Indoor & Outdoor Activities

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

SCHOOL EVENT CALENDAR 2019-2019			
	EVENT	TEACHER IN CHARGE-SPEECH	CONTENT OF EVENTS
Sunday 19/10/2018 Church	"OXI DAY" Celebration	Invitations-letters-programme- general responsibility Eleni Tsilipira Speech Konstantina Krokidi	Poems and songs
Saturday 15/12/2018 School Hall	Christmas Bazaar Family Christmas Workshop	Teachers in Charge All teachers	Christmas Crafts, Christmas deserts
Sunday 16/12/2018 School Hall	Christmas Celebration	Invitations-letters-programme- general responsibility Eleni Tsilipira Speech Maria Jacovou Teachers in Charge All teachers	Drama, Christmas songs-carols, dance
Sunday 27/01/2019 School Hall	Three Hierarchs Celebration	Speech Chrysoula Paraschou Teachers in Charge All teachers	Poems and songs
Sunday 24/03/2019 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 Eleni Tsilipira Speech All teachers Teachers in Charge All teachers	Poems, songs, drama, dance
Saturday 13/04/2019 School Hall	Easter Bazaar	Teachers in Charge All teachers	Easter Crafts, easter candles, easter eggs
Saturday 25/5/2019	School Trip to National Sea Life Birmingham	Letters to Parents-Consent Forms-Collecting Money/Hiring Coach Teachers in Charge Eleni Tsilipira	-
Sunday 07/07/2019 School Hall	End of School Year Celebration	Invitations-letters-programme- general responsibility Eleni Tsilipira Teachers in Charge All teachers	Poems, songs, drama, dance

HOW WE CELEBRATED OUR STUDENTS' SUCCESS

In 2018-2019 we celebrated the success of our students to ensure that personal effort, commitment and achievement is acknowledged and awarded.

We organised Trip to theme park which are also attended by parents help deliver the coursework and enable bonding of teachers, pupils and parents. We also organised an end of year celebration and the School BBQ and many more events where you find below.

More specifically:

On the 27th of January 2019 we held a ceremony about Greek Letters Day, where we awarded all students who achieved in GCSE and A Level Exams in May/June 2018 in recognition of their success.



How we celebrated our students' success

On the 25th of May 2018 we organised a School Trip to Warwick Castle for Students and Parents. We had an amazing time. We witnessed the largest working seige machine in the world, we searched the skies overhead as free flying Birds of Prey took flight, we had a picnic in its beautiful grounds and we learnt tactical defence skills with Warwick Castle's resident Knight.



How we celebrated our students' success

On Sunday, July 7, 2019 our Summer play "Μενεξέδες & Ζουμπούλια" took place in our School Hall. Pupils partook in the play «Γέλια στα θρανία», singing and dancing and were presented with their certificates and prizes for outstanding performance.



How we celebrated our students' success

After the end of the School Summer Celebration there was a grand BBQ attended by all the community and ex pupils of the school which again facilitates bonding between community members, parents, pupils and teachers. A huge thank you to the members of the Church and School Committee, the ladies of Philoptochos and parents- who got actively engaged in order to make the School BBQ happen.



How we celebrated our students' Success

We also celebrated students' success. We rewarded students' Good behaviour, acts of kindness by :

- ❑ *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 take the bear at home for a week.*
- ❑ *Displaying work in the Classroom*
- ❑ *Certificates Achievements*
- ❑ *Organising fun Days at school*



How we celebrated our students' Success

By Organising fun Days at school



Staying Connected with Parents

FAMILY CHRISTMAS WORKSHOP

On the 15th of December 2018 teachers organised the Family Christmas Workshop. All parents were invited to come, have fun and spend some more time together creating Christmas crafts.



THE IMPORTANCE OF CELEBRATING & COMMEMORATING OUR *NATIONAL CELEBRATIONS, TRADITIONS & CULTURE*

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

In 2018/2019 we celebrated four National holidays which are linked with major historical events.

More specifically, on the 19th of October we celebrated the 28th of October 1940, on the 17th of November we celebrated the Greek Polytechnic uprising on the 17th of November 1973 and on the 24th of March 2019 we celebrated the National Celebration of the 25th of March 1821-and the EOKA Greek Cypriot Revolution 1955-'59.

28th of October 1940

On the 19th of October 2018 we celebrated the National Celebration of the 28th of October 1940. Pupils recite poems, sang songs and play scenes from the Greek-Italian war wearing costumes of the time. The school teachers and the GCSE and A Level students talked about Greeks' heroism at the war.

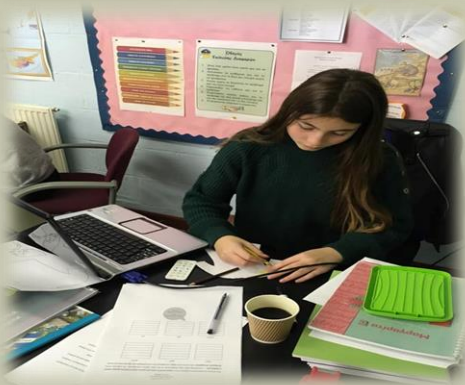


THE IMPORTANCE OF CELEBRATING & COMMEMORATING OUR *NATIONAL CELEBRATIONS, TRADITIONS & CULTURE*

17th of November 1973

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 Chounta in society.



The Importance of Celebrating our *National CELEBRATIONS, Traditions & Culture*

**Celebrating the National Celebration of the 25th of March
1821-the Feast of the Annunciation & the EOKA Greek
Cypriot Revolution 1955-'59.**



FUNDRAISING EVENTS

For supporting our school and good causes.

In 2018/19 our school organised many fundraising events to raise money and improve school life. Fundraising is a hard work for everyone and a great pleasure at the same time.

- ☐ Before the beginning of our school national and religious celebrations we organised the Afternoon Tea where all parents contributed with cakes and savouries.
- ☐ In November/December we also organised our Christmas Bazaar as well as the Raffle.
- ☐ In cooperation with Nepomak we created 90 Christmas Shoeboxes and sent to non privileged children.
- ☐ In April 2019 we organised our Easter Bazaar.
- ☐ In July 2019 we organised our Grand BBQ.

Christmas Bazaar

In November/December 2018 we invited all parents and members of our community to come along with their friends to support our Christmas Bazaar. Teachers and students created wonderful Christmas Gifts, Christmas toys, Handmade Christmas decorations, Delicious Homemade Greek traditional desserts by teachers/parents and class photos! We raised £500.



Making Christmas Shoe boxes for a great purpose!

On the 24th of November 2018 our school took part 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.



FUNDRAISING EVENTS

Easter Bazaar

In April 2019 we organised our Easter Bazaar. Students and teachers made Easter Candles, dyed Red eggs and handcrafted Easter Gifts. Parents and members of our community supported our fundraising event.



CELEBRATING THE NATIONAL DAY OF MUSEUM

On the 18th May 2019 we celebrated the International Museum Day. Our teacher, Chrysoula Paraschou, specialized in the field of archaeologia, presented a project about Ancient Greek Vases to all of our students.

Greek vases are important because they tell us so much about how life was in Athens and other ancient Greek cities. They used ceramic vessels in every aspect of their daily lives: for storage, carrying, mixing, serving, and drinking, and as religious objects. Nowadays, we can admire the Greek vases in the most famous archaeological museums of the world. They are still here transferring the ancient Greek culture!

Our students:

1) observed the various myths and histories illustrated on the vases

2) recognised the different styles (black and red figure)

They also created their own vase made by clay in the style of the Ancient Greeks.

SCHOOL PROJECTS



SCHOOL PROJECTS

Celebrating International Greek Language Day

On Saturday, February 9th 2019 Year 3, 4_5, Year 6_PRE GCSE-GCSE/As Students celebrated the *International Greek Language Day*. They organised a project where all students highlighted the fundamental role Greek language has played over the centuries . First they gave a presentation about the "*Greek Language Through Time*". Then they organised a debate about Greek language and its important influence on the English language.



Taking Part in KEA competition And.... get awarded

As part of the celebrations of the 50th anniversary of CEM, in March 2019 Year 3 class took part in the competition "The Greek School" and "Cyprus" organised by CEM .

We are very happy to announce that we have been awarded.



A WARM FAREWELL TO A2 STUDENTS

Happy farewell to A2 children and all the best for their brightest future. It was a great pleasure being teachers of such kind and good-hearted students. Thank you for making us laugh every single Saturday. Your hard work, effort and support you gained from your parents this year will bring the results we expect. Good luck for your exams in Year 13 and continue to achieve excellence.



