

St Cyprian's Greek Orthodox Primary Academy

Meeting of the Education Committee

DRAFT Minutes of Meeting

Date of Meeting : Wednesday 18 January 2023 at 6.30 p.m.

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

Mrs Angelina Adrien (AA)	Present
Mr Arthur Broadberry (AB)	Absent
Mrs Aredi Christou (AC)	Present
Mrs Rianne Darko (RD)	Absent
Mrs Naghmana Gani (NG)	Absent
Mr Andrew Mantilas (AM)	Absent
Ms Nikoleta Tsiamas (NT)	Present
Mrs Sophie Tsoukkas (ST)	Present
Mr Christopher Vradis (CV)	Present

In attendance :

Mary Rider (MR) : Clerk

1.	WELCOME AND APOLOGIES In the absence of RD, AC took the role of Chair and welcomed everyone to the Education Committee. The meeting started at 6.47 p.m. Apologies for absence had been received from AB (business commitments), RD (childcare issues), NG (child unwell), AM (unwell) and Father Chris, which were accepted. Moving forward, ST suggested that there is a stipulated timescale for apologies to be offered in advance of the meeting. ACTION FOR FGB : All Governors to consider timescales for apologies to be offered The meeting was noted to be quorate .
2.	PRAYER AC lead the Committee in the Lord's Prayer.
3.	CONFLICT OF INTEREST/PECUNIARY INTEREST DECLARATION

	<p>There were no declarations of interest.</p> <p>Those present confirmed that the Register of Pecuniary Interest is correct.</p>
<p>4.</p>	<p>MINUTES OF LAST MEETING</p> <p>AC 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 6 October 2023 were AGREED to be a true and accurate record of the meeting and will be signed by RD at the earliest opportunity.</p> <p>Actions:</p> <p><i>AC to continue to meet with the Priest:</i> AC will continue to arrange a meeting with the Priest.</p> <p>ST commented that regarding Read Write Ink, she thought there had always been Read Write Ink in school.</p> <p>CV responded that to be a Read Write Ink school we have to have up to date training. Everyone is trained; all TAs have had additional training and there is continuous teaching.</p> <p>Further questions were invited but there were none.</p>
<p>5.</p>	<p>MATTERS ARISING</p> <p>There were no matters arising that were not covered by other items on the agenda.</p>
<p>6.</p>	<p>HEADTEACHER'S REPORT</p> <p>The Headteacher's Report had been circulated prior to the meeting and the following was highlighted:</p> <p>Quality of Education: Symi Class. A Year 4 teacher was not performing very well and chose to leave. A lot of time was spent trying to find a suitable replacement with AA and CV covering the class. A supply teacher was sourced who was due to start at the beginning of term in January but she couldn't be traced by the agency and contact could not be made.</p> <p>Q : In her absence, RD had sent an email with the following question: Year 4 – Symi – there have been approximately 11 supply teachers since September 2022. Can you confirm this and the cost of these supply teachers and its impact on the</p>

current state of the finances? Can we justify this spending whilst we have an AHT that could have covered the class while a permanent solution was sought? This situation could have been handled more efficiently and I am concerned about the impact of this instability which is now playing out in the teacher assessment. Can you confirm what additional resource and support will be put in place to help this class 'catch up'?

A : The two Assistant Head Teachers teach Year 3 classes but were also covering sickness in other years. One Assistant Head Teacher was also out of school.

Q : When they are not teaching, who were they covering?

A : Year 2 and Year 6 and where required due to sickness. CV and AA also covered classes. This has been difficult for the whole school, but the most impact is on the children which has affected data. There is now a supply teacher in Symi class who is committed to the summer (July). The other Year 4 teacher (a senior member of staff) was offered a promotion at another school which we could not match and she left to take up that role. The teacher has been replaced and the replacement went into class straight away and is settling in well. Symi has felt the brunt of an unstable situation but Ithaka went from one excellent teacher to another.

Due to personal reasons a Year 1 teacher wished to resign. Rather than resign, we offered a sabbatical until the summer which was accepted. A supply teacher is now in that class.

Governors asked whether the offer of a sabbatical should have been brought to the FGB but this was agreed to be an operational (staffing) matter and is on the Scheme of Delegation.

Q : ST asked if there is a policy on sabbaticals?

A : AC suggested that we look at a policy on sabbaticals. CV commented that the member of staff in question didn't request a sabbatical but was going to resign. Rather than lose a good teacher, an alternative suggestion was offered.

Q : AC asked if this is open to anyone?

A : CV responded that yes, it is. It would be considered on an individual basis and only if it worked for the school.

Q : AC asked if the sabbatical was unpaid?

A : CV responded that it is unpaid and the money will be spent on supply cover.

Q : ST asked is it right to say a sabbatical is for enrichment, for something to bring back to school?

A : CV replied that normally this would be for enrichment but we are looking to benefit the school. The teacher herself is outstanding and a valued member of the school.

Monitoring:

Our estimate is that teaching is good in school. An external Teaching and Learning Review took place on 16.01.2023. The review will provide a report which will be circulated to Governors. The person carrying out the review supported the judgement

of what our teaching in school is. She was happy with how phonics is improving and Governors would be welcome to come into school to see how phonics is progressing. She commented on the fidelity to scheme and that lessons are similar which is what is wanted to see; breeding a love of reading, with a big transformation in early years and problem solving in maths. This will be contained in the report.

Q : AC asked if there were any areas where she wasn't so happy?

A : CV replied that yes, there were a couple of areas. A teacher was teaching a good lesson but the reviewer said that if it had been broken down into three parts it would have been clearer for the children and increase their understanding of the subject. There was some specific feedback but overall she was happy.

Q : Did she give you some direction for next year?

A : Yes, which will be clear for Governors as well. We are still on a journey – last year was the first year to start embedding the practices of child-centred learning rather than child-dominated learning.

Interventions:

The school has a number of interventions.

Dream Catchers:

We have slightly less than we would want with professionals having less availability to come into school.

Years 1-6 went to St Constantine and Helen in early November and will be going this term and again next term. We have three visits a year where the whole school go.

The whole school went to the pantomime before Christmas which the children thoroughly enjoyed.

Children went on educational visits at least four times during term.

After School Clubs:

A list of After School Clubs was provided to Governors.

Data:

Generally, attainment is still behind from the last few years.

In Nursery/Reception, some are very young so attainment is quite tricky to get right. Some children can't speak and there is a lot of need due to age as well as special needs. The vast majority are making progress. Maths is high and there is high progress for word reading.

In Kefallonia, all the children are new and did not go through our Reception. Their progress and attainment is lower than that of Corfu as those children were here in Reception and the social and emotional side is a big area. The children have a lot of needs. Out of the 17 children, in September when they started six were non-verbal.

Q : Is there extra support?

A : There are only 17 children so child to adult ratio is higher – there is a teacher and TA in that class.

Progress is very good in both Year 1 classes (Cyprus and Skiathos). Half of the children are making above average progress. What we would look at next time is that the 18% currently just below ARE achieve At or Above ARE.

Q : Does that include SEND children?

A : Yes, if progress is going up, you would hope to get them to a certain point over a few years

Q : AC asked AA if these SEND children are monitored and whether data is collected from SEND children?

Q : AA confirmed yes, this is how we get to these figures.

CV commented that we have to be careful as we don't want to take away from gifted children.

Q : AC asked AA if teachers provide the data?

A : AA confirmed that the teacher supplies the data but that she checks the information that is given to her and there are discussions about what provision is put in place for SEND children.

Q : The report says we now have 84 children with SEND whereas December's report said that there were 109 SEND children. From December to now we have lost 25 SEND children. What has happened to those 25 children? Why have those numbers changed so dramatically? Governors requested a breakdown of the SEND figures.

ACTION : AA and CV will provide a detailed breakdown of the SEND pupil figures.

There has been fantastic progress in Year 2 , particularly Crete. The At or Above Progress is really high. Crete is making slightly more in Progress but Santorini is achieving higher Attainment as there is less progress to be made. We are happy with children making more than expected progress and are expecting high 80s/early 90s at the end of the year.

In Year 3, the Attainment in maths in Spetses is a real concern. All children are making at least the Progress they should but 40% are making faster than expected progress. We expect Attainment to be much higher - the 42% in maths are a few percentage points below where they should be. The data looks much stronger and children are making progress.

When we now look at Year 3, we can see that in Spetses the attainment in maths is low and this may be a concern when in Zakynthos the same data is higher, showing progress.

AC had conversation about bright children being kept enthused so that they continue to attain higher. It is good to see bright children are reaching higher and higher and other children are catching up.

CV commented that there is 'adaptation' – all children do the same work but it is adapted to make it more challenging.

In Year 4, Ithaca Class is making decent Attainment with good Progress.

Despite some issues, Symi is making progress, particularly in maths. The 68% Progress needs to be in the 90s. Additional support is going to be put in that class to catch them up and maths interventions will be put in place.

Q : Will you be using TAs?

A : Yes, we will use TAs but we will also look at the timetable to catch them up by summer.

Q : AC asked if more TAs are going to be recruited?

A : CV responded that discussion is going on at the moment but not at additional cost. We are going to try and balance needs without affecting budget.

Q : Where is the additional support coming from?

A : We need maths lessons and also additional maths. We will utilise what we have first of all and will move people around but otherwise we will bring someone in with no impact on budget.

There has been a lot of Progress in Year 5 - Samos and Ydra. This year group will be doing SATs next year. 28% in Samos are Significantly Below and we are in discussions with that teacher. There is faster than normal Progress in Above ARE.

Q : Can we catch those children up?

A : There are two experienced teachers who came from younger year groups and took a little time to adapt.

Q : Did they require any extra training or additional support?

A : We gave them support but each pay scale has a criteria to be achieved.

Q : Are they enjoying Year 5?

A : CV responded that yes, I think so – perhaps one more than the other.

Q : Is there extra support for SEND in Samos?

A : Both have similar support but the class with less SEND has more challenging behaviour- there are a lot more needs rather than just SEND. Support can be put in place for diagnosed issues, but emotional and social issues are less easy to address.

AC said that from a Governing Board perspective, Governors would like to know that the support is in place for teachers.

Q : ST asked if there is anything the Governing Board should know regarding safeguarding discussions that involved the police?

A : CV responded that no, this is not something the Governing Board needs to be aware of.

In Year 6 we are expecting higher scores in Tinos than Kalymnos. A lot of progress is being made. The teachers are very highly thought of and work well as a team.

AC would like to come in to meet with AA to update on data and asked if AA checks that the data is correct? Does AA check books and go into class?

AA responded that children are tested first. From that, the teachers would anecdote. Teacher assessment is based on a test. AA does look at books and goes into class. AA works closely with SEND children.

Q : Can data be seen in physical way?

A : Yes, we go into class, talk to adults and look at interventions.

CV advised that sometimes management will look at books and at other times will go into class, working together with staff. It is about the SLT knowing the children to enable them to trust the data provided by teachers.

ACTION : AC will book a meeting with AA to look through data.

INSPIRE MATHS:

Q : In her absence, RD had sent an email with a question as follows:

'Singapore Maths – please can you outline the progress that has been made. I have concerns about the level of maths being taught for the Year 4 class Symi as Andrew pointed out in his email. Due to the lack of progress being made, I am now having my child privately tutored and the tutor has feedback that my child lacks some of the key foundations of maths. Is Singapore right for the children in the school? Is it working better for some year groups/can it be incorporated with more traditional methods of teaching maths? Can we have a review of the programme – key outcomes and progress to date for the next committee meeting?'

ACTION : Key outcomes and progress to date to be brought to the next meeting of the Education Committee.

CV had sent a Power Point to RD which explained the background to Singapore Maths. The school has had Singapore Maths for about a year and a half but it has only been used properly from September 2021.

Singapore were very poor performing in maths in international league tables and researched the teaching of maths and brought information together on how to learn mathematics, including psychologists on how children learn. Singapore is now consistently at the top of the international benchmarking studies for maths teaching.

Concrete, Pictorial, Abstract (CPA) is a framework where abstract concepts are explained to children in a more familiar and tangible way – using physical (concrete) objects to build on their understanding.

Q : Does this work with SEND children?

A : Yes, this is working with everybody and is a better approach.

Q : Do a lot of schools use it?

A : Yes, thousands of schools in the UK.

Q : If you have children in class with a variety of issues, do they all pick this up or is there differentiation?

A : Some will pick up slower but it is still quicker than other teaching.

Q : Is this the only way we teach maths?

A : Yes. The approach takes three years to embed and we are only one year in.

Q : Has there been staff training?

A : We have done some staff training and are looking to do more this year. The Head of Maths should be the first to attend training and will bring that back into other teachers.

Q : When are you planning on the Maths lead having the training?

A : As soon as we can find the right course – she has done the training.

The TIMSS study showed that there is something between the ages of 10 and 14 that causes a drop rankings. However, in Singapore the children continued to improve.

Q : ST asked why China doesn't appear in PISA rankings?

A : China only gives data for a small number of cities.

Q : Are teachers happy with this approach?

A : There is a mixed reaction.

Q : Is that because they haven't received training?

A : Yes, but we expect this to improve as we go through embedding Singapore maths.

Children have a text book and a practice book which helps them develop fluency, build confidence and children are taught to a greater depth.

In the 'Let's Learn' book, the whole first page is explanations and is for discussion – this is the concrete; at that point the teacher will assess what children know. Let's Learn is

very narrow. The children who don't know it get taught it, starting by explaining in a practical way. Once they attain the knowledge, the children go off to do work.

Cups are used for assessment. Every child has three cups on their desk – red, orange green. If they get stuck they display the orange cup and work together to problem-solve. If they can't work the problem out they display the red cup which enables a teacher to intervene at the point children need to be helped, giving support at their level.

Q : Do some children get overlooked?

A : No, opportunities are given for children to answer questions using lolly sticks.

Groups will become smaller while children are understanding the problem solving. When they have finished a section, they do a practice book and then challenge activities until the concept has been understood by all. Tables are mixed abilities and they all help each other.

There are a handful of children who are on books from younger years but there has to be a substantive reason for this. With this approach, the class will not be moved on until all the children understand the concept. Those who have understood are given further challenging exercises on the same concept.

Q : Do children get disheartened if they don't get to the point they should be?

A : No, they may want to move forward so this is a challenge for them and they can get frustrated by not moving forward more quickly. Some children do the challenges whilst other children are understanding the concept.

Q : Do you give extra support at lunchtime or at other times?

A : No, support is given in class.

We are one third of the way through the programme and we have seen improvement since last year. The results at KS2 ARE+ are 21% Above National. Predictions from SATs are higher now than in September.

Q : Is there a one off payment?

A : We pay a yearly subscription for the website and some books will need to be replaced.

Q : Will this be monitored?

A : Yes, this will have continuous monitoring.

Q : How long is a maths lesson?

A : About an hour.

This is a relatively new concept and this is the first real year of no home schooling. We are looking forward to SATs and are sure we will catch up that Year 5 class.

	<p>In her absence, RD submitted the following questions:</p> <p>Q : Early years – how is that working connecting Nursery with Reception? Have we seen improved outcomes with mixing the classes? A : The lady who carried out the Teaching and Learning Review was extremely happy with this and commented that it is working really well.</p> <p>Q : Phonics – since the training, can you tell us what progress has been made particularly in early years and Year 1? A : The data shows it is working well.</p> <p>In his absence, AM submitted the following questions / comments:</p> <p>Q : Symi Class has been called out as undergoing a lot of change recently. The data appears to show great progress. <i>Do we agree that with this momentum on progress that the Significantly Below group will shift into At or Above before the end of the school year?</i></p> <p>Q : Comparing with October’s data there has been limited progress on maths 26% sig below -> 24% sig below. <i>What are the reasons for this and what is in place for the remainder of the term?</i></p> <p>Comparing October’s data on Samos with this term’s, there has been a move of 40 odd % sig below to 28% still a lot to do. <i>Do you feel we are on track to have the whole class to At or Above before the end of the school year?</i></p> <p>Year 6 – Kalymnos, whilst still showing good results, looks to have gone backwards since October’s data in overall attainment. Almost all numbers in attainment %s are lower this January compared with October. <i>Can this be explained?</i></p> <p>These questions were addressed by the Headteacher during his report.</p> <p>CV was thanked for his report, which was very interesting.</p>
7.	<p>POLICIES</p> <ul style="list-style-type: none"> ○ Admission, Arrival and Collection Policy ○ After School Clubs Policy ○ Collective Worship Policy ○ Complaints Procedure ○ Early Years Policy ○ Exclusion Policy ○ Feedback and Marking Policy ○ Freedom of Information Policy ○ Greek (MFL) Policy ○ Handwriting and Presentation Policy ○ Home School Agreement Policy ○ Induction for New Admissions Policy

	<ul style="list-style-type: none"> ○ Internet Access Policy ○ Intimate Care Policy ○ Mobile Phone Policy ○ Pupil Premium Policy ○ Single Central Record ○ Speaking and Listening Policy ○ Teaching & Learning Policy ○ Visitors Policy ○ Whole School Food Policy ○ Wrap Around Care ○ Young Carers Policy <p>The highlighted Policies are to be ratified by Governors at this Committee. There are no changes to the Policies.</p> <p>ACTION : RD will arrange a time and date to come in to sign the policies.</p>
<p>8.</p>	<p>ANY OTHER BUSINESS</p> <p>Upcoming Strikes :</p> <p>CV received an email this morning identifying the dates of strike action. Now the email has been received, CV can ask members of that union if they will be working their full hours on that day with a yes/no response? Depending upon teachers’ response CV will then send a letter to parents to say what classes will close. Strikes are being held on two separate days and then two days back to back.</p> <p>ACTION : CV to send an email to AC who will forward on to all Governors regarding strike action.</p> <p>There are 11 members of staff who are members of the NEU and will have the choice to strike. There are three supply staff who will have to be asked. Staff who do strike will lose a day’s pay. The school is not allowed to cover the class and cannot get supply in.</p> <p>Q : Does this apply to SLT?</p> <p>A : No, they are in a different union. 98% voted to strike but there was a turnout of only 48% which didn’t meet the threshold for striking. There has to be a 50% response for the result to be ratified.</p>
<p>9.</p>	<p>DATE OF NEXT MEETING</p> <p>The next meeting of the Education Committee will take place on 3 May 2023, starting at 6.30 p.m.</p> <p>The Chair closed the meeting at 8.32 p.m., thanking everyone for attending despite the cold temperatures.</p>

