

St Cyprian's Greek Orthodox Primary Academy

Meeting of the Education Committee

DRAFT Minutes of Meeting

Date of Meeting : 7.00 p.m., Thursday 6 October 2022

Venue : Milan's Library, St Cyprian's Greek Orthodox Primary Academy

Mrs Angelina Adrien (AA)	Present
Mrs Aredi Christou (AC)	Present
Mrs Rianne Darko (RD)	Present
Mrs Naghmana Gani (NG)	Absent
Mr Andrew Mantilas (AM)	Present
Mrs Ehiwenma Osagiobare (EO)	Absent
Ms Nikoleta Tsiamas (NT)	Present
Mrs Sophia Tsoukkas (ST)	Present
Mr Christopher Vradis (CV)	Present

In attendance :

Mary Rider (MR) : Clerk

1.	<p>WELCOME AND APOLOGIES</p> <p>AC welcomed everyone to the first meeting of the Education Committee of the academic year 2022-23. The meeting started at 6.50 p.m.</p> <p>Apologies for absence had been received from NG (unwell), which were accepted. EO was not present.</p> <p>The meeting was noted to be quorate.</p> <p>AC offered her thanks to Governors for electing her as Chair of the FGB.</p>
2.	<p>PRAYER</p> <p>AC lead the Committee with the Lord's Prayer.</p>
3.	<p>ELECTION OF CHAIR OF COMMITTEE</p> <p>Nomination for position of Chair was submitted by RD. There were no other nominations.</p>

	<p>Governors agreed to have a public vote for the position of Chair and RD remained in the room. RD was elected to the position of Chair by unanimous decision.</p> <p>RD offered her thanks to Governors for electing her as Chair of the Education Committee.</p>
4.	<p>CONFLICT OF INTEREST/PECUNIARY INTEREST DECLARATION</p> <p>There were no declarations of interest.</p> <p>Those present confirmed that the Register of Pecuniary Interest is correct.</p>
5.	<p>TERMS OF REFERENCE</p> <p>RD invited Governors to review the Terms of Reference for the Education Committee.</p> <p>AC is due to sign the Greek Language Policy and Visitors' Policy.</p> <p>Item 6 of the Terms of Reference refers to the opportunities for children to develop their cultural capital and asked for further information on this.</p> <p>CV advised that there are extra music lessons, Greek School and cooking. Children from a wealthier background generally have opportunities to go to the theatre and museums. What the school is doing is ensuring that by the time a child leaves the school they have had an opportunity to go to museums, theatres and visit universities.</p> <p>Q : Are there any theatres that give discounted tickets? A : The main issue is the cost of the commute.</p> <p>Governors AGREED the Terms of Reference for the Education Committee.</p>
6.	<p>MINUTES OF LAST MEETING</p> <p>RD checked that everyone had seen a copy of the Minutes of the previous meeting and confirmed that Governors had received the papers for this meeting. Governors confirmed that they had.</p> <p>The Minutes of the Education Committee held on 12 May 2022 were AGREED to be a true and accurate record of the meeting. AC signed the Minutes as she was Chair of the Education that took place on 12 May 2022.</p> <p>Actions:</p> <p><i>AC to continue to meet with the Priest:</i></p>

	<p>AC will continue to meet with the priest. AC said that every time she goes to church and sees Father George, she speaks to him about coming to school and he says that he will.</p> <p>Father George was due to come into school but there was a misunderstanding and he had organised everything at the church. Father George has been asked to come in to bless the school.</p> <p>Father George is hoped to be coming into school regularly and Father Chris we hope will come in more often. The school is due an RE inspection this year (for Section 48). The school needs to prove its link with the church and this will be helped by different priests coming in offering different ideas and theology.</p> <p>Q : Has a message come from Him Eminency? A : Yes, he has sent a letter.</p> <p><i>CV to provide an update to the next Education Committee (Year 5 Attainment):</i> From the Year 5 data it can be seen that progress is quite good, with a lot of progress above Age Related Expectation (ARE). The support put in place did work with children's attainment. There will be a further update on Attainment in the Headteacher's Report.</p> <p>Further questions were invited but there were none.</p>
7.	<p>MATTERS ARISING</p> <p>There were no matters arising.</p>
8.	<p>HEADTEACHER'S REPORT</p> <p>The Headteacher's Report had been circulated prior to the meeting and the following was highlighted:</p> <p>Attendance is at 94.2%. Attendance often starts off low with pupils returning late from holiday.</p> <p>Q : Are absentees being chased? A : Yes, this seems purely due to people turning up late from holidays.</p> <p>PP is 56 out of 369.</p> <p>The number of SEND pupils (79/369) indicates how inclusive the school is but the cost is large as money is needed to support those students.</p> <p>Just under half of the students in school are EAL children (156/369)</p> <p>Q : Does the school receive any additional funding for EAL children? A : Yes, but not much. Children are considered EAL if they speak the language at home.</p>

School tours took place yesterday.

The teaching is looking really good and the curriculum is being taught well. When Ofsted come in, they might not go into every class but they will look at everybody's books and will speak with the children asking them why they are learning a topic. The books are looking better and are being checked very week.

The new teachers are settling in well. There was an agency issue with a teacher in Year 3. This has been covered and will be discussed strategically.

Official monitoring has not yet been carried out. We let the NQTs settle in and then start observations. The SLT is still in class daily or every other day and the NQTs work alongside parallel teacher who are working very closely with them. Tutors will be in and will be checking books.

RD asked for an explanation of the acronyms used for Interventions.

AA explained that PTDI is Precision Teaching and PIC is Partners in Communication. Build to Express is another way to get children to talk, where they can use Lego to express how they are feeling. Lego Therapy is used to encourage children to listen, to follow directions and learn positional language.

Dream Catchers have now started.

After School clubs include Greek Language through Cooking.

Q : Has there been much take-up?

A : Yes, there have been 6 or 7.

Q : Would some deem it to be aimed at just Greek children?

A : No, there is a mix.

CV then presented the End of Summer Term Assessments.

Teachers carry out assessments for where the students should be by the end of the year. Attainment is shown against the national average at ARE (Age Related Expectation).

The tables show yellow where students are at or above ARE, Green shows at ARE, purple where students are just below ARE and red where students are significantly below ARE. We classify those students who are PP, Black African and SEN.

Q : Why do you classify Black African children?

A : This is our highest ethnic group in school. This can be adjusted.

Q : What about other groups where they are not doing so well?

A : We include in the data if we find a problem; the data is for us to work with.

The first section to the left of the table shows Attainment and the right section shows Progress.

The steps show from where they started and six steps is what is expected. Progress can improve but Attainment may still be low because it started low.

In Nursery, although Attainment looks quite low, the teaching is good because Progress is good.

Q : In Reception, Kefallonia looks better in maths. Is there a reason for this?

A : One class will have children who have gone through our Nursery and the other will have children who did not. Some children will have had an extra year in school but this will even out.

Year 1 Cyprus show at or above as 60/65. In SATs we would look to get above 80/85. There is work to be done between Year 1 and Year 6 but nearly all make above ARE Progress.

Year 1 Skiathos is making good progress. The figure for Just Below should say 0 rather than 100.

Q : Has there been an analysis?

A : CV will speak with AC. The first area will be training. This discussion will centre around the school's new phonics scheme Read Write Ink.

Year 2 Santorini has much high SATs results in KS1. This is a teacher assessment. In a test, students were able to pass.

Year 2 Crete children can read but this is not transferred to writing. This could be because they missed a year of school. The Attainment scores in maths are quite low. This could still be attributed to lockdown but by the end of this year we need to be moving forward. We are confident with Progress data that we will move forward.

Progress scores would look at analysis and why it is not nearer to 100%. This is quite an emotional, immature class.

Q : When you say immature, can you clarify?

A : They need to understand that what they have learnt in class needs to be put into a test. They need breaks all the time and don't settle down well. It is just a level of maturity – for them to understand how to learn.

Year 3 have lost a lot of foundations in maths. The teachers over the next three years have a lot of work to do with these students. We have pupil progress meetings to discuss what interventions we are going to put in place and a conversation takes place with teachers. Teachers will meet with SENCO and explain the data with them; the

possible reasons for low scores would be explained and it would be asked what interventions are going to be put in. This is something that is monitored and will continue to be analysed. The responsibility is solely on the shoulders of the teacher for Progress and Attainment. Teachers are supported but are pushed hard.

We have looked at teacher assessments versus SAT results to see what groups need to be targeted. On the back of these tests we are putting together overall predictive scores and have to be aspirational

Q : Are the same teachers in place?

A : Two are the same and one is new but experienced.

Q : Have you replaced the Year 6 teacher lost with the strongest teacher in the school?

A : The teachers in Year 6 are strong. There is an overall outstanding teacher.

Q : Is that the best teacher you could have put into Year 6?

A : Yes, we did it as the best package for the school, with an extra teacher and strong TA.

Q : Do gifted and talented students get taken out of the class?

A : Yes, we try to put the resources into all children not just lower ability. Once you get to the top it is more difficult to measure. Target Tracker is the best system with students moving to greater depth but it is still hard to measure depth rather than breadth.

Q : Could Governors receive combined results?

A : This was circulated previously for SATs. There is not much purpose to the combined result as it is not the same children passing the tests. We only do data to see who is not passing to try and move them on.

Q : For analysis, we need to know if there is an issue with a particular subject. It would be useful to have a summary of interventions being put into place for each class.

A : This would involve a lot of work for staff and Governors. The subject leader reports give more detailed percentages for subjects not year groups.

When Link Governors come in they can target their class visit, looking at the subject and asking what is being done during the year. They could also go through a pupil progress meeting. Governors can come in and see teachers teaching and see what is actually happening in the classroom. All teachers and TA s are working extremely hard to ensure the children achieve their potential. Link Governors are welcome to contact the Headteacher to organise a visit.

It would be worthwhile for AC to do the same. Ofsted are likely to speak with two Governors and responses have to align, together with the Head, students and parents.

Q : As a Link Governor, can you go into class?

A : Yes, and we can explain our approach and show how we use resources.

Q : Is there anywhere comparing boys and girls?

A : AA will get that information ready. This can be added to the data.

RD will look at areas where further information would be useful and what details Governors would like to see in the data and come back to CV.

	CV informed Governors that if data doesn't flag, it isn't included. The data shown is used for analysis and shows where any issues might be.
9.	<p>ANY OTHER BUSINESS</p> <p>The Annual IQM (Inclusion Quality Mark) will take place on 18 October, all day. It is always held at the beginning of October. We have asked for it to be in the summer so there will be two this year and then in July ongoing. We would like a couple of Governors to come in beforehand and at the meeting. AC, as Chair of the FGB, will be required to attend and is happy to do so. ST will also come in as she has attended the IQM before. If ST is unavailable, RD will make herself available.</p> <p>Q : What format does the IQM take? A : They observe lessons, talk to children, talk to teachers, talk to parents and talk to Governors.</p>
10.	<p>DATE OF NEXT MEETING</p> <p>The next meeting of the Education Committee will take place on 18 January 2023, starting at 6.30 p.m.</p> <p>The Chair closed the meeting at 7.47 p.m. with a prayer.</p>