



**The  
Greek School of Coventry**

# **ANNUAL SCHOOL REPORT**

## **2017-2018**

**By Eleni Tsilipira  
Headteacher**

## A Message from the Chairman of the School



**We welcome you to share with us the 2017/18 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

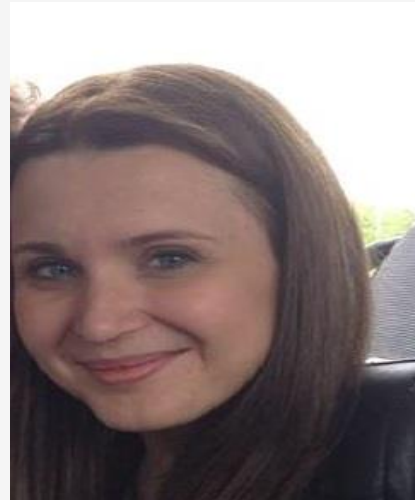
The Annual Report for 2017-2018 is provided to the community of Greek School of Coventry as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan.

**We succeeded a productive partnership with all parents, teachers, students and school committee and all of our children achieved their highest potential. We were blessed to have such an innovative, hard working and passionate staff of teachers and volunteers, who possessed kindness, love and integrity for our students. We worked as a very close team and strived to involve parents as much as possible in the learning of their children. Without their dedication and tireless efforts our aims would not come true!**

We have had and participated in many events in 2017 -2018 including National & Religious Celebrations and many fundraising events.

2017-2018 was a successful year for the Greek School of Coventry.

I would 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.



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) and is planning to achieve the New Quality Mark over the period 2018/2019. 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 2018. 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.



# Our Achievements

The Bronze & Gold Award is in our Hands...again!



November 16 2017 was a very important and special day for the Greek School of Coventry as has once again received a Gold Award from the National Resource Centre for Supplementary Education (NRCSE). This follows the same achievement in 2011, when we were first awarded a Gold Award from the NRCSE for our high standards of teaching including the policies– the first Greek supplementary school in the UK to have achieved the gold standard. In November 2015 our school received the Gold Award for second time for continuing to maintain the outstanding education.

**NRCSE Gold Award** is a really big achievement and takes a lot of work.

This award highlights the excellent set up, exciting and outstanding learning environment and teaching.

Karen Gardiner, Quality Assurance Mentor, observed the assembly and classes, conducted a thorough examination of policies, and spoke with pupils, teachers and the school coordinator and head teacher as part of the formal assessment.

We are delighted and honoured to receive the Gold Award once again. The achievement is a testimony of the collective efforts from the children, parents and all the volunteers. We are committed to providing a positive and rewarding learning environment and hope we can continue to build on this success in the years to come.

***\* The NRCSE is a national strategic and support organisation for the supplementary education sector across England. It serves as the “national champion for excellence, innovation and partnership in supplementary schools”.***

# Key Information

## Contact us

**Address:** **Greek School of Coventry**  
**Westwood Heath Road, Westwood Heath, Coventry, CV4 8GP**  
**Tel.** 02476 464286/mob. 07553593045  
**Email:** [greeksschoolofcoventry@hotmail.com](mailto:greeksschoolofcoventry@hotmail.com)  
**Web page** [www.greeksschoolofcoventry.co.uk](http://www.greeksschoolofcoventry.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 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**



## 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

The Greek School of Coventry is self financing and subsidised by the church. Due to rising number of teachers and teaching aid costs we have been forced to raise the school fees by about 70P per week for the School Year 2017/2018.

- £ 230 for Reception up to Pre GCSE students
- £ 280 for GCSE-A2 students

*\*Families with 3 children, the third child pays Half fees whereas Families with 4 children, the 4th child is free.*

The School had made options to help parents settle their fees quickly and efficiently.

*70 % of Parents succeeded to make the payment on time.*

The standard method of payment is by cash and/ or check

## School Management Committee

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

|                      |                        |
|----------------------|------------------------|
| <b>Chairman:</b>     | Andreas Papageorgi DBS |
| <b>Treasurer:</b>    | Michael Gabriel        |
| <b>Secretary:</b>    | Eleni Tsilipira DBS    |
| <b>Fund Raisers:</b> | Michael Michaels       |
|                      | Alex Panteli           |
|                      | Helen Maoudis DBS      |



# Teaching Staff

## School Staff

**Teaching Staff**      **8**

**Volunteers**          **2**

---

- **In 2018 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 First Aid Course by St John Ambulance on the 2<sup>nd</sup> of December 2017.**

## Teacher Attendance

**The average teacher attendance rate for the School Year 2017/2018 was 97%.**

**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.

## Teaching Staff Meetings

**The teaching staff has formally met 7 times during the school year.**

Staff meetings were being held every first Saturday of each month, 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.

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 2017/2018 was 95%.**

## Classroom Observation Reports

This year were held 5 classroom observations whereby teachers take it in turn to observe each other. They took place for four Saturdays between March 4<sup>th</sup> 2018 and March 25<sup>th</sup> 2018. All observers were provided with an Observation form. Also, the observee provided to the observer a range of documentation relevant to the lesson, including:

- o *the class register*
- o *the lesson plan relating to the course being observed, including evidence to show how the session has been planned to meet the individual needs of students*
- o *copies of any hand-outs, worksheets related to the lesson.*

Teachers were not given a grade at the end of the observation. Their verbal feedback was based on strengths and areas of development. Teachers were observed for a maximum of sixty minutes. All teachers-observers got more insights into what is happening in the classroom, regarding not only the teaching techniques and strategies teachers use, but also students' learning and the context in which they learn. They collected information about the preparation of the lesson, the lesson procedure, the classroom management, the students' use of language, the communication skills, the questioning techniques they use and the aim is to take action to improve their own teaching and their students' learning. After the end of observation all observers completed the Observation report and sent it to the Head Teacher and the School Coordinator. The outcomes of the report helped to support the teachers' needs in order to improve or further develop their practice

# Teaching Staff

## List of Teachers/Volunteers 2017-2018

| NAME                           | JOB TITLE     | Qualifications & experience  | Induction,   | Classes taken & Other Duties | Line Manager                     |
|--------------------------------|---------------|--|--------------|------------------------------|----------------------------------|
| <b>Andreas Papageorgi</b>      | Chairman      | 34 years School management Experience  |              | Co-Ordinator                 | Operational Management Committee |
| <b>Eleni Tsilipira</b>         | Head teacher  | BA Secondary Education/ MA in Education-Teaching of Greek as a second/foreign Language | Co-Ordinator | A Level (Unit 2)             | Co-Ordinator                     |
| <b>Vera Girba</b>              | Teacher       | BA in Early Education  | Head teacher | Reception                    | Head teacher                     |
| <b>Konstantina Krokidi</b>     | Teacher       | BA of Science, / Msc of Science  | Head teacher | Year 1                       | Head teacher                     |
| <b>Maria Charalampous</b>      | Teacher       | BA in Primary Education  | Head teacher | Year 2                       | Head teacher                     |
| <b>Konstantina Tilkeridou</b>  | Teacher       | Social Worker  | Head teacher | Year 3                       | Head teacher                     |
| <b>Chrysoulla Paraschou</b>    | Teacher       | BA in Archaeology and Social Anthropology /MSc in Archaeological Information Systems   | Head teacher | Year 4-5                     | Head teacher                     |
| <b>Stavroulla Pentara</b>      | Teacher       | BA in Early Education  | Head teacher | Year 5-6                     | Head teacher                     |
| <b>Polina Mesinioti</b>        | Teacher       | BA in Philology with specialization in Linguistics / MA in Theoretical Linguistics     | Head teacher | Year Pre GCSE/ GCSE/As       | Head teacher                     |
| <b>Panagiota Anna Tsipa</b>    | Dance Teacher | B.Sc in Mathematics  | Head teacher | All classes                  | Head teacher                     |
| <b>Eleni Maoudis</b>           | Volunteer     | -  | Head teacher | Religious Education          | Head teacher                     |
| <b>Iraklis Anagnostopoulos</b> | Volunteer     | Student in Computer Science at Coventry University                                     | Head teacher | -                            | Head teacher                     |
| <b>Marios Timotheou</b>        | Volunteer     | High School Student  | Head teacher | -                            | Head teacher                     |

# Teaching Staff

## TEACHING STAFF 2017-2018

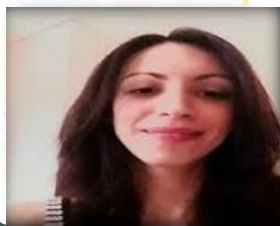
**HEAD TEACHER  
A LEVEL (As-A2) TEACHER  
ELENI TSILIPIRA**



**RECEPTION  
TEACHER  
GIRBA VERA**



**YEAR 1 TEACHER  
KROKIDI  
KONSTANTINA**



**YEAR 2  
TEACHER  
CHARALAMPOUS  
MARIA**



**YEAR 4-5  
TEACHER  
PARASCHOU  
CHRYSOULA**



**YEAR 3 TEACHER  
TILKERIDOU  
KONSTANTINA**



**YEAR 5adv-6  
TEACHER  
PENTARA  
STAVROULA**



**Pre GCSE-GCSE  
TEACHER  
MESINIOTI POLINA**



**RELIGIOUS  
EDUCATION-  
MUSIC TEACHER  
MAOUDI ELENI**



## Teacher Questionnaire REPORT

**16.6.2018**

The Teacher Questionnaire consisted of 7 sections and took approximately 10 minutes to complete. The first section focused on teacher's Perspective on School, the second section focused on teacher's attitude towards the school, the third section focused on teacher's access to important information regarding students' profile or classroom teaching methods used by other school teachers, the fourth and fifth section focused on the variety of teaching methods used by teachers in order to achieve the learning objectives and improve educational outcomes for their students. The last two sections focused on school management and leadership by the head teacher.

This survey has gathered feedback from teachers regarding the impact of learning and teaching methods they use in their classrooms. 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. Seven in eight 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, learning and leadership school-wide.



| Our Perspective on the School   |                |            |                   |          |
|---|----------------|------------|-------------------|----------|
|   | Strongly Agree | Agree      | Strongly Disagree | Disagree |
| Teachers at this school respect their colleagues.   | 7<br>100%      | 0          | 0                 | 0        |
| Teachers in this school trust each other.   | 7<br>100%      | 0          | 0                 | 0        |
| Teachers respect other teachers who take the lead in school improvement efforts.                        | 7<br>100%      | 0          | 0                 | 0        |
| Many teachers openly express their professional views at faculty meetings.                              | 2<br>28.5%     | 5<br>71.4% | 0                 | 0        |
| Teachers in this school are willing to question one another's views on issues of teaching and learning. | 7<br>100%      | 0          | 0                 | 0        |
| We do a good job of talking through views, opinions, and values.  | 7<br>100%      | 0          | 0                 | 0        |
| Teachers are expected to continually learn and seek out new ideas in this school.                       | 5<br>71.4%     | 2<br>28.5% | 0                 | 0        |
| Teachers are encouraged to experiment in their classrooms in this school.                               | 6<br>85.7%     | 1<br>14.2% | 0                 | 0        |
| Teachers are encouraged to take risks in order to improve their teaching.                               | 3<br>42.8%     | 4<br>57.1% | 0                 | 0        |
| Teachers in this school expect students to complete every assignment.                                   | 4<br>57.1%     | 3<br>42.8% | 0                 | 0        |
| Teachers in this school encourage students to keep trying even when the work is challenging.            | 7<br>100%      | 0          | 0                 | 0        |
| Teachers in this school think it's important that all students do well in their classes.                | 7<br>100%      | 0          | 0                 | 0        |
| Teachers in this school really care about each other.   | 7<br>100%      | 0          | 0                 | 0        |

## Analysis

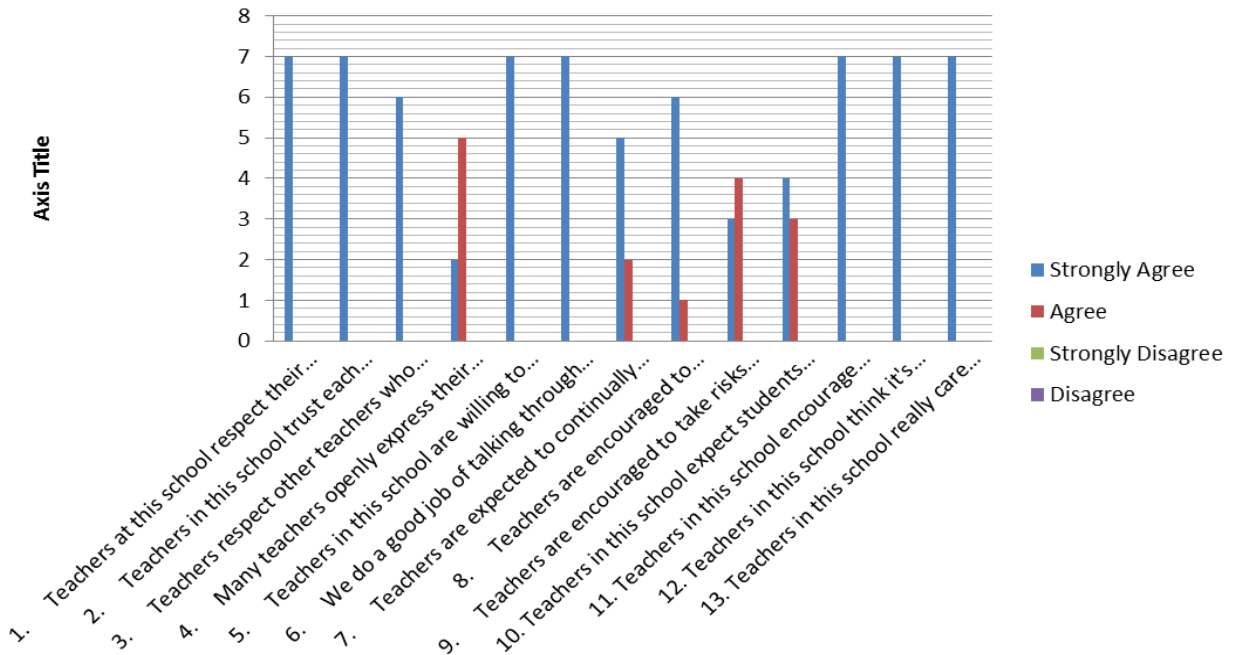
Levels of teachers' Perspective on the School are very high.

All teachers agreed that all teachers at this school respect, trust, really care about each other and respect other teachers who take the lead in school improvement efforts. They also all agreed that they encourage students to keep trying even when the work is challenging as well as it's important that all students do well in their classes.

A high percentage of teachers strongly agreed that are expected to continually learn and seek out new ideas and encouraged to experiment in their classrooms in this school. Whereas only the 42.8% agreed that are encouraged to take risks in order to improve their teaching. Finally, not all teachers expect students to complete every assignment.

# Teaching Staff

## Our Perspective on the School



2

### How many teachers in this school:

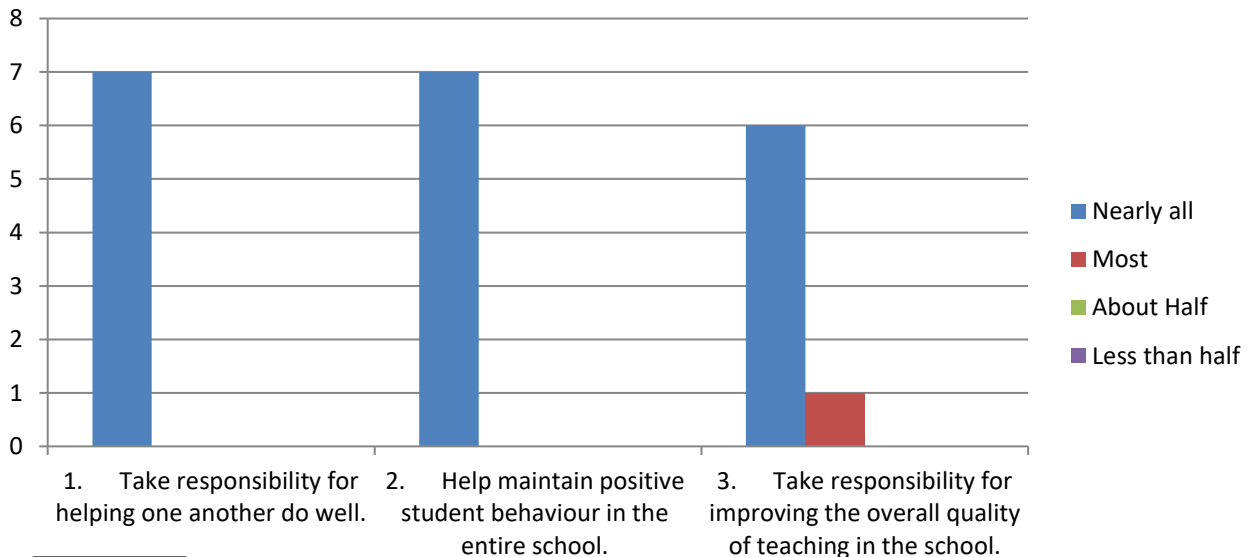
|  | Nearly all | Most       | About Half | Less than half | None |
|--|------------|------------|------------|----------------|------|
| Take responsibility for helping one another do well.                             | 7<br>100%  | 0          | 0          | 0              | 0    |
| Help maintain positive student behaviour in the entire school.                   | 7<br>100%  | 0          | 0          | 0              | 0    |
| Take responsibility for improving the overall quality of teaching in the school. | 6<br>85.7% | 1<br>14.2% | 0          | 0              | 0    |

# Teaching Staff

## Analysis

Levels of teachers' responses in the statements above are extremely high. More specifically, all teachers agreed that nearly all take responsibility for helping one another do well as well as they help maintain positive student behaviour in the entire school. Regarding the last statement "Take responsibility for improving the overall quality of teaching in the school" only 1 out of 7 teachers responded most.

### How many teachers in this school



3

|   | Strongly Agree | Agree      | Strongly Disagree | Disagree   |
|---|----------------|------------|-------------------|------------|
| I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.                       | 7<br>100%      | 0          | 0                 | 0          |
| When I begin working with a new group of students, I have detailed knowledge of any learning or behavioural difficulties they may have. | 7<br>100%      | 0          | 0                 | 0          |
| It's easy for other teachers in this school to know what students learned in my class through lesson plans and homework.                | 7<br>100%      | 0          | 0                 | 0          |
| In this school, teachers who work with students at the same achievement level use similar methods and cover the same content.           | 0              | 5<br>71.4% | 0                 | 2<br>28.5% |
| Students at this school are expected to master the content they are working on before moving to new topics.                             | 0              | 6<br>85.7% | 0                 | 1<br>14.2% |

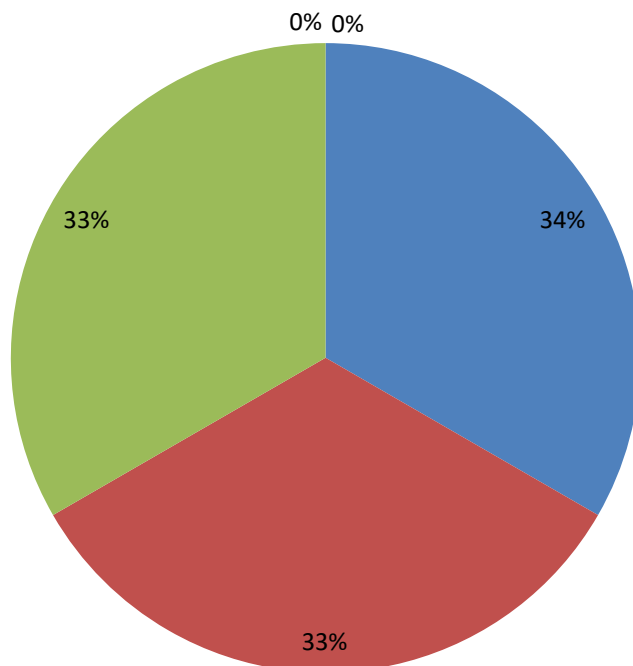
## Analysis

Levels of teachers' Knowledge about their students' profile and teaching methods used by the other school teachers are very high.

All teachers strongly agreed with no exceptions that they have detailed knowledge of the content covered and instructional methods used by other teachers at this school, they have detailed knowledge of their students' learning or behavioural difficulties and they can have access to other teachers lesson plans and homework.

A high percentage of teachers agreed that teachers who work with students at the same achievement level use similar methods and cover the same content whereas two teachers disagreed.

A very high percentage of students 85.7% agreed that students are expected to acquire complete knowledge of the topic they are working before they move to next one. Only one teacher disagreed with no explanation.



- 1. I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.
- 2. When I begin working with a new group of students, I have detailed knowledge of any learning or behavioural difficulties they may have.
- 3. It's easy for other teachers in this school to know what students learned in my class through lesson plans and homework.
- 4. In this school, teachers who work with students at the same achievement level use similar methods and cover the same content.
- 5. Students at this school are expected to master the content they are working on before moving to new topics.

|   | Strongly Agree | Agree      | Strongly Disagree | Disagree |
|---|----------------|------------|-------------------|----------|
| Most of the students in my target class can learn what I am supposed to teach them.       | 2<br>28.5%     | 5<br>71.4% | 0                 | 0        |
| By trying different methods, I can significantly affect my students' achievement level.   | 6<br>85.7%     | 1<br>14.2% | 0                 | 0        |
| I feel a great deal of satisfaction when students learn what I am supposed to teach them. | 7<br>100%      | 0          | 0                 | 0        |

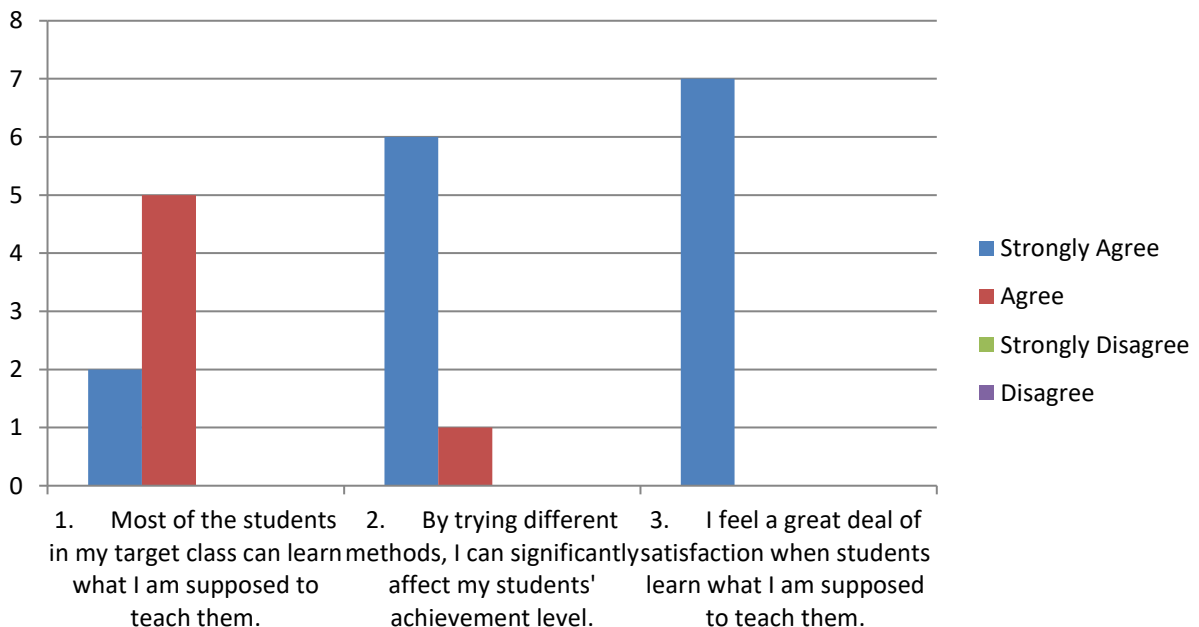
## Analysis

None of the teachers disagrees or strongly disagrees with the above statements.

All teachers strongly agreed that feel a great deal of satisfaction when students learn what they are supposed to teach them.

71.4% agreed that most of the students in their target class can learn what they are supposed to teach them.

A high percentage of teachers 85.7% responded that applying different teaching methods may have a positive impact on students' progress.





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

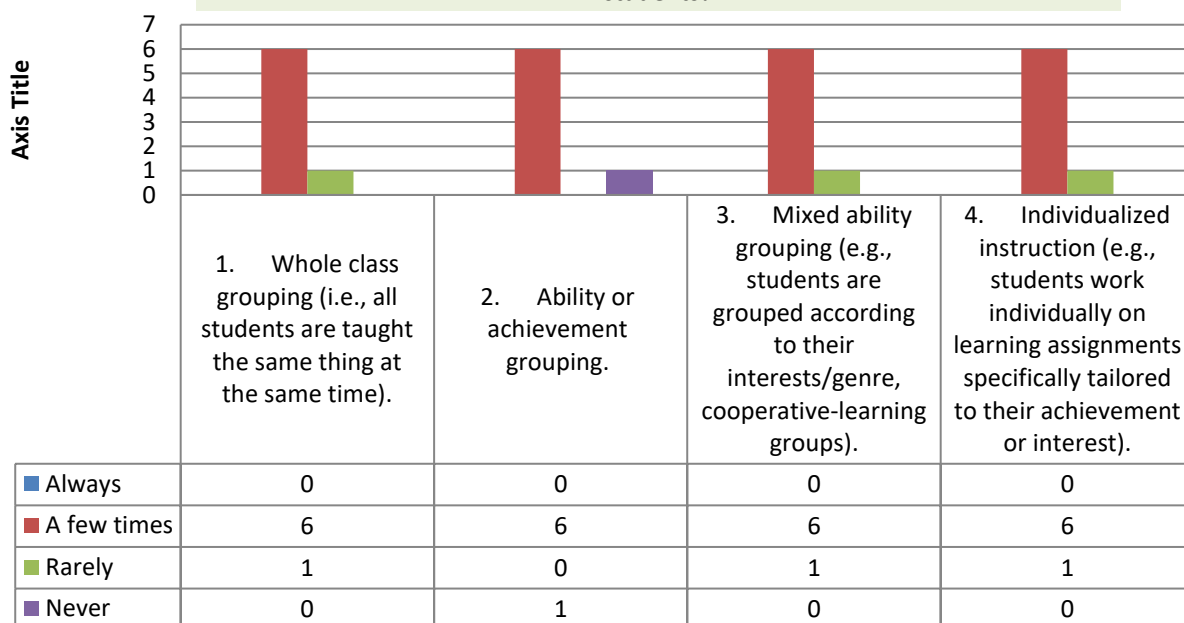
|   | Always | A few times | Rarely     | Never      |
|---|--------|-------------|------------|------------|
| Whole class grouping (i.e., all students are taught the same thing at the same time).   | 0      | 6<br>85.7%  | 1<br>14.2% | 0          |
| Ability or achievement grouping.  | 0      | 6<br>85.7%  | 0          | 1<br>14.2% |
| Mixed ability grouping (e.g., students are grouped according to their interests/genre, cooperative-learning groups).                          | 0      | 6<br>85.7%  | 1<br>14.2% | 0          |
| Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest). | 0      | 6<br>85.7%  | 1<br>14.2% | 0          |

**Analysis**

Regarding the teaching methods and strategies teachers use in their class we have the following results.

All teachers use a variety and not always the same teaching strategies in their classrooms to strive and help each and every student reach their full potential.

85.7% use the following strategies Whole class grouping, Ability or achievement grouping, Mixed ability grouping and Individualized instruction a few times.

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


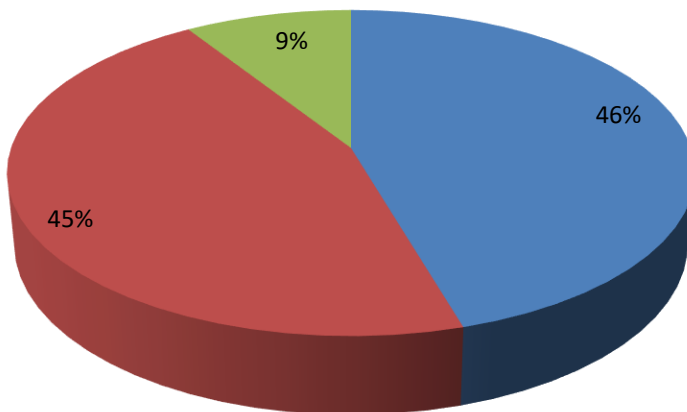
## This school year, did the following things occur?

|  | YES       | NO |
|--|-----------|----|
| The head teacher/another teacher observed me teach and gave me feedback about improving my teaching techniques.    | 7<br>100% | 0  |
| The head teacher/another teacher observed me teach and gave me feedback about my use of curriculum materials.      | 7<br>100% | 0  |
| The head teacher studied my students' work and commented on ways I could improve their learning of subject matter. | 7<br>100% | 0  |

## Analysis

All teachers with no exceptions strongly agreed that either the head teacher or the teachers observed them and gave them feedback regarding their classroom teaching, curriculum materials they use and their students' work in order to support students and help them continue to learn.

## This school year, did the following things occur?



- The head teacher/another teacher observed me teach and gave me feedback about improving my teaching techniques.
- The head teacher/another teacher observed me teach and gave me feedback about my use of curriculum materials.
- The head teacher studied my students' work and commented on ways I could improve their learning of subject matter.

| This school year, how often did the following things occur?                                 |            |   |        |           |
|---|------------|---|--------|-----------|
|   | Always     | A few times   | Rarely | Never     |
| The head teacher encourages teachers to keep time in school activities.                     | 7<br>100%  | 0   | 0      | 0         |
| The head teacher emphasizes and leads the preparation of teachers.                          | 7<br>100%  | 0   | 0      | 0         |
| The head teacher supervises the classroom teaching.   | 5<br>71.4% | 2<br>28.5%<br><i>Teacher's<br/>Comment:<br/>Supervises<br/>homework and<br/>classwork</i> | 0      | 0         |
| The head teacher endeavours to provide the required instructional material to the teachers. | 7<br>100%  | 0   | 0      | 0         |
| The school has a committee for student and staff.   | 0          | 0   | 0      | 7<br>100% |
| The school follows disciplinary steps when handling cases.                                  | 7<br>100%  | 0   | 0      | 0         |
| Students and staff complaints are given due consideration.                                  | 6<br>85.7% | 1<br>14.2%  | 0      | 0         |
| There is a well-defined channel of communication through head teacher and teachers.         | 7<br>100%  | 0   | 0      | 0         |
| Decisions are always made by all teachers.  | 1<br>14.2% | 0   | 0      | 0         |

### Analysis

Levels of teachers' satisfaction regarding the above statements are extremely high.

All teachers responded that the head teacher always encourages them to keep time in school activities and emphasizes and leads the preparation of teachers. A 100% agreed that there is always a well-defined channel of communication through head teacher and teachers as well as the school always follows disciplinary steps when handling cases.

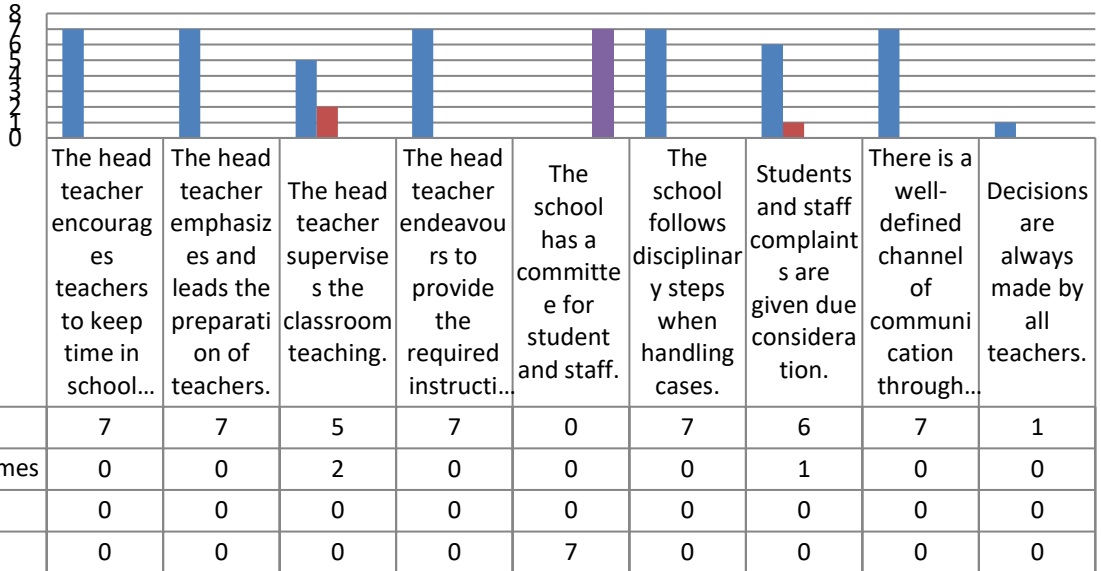
A 28.5% responded that the head teacher supervises the classroom teaching a few times. One of the teachers explained that the head teacher always supervises the homework and classwork.

A high percentage of teachers agreed that students and staff complaints are always given due consideration.

A 100% agreed that the school does not have a committee for student and staff.

# Teaching Staff

This school year, how often did the following things occur?



## Safeguarding Training

The teachers and the school committee understand the importance of creating a safe environment for all students where they feel confident to approach any teacher if they have a problem or a worry. It is the responsibility of all teachers and volunteers to take care of their own safety and that of other teachers / volunteers and visitors, and to co-operate with the Executive Committee of the Church and its officers to enable it to carry out its responsibilities.

**4 out of 8 teachers and 1 Management Committee Member have attended the Safeguarding Training Level 1 and they are able to identify the signs of abuse and neglect. Level 1 safeguarding training has been arranged for the other 3 teachers in autumn 2018. Level 2 & Level 3 Safeguarding Training has also been arranged for the Head teacher and the Deputy Head teacher in autumn 2018.**

## Teachers' Appraisals

At the end of the School year 5 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.



# Students

## Students

**Total Enrolments**

**Boys**  
**37**

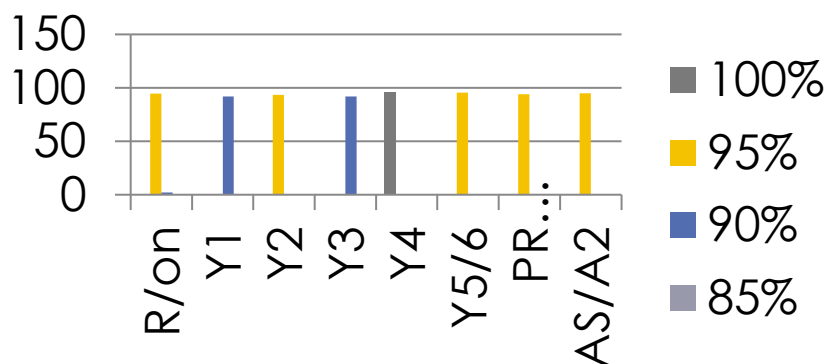
**Girls**  
**50**

**Languages other than Greek or English**

Chinese, German

## Student Attendance

| Classes          | Attendance Rate | Classes              | Attendance Rate |
|------------------|-----------------|----------------------|-----------------|
| <b>Reception</b> | 94.5%           | <b>Year 4</b>        | 96%             |
| <b>Year 1</b>    | 92%             | <b>Year 5-6</b>      | 95.5%           |
| <b>Year 2</b>    | 93.5%           | <b>Pre GCSE-GCSE</b> | 94%             |
| <b>Year 3</b>    | 92%             | <b>As/A2</b>         | 95%             |



## MANAGEMENT OF NON ATTENDANCE

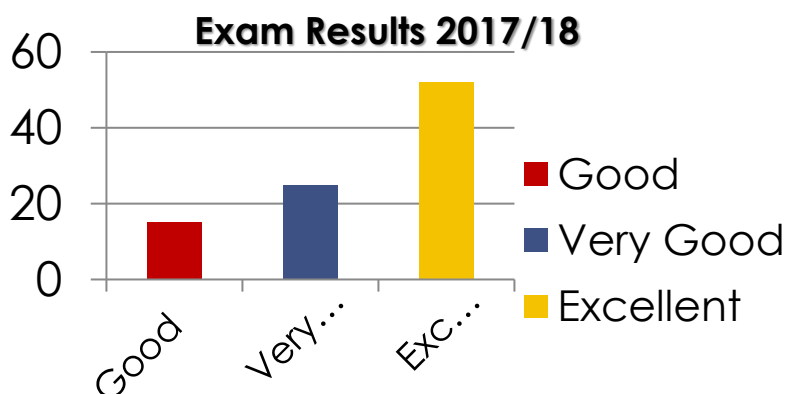
The attendance rates are very positive at the Greek School of Coventry. School newsletters are used to remind parents that the Greek School of Coventry does not agree to a child missing more than a total of ten Saturdays for family holidays in any school year unless there's a very good reason. We also 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.

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

|                      |  |
|----------------------|--|
| <b>Reception</b>     | 8 out 14 students achieved level Excellent<br>3 out of 14 students achieved Very Good<br>3 out of 14 students achieved Good                |
| <b>Year 1</b>        | 5 out 12 students achieved level Excellent<br>4 out of 12 students achieved Very Good<br>3 out of 12 students achieved Good                |
| <b>Year 2</b>        | 6 out 9 students achieved level Excellent<br>2 out of 9 students achieved level Very Good<br>1 out of 9 students achieved level Good       |
| <b>Year 3</b>        | 8 out 10 students achieved level Excellent<br>2 out 10 students achieved level Very Good   |
| <b>Year 4</b>        | 6 out 10 students achieved level Excellent<br>2 out 10 students achieved level Very Good<br>2 out 10 students achieved level Very Good     |
| <b>Year 5-6</b>      | 5 out of 11 students achieved level Excellent<br>3 out of 11 students achieved level Very Good<br>3 out of 11 students achieved level Good |
| <b>Pre GCSE/GCSE</b> | 5 out 11 students achieved level Excellent<br>4 out 11 students achieved level Very Good<br>2 out of 11 students achieved level of Good    |
| <b>AS/A2</b>         | 9 out 13 students achieved level Excellent<br>3 out 13 students achieved level Very Good<br>1 out of 13 students achieved level of Good    |



## GCSE & A LEVEL EXAM RESULTS

Again, this 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 RESULTS : June 2018

#### GCSE

**Number of Students have taken GCSE exams: 7**

**4 Students** A\*

**3 Student** A

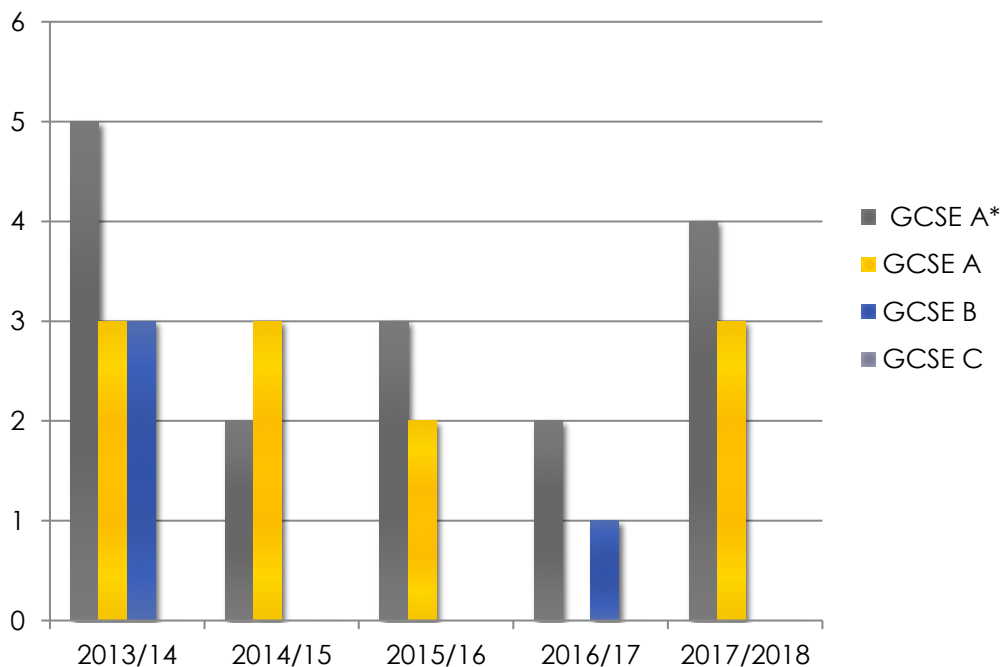
#### A LEVEL

**Number of Students have taken A Level exams (As) : 6**

**5 Students** A

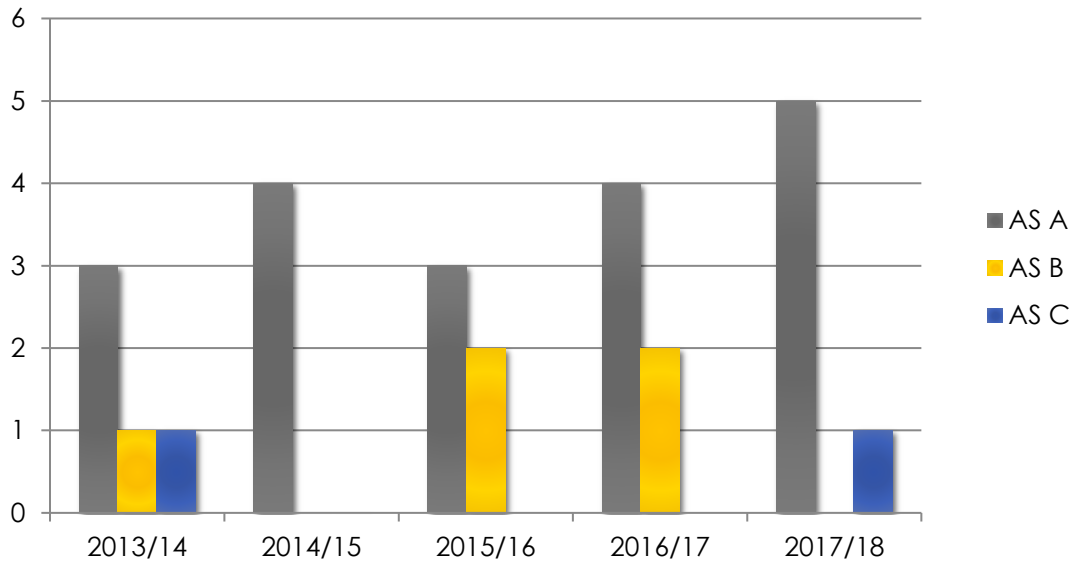
**1 Student** C

### GCSE EXAM RESULTS 2013-2018

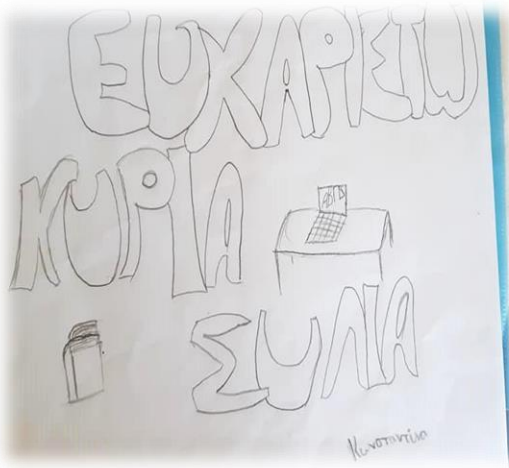


# Students

## AS EXAM RESULTS 2013-2018



## A Message from Students



**"When I go to your classes, I leave energized and excited. You're what a teacher is supposed to be – thanks for the motivation!"**



## Student Questionnaire Report

**12.5.2018**

In the beginning of Term C a Questionnaire was distributed to Year 5/6/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 20 Year 5/6/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.



# Student Questionnaire Report

| GENDER |           |
|--------|-----------|
| Male   | 9<br>45%  |
| Female | 11<br>55% |

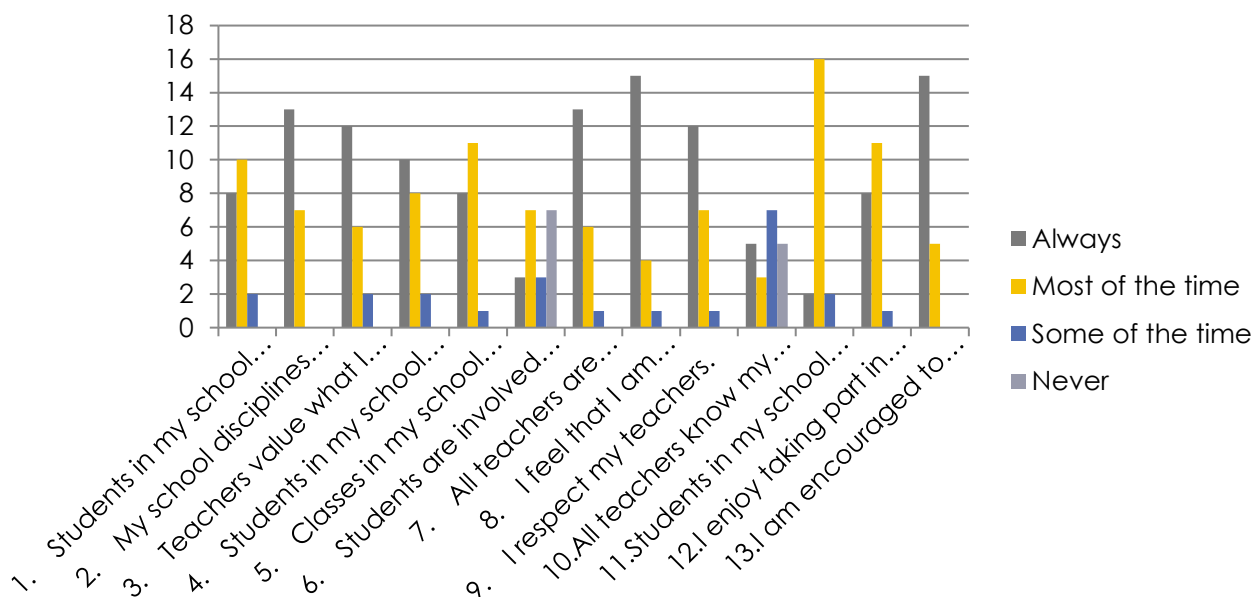
| YEAR GROUP   |          |
|--------------|----------|
| Year 5/6     | 7<br>35% |
| PreGCSE/GCSE | 7<br>35% |
| A LEVEL      | 6<br>30% |

## Your School

|  | Always    | Most of the time | Some of the time | Never    |
|--|-----------|------------------|------------------|----------|
| 1. Students in my school treat one another with respect.                       | 8<br>40%  | 10<br>50%        | 2<br>10%         | 0        |
| 1. My school disciplines students fairly.                                      | 13<br>65% | 7<br>35%         | 0                | 0        |
| 1. Teachers value what I have to say.  | 12<br>60% | 6<br>30%         | 2<br>10%         | 0        |
| 1. Students in my school care about learning and getting a good education.     | 10<br>50% | 8<br>40%         | 2<br>10%         | 0        |
| 1. Classes in my school are challenging.                                       | 8<br>40%  | 11<br>55%        | 1<br>5%          | 0        |
| 1. Students are involved in decisions about things that affect them in school. | 3<br>15%  | 7<br>35%         | 3<br>15%         | 7<br>35% |
| 1. All teachers are enthusiastic about teaching and communicate with students. | 13<br>65% | 6<br>30%         | 1<br>5%          | 0        |
| 1. I feel that I am accepted at school.  | 15<br>75% | 4<br>20%         | 1<br>5%          | 0        |
| 1. I respect my teachers.  | 12<br>60% | 7<br>35%         | 1<br>5%          | 0        |
| 1. All teachers know my name.  | 5<br>25%  | 3<br>15%         | 7<br>35%         | 5<br>25% |
| 1. Students in my school help one another even if they are not friends.        | 2<br>10%  | 16<br>80%        | 2<br>10%         | 0        |
| 1. I enjoy taking part in school activities and celebrations.                  | 8<br>40%  | 11<br>55%        | 1<br>5%          | 0        |
| 1. I am encouraged to say what I think.  | 15<br>75% | 5<br>25%         | 0                | 0        |

# Student Questionnaire Report

## Your School



### Analysis

Levels of Students' satisfaction with their School are high.

All students with no exceptions agreed that they are treated fairly by the school and are encouraged to say what they think.

90% of the Students agreed that they feel respected, safe and accepted by other students and teachers always or most of the times. Two students responded *some of the time* to the same statements. Same percentage of students responded that they show respect to their teachers.

All students with no exceptions enjoy taking part in school activities and celebrations. 55% of them enjoy taking part most of the times.

All students responded positively that students help one another even if they are not friends.

65% of students agreed that all teachers are enthusiastic about teaching and communicate with students.

40% of the students responded that Classes in school are challenging most of the times with no negative answers.

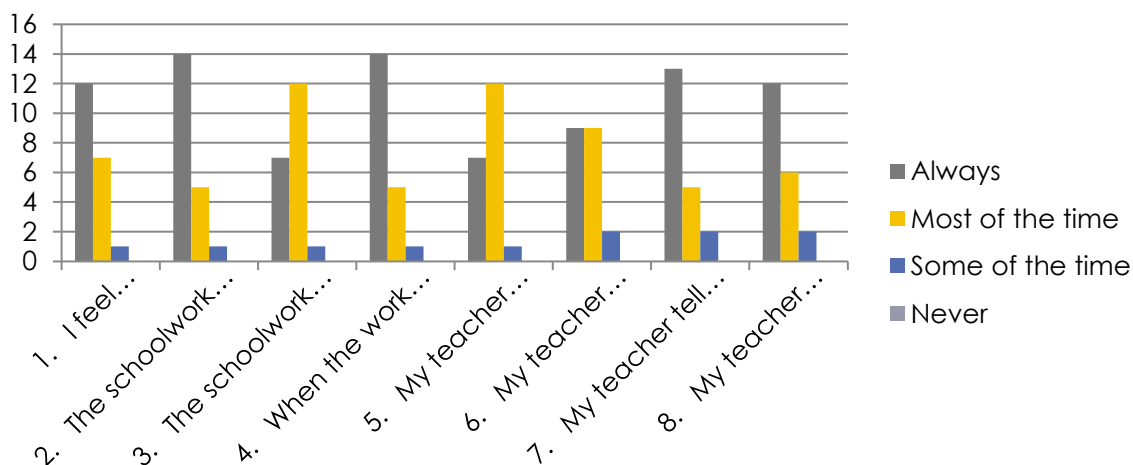
A high percentage of students, 35% agreed that they are not involved in decisions about things that affect them in school as well as 25% of the students agreed that not all teachers no their name.

# Student Questionnaire Report

## Your Class

|   | Always    | Most of the time | Some of the time | Never |
|---|-----------|------------------|------------------|-------|
| 1. I feel emotionally safe in my class.                               | 12<br>60% | 7<br>35%         | 1<br>5%          | 0     |
| 1. The schoolwork helps me to learn.                                  | 14<br>70% | 5<br>25%         | 2<br>10%         | 0     |
| 1. The schoolwork we do is interesting.                               | 7<br>35%  | 12<br>60%        | 1<br>5%          | 0     |
| 1. When the work is too hard, my teacher helps me keep trying.        | 14<br>70% | 5<br>25%         | 1<br>5%          | 0     |
| 1. My teacher uses a lot of ways to explains things.                  | 7<br>35%  | 12<br>60%        | 1<br>5%          | 0     |
| 1. My teacher knows when we understand the lesson and when we do not. | 9<br>45%  | 9<br>45%         | 2<br>10%         | 0     |
| 1. My teacher tell us what we are learning and why.                   | 13<br>65% | 5<br>25%         | 2<br>10%         | 0     |
| 1. My teacher wants us to share what we think.                        | 12<br>60% | 6<br>30%         | 2<br>10%         | 0     |

## Your Class



# Student Questionnaire Report

## Analysis

Levels of Students' satisfaction with their Class are high.

None of the 20 students who return the questionnaire responded *Never* in these statements.

70% of the students agreed that the schoolwork always helps them to learn as well as their teacher encourage them to keep trying when it is too hard.

A high percentage of students 60% always feel encouraged to express what they think, they feel emotionally safe in their class and they always know what they are going to be taught in the lesson as the teacher explains what and why they are going to learn.

60% of the students agreed that their schoolwork is interesting and their teacher uses a lot of ways to explains things most of the times.

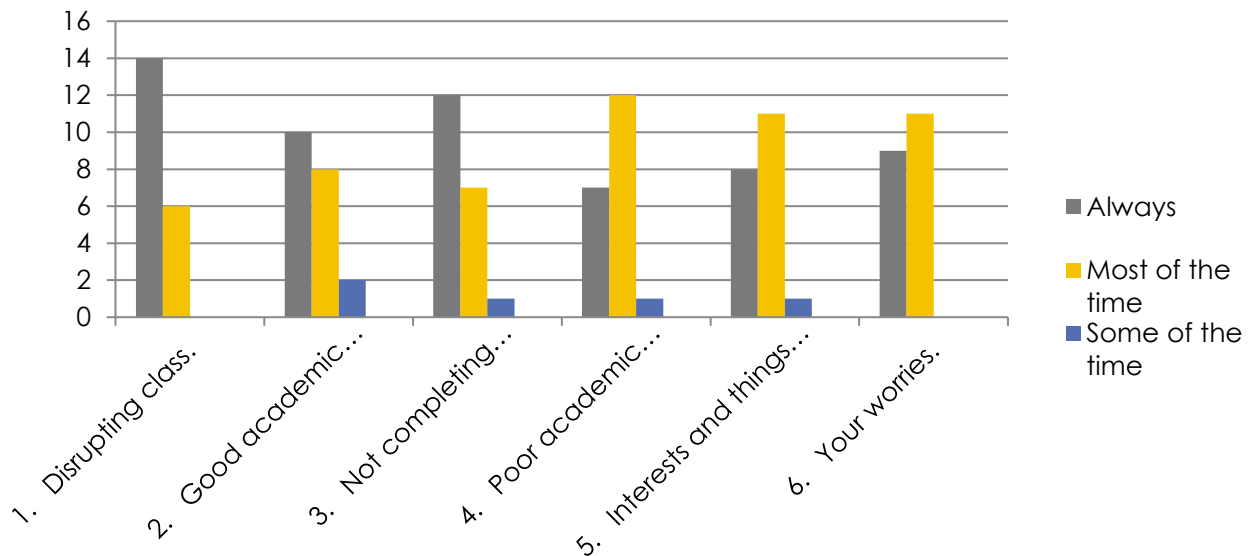
## Your Teacher

How often do your teachers speak with you about the following?

|  | Always    | Most of the time | Some of the time | Never |
|--|-----------|------------------|------------------|-------|
| 1. Disrupting class.                               | 14<br>70% | 6<br>30%         | 0                | 0     |
| 1. Good academic performance.                      | 10<br>50% | 8<br>40%         | 2<br>10%         | 0     |
| 1. Not completing assignments.                     | 12<br>60% | 7<br>35%         | 1<br>5%          | 0     |
| 1. Poor academic performance.                      | 7<br>35%  | 12<br>60%        | 1<br>5%          | 0     |
| 1. Interests and things that are important to you. | 8<br>40%  | 11<br>55%        | 1<br>5%          | 0     |
| 1. Your worries.                                   | 9<br>45%  | 11<br>55%        | 0                | 0     |

# Student Questionnaire Report

## Your Teacher



### Analysis

Levels of Students' satisfaction with their Teacher are very high.

None of the 20 students who return the questionnaire responded *Never* in these statements.

70% of the students agreed that their teacher always talk to them when they disrupt the class.

Teachers give emphasis on providing feedback on students' performance. 50% agreed that their teacher always give them feedback about their good performance whereas 60% agreed that their teacher talk to them about their poor academic performance most of the times.

A high percentage of students 60% agreed that teachers always talk to them when they do not complete their assignments and always explain to them the importance of them.

55% of the students agreed that most of the times can express their interests and worries to their teachers.

# Student Questionnaire Report

## Your Homework

**\*Rate on a 5 (very difficult) to 1 (very easy)**

|  |  |                          |                       |                          |                        |
|--|--|--------------------------|-----------------------|--------------------------|------------------------|
| 1. How easy or difficult do you find it to complete your Home work?        | 5  | 4<br>4St<br>.<br>20<br>% | 3<br>8St.<br>40%      | 2<br>7St<br>.<br>35<br>% | 1<br>1St.<br>5%        |
| 1. How often do you do all your homework?                                  | Always<br>11<br>55%  |                          | Sometimes<br>8<br>20% |                          | Hardly Ever<br>1<br>5% |
| 1. How much time do you spend on your homework each evening/ over a week?  | 1. 45% of the students spend 1 hour on their homework , 20%<br>2. spend 1.5 hour and 35% spend 2 hours.  |                          |                       |                          |                        |
| 1. Which of the following helps you to learn how to improve your work      | Grade  |                          | Comment               |                          | Both<br>20<br>100%     |
| 1. How does your homework help you to learn?                               | 1. It helps me a lot .I love it when my teacher make Homework fun.<br>2. It is not only a review of what we did in the class, it helps me to learn.<br>3. I learn a lot from the class. No need of homework .<br>4. Too much sometimes.<br>5. I make sure the lesson is understood.<br>6. It helps me to revise and learn better what we did in the class.<br>7. It helps me remember the lesson gone over in class.<br>8. I improve my skills through various exercises for example listening, reading and writing.<br>9. I practise all my skills. |                          |                       |                          |                        |
| 1. What activities or lessons would you like to see offered by our school? | 1. Music lessons like bouzouki lessons.<br>2. Drama classes  |                          |                       |                          |                        |
| 1. What recommendations do you have for improving our school?              | 1. Lessons in Weekdays, not on Saturdays<br>2. More group activities<br>3. A proper class for GCSE group   |                          |                       |                          |                        |



# Student Questionnaire Report

## Analysis

40% of the students find their homework Neither easy nor difficult. None of the students finds it very difficult.

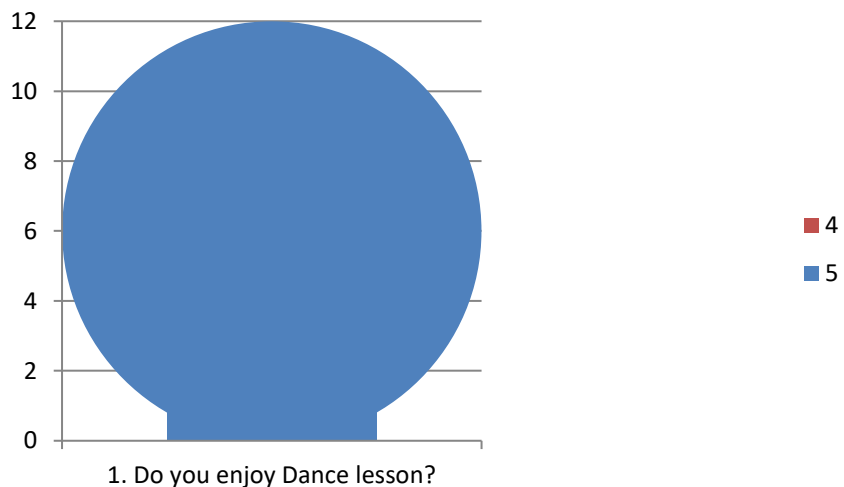
45% of the students spend 1 hour on their homework , 20% spend 1.5 hour and 35% spend 2 hours.

All students agreed that both Grade and Comments in Homework help them to learn better.

### DANCE LESSONS

| 1. Do you enjoy Dance lesson? | 5<br>11St.<br>55% | 4<br>7St.<br>35% | 3<br>2St.<br>10% | 2<br>0St. | 1<br>0St. |
|-------------------------------|-------------------|------------------|------------------|-----------|-----------|
|-------------------------------|-------------------|------------------|------------------|-----------|-----------|

### Dance Lessons



## 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.

## PARENT QUESTIONNAIRE REPORT

### Survey results showed that :

- *students are highly motivated and eager to learn Greek through their homework or activities take place at school. A small number of students do not do extra practice at home through Greek material.*
- *school helps the students understand and practice the positive values and attitudes, acquire the knowledge and skills to achieve their goals and resolve their doubts and problems.*
- *parents have a generally positive perception of the home - school cooperation factors assessed, as evidenced by an average agreement rate of 83%. This means that 83% of parents typically agreed with statements regarding knowledge of information and/or available opportunities related to parent involvement at their child's school.*
- *school supports a safe and more inclusive school climate, including: supportive educators, inclusive curriculum, comprehensive anti-bullying policies, and supportive students that make each other feel safe and acceptable.*

## **PARENT QUESTIONNAIRE REPORT**

**9.6.2018**

Thank you to everyone who returned the Annual Parent Questionnaires. At the Greek School of Coventry we value a home school partnership that continues to develop the full potential of every child. As part of this partnership we were very grateful to hear your views of the school. We are delighted by the responses and comments we received. We have compiled the results of the questionnaires and want to thank you for the important feedback you gave us.

Questionnaires were filled in by parents at Assembly in 3 Saturdays, from 19<sup>th</sup> of May until 16<sup>th</sup> of June 2018 .

There were 34 returns out of 90 children on roll. Parents of more than one child in school generally filled in one questionnaire only. This represents a return of approximately 75%.

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 it

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 with each statement. A "not applicable" (N/A) choice or "Don't know" 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. Many thanks to all the parents who have responded, your comments and suggestions are very helpful to us. If you would like to discuss any of the areas mentioned in this report, please contact the Head teacher, Mrs Eleni Tsilipira via email.

# Parent Questionnaire Report

## 1. My views on student learning

|  | Strongly agree | Agree       | Disagree    | Strongly Disagree | Don't Know /N.A. |
|--|----------------|-------------|-------------|-------------------|------------------|
| 1.<br>My child is highly interested in learning.                       | 6<br>17,6%     | 24<br>70,5% | 4<br>11,7%  | 0                 | 0                |
| 2.<br>My child takes the initiative to learn.                          | 4<br>11,7%     | 24<br>70,5% | 6<br>17,6%  | 0                 | 0                |
| 3.<br>My child is confident in learning.                               | 6<br>17,6%     | 22<br>64,7% | 6<br>17,6%  | 0                 | 0                |
| 4.<br>My child often completes his/her assignments seriously.          | 5<br>20,5%     | 22<br>64,7% | 7<br>20,5%  | 0                 | 0                |
| 5.<br>My child often reads materials such as Greek books outside class | 5<br>20,5%     | 17<br>50%   | 12<br>35,2% | 0                 | 0                |

### Analysis

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

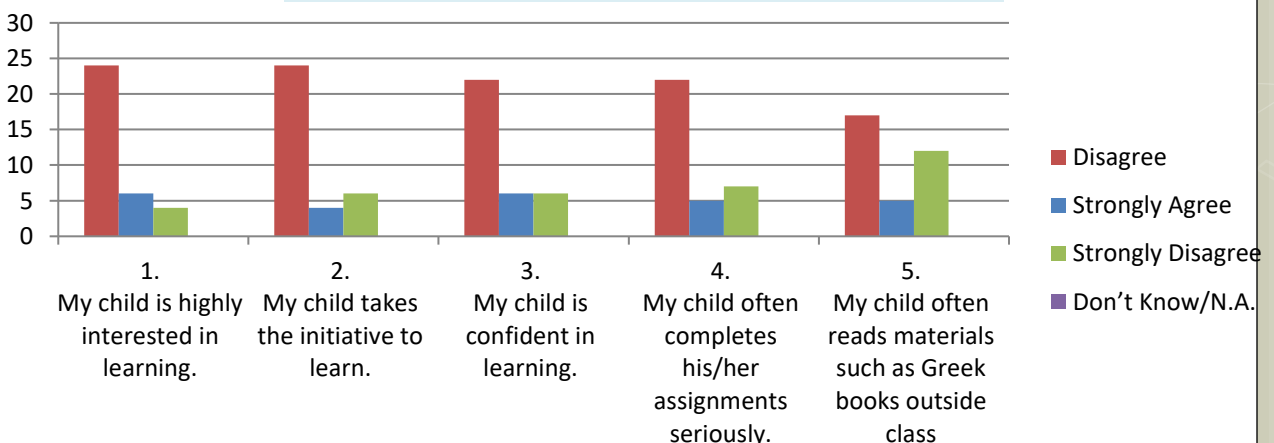
88,1 % of parents agree that their children are interested in learning and take the initiative to learn with few exceptions.

82,3% of parents said that their children are confident in learning and 17,6% of parents responded that they are not.

A small percentage of parents 20,5% responded that their children do not complete their assignments seriously whereas a high percentage of parents 85,2% disagree.

A high percentage of parents, 35,2% of parents expressed their worries that their children do not read Greek Books outside the class.

### Parents' Views on Student Learning



# Parent Questionnaire Report

## 1. My views on support for student development

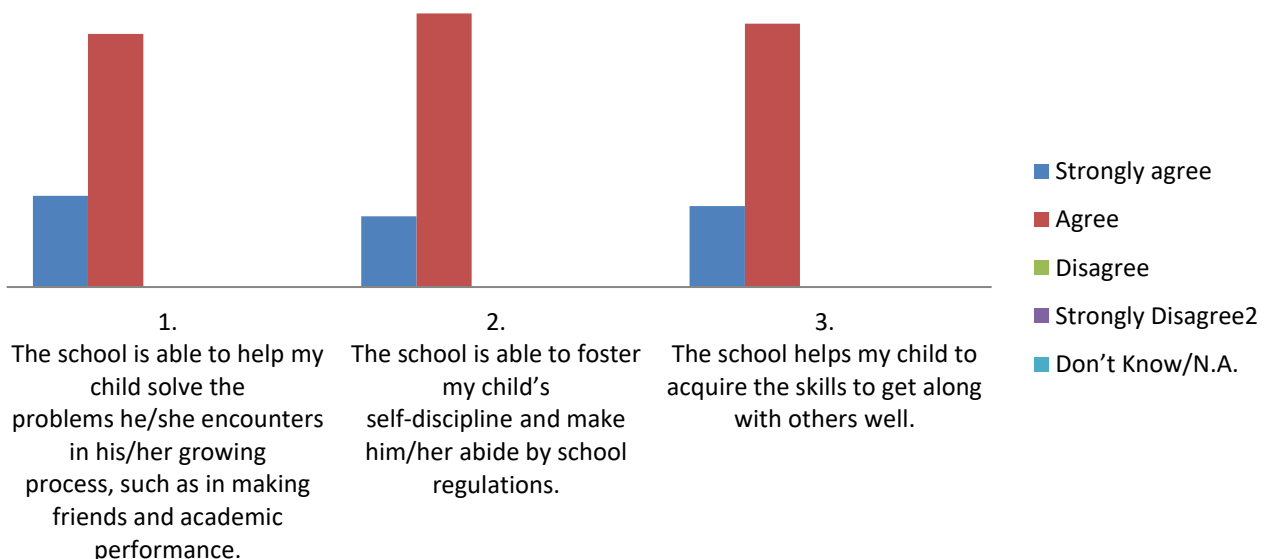
|  | Strongly agree | Agree       | Disagree | Strongly Disagree | Don't Know /N.A. |
|--|----------------|-------------|----------|-------------------|------------------|
| 1.<br>The school is able to help my child solve the problems he/she encounters in his/her growing process, such as in making friends and academic performance. | 9<br>26,4%     | 25<br>73,5% | 0        | 0                 | 0                |
| 2.<br>The school is able to foster my child's self-discipline and make him/her abide by school regulations.  | 7<br>20,5%     | 27<br>79,4% | 0        | 0                 | 0                |
| 3.<br>The school helps my child to acquire the skills to get along with others well.   | 8<br>23,5%     | 26<br>76,4% | 0        | 0                 | 0                |

### Analysis

Levels of parents' satisfaction with teachers' support for student development are very high.

All parents agreed that school is very able to solve the problems student may encounter in his/her growing process, to foster students' self-discipline and to them acquire the skills to get along with others well.

### Parents' Views on support for student development



# Parent Questionnaire Report

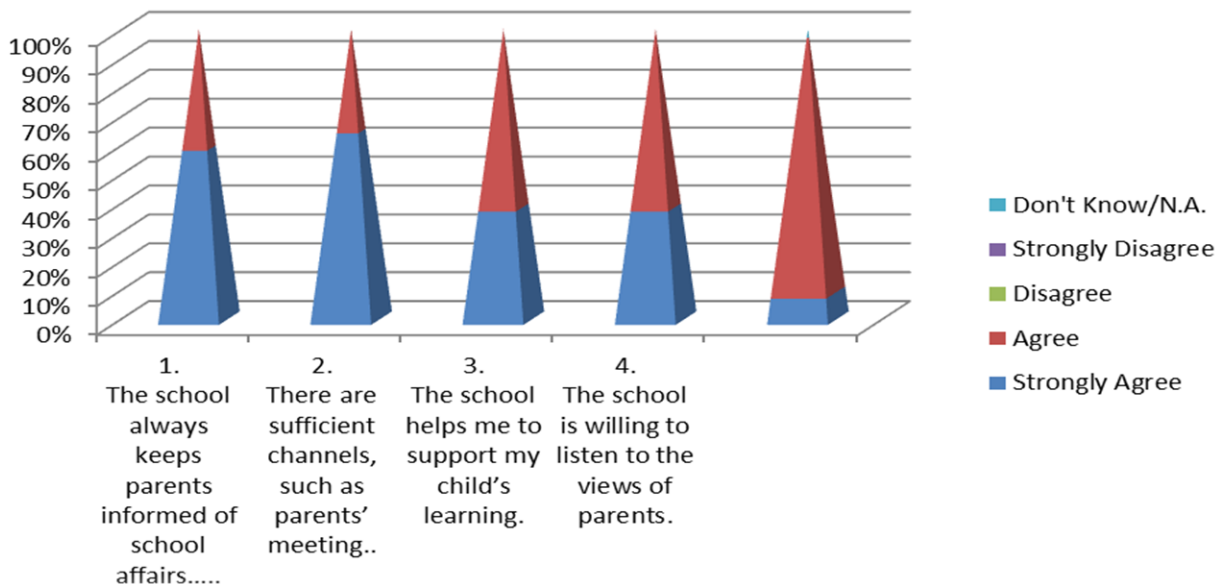
## 1. My views on home-school cooperation

|   | Strongly agree | Agree       | Disagree | Strongly Disagree | Don't Know/ N.A. |
|---|----------------|-------------|----------|-------------------|------------------|
| 1.<br>The school always keeps parents informed of school affairs & development via emails, newsletters and social media.                        | 20<br>58,8%    | 14<br>41,1% | 0        | 0                 | 0                |
| 2.<br>There are sufficient channels, such as parents' meeting, the school website, social media etc., for me to express my views to the school. | 22<br>64,7%    | 12<br>35,2% | 0        | 0                 | 0                |
| 3.<br>The school helps me to support my child's learning.   | 13<br>38,2%    | 21<br>61,7% | 0        | 0                 | 0                |
| 4.<br>The school is willing to listen to the views of parents.  | 13<br>38,2%    | 21<br>61,7% | 0        | 0                 | 0                |
| 5.<br>The parent-teacher association can facilitate communication between the parents and the school.   | 3<br>8,8%      | 30<br>88,2% | 0        | 0                 | 1<br>2,9%        |

### Analysis

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

All statements receive high levels of agreement except for the last one «*The parent-teacher association can facilitate communication between the parents and the school*» where one Parent is not sure about the benefits of the P.A.



# Parent Questionnaire Report

## 1. My views on school climate

|   | Strongly agree | Agree       | Disagree   | Strongly Disagree | Don't Know/ N.A. |
|---|----------------|-------------|------------|-------------------|------------------|
| 1.<br>The students of this school respect their teachers.                   | 5<br>14,7%     | 24<br>70,5% | 0          | 0                 | 5<br>14,7%       |
| 2.<br>My child likes his/her school.  | 5<br>14,7%     | 29<br>85,2% | 0          | 0                 | 0                |
| 3.<br>My child gets along well with his/her schoolmates.                    | 4<br>11,7%     | 30<br>88,2% | 0          | 0                 | 0                |
| 4.<br>The school deals with any cases of bullying effectively.              | 4<br>11,7%     | 20<br>58,8% | 0          | 0                 | 0                |
| 5.<br>My child feels safe at this school.                                   | 3<br>8,8%      | 31<br>91,1% | 0          | 0                 | 0                |
| 6.<br>The teachers care about my child.                                     | 14<br>41,1%    | 20<br>58,8% | 0          | 0                 | 0                |
| 7.<br>My child likes to participate in the school's activities and affairs. | 5<br>14,7%     | 24<br>70,5% | 4<br>11,7% | 0                 | 0                |
| 8.<br>I would recommend this school to another parent.                      | 21<br>61,7%    | 13<br>38,2% | 0          | 0                 | 0                |

### Analysis

Levels of parents' satisfaction on School Climate are very high, with a very low percentage 11,7% disagreeing with one of the statements and no parents disagreeing with the following statements:

he 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.

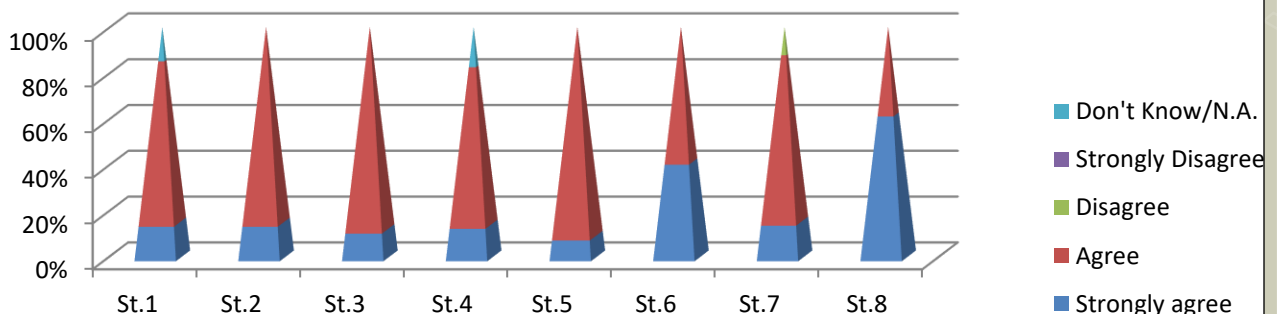
My child feels safe at this school.

The teachers care about my child.

I would recommend this school to another parent.

All parents responded they would recommend the Greek School of Coventry to another parent. Where parents have responded "I Don't Know/N.A.", this was the statement «The students of this school respect their teachers».

## Parents'Views on School Climate





# Parent Questionnaire Report

**1. 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.**

1. Thank you for organising the School Library. My child starts reading Greek Books.
2. Gates must be closed at all times. All parents should be responsible for that when they drop their children.
3. It would be nice to introduce some online exercises.
4. Less School Celebrations please
5. Too much Homework

| YOU SAID   | OUR RESPONSE   |
|--|--|
| <b>1. Too much Homework</b>  | <p>This area continues to divide parental opinion with some parents saying we give too much and some parents saying not enough.</p> <p>We remain committed to it for the following reasons:</p> <ul style="list-style-type: none"> <li>○ It allows children to consolidate skills learnt in class.</li> <li>○ It engages and informs parents about children's current learning.</li> <li>○ It can increase pupils' enthusiasm for learning.</li> </ul> <p>For those parents who want more home-learning, we will look into providing links to optional activities/resources that can be completed at home.</p> |
| <b>2. Gates must be closed at all times. All parents should be responsible for that when they drop their children.</b> | <p>As you all know, we have tried to spread the message about safe parking by various emails and comments on Parents' Handbook. Please do not drop off your children outside the school gates. Our neighbour has the right to complain when someone parks inconsiderately and we will continue to support him.</p> <p>Gates open at 10:00 and close at 11:00. They reopen at 14:00.</p> <p>Some cars are still driving very quickly in the Car Park. Drive with caution and very slowly at all times in the car park.</p> <p><b>Maximum speed limit 5 km per hour.</b></p>                                     |
| <b>1. Less School Celebrations</b>   | <p>The Benefits children receive from School Celebrations are various and priceless. Celebrations are a great way for children to feel part of the school community, where the learning environment is made festive and where everyone can come together to sing and dance together with the students. Also, students can demonstrate what they have learnt making their parents, teachers and community proud of them, their culture and heritage.</p>  |

# Parent Questionnaire Report

## **Key areas of Success**

- 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 school helps my child to acquire the skills to get along with others well.
- My child likes his/her school.

***We were delighted that 100% of you stated that your children enjoy coming to school. We continue to be very proud of our school and glad that you are too.***

- My child gets along well with his/her schoolmates.
- The school deals with any cases of bullying effectively.
- The school always keeps parents informed of school affairs & 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 is willing to listen to the views of parents.
- My child feels safe at this school.
- The teachers care about my child.
- I would recommend this school to another parent.

## **Areas of Development**

- My child likes to participate in the school's activities and affairs
- My child takes the initiative to learn.
- My child is confident in learning.

***All teachers must support and motivate their students in learning through various educational games and awards.***

- My child often completes his/her assignments seriously.
- My child often reads materials such as Greek books outside class.

***For this purpose the school organised the School Library where children can borrow a books for two weeks.***

# Keeping our Traditions alive

## STAY CONNECTED

At the Greek School of Coventry our priority is to maintain our Traditions, Customs and Values alive. In order to encourage our children to adopt Christian principles and to be proud of their background, culture and heritage we organize :

- o *National & Religious Celebrations,*
- o *School Projects regarding the Greek Ancient History, the Greek Mythology and the Greek Art &*
- o *various indoor and outdoor School activities and workshops.*

This year the school has successfully organized 7 presentations/plays by children to demonstrate to parents their progress in mastering the Greek language, dancing and singing. These events are widely supported and attended by the families and friends of the children and are established as major events in the calendar of the community. The children love to take part in these events as they have the chance to demonstrate their singing, dancing and acting which they find very exciting.



# Indoor & Outdoor Activities

## School Activities

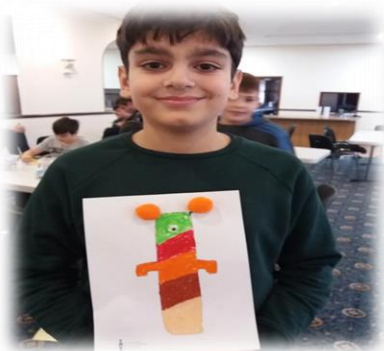
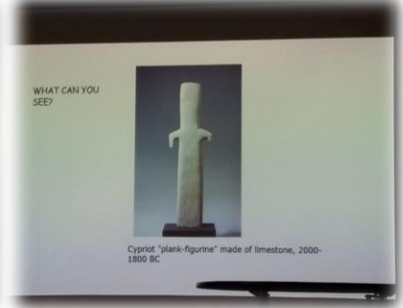
Below, you can find a detailed table of the events and a few photos capturing them:

| SCHOOL EVENT CALENDAR 2017-2018                |  |   |  |
|--|--|---|--|
|  | EVENT  | TEACHER IN CHARGE-SPEECH  | CONTENT OF EVENTS                          |
| <b>Sunday<br/>22/10/2017<br/>Church</b>        | "OXI DAY" Celebration  | Invitations-letters-programme-general responsibility<br>Eleni Tsilipira<br>Speech<br>Stavroula Pentara  | Poems and songs                            |
| <b>Saturday<br/>16/12/2017<br/>School Hall</b> | Christmas Bazaar<br>Family Christmas Workshop  | Teachers in Charge<br>All teachers  | Christmas Crafts, Christmas deserts        |
| <b>Sunday<br/>17/12/2017<br/>School Hall</b>   | Christmas Celebration  | Invitations-letters-programme-general responsibility<br>Eleni Tsilipira<br>Speech<br>Vera Girba<br>Teachers in Charge<br>All teachers<br>Speech | Drama, Christmas songs-carols, dance       |
| <b>Sunday<br/>28/01/2018<br/>School Hall</b>   | Three Hierarchs Celebration  | Konstantina Krokidi<br>Teachers in Charge<br>All teachers   | Poems and songs                            |
| <b>Saturday<br/>17/03/2018<br/>School Hall</b> | Easter Bazaar  | Teachers in Charge<br>All teachers  | Easter Crafts, easter candles, easter eggs |
| <b>Sunday<br/>25/03/2018<br/>School Hall</b>   | MARCH 25th, 1821 GREEK INDEPENDENCE DAY- THE FEAST OF THE ANNUNCIATION – APRIL 1ST, 1955 EOKA GREEK CYPRIOT REVOLUTION DAY | Invitations-letters-programme-general responsibility<br>Eleni Tsilipira<br>Speech<br>All teachers<br>Teachers in Charge<br>All teachers         | Poems, songs, drama, dance                 |
| <b>Saturday<br/>26/5/2018</b>                  | School Trip to National Sea Life Birmingham  | Letters to Parents-Consent<br>Forms-Collecting Money/Hiring Coach<br>Teachers in Charge<br>Eleni Tsilipira                                      | –  |
| <b>Sunday<br/>08/07/2018<br/>School Hall</b>   | End of School Year Celebration   | Invitations-letters-programme-general responsibility<br>Eleni Tsilipira<br>Teachers in Charge<br>All teachers                                   | Poems, songs, drama, dance                 |

# School Projects

## Learning about the Cypriot Plank-shaped Figurine

A project about **Cypriot Plank-shaped Figurine** was held in our school by our teacher, Ms Chrysoula Paraschou in cooperation with the Museum of Cycladic Art. Our students learnt about Cypriot Plank-shaped Figurine, dating in the 2nd millennium BC, the most common form of human representation in Cypriot art. We also participated in an **Art contest** being organised by the Museum of Cycladic Art. Students after the project's completion transformed the figurine however they liked. As you can see from the photos our students had plenty of imagination. We submitted a school group application. Three winners (4-6, 7-9, 10-12) has been selected by the Museum's committee. The Museum of Cycladic Art will organized an exhibition with a selection of the works submitted for the purposes of the Education Department's exhibition.





## Purpose and Report of the Workshop *"Transform the Cypriot figurine"*

### **"Transform the Cypriot figurine" workshop**

#### **3 & 24 February 2018**

The purpose of the workshop, held by the teacher Chrysoula Paraschou, was to give pupils the opportunity to familiarise themselves with the richness of the Cypriot ancient art, and to learn about the prehistory of Cyprus.

The motivation was a drawing contest the Museum of Cycladic Art launched for children, aged 4-12 years. It was about the Cypriot plank-shaped figurines dating in the 2nd millennium BC. The Museum of Cycladic Art will organise an exhibition with a selection of the works submitted for the purposes of the Education Department's exhibition next September. Three winners (4-6, 7-9, 10-12) will be selected by the Museum's committee. Thus, the teachers of the school decided to participate as a school group, with the pupils creating their own drawing.

The teachers agreed to set up two workshops dedicated to drawing the figurine. The first workshop took place on 3<sup>rd</sup> February at 14:00 in the hallway with the pupils from YEAR 3, 4 and 5 and the second took place on 24<sup>th</sup> February with the pupils from the Reception and YEAR 1, 2. One of the teachers, Chrysoula Paraschou organised the material for the workshops.

#### **The workshop consisted of:**

- An interactive presentation (ppt). The pupils were trying to interpret the context of the figurines via constructive questions.
- A human shape doll. The early age pupils compared a modern doll with the ancient figurines.
- A workshop "'transform the figurine'". The pupils triggered their imagination transforming the downloaded A4 drawing of the figurine. They created their own versions, using cartons, colored tissue paper, crayons, colored pencils, oil pastels, markers, fabric scraps, pom-poms, and googly eyes.

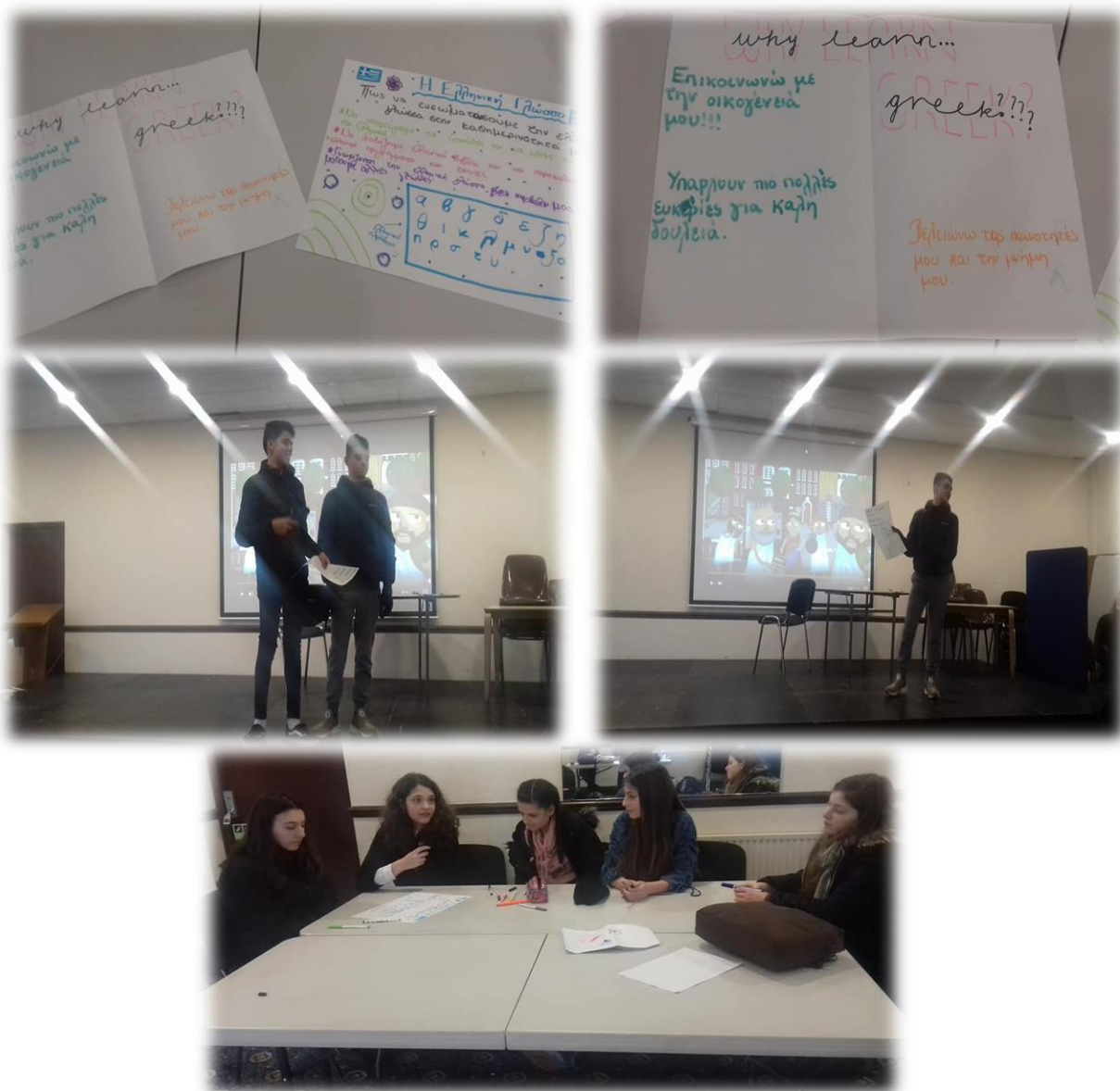
#### **With their participation in the program, the pupils had the opportunity to:**

- *Understand the breadth of the Cypriot history.*
- *Discover ancient art and culture in an original way*
- *Cultivate an aesthetic awareness*
- *Develop a sense of teamwork*
- *Deepen their imagination and creativity*
- *Entertain themselves whilst being taught about Greek/Cypriot culture.*

# School Projects

## Celebrating International Greek Language Day

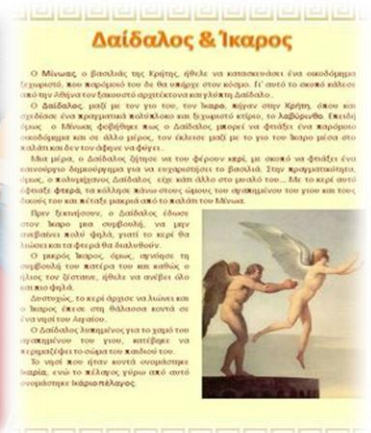
On Saturday, February 10<sup>th</sup> 2018 PRE GCSE-GCSE/A LEVEL Students celebrated the **International Greek Language Day**. They organised a project where all students highlighted the fundamental role Greek language has played over the centuries . First they gave a presentation about the "**Greek Language Through Time**". Then they organised a debate about Greek language and its important influence on the English language.



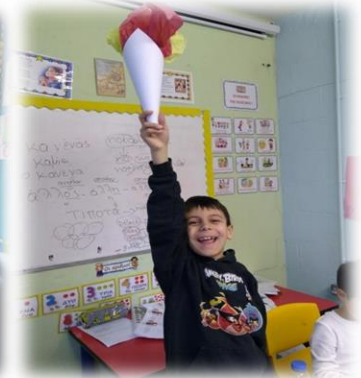


# School Workshops

## Learning about the Greek Mythology



## Learning about the Olympic & Paralympic Games



### Working with the Wider Community

#### Participation in the Music Festival "Just Imagine".

We are very happy and honoured to be invited to the **Music Festival "Just Imagine"** for young people and adults with a disability that was held yesterday, 2 June 2018, at Old Leamingtonians Rugby Club. Our wonderful students sang Greek songs and danced Greek dances with all these wonderful people. What a great honour to support this great event .





# The Head of CEM visits our school

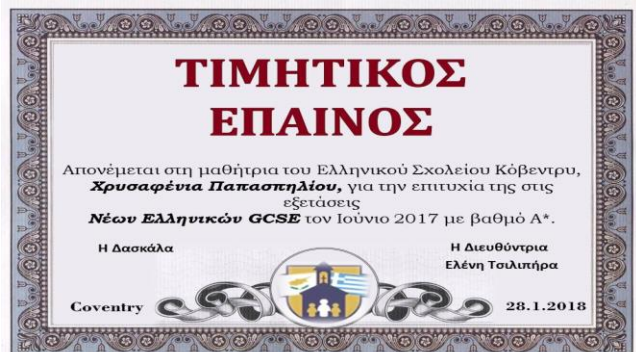
The Head of the Cyprus Education Mission( KEA), Ms Maria Papalouca, visited our school on the 28<sup>th</sup> of April 2018. During her visit, the Head met with students, teachers, volunteers, parents and members of the School and Church Committee. She had the opportunity to hear students and parents talking about their experience at the school, to hear about our achievements and to discuss with teachers about their teaching methods they use. She was very impressed by the dedication of the teachers and the enthusiasm of the children.



# Celebrating our Students' success

The school organises regular events to celebrate the achievement of pupils. Trips to theme parks, museums and zoos are favourites which are also attended by parents help deliver the coursework and enable bonding of teachers, pupils and parents.

There is an end of year celebration where pupils partake in plays, singing and dancing and are presented with their certificates and prizes for outstanding performance. There is then 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.





# Celebrating our Students' success

## Educational School trip to the National Sea Life Centre

We visited the National Sea Life Centre in Birmingham on the 26<sup>th</sup> of May 2018. It was a great experience for both students and teachers. It captured teachers' and students' attention from the very first moment. We learnt many things about the ocean and it's sea life.

A great choice for CELEBRATING STUDENTS' SUCCESS, spending time together and a day out!



# 28<sup>th</sup> of October 1940

On Sunday, October 22nd 2017, our students narrated the shocking events of the Italian attack and German invasion that marked our country in the years 1940-1945. We all remembered our values, our human rights and fundamental freedoms as well as the deeds of our ancestors. We remembered that Greece said NO to fascism. We remembered democracy, our inheritance, transferring this message to the rest of the world.

## Students' Work for the 28<sup>th</sup> of October 1940



## Photos from the School Celebration of the 28<sup>th</sup> of October 1940





# Christmas Bazaar



Students and Teachers organised the Christmas Bazaar entitled **“Ring The Bells for Christmas”**. It included Christmas gifts\*Christmas toys\*Handmade Christmas decorations by teachers/students\* Delicious Homemade Greek traditional desserts by teachers/parents\*class photos. And a lot more! It was a fundraising event and all the money went towards the needs of our school! It was a huge success!





# FAMILY CHRISTMAS WORKSHOP



Our **Family Christmas Workshop** was held on December, 15th 2018 at the Greek School Hall!!

Students and Parents discovered how Christmas was...!!

We had a great time making Christmas crafts and memories!!

It was the perfect opportunity for parents to spend some time with their children!!!



# Christmas Celebration

On the 16<sup>th</sup> of December 2017, was held our Christmas Play "Το ποντικάκι που ήθελε να πιάσει ένα αστεράκι"- "Μόνος στο σπίτι" and was a great success. Friends and family joined us in the school hall for this wonderful production. Well done to all of the children who took part, sang the carols and thank you to the staff and volunteers who made it possible.





## Religious & National Celebration

On Sunday, March 25 2018, we celebrated with great honor the 25<sup>th</sup> of March 1821 Revolution, one not only of political significance but of religious significance as well, allowing the Greek Orthodox to commemorate God's message to Mary. We also celebrated the Feast of Annunciation and the EOKA Greek – Cypriot Revolution. The day once again brought the community to participate in the annual Independence Day. After the Church Service all of our students participated in the parade dressed in traditional costumes and through our small dramas, traditional dances and songs we commemorated the glorious achievements.





# Stay Connected

## Students' Work for the National Celebrations



## Learning about our Easter Customs



# End of School Year Play-BBQ

On the 2<sup>nd</sup> of July 2018, we celebrated the end of the school year through our school Play «Ταξίδι στα νησιά» & «Ο Νευρικός κύριος». We enjoyed a lot our students' performances.

On the 8<sup>th</sup> of July a great BBQ took place with lots of food, dance, traditional games and singing! We also raised approximately £2000, thanks to all our school's friends!





# Happy School Moments



# Goals

## Goals for the 2018-2019 School Year

- ❑ Achieving the Quality Mark
- ❑ Attending Level 2 & Level 3 Safeguarding Training

## CONCLUSION

Another school year has ended with excellent performance results from our students and many exciting programs taking place. Teachers and students worked hard, giving and gaining the knowledge of the Greek/ Cypriot language, history, and culture. Informal discussions with parents, pupils, stakeholders and friends of our community, and also the results of various surveys than were implemented throughout the year, concerning our school, have shown that the education of every child in the Greek School is complete and successful only when teachers and parents work together to broaden the knowledge of our Greek/Cypriot heritage.

This report aims to keep you involved and, hopefully, we will receive some comments and feedback, after you go through it, so that we get ideas on how to improve our existing programs and strengthen the education of your children.

**YOUR COOPERATION MAKES OUR SCHOOL A SUCCESS!!!**

STAY IN  
TOUCH!!