



FOUNDED 1900

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Annual Report

2020-21





Headmaster's Introduction

It is with great pleasure that I introduce this Annual Report for the 2020/2021 school year. We had many developments this year, such as the opening of the new futsal pitches and the introduction of Apolyterion, which will be issued to all Year 7 students at graduation.

Unfortunately, COVID-19 again interrupted our school year in an unprecedented manner; however, we were very proud of the response of students and staff to online learning. As a result of the COVID-19 issue, we will adjust our teaching and learning plans for the 2021/2022 school year and support all students with the welcome return to conventional teaching in September 2021.

David Lambon

David Lambon
Headmaster



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SECTION 1: Introduction

1.1 Members of the Board of Management

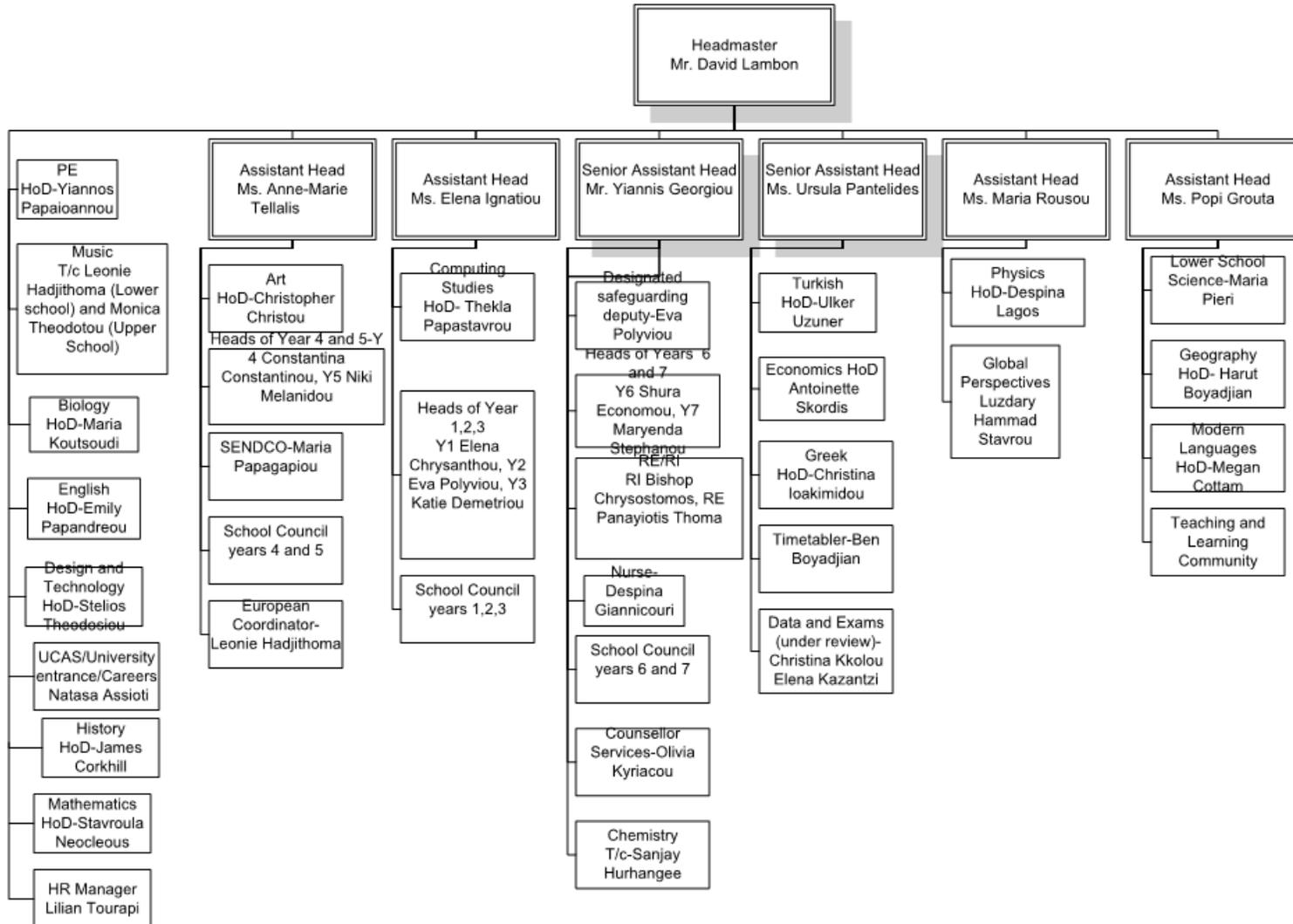
The Board of Management governs The English School. This Board of Management comprises prominent local figures, including, in many cases, former pupils of the school and are appointed by the Council of Ministers of the Government of Cyprus.

The Board of Management meets once or twice per month to discuss broad economic or other strategic importance matters relating to the school.

Mr Charalambos Josephides	Board Chairman
Ms Angela Hennelly	Director, British Council
Mr Şener Elcil Hassan	Board Member
Ms Katia Kalogeri Demetriou	Board Member
Dr George Kassinis	Board Member
Ms Mikaela Messiou	Board Member
Ms Doris Paraskevaides	Board Member
Ms Myrna Demetriou Pattichis	Board Member
Ms Mariza Platritou	Board Member
Mr Nicos Stylianou	Board Member
Mr Nareg Tavitian	Board Member



1.2 Staffing





Senior Leadership Team

Name	Areas of responsibility
Mr David Lambon David.Lambon@englishschool.ac.cy head@englishschool.ac.cy	Headmaster <ol style="list-style-type: none"> Oversight of the School Development Plan. Management of UCAS/University entrance programme/Careers. Health and Safety across the School Site (in conjunction with GEO). Line Management of 8 Departments: <ul style="list-style-type: none"> MATHEMATICS PHYSICS BIOLOGY ENGLISH HISTORY MUSIC PE DESIGN & TECHNOLOGY
Mr Yiannis Georgiou Yiannis.Georgiou@englishschool.ac.cy	Senior Assistant Head - Pastoral <ol style="list-style-type: none"> Pastoral planning and development across the school with specific responsibility for years 6 and 7 (to include American university entrance). Pupil discipline and conduct. Management and development of the English Institute Oversight of Health & Safety (in conjunction with DL) and staff wellbeing. Designated Safeguarding Lead. Line Manager of agreed areas and Departments.
Ms Ursula Pantelides Ursula.Pantelides@englishschool.ac.cy	Senior Assistant Head - Curriculum <ol style="list-style-type: none"> Curriculum planning and development (Chair of Curriculum/Academic committee). Options, timetabling and staff deployment. Management of Staff Development and appraisal. Entrance Examination, school marketing and admissions. Line Management of agreed Departments.
Ms Popi Grouta Popi.Grouta@englishschool.ac.cy	Assistant Head <ol style="list-style-type: none"> Co-ordination of teaching and learning and assessment: <ul style="list-style-type: none"> ✓ Review and consistent implementation across all departments of relevant policies from teaching and learning to work scrutiny to effective use of data for departmental targets ✓ Appropriate monitoring of student feedback ✓ Development of T+L group. Management of educational visits (to include appropriate Risk Assessment). Line Management of: <ul style="list-style-type: none"> Lower School Science: Modern Language Geography
Ms Anne-Marie Tellalis Anne-Marie.Tellalis@englishschool.ac.cy	Assistant Head <ol style="list-style-type: none"> Pastoral Care of Years 4 and 5: development of high-quality PSHCE programme (includes pupil mentoring, appropriate staff



Name	Areas of responsibility
	<p>development to support pastoral structure and ongoing monitoring of all aspects of pupil performance).</p> <ol style="list-style-type: none"> 2. SEN/G&T coordinator-use of data from a. Entrance Examination, b. MidYis/Yellis, c. Classroom assessment, d. External exams. 3. Development and quality assurance of extra-curricular/co-curricular activities –feedback from staff, pupils and parents to include a regular review to ensure pupils from all interest groups have full opportunity to develop. 4. School council and effective use of Student Voice (4 & 5). Development and review of anti-bullying policy and practice (Y4 & 5). 5. Graduation Ceremony <p>Line Management of 1 Department: * ART & DESIGN– Pastoral Care Years 4-5, SEN/Gifted and talented coordinator, Extra-curricular activities</p>
<p>Ms Elena Ignatiou Elena.Ignatiou@englishschool.ac.cy</p>	<p>Assistant Head</p> <ol style="list-style-type: none"> 1. Pastoral care of Years 1 to 3: development of high-quality PSHCE programme which builds from pupil induction to GCSE Choices (includes pupil mentoring, appropriate staff development to support pastoral structure and monitoring of all aspects of pupil performance). 2. Development of IT to support teaching and learning (pupil performance and communication with parents – to include further development of portal /VLE or other appropriate mechanisms). 3. School council and effective use of Student Voice (Y1-3). Development and review of anti-bullying policy and practice (Y1-3). 4. Line Management of 1 Department: * INFORMATION COMPUTER TECHNOLOGY (ICT)
<p>Ms Maria Rousou Maria.Rousou@englishschool.ac.cy</p>	<p>Assistant Head</p> <ol style="list-style-type: none"> 1. Public and Internal Examinations and all associated administrations. 2. Management and development of SIMS (or any future MIS) to assist with academic and pastoral needs. 3. Founder’s Day activities. 4. Line Management of agreed Departments.



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Support Staff

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The Duke of Edinburgh's International Award			
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Gym Instructor			
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HR Department			
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Lab Assistants			



Staff Name	Code	Title	Email
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Security Guard			
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Technical and Grounds Department			
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Mr Kyriacos Spyrou		Worker	
Mr Loizos Loizou		Grounds man	
Ms Maria Andreou		Cleaner	
Ms Darina Antonova		Cleaner	
Ms Georgia Kyriacou		Cleaner	
Ms Theodora Kyriacou		Cleaner	
Ms Athinoula Petridou		Cleaner	
Ms Athinoula Roti		Cleaner	



Key Statistical Information

Class structure

Year	Classes	Total
Lower School		
Year 1	6 1B, 1G, 1J, 1R, 1W, 1Y	162
Year 2	6 2B, 2G, 2J, 2R, 2W, 2Y	159
Year 3	6 3B, 3G, 3J, 3R, 3W, 3Y	150
Middle School		
Year 4	6 4B, 4G, 4J, 4R, 4W, 4Y	160
Year 5	6 5B, 5G, 5J, 5R, 5W, 5Y	152
Upper School		
Year 6	6 6B, 6G, 6J, 6R, 6W, 6Y	159
Year 7	6 7B, 7G, 7J, 7R, 7W, 7Y	134
Totals		1081

Attendance

The attendance from the 1st September to the 30th April 2021 is recorded for the Form Tutor period at **91.4%** and Lessons **96.7%**. The attendance by Year Group is shown below.

Date: 01/09/2020-30/4/2021

Total Attendance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Whole
FT period	95.80%	94.10%	92.20%	94%	90.80%	87.10%	84.50%	91.40%
Lessons	98.10%	97.70%	97.50%	98.10%	97.20%	94.50%	93.00%	96.70%



Destination of students

Top 10 University Destinations for the period (2016-2020):

1st University College London (UCL)	6th Queen Mary University of London
2nd Imperial College London	7th University of Edinburgh
3rd University of Cambridge	8th University of Nottingham
4th King's College London	9th University of Bristol
5th University of Glasgow	10th London School of Economics

1.3 Meetings and Staff Development

Date	Agenda
31/08/2020	<u>Staff training</u> New Staff Induction Day (Part 1)
01/09/2020	<u>Staff training</u> <u>Academic Meeting</u>
02/09/2020	<u>Staff training</u> (
03/09/2020	<u>Staff training</u>
09/09/2020	<u>Staff Briefing</u> <u>Sports Committee Meeting</u> <u>Lower School Science Meeting</u>
16/09/2020	<u>Academic meeting</u> <u>Pastoral /PSHCE</u> <u>SEN Link Teachers</u>
17/09/2020	<u>Staff Briefing</u>
23/09/2020	<u>Departmental meeting</u>



Date	Agenda
24/09/2020	<u>Staff Briefing</u> <u>TLC Meeting</u>
30/9/2020	<u>Staff Briefing</u> <u>Academic meeting</u> <u>SEN Meeting</u>
07/10/2020	<u>Staff meeting</u>
08/10/2020	<u>Staff Briefing</u>
14/10/2020	<u>Staff Briefing</u> <u>Academic meeting</u> AOB <u>Pastoral/PSHCE</u> <u>SEN Link Teachers</u>
21/10/2020	<u>Departmental meeting</u>
22/10/2020	<u>TLC Meeting</u>
23/10/2020	<u>Staff Briefing</u>
02/11/2020	<u>Staff Training</u>
04/11/2020	<u>Staff Briefing</u> <u>Academic meeting</u> <u>Year 1 Parents' Afternoon</u> Online
11/11/2020	<u>Staff Briefing</u> <u>Departmental Meeting</u> <u>Year 7 Parents' Afternoon</u> Online



Date	Agenda
18/11/2020	<u>Staff Briefing</u> <u>Pastoral</u> <u>Lower School Science (LSS) Meeting</u> <u>Year 6 Parents' Afternoon</u> Online
19/11/2020	<u>TLC Meetin</u> 1.
25/11/2020	<u>Year 5 Parents' Afternoon</u> Online
02/12/2020	<u>Staff Briefing</u> <u>Year 3 Parents' Afternoon</u> Online
16/12/2020	<u>Academic meeting</u> <u>Pastoral Meeting</u> <u>Year 2 Parents' Afternoon</u> Online
17/12/2020	<u>Staff Briefing</u> <u>TLC Meetin</u>
07/01/2021	<u>Staff Briefing</u>
12/01/2021	<u>Academic meeting</u>
13/01/2021	<u>Staff Briefing</u> <u>Activities (ECA)</u> <u>Sports Committee</u> <u>Lower School Science (LSS)</u>



Date	Agenda
20/01/2021	<u>Staff Briefing</u> <u>Academic meeting</u> <u>Pastoral meeting</u> <u>SEN Link</u>
21/01/2021	<u>TLC Meeting</u>
27/01/2021	<u>Academic meeting</u>
28/01/2021	<u>Staff Briefing</u>
03/02/2021	<u>Departmental meeting</u>
10/02/2021	<u>Staff Briefing</u> <u>Departmental meeting</u>
17/02/2021	<u>Staff Briefing</u> <u>Pastoral/PSHCE Meeting</u> <u>SEN Link meeting</u>
18/02/2021	<u>TLC Meeting</u>
03/03/2021	<u>Staff Briefing</u> <u>Academic meeting</u> <u>Activities Committee meeting</u> <u>Lower School Science (LSS)</u>
10/03/2021	<u>Departmental meeting</u>



Date	Agenda
11/03/2021	<u>TLC Meeting</u>
17/03./021	<u>Staff Briefing</u> <u>Departmental meeting</u>
24/03/2021	<u>Staff Briefing</u> <u>Staff meeting</u>
26/03/2021	<u>Academic meeting</u>
31/03/2021	<u>Staff Briefing</u> <u>Lower School Science (LSS)</u>
07/04/2021	<u>Staff Briefing</u> <u>Departmental meeting</u>
14/04/2021	<u>Staff meeting</u>
21/04/2021	<u>Departmental meeting</u>
22/04/2021	<u>TLC Meeting</u>
12/05/2021	<u>Departmental meeting</u>
19/05/2021	<u>Academic Committee</u> <u>Pastoral /PSHCE</u> <u>SEN Link</u>
26/05/2021	<u>Activities ECA</u> <u>Sports Committee</u> <u>Lower School Science (LSS)</u>



Date	Agenda
	<u>SEN Link</u>
09/06/2021	<u>Departmental meeting</u>
15/06/2021	<u>Lower School Science Meeting</u>
17/06/2021	<u>Academic Committee Meeting</u>
16/06/2021	<u>Departmental meeting</u>
22/06/2021	<u>Staff training</u> <u>Student Coaching</u> <ul style="list-style-type: none"> •
23/06/2021	<u>Form Tutor Training</u> Title: How to be an outstanding Personal Mentor / Form Tutor <u>Student coaching</u> Title: Leading and sustaining a high impact student coaching programme <ul style="list-style-type: none"> • <u>PSHCE Handover session</u> <u>Academic Meeting</u>
24/06/2021	<u>Pastoral Care</u> <u>First Aid training</u> –
25/06/2021	<u>Departmental meeting</u> <u>Pastoral meeting</u> <u>Emergency First aid at Work with AED</u> <u>Promotions Meeting</u> <u>TLC training of New TLC teachings in coaching sills</u>
28/06/2021	<u>Departmental meeting scheduled by HsoD</u>



Date	Agenda
	<u>TLC Final meeting</u>
29/06/2021	<u>Departmental meeting</u> <u>SEN Inclusion Links:</u> <u>Pastoral Meeting</u>
30/06/2021	<u>Departmental meeting</u>
01/07/2021	<u>First Aid + AED training</u> Second session.



1.5 Review of the Year

During this year, due to COVID-19, most activities moved online.

Month	Code	Description
July	Educational	Robotics - expanding our horizons. On the 13th and 14th July, the DT and IT department came closer in a Robotics Training session

August	Careers	Early Deadline for UCAS applications
	Exams	A Level Results released
	Exams	CIE Results released
	Exams	I/GCSE Exam Results released
	Extra-Curricular	The European Youth Parliament 14th National Session

September	Careers	School Deadline for UCAS Early Deadline courses/universities
	Careers	Studies in Europe – The Netherlands
	Careers	Studies in Europe - Ireland
	Educational	Launching of a new Economics Learning Platform for Years 6 and 7
	Educational	Launching of a new Science Learning Platform for Year 1 "ScienceBits."
	Extra-Curricular	Ara Mahdessian 3W and Kyriacos Rouvas 4W represent our country in the Junior Balkans Mathematical Olympiad (JBMO)
	Extra-Curricular	The English School Junior Achievement Team Circlo attend a meeting with the President of the Republic, Mr Nicos Anastasiades, at the Presidential Palace
	Exams	Yellis Test and School ID photos for Year 4
	Extra-Curricular	School play – Sophocles' Antigone
	Extra-Curricular	JA Team: Ciclo, meet the President of the Republic, Mr Nicos Anastasiades
	Extra-Curricular	World Tennis Tour Juniors in Larnaca
	Extra-Curricular	Year 2 F1 in Schools Entry Level Competition
	Extra-Curricular	Economics Society - Back to School initiative
	Extra-Curricular	Year 3 Parents DofE Information Evening
	Event	Greek play – Sophocles' Antigone
	Management	Parents Information Evening
	Music	Registrations opened for private instrumental lessons in piano, guitar, drums, voice and orchestral instruments.
	Music	Year 1 instrumental orientation
	Pastoral	Year 1 and Mid-programme Induction Day + School ID photos
	Pastoral	Class Representative and Head Boy and Head Girl Elections
Pastoral	New Parents' Evening	
Pastoral	Year 1 - Jubilee Workshop	
Pastoral	Year 6 Parents virtual information evening	
Sports	World Tennis Tour Junior Larnaca	



Month	Code	Description
October	Admissions	BMAT & other University Admission exams
	Admissions	Open day
	Careers	Studies in Europe - France
	Careers	Studies in Europe - Italy
	Educational	Auditions #BackToMusic
	Educational	Music Composition Workshop
	Educational	Languages Week
	Event	Parents' Information Evening (online)
	Extra-Curricular	Year 3 F1-in Schools Entry Level
	Extra-Curricular	NASA Space Apps 2020 Success – two English School teams winning 1 st place and runner up.
	Extra-Curricular	World Space Week celebrated
	Extra-Curricular	All ECA activities started from instrumental lessons, choir, carving pumpkins, EYP mentoring, Hungry for Science and drama club, to name a few.
	Extra-Curricular	The Economics Society – Online Events 6 different online seminars/ events
	Extra-Curricular	Global Perspective Students initiative – Together, we can make a difference! – Diaper collection.
Music	Graduates Paschalis Kontopyros and Constantinos Lyras (ESL19), with the help of Maria Photiou (ESL19), release their first music single: "When I had a chance".	
Presentation	Year 6 Parents' Evening. Parents were offered advice and information on the challenges and expectations of the senior years at the School (online)	

November	Assembly	Founder's Day Year 1 assembly and tree-planting
	Assembly	Presentation from external speaker regarding Voluntary blood donation in Cyprus
	Careers	Year 3 Option Presentation
	Careers	Year 3 Parents Options Evening
	Careers	PSHCE (Year 7) – "Interview Skills"
	Careers	Webinar with Ms Laura Leblan, International Business Development Manager at the European University of Madrid (<i>Universidad Europea de Madrid</i>)
	Careers	Year 5 'Students' Options Presentation
	Careers	Year 3 and 5 Student Option Meetings (November – January)
	Careers	All year group – UniFrog Session (University/Course Search) (November – January)
	COVID-19	1 st positive COVID-19 case at school. School closed on the 18 th of November to allow appropriate cleaning.
	COVID-19	COVID-19 Rapid testing at the School sponsored by ESPA
	Educational	Founder's Day Year 2 assembly
	Educational	High Achievers (May-June 2020 Exam Series)



Month	Code	Description
		Five students received for all their I/GCSE subjects A*/9 grade in the external exams (CAG calculated grades)
	Educational	Cyprus Mathematics Society (CMS) District Competition
	Educational	Student
	Educational	Global Perspective Students Initiative – Together, we can make
	Event	Founder's Day prize-giving ceremony
	Event	Founder's Day Celebration (online)
	Extra-Curricular	Online Astrophysics Lecture presented by Dr Fragkoudi
	Extra-Curricular	Online Internal General Assembly for European Youth Parliament Club
	Extra-Curricular	Pancyprian Cleaning Campaign organised by the EcoSchool Club
	Extra-Curricular	Participated at the 34 th Physics Olympiad
	Extra-Curricular	Participated in the French Song writing competition
	Extra-Curricular	Year 1 French Club students participated in a young photographer initiative
	Extra-Curricular	MEDIMUN Workshop (online)
	Extra-Curricular	Talent Night (online)
	Extra-Curricular	Kangourou Competition 2021-21 Registrations
	Extra-Curricular	Online Internal General Assembly for European Youth Parliament Club
	Pastoral	Anti-bullying week
	Pastoral	Year 4 Parents Afternoon
	Pastoral	Year 6 Parents Afternoon
	Pastoral	Year 6 Parents Evening

December	Careers	Careers release the Winter Edition: Careers e-news
	Careers	Year 5 Parents Options Evening
	Careers	Year 5 Students Options Presentation
	Careers	Year 3 and 5 Student Option Meetings (December – January)
	Careers	All year group – UniFrog Session (University/Course Search)
	COVID-19	A temporary move to online teaching for Mon 30th November to Wed 2nd Dec – due to positive cases identified
	Educational	Virtual Open day
	Educational	Published Autumn Reports
	Educational	Ritangle 2020 Competition
	Educational	End of Term – whole school final assembly (online)
	Extra-curricular	Astronomy Club hosted a lecture by Prof Andreas Efstathiou titled "How to discover supermassive black holes in galaxies."



Month	Code	Description
	Extra-curricular	Plant a Tree, Plant a new Life – Year 6 participated in a tree-planting activity.
	Extra-curricular	ERASMUS+ participated in two Etwinning projects (a) “Food for thought” and (b) “The European Cook Book Project.”
	Extra-curricular	Ritangle 2020 competition
	Extra-curricular	Online Chess Tournament
	Extra-curricular	Adopt a family for Christmas – Chain of Change with the Economics Society
	Event	12 Days of Christmas Online Musical Celebration for Christmas 2020
	Event	The English School Virtual Open Day
	Event	Online Bing Night – Organised by the Student Council donations to “Mikroi Ethelontes.”
	Pastoral	Acts of Kindness Week We raised money for the Sophia For Children Foundation, supporting children in Lebanon.
January	Careers	Year 6-7 Student and Alumni Online Information Session (information about prospective degrees, postgraduate courses, university life and career paths)
	COVID-19	All lessons held online
	COVID-19	Remote Teaching and Learning Policy released to students and parents
	Educational	European Statistics Competition 2021
	Educational	A student participated in the International Art French Competition and speaks about his experience
	Educational	The European Centre of Modern Languages of the Council of Europe invited students to a language challenge
	Educational	Teaching and Learning delivery schedules posted on the website for parents to view
	Educational	Submitting Option choices to the Schol
	Exams	Registration of external exams
	Extra-curricular	Release of the School publication – The Phoenix Issue 11
	Extra-curricular	European Statistics Competition Success
	Extra-curricular	Ritangle 2020 competition results announced
	Extra-curricular	The Economics Society – Six different online Events/lectures
	Extra-curricular	TEDxEnglishSchool Nicosia presents UNRAVEL
February	Careers	Studies in Europe - Germany
	Careers	'A Career as a Software Engineer' by Christos Karamanos, Software Engineer @ Google Zurich, and ESL2009
	Careers	Applying for Medicine - a presentation for Year 5, 6 and 7 students



Month	Code	Description
	COVID-19	Year 7 Back to school 15 th Feb 2021
	Educational	French Crepes competition
	Educational	Diagnostic Exams
	Educational	New Entry (Year 1 2021-22) Exam registrations
	Extra-curricular	1 st ESport Event organised by the student council
	Extra-curricular	F1 in School club was interviewed by Sigma
	Extra –curricular	Medimun XVI embarking on a new era! (online conference)

March	Careers	Careers e-news Spring edition
	Careers	London Universities' Virtual Visit - Year 6
	Careers	Applying for Mathematics & Engineering @ competitive universities - a presentation for Year 6 and 7 students
	Careers	Year 6 'Students' UCAS Presentation Year 6 'Parents' UCAS Presentation
	Careers	Applying to Oxbridge - a presentation for Year 5, 6 and 7 students
	Careers	Global Study Abroad Fair
	COVID-19	01 st March - Years 4-7 returned to school for lessons
	Educational	New Entry (Year 1 2021-22) Entrance exams
	Educational	After School support lessons
	Educational	A meeting with a French Diplomat hosted by the Modern Languages Department was organised. How far can you go with French? Chossing "the Grandes Ecoles"
	Educational	Announcement of the Year 1 2021-22 Entrance ExamScholarship
	Educational	Our student had the opportunity to accompany the French Ambassador to her first official visit to Limassol
	Educational	Our student wins the Francophonie Competition
	Educational	Eratosthenes Experiment during lockdown
	Educational	Student won 3 rd prize at the 11 th National Toyota Dream Art Contest
	Educational	Advance Notification for Mock Exams circulated and explained to students
	Educational	Live Cooking Event organised by the Modern Language Department
	Educational	MLD offering B1 & B2 DELF and DELE exams in French and Spanish
	Educational	The English School community would like to welcome Angèle Boisaubert, from France, who will be working as a volunteer at our school for the next 6 months as a participant in the project "Aix'Plore / Education Volunteers" in Cyprus under the European Solidarity Corps ("ESC").
	Educational	High School AL Summer Programme by MIT graduates registrations
	Extra-curricular	Cyprus Mathematical Society results of Mathematics Pancyprian Competiton 2020-21 was released
	Extra-curricular	1 st prize to team ESPRO in the European Statistic Competiton 2021 – Category B
	Extra-curricular	Student won 3 rd prize at the 2020 TEKE Competition
	Extra-curricular	Charity Action day
Extra-curricular	e-Twinning "European Cookbook Project" online meeting with Croatia	



Month	Code	Description
	Event	The English School – Tertiary Education Pathways Promoting Year 1 Entrance Exams 2021-22
	Events	Celebrated International Women’s Day
	Events	Online Orientation Evening
	Event	Year 5 Parents’ Virtual Evening
	Event	Arts Week 2021 – Breaking the Chain (continued in April)

April	Careers	'The Arts' - a presentation for students pursuing the arts
	Careers	Queen Mary University, Malta Campus - 'Making an application to study Medicine' - with Mr Harri Tatnell, Admissions, Marketing & Student Recruitment Manager
	COVID-19	02 nd April – Years 1-3 return to school for lessons
	COVID-19	Weekly rapid testing Inspections from the Ministry of Health
	COVID-19	School Team Sporting training sessions suspended
	Charity	Water Bottle Charity – Year 4 Student, Young Volunteers initiative
	Educational	Head boy and Head Girl Elections
	Educational	Revision booklets prepared for Lower School students to support them during their revision for exams
	Educational	Mock Exams
	Educational	New Entry (Year 1) Diagnostic tests
	Educational	Spring reports released
	Educational	Year 1-4 and 6 End-of-Year exam schedule announced
	Extra-Curricular	sCYence Fair 2021
	Extra-Curricular	Student Council initiative – let’s vibe together students created a community play list and the songs were broadcasted before form tutor period
	Extra-Curricular	Junior Achievement – Artique proceeding to the National Competition
	Event	1 st Annual English School Community Walk in memory of George and Dina Hadjigeorgiou
	Event	Arts Week 2021 – Breaking the Chain
	Event	A Virtual Evening of Music and Theatre
Sports	Athletics continue to be planned	

May	Careers	Dr Emily Tomlinson, Director of Admissions & Fellow, Christ's College, University of Cambridge
	Careers	Replying to offers Q&A session
	Careers	US Ambassador to Cyprus – online event
	COVID-19	Weekly COVID-19 Rapid testing Inspections from the Ministry of Health



Month	Code	Description
	Careers	US Ambassador to Cyprus Live event – study opportunities and life in the States
	Educational	Mid-programme entry registrations
	Educational	Celebrating World Maths Day
	Extra-curricular	Mathematical Olympiads National Team competition and results
	Extra-curricular	F1 in Schools Entry level Comptition. Year 2 students raced their F1 model cars
	Extra-curricular	F1 in Schools National Championship
	Sports	Junior Tennis Tournament
	Sports	Pancyprian U-20 Athletics Competition

June	Careers	Studying Economics/Business and Law at University –Q&A with ES graduates
	Careers	PwC – Part 1: Technology / Part 2: Employability Soft Skills
	Careers	Studying Engineering/Computer Science/Mathematics at University – a graduate’s perspective -Q&A with ES graduates
	Careers	Studying the Sciences (including Medicine) at University – a graduate’s perspective - Q&A with ES graduates
	Careers	Studying the Arts and Languages at University – a graduate’s perspective - Q&A with ES graduates
	Careers	Personal Statement Workshops
	Careers	LNAT Preparation Course
	Careers	'Essay Writing and The Common App' Workshop - Delivered with New York University AD
	Careers	Applying to the US
	Careers	UCAS Apply workshops
	Careers	Applying to Ireland & the Netherlands – an application overview
	Careers	Applying to France, Germany & Spain – an application overview
	COVID-19	Thursday’s weekly rapid testing
	Educational	Inspiring guest speakers joined the last Global Perspective classes for 2020-21
	Educational	Kangourou Greek Competition 2021 results were announced
	Educational	5 th place to The English School students in Eurostat’s competition
	Educational	End-of-year results released
	Educational	Mid-programme entry exams and interviews
	Educational	Additional lessons to cover gaps for Year 4 and 6 Year 1-4 and 6 Feedback week
	Educational	Mock Exam reports released
	Event	Last day of Year 5 celebrated with ice cream and sporting activities
	Event	Year 4’s last PSHCE for the year celebrated with ice-cream and music
	Event	A musical ending of the year, members of the lower school orchestara performed a short concert during 1 st break.
	Event	Back to the Stage – A live recital celebrating music with performances by our talented music students
	Event	Celebrating excellence beyond the classroom



Month	Code	Description
	Meetings	Finalising CAG results to be submitted to the exam boards
	Sport	Hockey Tournament



SECTION 2: School Provision

2.1 Curriculum Provision

At The English School, the academic programme has proven successful in helping students enter coveted Russell Group universities and other top tertiary institutions from all over the world.

The Academic Programme follows the British independent secondary schools model, and it lies at the core of the school's activities. It has as its goal the laying of solid and broad foundations to enable each student to pursue strengths and interests and achieve the highest standards of which they are capable. It is concerned with the acquisition of transferable skills for life, and the gaining of public examination passes at the highest level possible for each student.

Years 1-3

Based on the best British independent secondary schools model, for the first three years, all students follow a broad curriculum designed to lay the foundations for public examinations and give them a taste of all the subjects on offer.

These subjects include:

1 Art	5 French /German /Spanish (offered from Year 2)	9 Mathematics	13 RI/RE
2 Computer Science	6 Geography	10 Music	14 Science
3 Design & Technology	7 Greek / Turkish	11 PE	
4 English	8 History	12 PSHCE	

Years 4-5

At the end of the 3rd year students, begin to specialise by choosing their programme of IGCSE subjects. At this stage, there is a compulsory core of English Language and Literature, Mathematics and Modern Greek/Turkish, RI or RE, PE and PSHCE; students also choose several optional subjects which include:

1 Art	5 Design & Technology	9 German	13 PE
2 Biology	6 Economics	10 Global Perspectives	14 Physics
3 Chemistry	7 French	11 History	15 Spanish
4 Computer Science	8 Geography	12 Music	

Students take A-level Greek or Turkish by the end of Year 6. The Head of Greek offered extra support lessons so that Greek Cypriots can prepare and enter the Greek examination 'Poli kali Gnosi' in Year 6. All non-native speakers of Greek are encouraged to take Greek up to at least the IGCSE level.



This year's academic structure looks as follows:

Year 6-7

As students enter the 6th Year, they have the opportunity to construct an individual academic programme. All students must take four AS level courses during the 6th Year. There is also a programme of PSHCE (Personal, Social, Health and Citizenship Education.) In the 7th Year, students choose to continue with three or four of their subjects to A-Level. The supporting programme continues, including PSHCE.

1 Art	6 Design & Technology	11 Further Maths	16 PE
2 Biology	7 Economics	12 Geography	17 Physics
3 Business Studies	8 English Language	13 History	18 Spanish
4 Chemistry	9 English Literature	14 Mathematics	
5 Computer Science	10 French	15 Music	



2.2 Teaching and Learning

Despite the uncertainties brought by the pandemic, the year 2020-2021 started well with teaching and learning taking place in the classroom setting. Departments focused on closing the gap caused by the pandemic in the previous year. T&L in the classroom continued until November when both were replaced by online learning by the end of the same month. The change in setting was the result of the resurgence of the pandemic and the resultant lockdown.

The beginning of the academic year started with departments making an effort to meet their Teaching and Learning (T&L) target and implement their Common Assessment and Formative Assessment plans. Departments had also reviewed, adjusted schemes of work, completed delivery plans and reviewed success criteria and feedback proformas.

The Teaching & Learning Community was set up in March 2020 with clearly defined terms of reference. The TLC is a volunteer group of teachers who joined, sharing the belief that collaboration and peer coaching can improve teaching quality.

Support provided to departments took the form of peer observations, meetings, feedback sessions and an exchange of ideas, techniques and resources.

Moving forward, plans for 2021-2022

The creation of the **Teaching & Learning Community (TLC)** in March 2020 is a significant initiative in supporting the efforts of the school to move teaching practices forward. As indicated already, TLC teachers have managed to have a considerable impact where they provide support, despite the COVID disruptions. However, the initiative should be embraced by the school and SLT and its teachers empowered and enabled to offer more extensive support where needed.

The school will embark on a whole-school initiative to embed active learning. Departments will be expected to work collaboratively regarding the use of active learning methods in the classroom with the support of TLC teachers and SLT/Line Managers.

Students' views on private lessons will be discussed, and actions to address some of the issues raised will be decided.

Ms P. Grouta
Assistant Head, i/c of T&L



2.3 Careers and University Entry

CAREERS PROGRAMME

Good career guidance is crucial if young people raise their aspirations and take advantage of the opportunities presented to them. At The English School Nicosia, we aim to provide a holistic approach to Careers Education. Our Careers Programme offers our students an environment in which they can make informed choices, both in terms of delivery and infrastructure. We provide independent and accurate information, advice, and guidance by delivering a structured Careers Education programme, which involves the entire school community. We aim to equip our students with transferrable skills that will assist them throughout their lives so that ultimately they will be able to realise their ambitions with confidence.

The School has a dedicated Careers area adjacent to the 6th and 7th Study Centre, making our staff easily accessible to its students. The UK Registered Career Development Professional manages the Department.

CAREERS STRATEGY

We strive to deliver a programme that will provide our students with both 'character education' and readiness for 'higher education' and the 'workplace'. The English School's Careers Strategy is built around the UK Government's Careers Strategy and its adoption of eight foundation benchmarks, namely:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Meetings with further and higher education
8. Personal guidance

A copy of our CAREERS STRATEGY can be found at

<https://www.englishschool.ac.cy/university-entry-careers-strategy>

Events organised/hosted.

Studies in Europe – The Netherlands

Date: 4th September 2020

Studies in Europe - Ireland

Date: 11th September 2020

Studies in Europe - France



Date: 20th October 2020

Studies in Europe - Italy

Date: 27th October 2020

PSHCE (Year 7) - 'Interview Skills'

Date: 6th November 2020

Webinar with Ms Laura Leblan, International Business Development Manager at the European University of Madrid (*Universidad Europea de Madrid*)

Date: 13th November 2020

Year 3 'Students' Options Presentation

Date: 23rd November 2020

Year 3 'Parents' Options Presentation

Date: 26th November 2020

Year 5 'Students' Options Presentation

Date: 30th November 2020

Year 5 'Parents' Options Presentation

Date: 3rd December 2020

Year 3 and 5 Students Options Meetings

Date: November-January

All year groups - Unifrog Sessions (University/Course Search)

Date: November-December

'A Career as a Software Engineer' by Christos Karamanos, Software Engineer @ Google Zurich, and ESL2009

Date: 2nd February 2021

Studies in Europe - Germany

Date: 4th February 2021

Applying for Medicine - a presentation for Year 5, 6 and 7 students

Date: 17th February 2021

London Universities' Virtual Visit - Year 6

Date: 2nd March 2021

Applying for Mathematics & Engineering @ competitive universities - a presentation for Year 6 and 7 students

Date: 10th March 2021

Year 6 'Students' UCAS Presentation

Date: 17th March 2021



Year 6 'Parents' UCAS Presentation

Date: 19th March (presentation through video link) / 22nd March (Q&A)

Applying to Oxbridge - a presentation for Year 5, 6 and 7 students

Date: 24th March 2021

'the Arts' - a presentation for students pursuing the arts

Date: 8th April 2021

Queen Mary University, Malta Campus - 'Making an application to study Medicine' - with Mr Harri Tatnell, Admissions, Marketing & Student Recruitment Manager

Date: 13th April 2021

Dr Emily Tomlinson, Director of Admissions & Fellow, Christ's College, University of Cambridge

Date: 12th May 2021

Replying to offers Q&A session

Date: 19th May

US Ambassador to Cyprus – online event

Date: 26th May 2021

Studying Economics/Business and Law at University –Q&A with ES graduates

Date: 7th June

PwC – Part 1: Technology / Part 2: Employability Soft Skills

Date: 8th & 9th June 2021

Studying Engineering/Computer Science/Mathematics at University – a graduate's perspective - Q&A with ES graduates

Date: 8th June 2021

Studying the Sciences (including Medicine) at University – a graduate's perspective - Q&A with ES graduates

Date: 9th June 2021

Studying the Arts and Languages at University – a graduate's perspective - Q&A with ES graduates

Date: 10th June 2021

Personal Statement Workshops

Date: 16th-17th June 2021

LNAT Preparation Course

Date: 17th-21st June 2021

'Essay Writing and The Common App' Workshop - Delivered with New York University AD

Date: 22nd June 2021



Applying to the US

Date: 22nd June 2021

UCAS Apply workshops

Date: 23rd June 2021

Applying to Ireland & the Netherlands – an application overview

Date: 24th June 2021

Applying to France, Germany & Spain – an application overview

Date: 25th June 2021



2.4 Pastoral Care

This academic year has been more challenging than most, mainly due to the pandemic crisis, which has impacted not only the mode of teaching and learning but also our ability to monitor and support children and young people as a result of mandatory remote access to school life for a significant portion of the year. Nevertheless, all form tutors above to connect with their tutees both as groups and individuals regularly. Still, the PSHCE programme, whose main aim is to help build essential life skills and resilience, was delivered to all Forms.

In the meantime, we have also developed and begun the rollout of the changes to the Pastoral Care system, which will include a much more individualized approach to student care than what we have experienced thus far.

The developed PC system was founded on our core aims which are centred on the need for the following:

- Young people are safe, happy, involved in school life.
- To protect the well-being of children and to be a safety net.
- Confident we can deal with many of the issues teenagers face today, from anorexia to cyberbullying, attachment disorders to depression.
- Ensure we have the systems in place for effective, regular and consistent communication at all levels and access to data in our monitoring and support/guidance of the young people in our care.
- A clear intent to provide activities, opportunities and situations which develop resilience and resourcefulness.
- Students have inculcated in them the instinct to care for themselves and others in later life.
- To address the short and long term emotional and mental health impact of the pandemic.
- No student gets lost or is unsupported, and the safety net is wide enough for every individual.

The main elements of the plans for 2021-22 have been shared with staff and BoM, and the newly elected student leaders. It has been underlined that this is a 'work in progress' and that feedback will be sought on the effectiveness of the changes regularly.

In Late June 2021, training for all Form Tutors was completed along with outstanding leadership training for Heads of Year and Coaching skills for all staff. External providers delivered this.

Below are reporting on this past year for Upper, Middle and Lower School:

Years 6 and 7:

Year 6 students experienced quite a different PSCHE programme, given the pandemic; we were able to cover only a limited number of the topics that would have normally been discussed.

- Targets, reflection, learning conversations (Form Tutors).
- University applications, motivational letter and cv writing (Careers Office).



- Introduction to Unifrog (Careers Office).
- Graduates online presentations (organized by Stalo Achilleos and Olia Antoniadou).
- Year 6 reps prepared a Kahoot session: How well do you know Year 6?
- Introduction and presentation on summer programmes.
- Focus on exams (UPA and DLA).
- Presentation and workshop on studying and living in France (Angele Boisaubert).
- “The Social Dilemma”: viewing and class discussion.

After the lockdown and the students’ return to school, we focused on interactive, physical activities that they enjoyed tremendously:

- Tree planting.
- Futsal and yoga sessions.
- School cleanup.

In Year 7, none of the practical lessons for PSHCE was covered this year due to COVID restrictions.

Students were particularly anxious due to the pandemic, the uncertainties of Brexit, its impact on their plans for higher education, and the cancellation of most A-Level examinations.

We are currently working on updating the programme to meet students' needs and aim for a fuller engagement with topics.

The *Upper School Advisory council’s* main focus this year was on student wellbeing and mental health and on how this could be supported throughout the pandemic. They were a very strong and active group who worked closely with their Head of Year in supporting the year group as a whole. The other primary consideration was moving forward after the pandemic and working together more closely with the school’s other stakeholders: ESPA, staff, management, and Board.

The *School Council* (made up of reps for all year groups) was very active despite the challenges of the year, putting together community bonding activities and representing the concerns of their peers very effectively. Much discussion was had at SC meetings, and a healthy exchange of ideas led to many positive outcomes. This year’s outgoing student leaders were mature, responsible and they collaborated well with School Management for the benefit of the school community

Years 4-5

As has been mentioned generally and for Years 6 and 7, COVID-19 has been challenging for the second year. In the Middle School Years 4 and 5, these examination class year groups have been affected in the following ways:

Year 4, beginning their GCSE courses, have missed class contact time and syllabus cover. They have also missed class time during the lead up to their first external exams in Maths. Having missed some of Year 3, the preparation for Year 4 and options was also not monitored as it would usually be (end of year exams, options meetings etc.)



Year 4, for the first time, have split into option groups, requiring greater mentoring. The disruption has hindered the monitoring of the start of options and slowed down the year bonding due to a lack of contact / the ability to organize events in person.

Year 5 began the year with support lessons to make up for lessons/material missed. While many students found these helpful, there was an increase in stress among the year group generally.

Diagnostic tests in February replaced mock exams for year 5. These were designed to see where there may be gaps, though some students found these stressful to prepare for.

Mock exams, advanced notice, reduced content, CAGs, all of these affected year 5 and their general level of confidence. Despite the fact they have performed well as a year group, their year has been far from orthodox in terms of a usual Year 5 and preparation for A-level.

Years 1-3

This was the second extraordinary year of the COVID-19 pandemic. We had more disruptions to the Lower School academic year than we had in 2019-2020. Additionally, we began the year with Health and Safety measures and COVID constraints, making the bonding activities and transition to middle school extremely challenging. Both our new entry and current students had to acclimate to the new norm of attending school whilst complying with the above. The SMT and staff had to adjust and adapt to the students' changing needs to continue the educational and pastoral provisions with minimal disruptions.

1. Lower School Summary

This year, we focused on having the children adapt to the H&S measures and implementing the Anti-Bullying initiative, Online Safety, and Inclusion and Acceptance. We also developed a programme for reinduction into school after the prolonged lockdown and isolation in Term 2. Further challenges were faced due to reported COVID cases and close contacts. The Pastoral Team had to be ready to offer support when entire form classes were sent home. The students were taught via hybrid lessons, which was difficult for both those at home and those at school. Students were supported by Form Tutors and Heads of Year, who would intervene whenever necessary. Our job was to continue to engage students and ensure they were well, despite the challenges of online learning.

2. Intervention and Pastoral Support

The support we offer the students throughout the year includes target setting, learning conversations with Form Tutors and/or Heads of Year, monitoring, regular feedback from subject teachers, parent meetings, sessions with the school counsellor, and guidance from our Inclusion Officer. Additionally, Year 3 conducted a target-setting pilot programme, in which teachers set subject-specific targets to help students improve their performance, based on the data from CAs. In most cases, there was a positive impact on student progress.

During Lower School's Closure (January – April)

The focus of the Pastoral Team was to continue to keep in contact with the children and offer support. The PSHCE lesson became a forum where children could meet with their Form Tutor and fellow tutees and voice their concerns. Our first sessions during the January lockdown were spent playing uplifting online games with cameras switched on. Student feedback was very positive, as they missed their classmates and enjoyed these bonding activities with their teacher



and peers. The Heads of Year and Form Tutors continued to touch base with their students, having individual meetings via Teams and referring students who were cases of concern or exhibiting anxiety/stress to our school counsellor. We monitored attendance, contacting children and/or parents when we noticed a dip in their attendance to lessons. The pastoral team relayed the feedback from students to the SMT to adjust the screen time and the children's workload.

The Lower School students physically returned to school on April 2nd, after being home for more than 13 weeks. They had been taught remotely for more than three months. The Assistant Head of Lower School Pastoral and the Assistant Head i/c of Teaching and Learning researched how to reintegrate children into schools effectively. They organised a Lower School parents' focus group and devised a programme for *Review and Recovery* once students returned, based on parental feedback and research. The programme concentrated on two strands: the Pastoral Aspect and the Teaching and Learning Aspect. The school adjusted the schedule for the final weeks before Easter break to accommodate the necessary changes, including a review of lockdown material, activities for re-integration and socialisation, re-establishing routines, an extension of teaching weeks into Term 3, and reduction of the number of End-of-Year Exams to lighten the students' load.

Many students were nervous about returning to school. We noticed anxiety and issues with socialisation. It was also evident that there was a lack of understanding of the school's expectations and rules amongst the Year 1 students. This was to be expected, as they had not been physically in school for an extended period and still need time to adapt. The Pastoral Team continued to promote positive behaviour and remind students of our Code of Conduct through assemblies, Form Tutor period, and casual discussions in the yard at breaks and lessons.

After the recovery programme and comprehensive revision and bonding activities, it was pleasing to note that the students adapted quickly to school life and made excellent progress towards the end of the last term. Our children had time to re-learn routines and proved to be resilient.

3. Anti-Bullying Initiative

Anti-bullying is a central theme in the PSHCE curriculum for years 1 to 3 and is supplemented with assemblies and whole-school initiatives. This year, we had *Odd Socks Day* to celebrate diversity during Anti-bullying month. Our Lower School students donned vibrant, odd socks to show their support. The pastoral team continues to raise awareness as our students know how to report bullying and continue to make disclosures. It is rewarding to see our students take the lead and take on the role of defenders rather than bystanders or supporters of bullying. Our Year 3 students looked at bullying case studies, which worked well.

We continue to build upon and improve our programme, with our top priority being the children's best interest.

4. Implementation of the PSHCE Programme

This was the third cycle of the new PSHCE programme, which was delivered by the Form Tutors and led by the Heads of Year. The success of the PSHCE programme was based on the dynamic and fluid nature of the syllabus and the effective delivery by caring Form Tutors. The PSHCE programme is further enriched by guest speakers, workshops, and pastoral trips. Unfortunately,



due to the pandemic and government measures, all assemblies were presented virtually this year, and educational trips were postponed.

Once the epidemiological outlook improved and measures in schools were relaxed in June, we organised Activities Days for Years 1 and 2 to mark the end of another extraordinary year. The day will begin with a celebratory assembly. Students will then participate in sports events, attend creative workshops in drama, music, or art, and finish off with a special bonding session and lunch with their form class and tutor.

This year we were able to have our Year 3 Graduation event. This magical evening marked the end of the students' Lower School academic career. It was well attended by the Year 3 students, their Form Tutors, subject teachers, and SMT. The Head of Year 3 and the committee of students planned and implemented this initiative.

The pastoral team has adapted the PSHCE programme to respond to the needs of the children, as is evident in the unit titles below. Next year's programme will include more bonding activities and Pastoral Educational Trips to get to know each other better, celebrate diversity, and forge friendships.

5. Activities/Initiatives/ Contributions

Every year, the Lower School Pastoral Team executes activities and initiatives to help the children smoothly transition and create bonds between peers and develop academically, socially, and emotionally. A list of some highlights of the year are as follows:

- Jubilee Bonding Trip (day trip, due to COVID-19 measures)
- Induction Day for all new students
- New Parents' Cocktail evening – virtual event
- Year 2 Service to the School Programme (did not take place this year due to COVID-19)
- Anti-Bullying Week
- Decorating Lloyd's for the Holiday Season
- Acts of Kindness Initiatives
- Year 2 Initiative – Artists in Lockdown
- 2B lockdown project – video editing competition
- Year 2 Project – *I am Remarkable* (began in Term 1, was postponed due to lockdown)
- Year 3 Lockdown Project – *The Good, the Bad and the Ugly*
- Pastoral Reinduction Programme and bonding activities – for students' return to school after the prolonged online learning
- Online Safety Workshops for Year 1, conducted by Mr Andreas Andreou, Vice President of Safer Internet Centre "CyberEthics."
- Revision Guides for Lower School in preparation for End-of-Year Exams
- Virtual Assemblies throughout the year
- Celebrating Success during assemblies
- Certificates issued for Bronze, Silver and Gold Awards (Achievement Points Milestones)
- June Activities Days for Years 1 and 2
- Year 3 Graduation Event



6. Student Voice

The Lower School Council meetings were conducted through Teams during online learning months. During the months the students were in school, meetings were held in two venues to maintain bubbles. Year 1 and Year 2 met with Ms Hammad-Stavrou (lead Advisory Council teacher) and Ms Hadjithoma. Year 3 met with their Head of Year, Ms Demetriou. Meetings took place weekly and were well attended by the Lower School representatives. The lead teacher described the students as “a lovely group with some very passionate students who all cared for their classmates’ wellbeing.”

The main themes discussed were:

Stress management – students expressed what caused them stress (such as too many assessments, too much homework, Art HW too time consuming, no study leave before EOY exams) and what helped alleviate stress (games during PSCHE, assessments turned in to take home assessments etc.);

Maintenance – few working clocks in classrooms, no AC in Newham, not enough water dispensers on campus, no lockers in Lloyds where students need them to be as science building it not convenient.

PSCHE – students prefer more activities and games.

These concerns were shared with Heads of Year and the Assistant Head i/c of LS Pastoral and were addressed with the relevant parties. The Assistant Head communicated the students’ concerns to the SMT, and the HoYs and Form Tutors were also made aware.

The Pastoral Care team and their leaders are noted below:

Lower School (Years 1, 2 and 3)

Assistant Head: **Elena Ignatiou**

Head of Year 1: Elena Chrysanthou-Yiatrou

Head of Year 2: Eva Polyviou

Head of Year 3: Katie Demetriou

Middle School (Years 4 and 5)

Assistant Head: **Anne-Marie Tellalis**

Acting Head of Year 4: Constantina Constantinou

Acting Head of Year 5: Niki Melanidou

Upper School (Year 6 and 7)

Assistant Head: **Yiannis Georgiou**

Head of Year 6: Shura Economou

Head of Year 7: Maryenda Stefanou

**Form Tutors:**

Form Tutor List 2020-2021			PSHCE Periods
1 Black	L50	Chris Brown (BRO)	2
1 Green	L43	Luzdary Hammad Stavrou (LHS)	2
1 Jade	L48	Charalambos Aristidou (CAR)	2
1 Red	L41	Vanessa Crambert (CRV)	2
1 White	L45	Gregoris Demetriou (GDE)	2
1 Yellow	L46	Christophoros Mannaris (CMA)	2
2 Black	NB3	Stalo Achilleos (SAC)	2
2 Green	NB2	Christos Kilaniotis (CKI)	2
2 Jade	NB1	Chryso Constantinou (CCO)	2
2 Red	L49	Lenos Hadjikos (LEH)	2
2 White	MOB7	Michalis Gavrielides (MGA)	2
2 Yellow	L51	Leoni Hadjithoma (LHA)	2
3 Black	NB6	Demetris Moiseos (DMO)	2
3 Green	NB5	Anna Melis (AME)	2
3 Jade	NB4	Stylianos Andreou (STN) -Form tutor only, PSHCE is done by CCN	2 (CCN)
3 Red	NB7	Myrto Hassapopoulou (MYH)	2
3 White	NB8	Alexandra Souroullas (ASO)	2
3 Yellow	NB9	Charis Sisou (CSI)	2
4 Black	NB10	Andreas Demetriou (AND)	1
4 Green	NB11	Maria Pieri (MPR)	1
4 Jade	NB12	Ioanna Nicolaou (ION)	1
4 Red	NB13	Kamil Kutoglu (KKU)	2
4 White	NB14	Nicoletta Stavrides (STU)	2
4 Yellow	NB15	Olia Antoniadou (OAN)	2
5 Black	NB16	Evgenia Nikiforou (ENI)	
5 Green	NB17	Christina Papadopoulos (CPA)	
5 Jade	NB18	Virginia Rengel Kefalas (VRE)	
5 Red	NB19	Marilena Neocleous (MAR)	1
5 White	NB20	Christos Symeonides (CSY)	1
5 Yellow	NB21	Catherine Panayiotou (CPN)	1
6 Black	SB7	Sylvana Jamgochian (SJA)	2
6 Green	SB8	Christiana Nicolaou (CNI)	2
6 Jade	SB9	Michael Hadjikos (MHA)	2



Form Tutor List 2020-2021			PSHCE Periods
6 Red	SB10	Eleni Pavlou (ELP)	2
6 White	SB16	Rafaella Neocleous (RNE)	2
6 Yellow	SB17	Panayiotis Kkailas (PKK)	2
7 Black	SB11	George Zannoupas (GZA)	2
7 Green	SB12	George Papageorgiou (GPA)	2
7 Jade	SB13	Maro Polydorou (POL)	2
7 Red	MB10	Maria Criticos (MCR)	2
7 White	SB14	Tryfonas Hadjichristoforou (THA)	2
7 Yellow	MB13	Stavroula Lofiti (SLO)	2

Assemblies held this year:

Year 1

No of lessons	Unit Topics	Teaching Notes
TERM 1		
1	<i>COVID 19</i>	
1	<i>Weduc</i>	
3	<i>Introduction to the course and to each other</i> <i>Target Setting</i> <i>Code of Conduct</i> <ul style="list-style-type: none"> • Ice Breaker and bonding activity • What is PSHCE? • Establish class code of contact • Target Setting • Revise code of conduct 	Powerpoint
5	<i>Belonging to my school</i> <ul style="list-style-type: none"> • Use of planner and organisational skills (including daily and weekly tips); encourage independence • Study skills (1) – Assessments, formative, grading • Rights and responsibilities as a citizen of my school & Devising classroom rules (including safety) • Elections at my school (get involved in the school community – student's voice) • Learn about my school 	Powerpoint Poster project in groups – classroom rules



No of lessons	Unit Topics	Teaching Notes
6	<p><i>Relationships</i></p> <ul style="list-style-type: none"> • Self-identity (multi-dimensional) • Positive, healthy relationships • The concept of ‘keeping something confidential’ and when it is alright to ‘break a confidence.’ • Listening to and responding respectfully, feeling confident to raise concerns, recognising and caring about other people’s feelings • Introduction to Anti-bullying • Friendships, groups and cliques 	PowerPoint
1	<i>Assessments for Learning</i>	
TERM 2		
2	<i>Target Setting – Reviewing Term 1</i>	Individual conversation with students
3	<p><i>Digital Literacy and Online Safety</i></p> <ul style="list-style-type: none"> • Strategies for keeping safe online • Importance of protecting personal information, passwords, addresses, distribution of images of themselves or others • Responsible use of mobile phones: safe keeping and safe user habits • Workshop on online safety 	Guest speaker KPMG presentation Kahoot Quiz Guest speaker: Andreas Andreou
2	<p><i>Identity and Diversity</i></p> <ul style="list-style-type: none"> • Acceptance: Similarities and differences • Stereotypes 	PowerPoint
1	<i>Hygiene</i>	Nurse
1	<i>Assessments for Learning</i>	
TERM 3		
4	<p><i>Study Skills (4) – Preparing for Exams</i></p> <ul style="list-style-type: none"> • Exam and revision skills • Stress management 	PowerPoint Presentation Revision booklet

Year 2

No of lessons	Unit Topics	Presentations and Material
1	<i>Bonding activity</i>	



No of lessons	Unit Topics	Presentations and Material
	<ul style="list-style-type: none"> Welcome students back (for old FT) Introduce ourselves to students (for new FT) 	Each Teacher to use own Material Presentations 1+2/ Spaghettis and marshmallows, Why PSHCE video/
2	<i>Target setting</i> <ul style="list-style-type: none"> Smart Goals Identify strengths and weaknesses 	Presentations 3+4, Assignment in Teams, Target Setting Flower document, Goal Setting Worksheet, Student Planner
8	<i>Body Image and Self-Esteem; My Sense of Self</i> <ul style="list-style-type: none"> Examining the impact of social media Celebrating Difference Boosting Self-Confidence 	Presentation 5 -My Sense of Self Worksheets and Poster Assembly by guest speaker
1-2	<i>Human Rights</i> <ul style="list-style-type: none"> What is democracy UN declaration on Human Rights 	Presentation 6, Human Rights Presentation, Human Rights short articles task.
1-2	<i>Target setting review</i>	Presentations 3+4, Teams Assignment Task
Christmas Holiday		
3	<i>Positive behaviour</i> <ul style="list-style-type: none"> How to be nice (Personally and Electronically) Cyberbullying Types of Bullying/reporting bad behaviour Fighting bad behaviour (Refer to Online bad behaviour) 	Presentation 7 Check on online safety file for presentation on Cyberbullying
	<i>Relationships and Sex education</i> <ul style="list-style-type: none"> Range of positive qualities that people bring to relationships Relationships can cause strong feelings and emotions (including sexual attraction) Features of positive and stable relationships versus those of unhealthy relationships What expectations might be of having a boyfriend /girlfriend 	Worksheets Assembly by Anastasia Papadopoulos 'Foni'.



No of lessons	Unit Topics	Presentations and Material
5	<ul style="list-style-type: none"> • Different levels of intimacy and consequences • The right to not have an intimate relationship until ready • Benefits of delaying sexual activity • Consent • Law in relation to consent • Sexting 	Check on online safety file for presentation on Sexting
2-3	<p><i>Online Safety</i></p> <ul style="list-style-type: none"> • Strategies for keeping safe online • Importance of protecting personal information, passwords, addresses, images • How to manage requests for images of themselves or others • Law in relation to sharing photos of others • Safe and responsible use of information communication technology (secure management of own and others' personal data, including images) 	Presentation 8, Cyberbullying-Gone too far Presentation, videos, Worksheets on Sexting
	<p><i>The environment and a sustainable world</i></p> <ul style="list-style-type: none"> • How can we care for our environment, and why is it changing? • What is sustainability, and why is this essential? 	Presentation 9 Trip to Riverland Biofarm (did not happen due to COVID-19)
1	<p><i>Study Skills</i></p> <ul style="list-style-type: none"> • Time management • Exam and revision skills 	Presentation 10, exam revision tips pdf. Revision timetable pdf
	Easter Holiday	
2	<p><i>Study Skills</i></p> <ul style="list-style-type: none"> • Study techniques • Mental and physical health 	Presentation 10 Links with Target setting that was part of Unit 4



Year 3

Order of delivery	No of Lessons	Unit Topics
1	2	<i>Introduction</i> 1.Setting ground rules 2 racism
2	3-6	<i>Healthy Lifestyles</i> <ul style="list-style-type: none"> Do I lead a healthy lifestyle? Diet Log Screen Exposure Log (how much time do I spend in front of a screen in 1 week?)
3	1	<i>Anti-bullying week</i>
4	5-7	<i>Teenage Health Risks</i> <ul style="list-style-type: none"> Eating disorders, obesity, anorexia, smoking, drug and alcohol abuse (see marijuana video) Assessing harmful effects of health risks discussed Peer pressure and other factors which may lead to substance abuse or unhealthy behaviours Dealing with peer pressures Strength training without the use of steroids, energy drinks, coffee, etc.
5	3-4	<i>Emotional Well-Being and Mental Health</i> <ul style="list-style-type: none"> Dealing with stress, depression
6	6-7	<i>Relationships and Sex Education</i> <ul style="list-style-type: none"> Range of positive qualities that people bring to relationships Relationships can cause strong feelings and emotions (including sexual attraction) Features of positive and stable relationships versus those of unhealthy relationships What the expectations might be of having a boyfriend/girlfriend Various levels of intimacy and consequences The right to not have an intimate relationship until ready Consent Law in relation to consent Contraception Risks related to unprotected sex Portrayal and impact of sex in the media and social media (music videos, advertisements)
7	4	<i>Lockdown Photo Album</i> <ul style="list-style-type: none"> How has our experience of the school changed in the last 12 months? What has been good, bad and/or ugly Reflecting on the experiences gained during online learning
8	1	<i>Return to School Bonding Activity</i>
9	2	<i>Revision Techniques</i>
10	1	<i>Evaluation of PSHCE</i>
	2	<i>Transition to KS4</i>
	3	<i>Racism</i>
	2	<i>Digital Literacy and Online Safety</i>



Order of delivery	No of Lessons	Unit Topics
	3	Consent

Year 4:

Week	Dates	YEAR 4 (1p/2wks) ALL FTs (BMon4)	YEAR 4 MODULAR (1p/2wks) (WkA) KKU AThu1 / STU AWed6 / OAN AThu2
1A	07.09.2020 – 11.09.2020	Lesson 1 - 14.09.2020 a) COVID-19 - rules b) Note taking – STU ppt & handouts c) Target Setting (Planner p.27)	TERM 1: KKU: 4G / STU: 4J / OAN: 4Y Lesson 1 COVID-19 Activities
2B	14.09.2020 – 18.09.2020		
3A	21.09.2020 – 25.09.2020	Lesson 2 - 28.09.2020 Learning Conversations	Lesson 2 Sleep
4B	28.09.2020 – 02.10.2020* Thu 01.10.2020 Holiday		
5A	05.10.2020 – 09.10.2020	Lesson 3 - 12.10.2020 Learning Conversations	Lesson 3 Gambling
6B	12.10.2020 – 16.10.2020		
7A	19.10.2020 – 23.10.2020	Lesson 4 - 26.10.2020 Social Media	Lesson 4 Body Positive
8B	26.10.2020 – 30.10.2020* W28-F30.10.2020 HALF TERM		
9A	02.11.2020 – 06.11.2020	Lesson 5 - 09.11.2020 Anti-bullying	Lesson 5 Social Media (OAN missed lesson)
10B	09.11.2020 – 13.11.2020* Fri 13.11.2020 Holiday		
11A	16.11.2020 – 20.11.2020	Lesson 6 - 23.11.2020 Dealing with Change	Lesson 6 OAN: Social Media
12B	23.11.2020 – 27.11.2020		
13A	30.11.2020 – 04.12.2020	Lesson 7 - 07.12.2020 Unifrog presentation (Careers office)	Lesson 7 - Timetable change: No lesson for KKU&OAN
14B	07.12.2020 – 11.12.2020		
15A	14.12.2020 – 18.12.2020	Lesson 8 -21.12.2020 Refugees (guest via Teams)	Lesson 8 – last lesson before we switch groups Body Language
16B	21.12.2020 – 22.12.2020		
23.12.2020 – 06.01.2021		CHRISTMAS HOLIDAYS	
17A	07.01.2021 – 08.01.2021	Lesson 9 – 11.01.2021 Refugees (follow up)	TERM 2: KKU: 4R / STU: 4W / OAN: 4B Lesson 1 COVID-19 Activities
18B	11.01.2021 – 15.01.2021		
19A	18.01.2021 – 22.01.2021	Lesson 10 - 25.01.2021 Sex Education 1 (guest)	Lesson 2 Sleep
20B	25.01.2021 – 29.01.2021		
21A	01.02.2021 – 05.02.2021	Lesson 11 - 08.02.2021 Sex Education 2 (guest)	Lesson 3 Gambling
22B	08.02.2021 – 12.02.2021		
23A	15.02.2021 – 19.02.2021* Wed 17.02.2021 Sports Day		Lesson 4 Body Positive
22.02.2021 – 26.02.2021		HALF TERM	
24B	01.03.2021 – 05.03.2021	Lesson 12 – 01.03.2021 Lockdown Experiences	No lesson this week
25A	08.03.2021 – 12.03.2021	No lesson this week (Green Monday)	Lesson 5 Body Positive
26B	15.03.2021 – 19.03.2021* Mon 15.03.2021 HOLIDAY		
27A	22.03.2021 – 26.03.2021* Thu 25.03.2021 HOLIDAY	Lesson 13 – 29.03.2021 Food safety (guest)	KKU: 4R & OAN: 4W No lesson this week Lesson 6 Social Media
28B	29.03.2021 – 02.04.2021* Thu 01.04.2021 HOLIDAY		



Week	Dates	YEAR 4 (1p/2wks) ALL FTs (BMon4)	YEAR 4 MODULAR (1p/2wks) (WkA) KKU AThu1 / STU AWed6 / OAN AThu2
29A	05.04.2021 – 09.04.2021	Lesson 14 – 12.04.2021 No lesson (Mock exams)	Lesson 7 Stress & Anxiety
30B	12.04.2021 – 16.04.2021		
31A	19.04.2021 – 23.04.2021	No lesson this week	Lesson 8 - Last lesson Body Language
	26.04.2021 – 07.05.2021	EASTER HOLIDAYS	
32B	10.05.2021 – 14.05.2021 Last week for Year 4	Lesson 15 - 10.05.2021 – last lesson Exams – stress	No lesson this week
33A	17.05.2021 – 21.05.2021	No lesson this week	
34B	24.05.2021 – 28.05.2021	EoY Exams Start	

- Athletic lifestyle - nutrition, habits
- Basic budgeting/economic/investing skills
- Climate change
- equality and diversity
- Self-confidence
- Human rights & discrimination
- the war in Syria
- The impact of COVID-19 on society

Year 6 PSCHÉ programme 2020-2021

Due to the pandemic and to the fact that we were in the process of updating the PSCHÉ programme, some topics, as per the 2019-2020 Year 6 PSCHÉ programme, were not covered, and we were unable to have any speakers/workshops at all. We have included the speakers and the workshops in next year's PSCHÉ programme.

September 2020:

- Introduction (FTs).
- Targets (FTs).
- Reflection (FTs).
- Learning conversations (FTs).

October 2020:

- Motivational letter and personal statement (Careers Office).
- CV writing (Careers Office).
- Learning Conversations (FTs).

November 2020:

- Introduction to Unifrog (Careers Office).
- The Social Dilemma: viewing and class discussion.
- MRO: focus on exams.

December 2020:



- Tree planting in collaboration with ECO schools.
- Presentation on exams (UPA and DLA).

15th December 2020- 1st March 2021 Year 6 lockdown: PSCHE focused on contact time with FTs and HoY.

February 2020:

- Year 6 Diagnostics.

March 2021:

- School cleanup: in collaboration with ECO schools.
- Year 6 reps: How well do you know Year 6? (Kahoot).
- Presentation: living and working in France (Angele Boisaubert)
- Futsal session supervised by FTs in collaboration with the PE Department.

April 2021:

- Futsal and yoga sessions supervised by FTs in collaboration with the PE Department.
- Introduction to summer programmes (Careers Office).

23rd April- 10th May Easter holidays.

May 2021: End of Year exams.

June 2021:

- Last PSCHE session, 8th June 2021, futsal supervised by FTs and HoY in collaboration with the PE Department.

Olia Antoniadou and Stalo Achilleos organized several sessions of Graduates Online, were Old Boys and Girls spoke to Year 6 students.

Two sessions on Mindfulness and stress were organized for both Year 6 and 7 by STM.

After lockdown, we felt that it was really important for students to be outside and socialize with each other, following COVID 19 safety measures, hence the focus on futsal and yoga.

Shura Economou

Head of Year 6



Year 7

No. of Lessons	Title	Notes
1	Reflections and Targets	
1	Self-Motivation	
1	Time-management	
3	Learning conversations	
1	Interview Skills	
1	21 st Century skills	
1	Self-Defence	Practical Not done due to COVID restrictions
1	Problem-solving skills	
1	Forming good study habits	
2	Plagiarism and research skills	
1	Travelling safely abroad	
1	Car maintenance	Practical Not done due to COVID restrictions
1	Common University diseases	
1	Homosexuality/Homophobia	
1	Gender tolerance	
1	Using a washing machine, ironing, sewing	
1	Student accommodation and sharing a room	
1	Learning conversations	
1	Maintaining mental health at university	



2.5 Child and Safeguarding

Policy

The School's policy on Child Safeguarding is available to all staff members and the Board of Management. It is available for all on the Website. The policy is based on UK best practice, Cyprus and EU legislation, and NSPCC guidelines. The Policy was revised following updates on Safeguarding issued in September 2019 by the UK Government. Updates were shared with staff in August and September 2020

DSL:

Designated Safeguard Lead (DSL): Mr Yiannis Georgiou is the School's DSL. The deputy DSL is Dr Eva Polyviou. She attended the required training in the UK in December 2018. This is mandatory training and should be repeated every two years. Mr Georgiou completed an online refresher course via Educare in March 2020, following an entire 2-day training programme in 2018.

Updates and Training

Staff are frequently reminded of Safeguarding issues and were given updates/briefings in August and September 2020. Staff are reminded on occasion regarding their role in terms of safeguarding, whether on-site or via remote learning. Ms Katia Kalogeri-Demetriou and Mr Charalambos Josephides are assigned as the Board's liaisons for matters relating to Child Safeguarding oversight.

Other steps:

All students are made aware of who to speak to in case of concern by distributing relevant posters in all classrooms, including the names and photos of the DSL and Deputy DSL.

In PSHCE, students are taught issues related to a range of areas that relate to safety and wellbeing, including safety online, bullying, resilience with regard to emotional and mental wellbeing, managing life after school. Students are also (through FTs) made aware of where to turn to for help or concerns. In addition, during the current pandemic, all staff were reminded regularly to be sensitive to any concerns they may notice while delivering online classes and to report, via our Policy procedures, any concerns regarding the wellbeing or safety of any student. This was emphasized with Form Tutors in particular. Our concerns centred on the wellbeing of students who may have been spending large amounts of time isolated at home, especially if identified as suspected COVID-19 cases or close contacts.

Students are aware that all staff and visitors are required to wear identity tags while on the school site through posters and references made by FTs.

The Visitors policy and procedure has been developed whereby any visitor is required to report to Reception, sign in and be issued with an ID tag, and be accompanied to any meeting with a member of staff. Visitors are also required to sign out. At the reception, visitors are instructed to wear the Visitor's Lanyard. This year, we restricted access to the site due to the pandemic and encouraged online meetings with parents or others via Teams.



In terms of **Recruitment**, the explicit statement and policy are on all ads for posts at the school regarding Safeguarding. The inclusion of questions related to Safeguarding at the interview continues to be implemented.

The DSL and Deputy DSL monitor all cases of concern. A file is retained in a secure location.

Recent developments:

Securing the school's physical site through complete fencing of the campus, particularly the Sports area. This has been achieved.

Our Security Guard is available and present at the front entrance (Main Building) in the mornings and patrols during the school day. The gates remain locked except for evacuation and access for canteen deliveries which have been scheduled during lesson times or after school. The back gate is unlocked only to allow ease of exit for students and staff at the end of the School day. Due to the size of the campus, it is unfeasible for one person to ensure the security of the entire site when the school is in session. This will need to be reviewed.

Security after-hours: The Institute is still in operation until 6.00 pm. The Security Guard is on-site for the start of the afternoon Institute classes, but there is no guard in the back entrance area when classes finish in the evenings. This gap needs to be addressed.

Security of the site on a 24-hour basis is essential to safeguard all school community members.

All staff were updated/provided with briefings on Safeguarding matters in September 2020.

Y. Georgiou

Senior Assistant Head and DSL



2.6 Special Educational Needs Development (SEND)

Maria Papagapiou is the Inclusion Officer for Special Educational Needs & Gifted & Talented Provision. Inclusion Officer began a 12 month International Senco PGCE equivalent course with UK SEN trainers, leading to Certification by summer 2022.

Forty-six students on the SEN register and five more students with other Health Impairments require access arrangements in exams.

Approximately half of these students have received more targeted support in the form of 1-3 study skills sessions or check-ins with SENCO and in-class observation (COVID permitting)

More targeted interventions and monitoring for a small number of more severe cases in lower school. There are 8-10 students in the process of identification of SEN.

Diagnoses for our school: ADHD, SpLD, Dyslexia/ Dyscalculia, Visual & Auditory Processing Disorders, Autistic Spectrum Conditions.

All students on the SEN register have a document linked to their record on SIMS with a 'profile and recommendations to teachers' for their support.

Departments have set goals and review SEN-friendly approaches (visuals, scaffolds, questioning strategies) based on SEN training in June 2020.

SEN provision is built into the classroom teaching appraisal process.

Inclusion Officer participated in online training 6 hours in March 2021, forming a close collaboration with other SENCOS of international schools as well as UK school

Integrated assessment policy for Lower school to ensure both SEN provision (extra time) and G&T stretch and challenge

We have devised and implemented a policy for access arrangements for exams in close collaboration with Exams Office.

Collaboration with English Department on Literacy support groups: texts and format.

Close collaboration with the school counsellor for student support and interventions were relevant to students with SEN.

GT Erasmus training planning for Spring Term 2022

Devised underlying principles for Gifted & Talented provision in Maths and trialled problem-solving challenges for students.

Held meetings with LINK teachers to support action plans, scaffolding, interventions, goal setting, survey teachers' needs in planning for 2020-2021.

Devised and supported guidelines for visuals layouts in exams: SEN friendly standards for presenting information, i.e. font formatting

We increased Visibility Measures for Inclusion strategies on the school website.



Collaboration with Exams Office on finals assessments format and CAGs.

Support meetings and conversations for parents in individual cases of identification and support strategies.

Exam support sessions for year 5 & Year 7 students on the SEN register.

The inclusion Officer participated in parents meeting online support for all Year 5 students.



2.7 Sports Review and Afternoon Games

The Physical Education Department aims for Excellence in all its activities. This includes the morning teaching of PE, the provision of Afternoon Games, and our School Teams' participation in competitions.

Morning Teaching of PE

Physical Education is currently taught to Years 1, 2, 3, 4 and 5. Our curriculum's range includes Athletics, Basketball, Cross Country, Football, Hockey, Softball, Volleyball and Weight Training.

The PE Department offers the GCSE Course in Physical Education in Years 4 and 5 and the A-Level PE Course in Years 6 and 7.

Afternoon Games

Afternoon Games is one of the long-standing traditions of The English School aiming to provide further sporting opportunities to our students within our House system. Students are exposed to various sports and supervised by the PE Department members and our Specialist Afternoon Games Coaches. They participate in multiple sports activities with younger and older boys and girls under their Head of House guidance. They can participate competitively in school sport if they are selected to represent their House and have the chance to develop into leaders, captaining their peers. Those who prefer a more relaxed, social and fun approach to the sport may participate in non-competitive physical recreation activities when they can strengthen their friendships and improve their fitness.

Afternoon Games is a compulsory part of the school curriculum, and all students in years 1-6 are expected to attend on the relevant days and times:

Junior Boys (years 1, 2, 3)	Thursdays	14.10 - 15.30
Junior Girls (years 1, 2, 3)	Fridays	14.10 - 15.30

We have continued developing and enriching the programme of activities that we offer to our students, working with several specialist coaches. Following feedback from students, we decided to maintain the activities introduced in past years, such as Martial Arts/Self –Defence, Dance, Yoga and various Fitness Classes. Of course, we will also continue to provide the “tried and tested” options of Basketball, Volleyball, Table Tennis, Badminton, Football, Softball, Athletics, Futsal, Hockey and Tennis.

School Team Practices and Sports Club Training Sessions

The PE Department offers a wide range of School Teams/Sports Clubs for all ages of the school. Activities include Basketball, Volleyball, Football, Athletics, Hockey, Cross-Country, Tennis, Table Tennis, Handball, Choreography and Futsal. Furthermore, we provide opportunities for our students to represent the School in other sports such as Biathlon, Badminton, Swimming and Water Polo.

Our school teams participate in the Ministry of Education Competitions and several tournaments organised mainly by the Nicosia Private Schools. Our school teams have had numerous successes in recent years, both in the Ministry of Education and other Nicosia and Pancyprian



Competitions. Due to the pandemic, there were no inter-school competitions organised this year.

Our well-equipped Gym usually is open Monday-Friday from 06.00-07.45 and 13.30-17.00 during term time, with special opening hours during holiday periods. This year the opening times had to be modified due to the restrictions imposed on us by the pandemic.

The PE Department's Weekly Afternoon Activities Schedule was severely disrupted due to the measures put in place about the pandemic. The 2019-2020 schedule, which is indicative of the normal range of activities on offer, is found below.

School Team /Activity	Day	Time	Venue	Coach
Fitness Training	Monday to Friday	06:00-07:45	Gym	VTS
		13:30-17:00		
Parade Team	Monday to Friday <small>Actual dates are communicated to students</small>	11:35-11:55	Athletic Track	PAP
SG Basketball	Wednesday	14:15-15:00	Sports Centre	RNE
SB Basketball	Wednesday	14:15-15:00	Sports Centre	ANI
JB Football	Wednesday	14:15-15:00	Futsal Pitches	XPO
SB Football	Wednesday	14:15-15:00	Futsal Pitches	PAP
Tennis Club	Wednesday	14:15-15:00	Tennis Courts	Max Tennis
Junior Table-Tennis Club	Wednesday	14:15-15:00	Sports Centre	P. Tziampos
Senior Table-Tennis Club	Wednesday	14:15-15:00	Sports Centre	P. Tziampos
SB Futsal Tournament	Wednesday	14:15-15:00	Futsal Pitches	PAP
JB Athletics & X-C (Term 2)	Wednesday	14:15-15:00	Athletics Track	PAP
SG Choreography (Term 2)	Wednesday	14:15-15:00	Sports Centre	CHU
SB Athletics	Monday	13:40-14:10	Athletics Track	ANI
JG Basketball (Term 2)	Tuesday	13:40-14:10	Sports Centre	RNE
JG Athletics & X-C	Tuesday	13:40-14:10	Athletics Track	CHU
SG Athletics & X-C	Tuesday	13:40-14:10	Athletics Track	ANI



School Team /Activity	Day	Time	Venue	Coach
JB Basketball (Term 2)	Thursday	13:40-14:10	Sports Centre	ANI
JG Basketball (Term 2)	Friday	13:40-14:10	Sports Centre	RNE
Boys Handball	Friday	13:40-14:10	Sports Centre	ANI
JG Athletics & X-C	Friday	13:40-14:10	Athletics Track	CHU
SB Afternoon Games	Monday	14:10-15:30	All sport facilities	AG Coaches
SG Afternoon Games	Tuesday	14:10-15:30	All sport facilities	AG Coaches
JB Afternoon Games	Thursday	14:10-15:30	All sport facilities	AG Coaches
JG Afternoon Games	Friday	14:10-15:30	All sport facilities	AG Coaches
Senior Sports Technology Club	Wednesday	14:30-15:30	Sports Centre	XPO
SB Volleyball	Monday	15:30-16:30	Sports Centre	P. Savva
SB Hockey	Monday	15:30-16:30	Hockey Pitch	XPO
SG Volleyball	Tuesday	15:30-16:30	Sports Centre	P. Savva
JB Volleyball	Thursday	15:30-16:30	Sports Centre	Y. Nearchou
JB Hockey	Thursday	15:30-16:30	Hockey Pitch	XPO
JG Volleyball	Friday	15:30-16:30	Sports Centre	P. Savva
JG Football	Friday	15:30-16:30	Futsal Pitches	XPO

PE Department Facilities

The School has been working hard in recent years to upgrade our PE Department facilities. Our Sports Centre was fully redeveloped in 2018 and now features a top-class parquet floor that can accommodate all kinds of indoor sports, including Badminton, Basketball, Fitness, Futsal, Handball, Table Tennis and Volleyball. Adjacent to our Sports Centre, we have a brand new Weights Room and Boys and Girls Changing Rooms. In addition, a state of the art Tennis Centre was opened on our campus in 2020, featuring four brand new courts.



In the spring of 2021, our existing four Futsal pitches were fully refurbished, and our Main Football Ground was also redeveloped into a state-of-the-art artificial grass facility approved by FIFA. Over the summer of 2021, we expect that our two outdoor Basketball Courts will be rebuilt, hopefully with provision for Volleyball. In addition, we are hoping that our Athletics Track will be refurbished to make it safe for our students to use.

Further to the above facilities, we have two existing hard Tennis Courts, a multi-sport synthetic training area, two outdoor Volleyball Courts and a full-size synthetic Hockey Pitch.

Yiannos Papaioannou

Head of Physical Education



2.8 Educational Visits

The school policy on educational visits rests on the procedures outlined in the Guidelines for Educational Visits, introduced in June 2018 and reviewed in June 2019. The revised guidelines include a section on the management of emergencies. Also, modifications were made to some procedures aiming to make them more effective. For example, for local, day visits parental consent for all year groups is now sought electronically at the beginning of the year, covering all local non-residential trips. This approach has reduced paperwork significantly. The process regarding risk assessment has also been simplified, for example, by removing ratings.

The policy aims to guide all teachers involved in planning and carrying out educational trips and visits. Within this document, the term educational visits and/or trips refers to: *'all academic, sporting, cultural, creative and personal development activities, which take place away from school and contribute to learning and development of those participating'*.

The school fully supports such trips/visits as it recognises the tremendous personal value that young people participating will gain due to such experiences. They have opportunities to participate in activities and learn from experiences not available in the regular classroom setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

Unfortunately, during the current academic year, 2020-2021, trips and visits were severely hit due to COVID and the restrictions from the Ministries of Education and Health. The Ministry of Education has forbidden all trips, both local and abroad, until this day.

The table below indicates the few trips that took place during 2020-2021.

Internal and external trips and visits status 2020-2021

#	Visit	Location	Year group	Date	Status
1	Pastoral, Jubilee trips	Troodos, CY	Year 1	2nd and 4 th September	Completed
2	Biology trip	Kritou Terra	Year 7	9 th October 2020	Completed
3	Euromaths	Paphos	All years	June 2021	Completed
4	Geography, field trip to Switzerland	Switzerland	Year 4	June/July 2021	Cancelled due to COVID, will be



#	Visit	Location	Year group	Date	Status
					planned for 2021-2022
5	French	Paris		Jul-2021	Cancelled due to COVID-19, will be planned for 2021-2022
6	DT	Berlin		Jul-2021	Cancelled due to COVID-19

As can be seen from the table above, trips planned from mid-March to June 2020 were cancelled due to the outbreak of COVID-19. Some summer trips like the French trip to Paris and the Geography trip to Switzerland will be planned for 2021-2022.

Several teachers have already expressed their willingness to plan and organise a trip abroad in the coming year. If the year ahead allows a return to normality, students and teachers will travel again.

Ms P. Grouta

Assistant Head, i/c of Educational Visits



2.9 Charity at The English School

Charity collections, volunteering and active service, have long been part of the tradition at the English School, with countless initiatives and programmes, including collaborations with registered local charities and NGOs as well as school born programmes.

Recent changes to money collection procedures as advised by the Ministry have allowed us to re-think the organization of charity work at the school, with the result that from September 2020, the charity committee of the school “Chain of Change” (CoC) was created.

CoC was created through the initiative of two year 6 students, Nikolas Mavrotheris and Daniella Adamidou. Under the guidance of their HoY and SMT i/c of ECA, they collected a group of active year 6 students to consolidate charity work at the school and better communicate goals to the student body. The success of this, largely due to the drive and passion of the two students, has led to the setting up of a committee and form charity reps which will be elected at the beginning of the year in September. Under the guidance of the charities coordinator (a staff responsibility post), this student committee will lead CoC as the official central charity group of the school. Any staff member or group of students can take the initiative within this organizational framework and receive support and help from CoC. CoC will also take on the school-wide initiatives, e.g. Charity collections (non-uniform), Acts of Kindness Month, long term collaborations with outside organisations.

This year, since the setting up of CoC, significant achievements have been accomplished. In total, Chain of Change has raised 7000 euros within 6 months, 2000 was directly given to children in Beirut via ‘Sophia for Beirut’, whilst the rest was given to local charities, some of which are “PASYKAF”, “Vagoni Agapis”, “Hope for children”, “Monadika Xamogela”. During Christmas, with the help of our fellow classmates and collaboration with the Economic Society, Chain of Change has adopted 5 low paid families, meaning that these families were able to enjoy this holiday season through the collection of goods and financial aid. Furthermore, with the money raised from our online merch, we helped fund the renovation of the Pediatric wing of ‘Makarion Hospital’, whilst 1000 euros of the money collected from the non-uniform day were donated to ‘Idrima Agiou Louka’. Additionally, through the consistent and hard work of the volunteers and organizers of the charity committee, we were able to help our school’s low-paid workers financially. Moreover, with the collaboration of the Student Council, we co-organized the Bingo, Esports and recently the 1st walk-in memory of George and Dina Hadjigeorgiou. A donation of 500 euros will be made to Ayia Skepi in memory of George and Dina.

The central vision of CoC is to make a change. Students are not only collecting money; they are also becoming involved in causes, lobbying local officials, presenting solutions to social problems and effecting change by raising awareness. It is hoped to develop this role as CoC involves more students from all year groups.

Anne-Marie Tellalis
Assistant Head



2.10 Extra-Curricular Activities

Vision:

“Excellence beyond the classroom.”

Mission Statement:

At The English School, we place great value on the role of extra-curricular and co-curricular activities in developing well rounded, responsible and citizen-conscious individuals. These activities foster new areas of growth that help shape character, enhance interaction and promote leadership qualities. We strive to support a range of activities that students can choose from, which are often led by and even initiated by students themselves, aided and facilitated by our dedicated staff. Students are strongly encouraged and even expected to participate in at least one after school activity.

Aims and ethos

PRINCIPLES

The extra-curricular programme is an intrinsic part of supporting our school values and vision. Extra-curricular activities are a fundamental aspect of pupil development, enhancing their capacity to develop interests and new areas unrelated to their academic studies. Students are encouraged to contribute to the school and the broader community as caring, global citizens in the spirit of our School motto, “non sibi sed scholae.”

POLICY

- The School will provide an ambitious co-curricular and extra-curricular programme that enriches the educational experience and contributes considerably to the personal development of each individual.
- The School seeks to provide a wide range of opportunities for pupils of all ages and interests to take responsibility, work as part of a team, face new challenges, acquire new skills, and develop physically and creatively.
- The School will ensure equal opportunities for all students, and those activities requiring selection will ensure a fair and unbiased process.
- All students are encouraged to participate in at least one extra-curricular activity and should seek to challenge themselves in new environments and aspire to achieve their full potential
- Student commitment to the co-curricular and extra-curricular programme will be monitored and evaluated, and the positive outcomes will be recognised and rewarded.
- Staff members are expected to make a valid contribution to the co-curricular and extra-curricular programme.
- The extra-curricular will be line managed by a designated member of the SMT, and evaluation will coordinate with the line manager and the HoD appropriately.



- Suggestions and proposals for starting new activities should be addressed to the designated SMT member. Such proposals will be considered a vast number of points and issues before the establishment of new clubs.
- The School will seek to promote this policy through an active partnership with parents, outside organisations and other stakeholders. The underlying ethos of enhancing the school experience will be maintained at all times.

ECA 2020 – 2021

ECA during the school year 2020 – 2021 were affected by the pandemic in the following ways:

1. Ministry of Education / Health protocol at schools mandated wearing masks, single desks at the distance of 1 metre, year group bubbles, and a limit to the number of students/teachers allowed in a given space.
2. Activities which were “Junior” or “Senior” were re-organised in year groups to maintain bubbles. (e.g. Drama Club was split years 1-2, year 3)
3. Activities that usually take place indoors were moved, as far as possible, outdoors (e.g. EYP committee meetings with chairs)
4. Activities that could take place online moved to Teams meetings (e.g. Greek Creative Writing)
5. The hardest-hit activities were those in the creative and performing arts since the protocol did not allow for any live singing, playing of instruments and performing for most of the year.
6. Sporting activities were also affected by the protocol – especially team sports.
7. Support lessons to cover material missed during lockdown were held in the afternoons, directly clashing with ECA.

Despite these challenges, as complete a programme as possible was offered to students. Our dedicated staff rose to the challenge and found new ways to engage students outside of the classroom and keep their activities going.

The ECA Committee collected attendance data and participation award nominations from staff involved in activities. It is pleasing to note that, despite the difficulties, a staggering 750 students took part in a school activity this year. A further 185 students were nominated for awards.

The awards and participation will be recognized at an Activities Awards evening, to be held on June 28th. The awards are as follows:

1. School Spirit Award – ‘non sibi sed scholae’ for excellent participation, attendance and sustained effort.
2. MVP Award – Most Valuable Player – showing excellent Team Spirit, loyalty and high performance.
3. Special Leadership Award – for students who have taken on the responsibility, e.g. EYP Chair, Captain of Team.



4. We are supporting Cast Award – for students who work tirelessly behind the scenes.
5. Zero to Hero Award – for students who have shown great improvement in terms of skills, participation or attitude.

It is hoped that this Awards Ceremony will grow in future years and become the “non-academic” equivalent of Founders Day Awards in terms of recognizing student and staff achievement and participation.

ECA will be relaunched in September 2021 with a new, exciting and full programme of activities.

The ECA brochure can be downloaded by clicking [here](#).



SECTION 3: Examination Outcomes

The English School students' achievements are outstanding.

The students' results at IGCSE and A-Level are regularly among the very best in the field of international schools and measure up to the top independent schools in the United Kingdom. Most of our students gain access to their universities and courses of the first choice, including Cambridge, Oxford and London.

Overall Results 2020

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	36.0%	35.7%	19.1%	7.4%	1.5%	0.1%	0%	0.1%	82.0%	90.8%	98.2%	99.8%
2012	100%	48.3%	32.2%	14.8%	3.8%	0.7%	0.1%	0%	0.0%	71.6%	95.3%	99.1%	99.9%
2013	100%	43.8%	31.2%	15.3%	6.7%	2.0%	0.8%	0%	0.1%	74.9%	90.3%	97.0%	99.7%
2014	100%	48.1%	30.8%	12.6%	5.7%	1.9%	0.6%	0%	0.0%	78.9%	91.5%	97.3%	99.8%
2015	100%	46.1%	29.0%	15.1%	6.6%	2.0%	0.7%	0%	0.1%	75.0%	90.2%	96.8%	99.4%
2016	100%	45.1%	27.8%	16.1%	8.0%	2.0%	0.8%	0%	0.2%	72.9%	89.0%	97.0%	99.7%
2017	100%	52.2%	26.9%	12.7%	5.8%	1.7%	0.7%	0%	0.0%	79.1%	91.8%	97.6%	100.0%
2018	100%	47.0%	26.2%	14.8%	9.3%	1.7%	0.6%	0%	0.1%	73.1%	88.0%	97.3%	99.7%
2019	100%	49.2%	24.0%	16.3%	7.5%	2.1%	0.6%	0%	0.1%	73.3%	89.6%	97.1%	99.8%
2020	100%	50.7%	25.6%	15.2%	6.4%	1.7%	0.4%	0%	0.0%	76.3%	91.5%	97.9%	95.4%

AS Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0.0%	60.2%	20.2%	9.9%	4.9%	3%	2%	80.4%	90.3%	97.7%
2012	100%	0.0%	59.7%	20.3%	9.4%	6.3%	2%	3%	80.0%	89.4%	97.6%
2013	100%	0.0%	50.3%	21.0%	13.3%	8.3%	4%	3%	71.3%	84.6%	97.3%
2014	100%	0.0%	65.9%	17.3%	7.5%	3.2%	4%	2%	83.2%	90.7%	98.0%
2015	100%	0.0%	64.3%	17.7%	9.9%	3.1%	3%	3%	82.0%	91.9%	98.4%
2016	100%	0.0%	62.7%	15.0%	9.0%	7.3%	5%	2%	77.7%	86.7%	98.5%
2017	100%	0.0%	63.7%	12.2%	10.7%	5.7%	3%	4%	77.6%	88.3%	94.7%
2018	100%	0.0%	62.1%	17.5%	9.0%	6.1%	3%	2%	79.6%	88.6%	98.1%
2019	100%	0.0%	41.2%	17.7%	16.4%	13.0%	6%	6%	59.0%	75.3%	94.3%
2020	100%	0.0%	57.1%	21.7%	9.3%	7.4%	4%	0%	78.8%	88.1%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	24.3%	37.8%	21.6%	10.8%	2.7%	0.0%	0%	2.7%	83.8%	94.6%	97.3%
2011	100%	19.4%	42.4%	22.4%	7.5%	3.8%	1.8%	0%	2.8%	84.1%	91.6%	97.2%
2012	100%	23.4%	42.3%	20.2%	8.2%	3.4%	0.6%	0%	0.9%	85.8%	94.0%	98.0%
2013	100%	22.2%	44.8%	17.2%	7.8%	3.1%	1.9%	0%	1.5%	84.2%	92.0%	97.0%
2014	100%	24.0%	40.8%	21.9%	6.6%	3.6%	2.1%	0%	1.0%	86.7%	93.3%	99.0%
2015	100%	26.0%	42.2%	18.8%	6.7%	3.2%	1.9%	0%	1.1%	87.0%	93.7%	98.9%
2016	100%	35.6%	39.6%	15.0%	5.8%	1.9%	1.5%	0%	0.6%	90.2%	96.0%	99.4%
2017	100%	29.4%	40.3%	18.9%	6.5%	3.2%	1.1%	0%	0.5%	88.5%	95.0%	99.4%
2018	100%	30.8%	39.2%	15.6%	8.0%	4.2%	1.4%	0%	0.8%	85.6%	93.6%	99.2%
2019	100%	24.8%	46.1%	18.8%	5.9%	3.2%	0.8%	0%	0.3%	89.8%	95.6%	99.7%
2020	100%	36.0%	35.6%	17.9%	7.5%	2.4%	0.8%	0%	0.0%	89.4%	96.9%	100.0%



1.1 Changes to the Exam Procedures

GCSEs, GCEs and other UK qualifications exams did not run as expected this year. Students performance was based on school, internally assessed grades. The exam board will publish results In August 2021, and certificates will be issued in the Autumn of 2021.

Cambridge announced that their exams would run as scheduled.

To support our students during these very challenging times, the following changes were needed:

1. Change in the Mock Dates
2. Diagnostic Assessments with Advanced Notification was held end of February early March
3. Additional learning support sessions were planned.

1. Change in the Mock Dates

Given the uncertainties regarding lockdowns during the time and to better support students' learning, the mock exams were moved nearer to Easter. The exams were set between the 2nd and 19th of April, with make-up exams scheduled due to students that tested positive for COVID-19 during the testing period.

Due to updated Ministry requirements, the Apolytirion is currently being produced and will be given to all students during their graduation. Therefore the Mock performance in Year 7 played a significant role in producing the Apolytirion grade.

2. Diagnostic Assessments

The diagnostic assessments were planned between 8th and 12th February. To better support our students sitting external exams, leading up to mocks, the following provisions were made:

- (a) Students would sit one exam paper per subject for up to 1.5 hours
- (b) Students were given advance notification of the topics to be covered, and further information was given in class by their teachers
- (c) The assessment was sat under controlled exam conditions.
- (d) Year 5 and 7 students sat these assessments through the week, so did not attend normal lessons
- (e) Year 4 and 6 sat the assessment for 2-days only
- (f) The makeup exam was scheduled for Saturday, 13th February

3. Support Lessons

A four-week programme of additional support lessons was put in place to support students between the 15th of February to the 26th of March.



3.2 Other Achievements

The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award equips young people for life and work. It is the world's leading youth achievement award with a presence in more than 140 countries. The English School has a long and distinguished history with the Award since it was first offered to its students in 1968. The English School takes great pride in being the oldest Independent Award Centre in the world. In addition to this, it is worth noting that our school is currently one of the largest Independent Award Centres in the world.

The Award is a personal development programme that presents challenges to young people in four main areas: Physical Recreation, Skills, Voluntary Service and Adventurous Journeys (and Residential Project only for the Gold Award). Participants work towards reaching the required standards in the above areas to achieve the Bronze, Silver and Gold Awards. Participants are supported by the school throughout the year so that they progress with their activities. In the process, they benefit by getting to know themselves better through developing their responsibility, initiative, self-organisation and teamwork. They can enjoy themselves whilst their experiences help shape their personalities. The Award can play a critical role in their personal development outside the classroom.

Registrations

Despite the significant impact the pandemic had on the Award programme during the last 15 months, the number of new registrations for this year shows that the students continue to embrace the Award and are prepared to take on the additional challenges they face pandemic to complete their Awards.

Students are eligible to register for the Bronze Award in Year 3, the Silver Award in Year 4 and the Gold Award in Year 5 due to the Award minimum age requirements. A total of 129 students (85% of the Year 3 students) registered for the Bronze Award, 91 students registered for the Silver Award and 56 students registered for the Gold Award.

It is worth noting that 86% of the school population currently eligible to participate in the Award (Year 3 – Year 7) has registered for at least one of the Award levels. This is a total of 653 students out of a total of 760.

The Award during COVID-19

The COVID-19 virus outbreak initially had a significant impact on the Award participants since many activities for the Physical Recreation, Skills and Voluntary Service sections were disrupted. Despite this, the vast majority of students were able to adapt their activities or find alternative activities to progress with their Award activities throughout the academic year. The school's Award Leaders continued to support students during this challenging year by helping them find appropriate activities and monitor their progress.

Following the relaxation of many restrictions at the start of the summer last year, the school, in consultation with the relevant authorities as well as with the school's Health and Safety consultant, developed a detailed and robust Health & Safety protocol that enabled the school to resume its Adventurous Journey programme. Unfortunately, students had very little interest to complete their Adventurous Journeys over the summer; therefore, only 2 Adventurous Journeys



took place during the summer months. The remaining Adventurous Journeys that were postponed from the previous academic year (2019-2020) were re-scheduled during the first term. Still, even though the majority were completed, 4 Adventurous Journeys were not completed in time before the new round of restrictions were introduced in October 2020. After a long break, the authorities announced that camping would once again be allowed from the 16th of June 2021.

The lockdown periods continued to be very beneficial to participants that had previously completed their activities, as they found the time to submit the required evidence so that their Awards could be processed.

The Award Team

The school currently has an Award Team comprising of the following:

The Management Team which includes the Headmaster, who is the official License Holder, the Assistant Head i/c of extra-curricular activities, the Assistant Head i/c of educational visits and the Award Centre Coordinator who has the overall responsibility for the School's Award Centre. The Award Leaders who have responsibility for managing the "Physical Recreation", "Skills" and "Voluntary Service" sections of the Award. The Adventurous Journey Trainers who have the responsibility for administering the basic Adventurous Journey training to the participants. The Adventurous Journey Supervisors who have responsibility for managing the "Adventurous Journeys". Finally, the Equipment Managers who have the responsibility for the Award storeroom and equipment.

Several staff have taken these Award responsibilities, dedicating many hours of their personal and family time, supporting our students. The school is extremely fortunate in having a highly qualified and experienced team. This year's team included Andy Ioannou, Christophoros Mannaris, Christos Kilaniotis, Katie Demetriou, Nicoletta Stavrides, Olia Antoniadou, Philip Georghiades, Stella Nicolaou, Virginia Bakarian and Yiannos Papaioannou.

Award Completions and Award Presentation Ceremony

The significant disruption in the Adventurous Journey programme these past 2 years meant that even though many students were able to complete their activities (Physical Recreation, Skills & Voluntary Service), they were not able to complete their Adventurous Journey section and therefore, they were not able to complete the level they registered for. Given this, only students that completed their Adventurous Journeys before the various restrictions were able to complete their Award, and it is for this reason why the school has seen a smaller number of Award completions this year compared to previous years.

Even though participants continue to progress with their Awards and therefore, more Awards are expected to be completed in the coming weeks, the following 84 Awards were completed so far during the current academic year:

Bronze Award: 73

Silver Award: 11

Unfortunately, due to the various restrictions, it was not possible to have the 2020 Award Presentation Ceremony in September as planned, but with the relaxation of the various



restrictions, it may be possible to organise a Ceremony before the end of the school year to celebrate the students' outstanding achievements.

Conclusion

It is worth noting that the school has received very positive feedback from parents and students during the last year, and the school is always working on further improving the Award experience for our students. The delivery of the Award saw further bonding between staff and students. The school has been commended on a number of occasions by the UK for delivering the Award to high standards, submitting Awards of high quality, and the excellent Award page on the school's website. Also, a number of other schools have in the last few years reached out to our school for support in the delivery of the Award at their institutions.



SECTION 4: Departmental Achievements and Activities

4.1 Art and Design

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	42.9%	21.4%	35.7%	0.0%	0.0%	0.0%	0.0%	0.0%	64.3%	100.0%	100.0%	100.0%
2012	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2013	100%	73.3%	6.7%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	100.0%	100.0%	100.0%
2014	100%	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%	0.0%	0.0%	25.0%	50.0%	75.0%	100.0%
2015	100%	7.7%	15.4%	38.5%	7.7%	7.7%	15.4%	7.7%	0.0%	23.1%	61.5%	69.2%	92.3%
2016	100%	8.3%	50.0%	33.3%	8.3%	0.0%	0.0%	0.0%	0.0%	58.3%	91.7%	100.0%	100.0%
2017	100%	30.0%	50.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	100.0%	100.0%	100.0%
2018	100%	30.8%	0.0%	7.7%	53.8%	0.0%	7.7%	0.0%	0.0%	30.8%	38.5%	92.3%	100.0%
2019	100%	25.0%	25.0%	12.5%	12.5%	0.0%	0.0%	25.0%	0.0%	50.0%	62.5%	75.0%	75.0%
2020	100%	25.0%	25.0%	35.0%	5.0%	5.0%	5.0%	0.0%	0.0%	50.0%	85.0%	90.0%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0%	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%	91.7%	91.7%	100.0%
2013	100%	0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
2014	100%	0.0%	16.7%	16.7%	50.0%	16.7%	0.0%	0.0%	33.3%	83.3%	100.0%
2015	100%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018	100%	0.0%	33.3%	50.0%	16.7%	0.0%	0.0%	0.0%	83.3%	100.0%	100.0%
2019	100%	0.0%	85.7%	0.0%	0.0%	14.3%	0.0%	0.0%	85.7%	85.7%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2012	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2013	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2014	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2015	100%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0%	0.0%	66.7%	100.0%	100.0%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2019	100%	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2020	100%	0.0%	83.3%	0.0%	16.7%	0.0%	0.0%	0%	0.0%	83.3%	100.0%	100.0%

Art and Design Department achievements in 2020-2021 include:

KS3: Years 1, 2 and 3

The Art and Design department promoted students to work individually and collectively to address the learning objectives and assessment criteria outlined for these year groups. Through personalised learning and AFL, the various schemes of work enabled the KS3 level students to build on their knowledge and skills in the subject by introducing and immersing them in the diverse opportunities available in Art, Craft and Design. Art and Design's fundamental elements and principles were studied to create the foundations for cultural production. The projects were



carried out sequentially to gradually prepare the KS3 level students for studying further at the GCSE level.

KS4: Years 4 and 5

The Scheme of work/curriculum was created to allow students to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. The course includes an individual investigation component and an externally set assignment that address all assessment objects for the GCSE qualification. Students are encouraged to develop ideas, explore and select appropriate resources, record observations and insights, critically reflect on progress and present personal and meaningful responses that realize intentions. Cover and enhance their skills. Initially, each student embarks on a short 'Foundation Course' where the fundamental principles and formal elements of Art and Design are explored, which connects their previous KS3 projects and learning and the ensuing GCSE course. Subsequently, each student presents their own interpretation to the three generally set themes and work developed individually, personalised and covers a diverse array of disciplines, media, materials, techniques and processes. Students successfully created and submitted the necessary artwork for the successful completion of the course.

KS5: Years 6 and 7

The Scheme of work/curriculum was created to allow students to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. The course includes a personal investigation component and an externally set assignment that address all assessment objects for the GCSE qualification. Furthermore, students at Year 7 are required to produce a personal study which will consist of a critical and analytical, written piece of a minimum 1000 words continuous prose, making links to the student's own practical investigations, supported by contextual research. Students are encouraged to develop ideas, explore and select appropriate resources, record observations and insights, critically reflect on progress and present personal and meaningful responses that realize intentions. Cover and enhance their skills. Each student presents their own interpretation to the two generally set themes, and work developed is individual, personalised and covers a diverse array of disciplines, media, materials, techniques and processes. Students successfully created and submitted the necessary artwork for the successful completion of the course.

Mr Christopher Christou

Head of Art & Design



4.2 Biology

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	63.8%	25.5%	7.4%	2.1%	1.1%	0.0%	0.0%	0.0%	89.4%	96.8%	98.9%	100.0%
2012	100%	56.0%	30.0%	8.0%	2.0%	4.0%	0.0%	0.0%	0.0%	86.0%	94.0%	96.0%	100.0%
2013	100%	63.0%	25.0%	8.7%	0.0%	0.0%	2.2%	1.1%	0.0%	88.0%	96.7%	96.7%	98.9%
2014	100%	72.9%	15.0%	3.7%	6.5%	0.9%	0.0%	0.9%	0.0%	87.9%	91.6%	98.1%	99.1%
2015	100%	64.8%	19.8%	9.9%	3.3%	0.0%	2.2%	0.0%	0.0%	84.6%	94.5%	97.8%	100.0%
2016	100%	64.9%	17.0%	10.6%	4.3%	2.1%	0.0%	1.1%	0.0%	81.9%	92.6%	96.8%	98.9%
2017	100%	72.5%	18.6%	6.9%	1.0%	0.0%	1.0%	0.0%	0.0%	91.2%	98.0%	99.0%	100.0%
2018	100%	67.7%	24.7%	4.3%	3.2%	0.0%	0.0%	0.0%	0.0%	92.5%	96.8%	100.0%	100.0%
2019	100%	67.9%	17.3%	7.4%	4.9%	1.2%	1.2%	0.0%	0.0%	85.2%	92.6%	97.5%	100.0%
2020	100%	70.1%	18.4%	6.9%	3.4%	1.1%	0.0%	0.0%	0.0%	88.5%	95.4%	98.9%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	68.5%	16.4%	4.1%	5.5%	1.4%	4.1%	84.9%	89.0%	95.9%
2012	100%	0%	46.3%	25.4%	11.9%	9.0%	4.5%	3.0%	71.6%	83.6%	97.0%
2013	100%	0%	31.8%	21.2%	19.7%	19.7%	3.0%	4.5%	53.0%	72.7%	95.5%
2014	100%	0.0%	45.5%	27.3%	7.3%	9.1%	10.9%	0.0%	72.7%	80.0%	100.0%
2015	100%	0.0%	57.1%	22.1%	9.1%	2.6%	3.9%	5.2%	79.2%	88.3%	94.8%
2016	100%	0.0%	50.0%	15.5%	13.8%	13.8%	0.0%	5.2%	65.5%	79.3%	93.1%
2017	100%	0.0%	60.7%	13.1%	9.8%	3.3%	8.2%	4.9%	73.8%	83.6%	95.1%
2018	100%	0.0%	47.5%	18.6%	16.9%	10.2%	5.1%	1.7%	66.1%	83.1%	98.3%
2019	100%	0.0%	31.3%	22.9%	22.9%	8.3%	6.3%	8.3%	54.2%	77.1%	91.7%
2020	100%	0.0%	57.4%	25.5%	4.3%	8.5%	4.3%	0.0%	83.0%	87.2%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	19.6%	37.0%	28.3%	4.3%	8.7%	0.0%	0%	2.2%	84.8%	89.1%	97.8%
2012	100%	7.4%	51.9%	24.1%	5.6%	9.3%	0.0%	0%	1.9%	83.3%	88.9%	98.1%
2013	100%	10.7%	39.3%	17.9%	16.1%	5.4%	5.4%	0%	5.4%	67.9%	83.9%	94.6%
2014	100%	34.3%	25.7%	20.0%	8.6%	8.6%	2.9%	0%	0.0%	80.0%	88.6%	100.0%
2015	100%	24.4%	26.8%	29.3%	4.9%	9.8%	4.9%	0%	0.0%	80.5%	85.4%	100.0%
2016	100%	30.8%	38.5%	19.2%	3.8%	3.8%	3.8%	0%	0.0%	88.5%	92.3%	100.0%
2017	100%	22.5%	42.5%	17.5%	7.5%	7.5%	0.0%	0%	0.0%	82.5%	90.0%	97.5%
2018	100%	34.0%	34.0%	12.8%	14.9%	0.0%	4.3%	0%	0.0%	80.9%	95.7%	100.0%
2019	100%	24.0%	48.0%	16.0%	6.0%	4.0%	2.0%	0%	0.0%	88.0%	94.0%	100.0%
2020	100%	28.9%	40.0%	24.4%	4.4%	2.2%	0.0%	0%	0.0%	93.3%	97.8%	100.0%

Biology Department Achievements and Activities

Another year where the pandemic has resulted in multiple periods of lockdown affecting the normal schooling for students, yet **all teachers** of the department **have continued to work incredibly hard to support the students** throughout the year and ensure the best possible outcomes.

Teachers in the department had to spend a tremendous amount of extra time **planning high-quality online lessons**, helping to address technology issues, assisting students with their time management and trying to form positive student-teacher relationships over the screens, which is essential to creating an environment that is more **conducive to learning** and meeting the students' developmental, emotional (pastoral) and academic needs.



During the first term, all teachers in the department were running their **extra-curricular** activities regularly (cancelled in Term 2 due to COVID-19). These clubs included Years 5/7 stretch and support club with CPN, Medicine Club with APA, Hungry for Science with MPR, Science Honors Club with MKO with an independent student project set and completed in Term 2, world clean-up day 18 September at the school with MKO in ECO schools. One student submitted an essay for the European DNA Day Essay Contest 2021, which was supported and edited by CPN, for which the student received a **3rd Prize**. Twenty-two countries submitted 194 essays and 13 videos this year which were judged and evaluated by 53 experts in the field. MKO offered *ad hoc* after school support session for students preparing for European University entrance exams, proofread and edited essays for those applying to STEM programs in the U.S.A. and continued her collaboration with the University of Cyprus in the Sense Project (Co-funded by the Erasmus Program of the EU). Specifically, a focus group was created with a small number of volunteering Year 7 students who partook in a survey where the aim is to promote STEM careers amongst young people in a modern and attractive way. In addition, MPR organized a presentation by Dr Michael from the Refugee Crisis during PSHCE lessons. In Term 3, MPR initiated a one-day retreat to the mountains for all science teachers, including bonding activities between colleagues and simply relaxing.

Dr Maria Koutsoudis

Head of Biology



4.3 Chemistry

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	83.9%	12.6%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	96.6%	96.6%	100.0%	100.0%
2012	100%	67.8%	18.4%	10.3%	2.3%	0.0%	0.0%	0.0%	0.0%	86.2%	96.6%	98.9%	98.9%
2013	100%	71.7%	20.7%	5.4%	2.2%	0.0%	0.0%	0.0%	0.0%	92.4%	97.8%	100.0%	100.0%
2014	100%	83.6%	10.3%	4.3%	1.7%	0.0%	0.0%	0.0%	0.0%	94.0%	98.3%	100.0%	100.0%
2015	100%	74.3%	14.9%	7.9%	3.0%	0.0%	0.0%	0.0%	0.0%	89.1%	97.0%	100.0%	100.0%
2016	100%	75.0%	13.0%	9.3%	1.9%	0.9%	0.0%	0.0%	0.0%	88.0%	97.2%	99.1%	100.0%
2017	100%	80.8%	11.1%	7.1%	1.0%	0.0%	0.0%	0.0%	0.0%	91.9%	99.0%	100.0%	100.0%
2018	100%	76.6%	19.4%	3.2%	0.0%	0.8%	0.0%	0.0%	0.0%	96.0%	99.2%	99.2%	100.0%
2019	100%	72.8%	16.3%	4.3%	4.3%	2.2%	0.0%	0.0%	0.0%	89.1%	93.5%	97.8%	100.0%
2020	100%	76.5%	15.3%	5.9%	2.4%	0.0%	0.0%	0.0%	0.0%	91.8%	97.6%	100.0%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	46.6%	30.1%	11.0%	6.8%	2.7%	2.7%	76.7%	87.7%	97.3%
2012	100%	0%	45.6%	24.1%	19.0%	5.1%	2.5%	3.8%	69.6%	88.6%	96.2%
2013	100%	0%	37.5%	30.4%	17.9%	8.9%	5.4%	0.0%	67.9%	85.7%	100.0%
2014	100%	0.0%	59.4%	23.4%	7.8%	1.6%	4.7%	3.1%	82.8%	90.6%	96.9%
2015	100%	0.0%	59.3%	23.3%	4.7%	3.5%	4.7%	4.7%	82.6%	87.2%	95.3%
2016	100%	0.0%	70.0%	11.7%	6.7%	5.0%	6.7%	0.0%	81.7%	88.3%	100.0%
2017	100%	0.0%	64.1%	7.8%	12.5%	6.3%	3.1%	6.3%	71.9%	84.4%	93.8%
2018	100%	0.0%	63.8%	13.8%	6.9%	6.9%	8.6%	0.0%	77.6%	84.5%	100.0%
2019	100%	0.0%	59.0%	16.4%	8.2%	11.5%	3.3%	1.6%	75.4%	83.6%	98.4%
2020	100%	0.0%	74.6%	15.3%	1.7%	6.8%	1.7%	0.0%	89.8%	91.5%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	15.0%	42.5%	30.0%	10.0%	2.5%	0.0%	0%	0.0%	87.5%	97.5%	100.0%
2012	100%	13.6%	33.9%	37.3%	8.5%	5.1%	1.7%	0%	0.0%	84.7%	93.2%	100.0%
2013	100%	18.0%	36.0%	28.0%	8.0%	4.0%	2.0%	0%	4.0%	82.0%	90.0%	96.0%
2014	100%	20.5%	29.5%	36.4%	2.3%	6.8%	4.5%	0%	0.0%	86.4%	88.6%	100.0%
2015	100%	38.3%	25.5%	19.1%	8.5%	6.4%	2.1%	0%	0.0%	83.0%	91.5%	100.0%
2016	100%	24.6%	49.1%	19.3%	5.3%	0.0%	1.8%	0%	0.0%	93.0%	98.2%	100.0%
2017	100%	30.2%	44.2%	14.0%	7.0%	4.7%	0.0%	0%	0.0%	88.4%	95.3%	100.0%
2018	100%	43.4%	30.2%	11.3%	5.7%	7.5%	1.9%	0%	0.0%	84.9%	90.6%	100.0%
2019	100%	40.0%	24.0%	28.0%	0.0%	4.0%	4.0%	0%	0.0%	92.0%	92.0%	100.0%
2020	100%	38.0%	44.0%	10.0%	4.0%	2.0%	2.0%	0%	0.0%	92.0%	96.0%	100.0%

Chemistry Department

Main achievements:

Although it was a very challenging year due to the pandemic, the Chemistry Department managed to fulfil all its responsibilities:

1. The risk assessments for all the A-level practicals have been completed.
2. A new job description for the Lab technician has been proposed to the lab assistant, awaiting her input.



3. The three targets set by the Department for the lab assistant were met and fulfilled
4. The Department has purchased more workbooks and textbooks to give more support to the teachers
5. Subscriptions for websites like Savemyexams, Chemsheets and A-Level Chemistry have been renewed as teachers find them very useful
6. Three sets for the IGCSE and two sets for the A-level mock exams were prepared by the Department.
7. In the IGCSE mock exams, the highest achieved grades were 98% and 99%, and the average was 79%.
8. The highest achieved grades were 92 % and 93% in the A-level mock exams, and the average was 73%.
9. Scientific journals and magazines are still made available to teachers
10. Maternity cover, Machi Panteli, quickly adapted to the culture and working environment of the School not only because she is an experienced teacher but also because she had the necessary support from all the members of the Chemistry Department.
11. Support lessons – Teachers arranged support lessons at different times during the academic year.
12. During the pandemic and the onset of online teaching, the Department was able to adapt the material in power points and online assessments and be on target with the delivery schedule for all the classes.

Extra-curricular actives

Teachers from the Chemistry Department have offered the following:

- Sanjay Hurhangee (SHU) was involved in the Science Honours club
- George Papageorgiou (GPA) was working with the ECO-School team and was involved with the “Tiganokinisi” initiative
- Maria Leigh (MLE) and Sophia Michaelides (SMI) were engaged in the Hungry for Science Club.
- Christopher Brown was a sports operative

Dr Sanjay Hurhangee

Teacher-in-charge



4.4 Computer Studies

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	6.3%	18.8%	37.5%	37.5%	0.0%	0.0%	0.0%	0.0%	25.0%	62.5%	100.0%	100.0%
2012	100%	0.0%	13.6%	27.3%	36.4%	9.1%	9.1%	0.0%	0.0%	13.6%	40.9%	77.3%	95.5%
2013	100%	0.0%	7.7%	38.5%	26.9%	19.2%	3.8%	0.0%	3.8%	7.7%	46.2%	73.1%	96.2%
2014	100%	0.0%	36.4%	27.3%	13.6%	18.2%	0.0%	4.5%	0.0%	36.4%	63.6%	77.3%	95.5%
2015	100%	6.7%	26.7%	26.7%	20.0%	20.0%	0.0%	0.0%	0.0%	33.3%	60.0%	80.0%	100.0%
2016	100%	5.9%	17.6%	41.2%	17.6%	11.8%	5.9%	0.0%	0.0%	23.5%	64.7%	82.4%	100.0%
2017	100%	0.0%	40.0%	30.0%	30.0%	0.0%	0.0%	0.0%	0.0%	40.0%	70.0%	100.0%	100.0%
2018	100%	0.0%	20.0%	30.0%	40.0%	10.0%	0.0%	0.0%	0.0%	20.0%	50.0%	90.0%	100.0%
2019	100%	37.5%	50.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	100.0%	100.0%	100.0%
2020	100%	37.0%	48.1%	11.1%	0.0%	3.7%	0.0%	0.0%	0.0%	85.2%	96.3%	96.3%	100.0%

AS-Level

From 2018 ICT changed to Computer Studies

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	0%	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2012	100%	0%	25.0%	0.0%	0.0%	25.0%	25.0%	25.0%	25.0%	25.0%	75.0%
2013	0%	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2014	100%	0.0%	20.0%	0.0%	0.0%	20.0%	40.0%	20.0%	20.0%	20.0%	80.0%
2015	100%	0.0%	50.0%	0.0%	0.0%	0.0%	16.7%	33.3%	50.0%	50.0%	66.7%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018	100%	0.0%	20.0%	0.0%	20.0%	60.0%	0.0%	0.0%	20.0%	40.0%	100.0%

A-Level

From 2018 ICT changed to Computer Studies

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0.0%	9.1%	18.2%	27.3%	36.4%	9.1%	0%	0.0%	27.3%	54.5%	100.0%
2012	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2013	100%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	0%	33.3%	0.0%	0.0%	66.7%
2014	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2015	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2016	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2019	100%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0%	0.0%	50.0%	100.0%	100.0%

Department's Achievements

- Introduction to Teams for Year1 was done early in the year to allow students to learn how to use Teams in case of another lockdown at the beginning of the year. Students were all confident in using Teams by the first lockdown, and hybrid lessons were happening throughout the year.
- An online event was organised in collaboration with the Careers Department. An old ES graduate currently working in Google's offices in Zurich was invited to share information and experiences on having a career in Computer Science and working for Google.
- Year 1 was, for the first time, introduced to an end of year project. They had to use the knowledge gained throughout the year to develop a program that would work as a calculator. Two of the classes were used as pilot groups to improve this calculator further to work as quiz/game as optional. Based on the results at the end, it was



decided to include this in the scheme of work for the next academic year and have a competition between all year 1 students to find the best one in terms of efficiency, coding and creativity. The best ones of this year's groups will be receiving achievement points and certificates prepared by the department.

- An online meeting via Teams was arranged between Year 6 students currently in Computer Science AS and a former ES student presently studying Computer Science in the UK to share his experience at the university so far.

Range of activities members of the Department was active in

- FTC (First Tech Challenge) club was offered every week in collaboration with the D&T department.
- Department is involved in Erasmus+ project "ImTech4Ed", representing the school in an Erasmus+ project organised by three universities in 3 different countries (Cyprus, Greece and Germany).
- A member of the department is involved in the Erasmus+ project "Food is for Thought."

Thekla Papastavrou

Teacher-in-Charge of Computer Studies



4.5 Design and Technology

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	6.5%	32.3%	32.3%	16.1%	9.7%	0.0%	3.2%	0.0%	38.7%	71.0%	87.1%	96.8%
2012	100%	8.8%	29.4%	26.5%	20.6%	5.9%	2.9%	5.9%	0.0%	38.2%	64.7%	85.3%	94.1%
2013	100%	0.0%	28.6%	35.7%	17.9%	10.7%	0.0%	3.6%	3.6%	28.6%	64.3%	82.1%	92.9%
2014	100%	6.9%	48.3%	27.6%	13.8%	0.0%	3.4%	0.0%	0.0%	55.2%	82.8%	96.6%	100.0%
2015	100%	26.9%	23.1%	23.1%	19.2%	7.7%	0.0%	0.0%	0.0%	50.0%	73.1%	92.3%	100.0%
2016	100%	0.0%	47.7%	22.7%	20.5%	6.8%	2.3%	0.0%	0.0%	47.7%	70.5%	90.9%	100.0%
2017	100%	36.4%	24.2%	24.2%	12.1%	3.0%	0.0%	0.0%	0.0%	60.6%	84.8%	97.0%	100.0%
2018	100%	0.0%	8.8%	26.5%	32.4%	23.5%	5.9%	2.9%	0.0%	8.8%	35.3%	67.6%	97.1%
2019	100%	28.6%	28.6%	25.0%	10.7%	3.6%	3.6%	0.0%	0.0%	57.1%	82.1%	92.9%	100.0%
2020	100%	34.8%	21.7%	26.1%	8.7%	8.7%	0.0%	0.0%	0.0%	56.5%	82.6%	91.3%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	66.7%	11.1%	11.1%	0.0%	0.0%	11.1%	77.8%	88.9%	88.9%
2012	100%	0%	50.0%	37.5%	12.5%	0.0%	0.0%	12.5%	87.5%	100.0%	100.0%
2013	100%	0%	71.4%	0.0%	14.3%	0.0%	0.0%	14.3%	71.4%	85.7%	85.7%
2014	100%	0.0%	20.0%	60.0%	20.0%	0.0%	0.0%	0.0%	80.0%	100.0%	100.0%
2015	100%	0.0%	0.0%	27.3%	36.4%	18.2%	9.1%	9.1%	27.3%	63.6%	90.9%
2016	100%	0.0%	25.0%	16.7%	0.0%	41.7%	8.3%	8.3%	41.7%	41.7%	91.7%
2017	100%	0.0%	0.0%	11.8%	47.1%	35.3%	5.9%	0.0%	11.8%	58.8%	100.0%
2018	100%	0.0%	11.1%	22.2%	33.3%	22.2%	11.1%	0.0%	33.3%	66.7%	100.0%
2019	100%	0.0%	14.3%	14.3%	71.4%	0.0%	0.0%	0.0%	28.6%	100.0%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0.0%	16.7%	41.7%	33.3%	0.0%	0.0%	0%	8.3%	58.3%	91.7%	91.7%
2012	100%	0.0%	40.0%	20.0%	20.0%	0.0%	0.0%	0%	20.0%	60.0%	80.0%	80.0%
2013	100%	0.0%	33.3%	33.3%	16.7%	16.7%	0.0%	0%	0.0%	66.7%	83.3%	100.0%
2014	100%	0.0%	83.3%	16.7%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2015	100%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0%	0.0%	66.7%	100.0%	100.0%
2016	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2017	100%	0.0%	0.0%	44.4%	11.1%	44.4%	0.0%	0%	0.0%	44.4%	55.6%	100.0%
2018	100%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0%	0.0%	66.7%	100.0%	100.0%
2019	100%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0%	0.0%	66.7%	100.0%	100.0%
2020	100%	0.0%	40.0%	20.0%	40.0%	0.0%	0.0%	0%	0.0%	60.0%	100.0%	100.0%

The COVID-19 lockdown measures have again severely affected the events we had planned for the academic year 2020-21.

- However, Staff had predicted the lockdown before Christmas Holidays and organised project work accordingly and collected materials and resources that the students would require. The lower school managed to continue with their project work and used their creative and innovative skills to adapt and apply their practical abilities, using sometimes household materials to realise their solutions. It was an absolute pleasure to see the creations that students had devised.
- **Year 1** students have completed both the Clock Project and the Sports Emblems. The latter is part of a competition, of which we are hoping to determine the most popular emblems for each Sport House; Newham, Wolseley, Kitchener, Beaconsfield. This should



be ready to be announced by the end of the term. All material and theory were covered over the year, and despite that there was no end of year exams for our students, we provided them with past paper experience.

- **Year 2** students completed both their wooden CAM toy project and took part in the F1 Entry Class competition. More details presented below.
- **Year 3** was involved in an all-new project focusing on workshop skills and the laser cutter and Line bending Machine. They designed and made a practical phone holder based on the themes provided. This provided the workshop experience and the opportunity missed during the lockdown making period. All material and theory were covered over the year, and despite the fact that there was no end of year exams for our students, we provided them with past paper experience.
- The **4th year** have excelled in using the laser cutter as a basis for their projects, with remarkable success. The full range of interesting and successful projects which have been designed and manufactured has been a credit to the students who have adapted exceptionally well to the new syllabus for both GCSE and A-level. The project themes have become more associated with Engineering and Industrial design, and the outcome suits our constantly developing facilities.
- Examination Groups – Year 5. Coursework was marked and moderated as per Pearson requirements. As always, this has been an extremely time-consuming process and was completed during teachers' own personal time while the school was in session. Multiple reports and paperwork have been written to support grades.
- As mentioned above, ESPA has helped the department by purchasing a **laser cutter**, allowing the students to simplify the manufacturing stage of their design work. It has added substantial benefits to the manufacturing process. The laser cutter can be customized to cut practically any workshop material (except metal) of any thickness to exact specifications. It is accurate and can be quickly and easily adjusted to meet the student's changing needs or a specific product. This new facility has allowed the students to expand the scope of manufacturing the solutions that students design. It has also highlighted the importance of CAD and CAM, which echoes what happens in the Industry.
- We started the **FTC**. In the FIRST Tech Challenge, students learn to think like engineers. Teams design, build, and program robots to compete in an alliance format against other teams. Robots are constructed from a reusable platform, powered by Android technology, and can be coded using various Java-based programming levels. This process was open to year 4 and 5, always adhering to COVID restrictions, but was interrupted by the lockdown.



The range of activities provided by the Design & Technology Department in 2020-2021 included:

- **Open workshop** - practical sessions for all groups. These were scheduled to provide workshop access to individual year groups separately, in line with COVID protocol, throughout the year. It also offered students project catch-up time. In addition, break time sessions were added, which was a significant strain on the teaching staff, but necessary to keep year groups separate and still provide workshop access.
- **D&T Club_ Lower School** was permitted to run only with separate year groups at a time. Therefore, the Department devised Challenge Cards and published these on the D&T website dt.englishschool.ac.cy and on TEAMS. Students were able to carry out these challenges at home or at school, depending on the schedule published at the start of the year.
- Support session for exam students after school weekly.
- **F1 in Schools STEM**- a series of sessions that instructs students on the competition requirements. We were able to stage the **F1 in schools _National Finals**, and two teams from the English school came first and second respectively, Zenith and Optimum. The event was a live stream for all to see on Facebook.
- We also have **two teams representing The English School in the World finals 2021**, Bolt and Ace. This is taking place at the time of writing, and it is unclear their positions as the event has not been concluded. Bolt does have the 9th fastest car of 42 and the 6th best Design and Engineering portfolio.
- **F1 in schools _Entry Class STEM** - Introduces 2nd-year students to the requirements of building a successful F1 team. The competition was held at the beginning of May with enormous success. We held initially-class races to determine the fastest qualifiers. The event (Knock-Out Races) had a limited number of students but ensured we had a live stream for all to see on Facebook, @F1InSchoolsCyprus. The award ceremony had to be postponed due to COVID restrictions but is planned to be held during year 2's final assembly. The Department utilised the laser cutter to create awards and medal, which will be presented, together with certificates.
- An initial successful meeting has taken place with Pernera Primary school to introduce the F1 in schools Primary Challenge. This will be supported by the Department and a student mentoring scheme. Ayios Andreas Primary School has also been contacted, but we are still awaiting a reply. This initiative will promote and attract potential students to the school while also securing an F1 Center Certification for our school. It is hoped that the school will host National Finals at all levels. This, however, requires a lot of collaboration with the Ministry and staff at the different schools.
- Working on TEKE' Competition this year did not take place (Διαγωνισμός «Τεχνολογία και Καινοτομία στην Εκπαίδευση»).



No Activities except the exhibition, which displays students work, had to be cancelled due to COVID-19 as we manipulated the time available to us as a department to:

- DT Exhibition - display of some of the work produced by DT students.
- F1 in schools _Entry Class Finals was planned for the end of 2019-2020 for the 2nd year (current year 3s). We rescheduled it for this academic year for the 14th of October 2020. This again puts a strain on the Department, as COVID measures and restrictions had to be enforced. It was, however, appreciated by students.

D&T Website has been established to showcase students work as individual posts promoting the Departmental activities were delayed or never published. This has created more work for the staff and must be updated regularly dt.englishschool.ac.cy. Alexis Sofianos has set up the site and modifies it on request.

Stelios Theodosiou

Head of Design & Technology



4.6 Economics and Business

IGCSE

Economics

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	49.4%	32.1%	16.0%	1.2%	1.2%	0.0%	0.0%	0.0%	81.5%	97.5%	98.8%	100.0%
2012	100%	42.0%	24.7%	16.0%	11.1%	4.9%	0.0%	1.2%	0.0%	66.7%	82.7%	93.8%	98.8%
2013	100%	35.9%	38.8%	14.6%	9.7%	1.0%	0.0%	0.0%	0.0%	74.8%	89.3%	99.0%	100.0%
2014	100%	41.8%	28.6%	20.4%	5.1%	1.0%	2.0%	1.0%	0.0%	70.4%	90.8%	95.9%	99.0%
2015	100%	40.8%	30.6%	16.3%	8.2%	2.0%	1.0%	0.0%	0.0%	71.4%	87.8%	95.9%	99.0%
2016	100%	34.1%	39.0%	11.0%	11.0%	2.4%	2.4%	0.0%	0.0%	73.2%	84.1%	95.1%	100.0%
2017	100%	47.5%	28.3%	16.2%	5.1%	2.0%	1.0%	0.0%	0.0%	75.8%	91.9%	97.0%	100.0%
2018	100%	39.5%	20.9%	21.7%	10.9%	2.3%	3.1%	0.8%	0.8%	60.5%	82.2%	93.0%	98.4%
2019	100%	43.3%	23.1%	17.3%	8.7%	6.7%	1.0%	0.0%	0.0%	66.3%	83.7%	92.3%	100.0%
2020	100%	45.0%	29.7%	11.7%	9.0%	3.6%	0.9%	0.0%	0.0%	74.8%	86.5%	95.5%	100.0%

AS-Level

Business

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	14.3%	42.9%	14.3%	14.3%	14.3%	0.0%	57.1%	71.4%	100.0%
2012	100%	0%	8.3%	25.0%	16.7%	41.7%	8.3%	0.0%	33.3%	50.0%	100.0%
2013	100%	0%	25.0%	25.0%	0.0%	25.0%	0.0%	25.0%	50.0%	50.0%	75.0%
2014	100%	0.0%	0.0%	23.1%	15.4%	30.8%	23.1%	7.7%	23.1%	38.5%	92.3%
2015	100%	0.0%	0.0%	7.1%	28.6%	14.3%	50.0%	0.0%	7.1%	35.7%	100.0%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018	100%	0.0%	37.5%	37.5%	25.0%	0.0%	0.0%	0.0%	75.0%	100.0%	100.0%
2019	100%	0.0%	15.4%	7.7%	46.2%	15.4%	15.4%	0.0%	23.1%	69.2%	100.0%
2020	100%	0.0%	50.0%	16.7%	16.7%	16.7%	0.0%	0.0%	66.7%	83.3%	100.0%

Economics

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	47.1%	25.7%	15.7%	5.7%	2.9%	2.9%	72.9%	88.6%	97.1%
2012	100%	0%	52.1%	31.5%	13.7%	1.4%	0.0%	1.4%	83.6%	97.3%	98.6%
2013	100%	0%	51.5%	19.1%	10.3%	14.7%	2.9%	1.5%	70.6%	80.9%	98.5%
2014	100%	0.0%	51.3%	28.2%	14.1%	0.0%	3.8%	2.6%	79.5%	93.6%	97.4%
2015	100%	0.0%	47.4%	26.9%	15.4%	3.8%	1.3%	5.1%	74.4%	89.7%	94.9%
2016	100%	0.0%	50.0%	22.7%	12.1%	7.6%	3.0%	1.5%	72.7%	84.8%	95.5%
2017	100%	0.0%	37.7%	34.0%	15.1%	3.8%	7.5%	1.9%	71.7%	86.8%	98.1%
2018	100%	0.0%	57.4%	27.9%	13.1%	1.6%	0.0%	0.0%	85.2%	98.4%	100.0%
2019	100%	0.0%	29.2%	29.2%	19.4%	18.1%	4.2%	0.0%	58.3%	77.8%	100.0%
2020	100%	0.0%	52.2%	34.3%	4.5%	6.0%	3.0%	0.0%	86.6%	91.0%	100.0%



A-Level

Business

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	37.5%	12.5%	0.0%	25.0%	0.0%	25.0%	0%	0.0%	50.0%	75.0%	100.0%
2012	100%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0%	0.0%	50.0%	100.0%	100.0%
2013	100%	0.0%	16.7%	50.0%	16.7%	16.7%	0.0%	0%	0.0%	66.7%	83.3%	100.0%
2014	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2015	100%	0.0%	33.3%	16.7%	33.3%	16.7%	0.0%	0%	0.0%	50.0%	83.3%	100.0%
2016	100%	0.0%	20.0%	20.0%	20.0%	0.0%	20.0%	0%	20.0%	40.0%	60.0%	80.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2019	100%	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2020	100%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%	0%	0.0%	80.0%	100.0%	100.0%

Economics

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	3.6%	33.9%	44.6%	8.9%	5.4%	1.8%	0%	1.8%	82.1%	91.1%	98.2%
2012	100%	24.0%	40.0%	20.0%	12.0%	4.0%	0.0%	0%	0.0%	84.0%	96.0%	100.0%
2013	100%	11.3%	52.8%	28.3%	5.7%	0.0%	1.9%	0%	0.0%	92.5%	98.1%	100.0%
2014	100%	8.2%	38.8%	26.5%	12.2%	8.2%	2.0%	0%	4.1%	73.5%	85.7%	95.9%
2015	100%	14.5%	40.0%	32.7%	9.1%	0.0%	3.6%	0%	0.0%	87.3%	96.4%	100.0%
2016	100%	23.8%	45.2%	26.2%	4.8%	0.0%	0.0%	0%	0.0%	95.2%	100.0%	100.0%
2017	100%	30.2%	41.5%	18.9%	3.8%	3.8%	1.9%	0%	0.0%	90.6%	94.3%	100.0%
2018	100%	10.5%	42.1%	26.3%	21.1%	0.0%	0.0%	0%	0.0%	78.9%	100.0%	100.0%
2019	100%	24.1%	53.7%	20.4%	0.0%	0.0%	1.9%	0%	0.0%	98.1%	98.1%	100.0%
2020	100%	26.2%	42.6%	21.3%	8.2%	1.6%	0.0%	0%	0.0%	90.2%	98.4%	100.0%

Business and Economics Department achievements in 2020-21

- The Demetris M Demetriou Economics Essay Competition – awaiting results

Extra-curricular activities

The range of activities provided by the Business and Economics Department in 2020-21 includes:

- Students entered for Economics Olympiatha, the lessons for this took place up to January – had to withdraw as competition cancelled due to COVID-19. Despite the competition being cancelled by the organisation (UCY), students were still keen to attend as they felt that the practice helped extend their knowledge and skills. A booklet was prepared by Tryfonas Hadjichristoforou (THA) with sample papers.
- Students participated in the essay competition, formed lessons till January, and withdrew as the competition was cancelled due to COVID-19.



Economic Research Club 2020-21 Activities:

The club's purpose is to enable students to participate in the Research by Students Competition organised by the University of Nicosia. The club aims to teach students how to conduct research in economics and essentially provide them with the ability to research University level.

Due to the COVID pandemic, the competition was cancelled; however, lessons continued normally until April. Student participation since last year increased from 9 students to over 20. During the sessions, students worked on the following areas:

- Advance research structure
- Literature review techniques
- Bibliography and referencing
- Methodology and research methods

Since the competition did not occur, students experimented with several micro research elements, such as the economic impact of COVID 19. Additionally, during the last two sessions, Year 7 students who acted as team leaders delivered presentations to the rest of the group on the usefulness of research and how this was helpful for their University applications.

- Surgery sessions for exam students after school on a weekly basis up to January.
- Saturdays sessions for year 7 students – sponsored by Hellas Direct. These proved very successful with very high attendance. This took place on three Saturdays in the form of 2x 3-hour workshops focusing on the revision of Year 6 material and 1x4 hour workshop focusing on exam papers. These were carried out by Tryfonas Hadjichristoforou (THA) and Panayiotis Kkailas (PKK), who prepared revision booklets and past papers booklets for the event. Feedback received by students was very positive, especially when exams approached. As a result, the department has secured sponsorship for this event to take place again for 2021/22.
- Economics Society – weekly meetings where we researched relevant webinars and Monthly webinars sent to all students and posted on websites. Students attended Webinars by the LSE, UCL and other organisations.
- Charity initiatives with the Economics Society supported the Christmas school initiatives.
- Support lessons in September and October organised for all of year 5 to revise key concepts taught under lockdown.
- Support lessons for year 5 and 7 arranged via a school support programme.
- Applying to Oxbridge – joint presentation HOD and Ms Ashioti on Teams

Antoinetta Diola Skordi

Head of Economics and Business



4.7 English

IGCSE

English Language

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	13.1%	38.1%	41.9%	6.3%	0.0%	0.0%	0.0%	0.0%	51.3%	93.1%	99.4%	99.4%
2012	100%	6.5%	29.7%	34.8%	25.8%	2.6%	0.0%	0.0%	0.0%	36.1%	71.0%	96.8%	99.4%
2013	100%	18.6%	26.7%	32.9%	16.8%	3.7%	1.2%	0.0%	0.0%	45.3%	78.3%	95.0%	100.0%
2014	100%	21.8%	31.6%	24.1%	17.2%	4.6%	0.6%	0.0%	0.0%	53.4%	77.6%	94.8%	100.0%
2015	100%	18.2%	29.7%	29.7%	16.4%	5.5%	0.0%	0.0%	0.6%	47.9%	77.6%	93.9%	99.4%
2016	100%	14.3%	18.0%	37.9%	20.5%	7.5%	1.2%	0.0%	0.6%	32.3%	70.2%	90.7%	99.4%
2017	100%	22.0%	23.3%	29.6%	15.7%	7.5%	1.9%	0.0%	0.0%	45.3%	74.8%	90.6%	100.0%
2018	100%	23.4%	25.5%	29.9%	17.9%	3.3%	0.0%	0.0%	0.0%	48.9%	78.8%	96.7%	100.0%
2019	100%	16.8%	27.5%	30.2%	22.1%	3.4%	0.0%	0.0%	0.0%	44.3%	74.5%	96.6%	100.0%
2020	100%	20.0%	25.0%	31.9%	18.1%	4.4%	0.6%	0.0%	0.0%	45.0%	76.9%	95.0%	100.0%

English Literature

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	38.8%	34.4%	21.9%	3.1%	1.9%	0.0%	0.0%	0.0%	73.1%	95.0%	98.1%	100.0%
2012	100%	28.4%	35.5%	25.2%	9.7%	1.3%	0.0%	0.0%	0.0%	63.9%	89.0%	98.7%	100.0%
2013	100%	22.0%	44.7%	21.4%	8.8%	1.9%	1.3%	0.0%	0.0%	66.7%	88.1%	96.9%	100.0%
2014	100%	33.5%	35.4%	16.5%	8.5%	5.5%	0.6%	0.0%	0.0%	68.9%	85.4%	93.9%	100.0%
2015	100%	25.5%	25.5%	33.8%	13.4%	1.9%	0.0%	0.0%	0.0%	51.0%	84.7%	98.1%	100.0%
2016	100%	23.4%	29.7%	26.6%	18.4%	1.3%	0.6%	0.0%	0.0%	53.2%	79.7%	98.1%	100.0%
2017	100%	39.1%	28.8%	16.7%	12.2%	2.6%	0.6%	0.0%	0.0%	67.9%	84.6%	96.8%	100.0%
2018	100%	21.3%	34.4%	29.0%	10.9%	2.7%	1.1%	0.5%	0.0%	55.7%	84.7%	95.6%	99.5%
2019	100%	24.2%	43.6%	24.8%	7.4%	0.0%	0.0%	0.0%	0.0%	67.8%	92.6%	100.0%	100.0%
2020	100%	27.5%	35.6%	25.0%	10.0%	1.9%	0.0%	0.0%	0.0%	63.1%	88.1%	98.1%	100.0%

AS-Level

English Language

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	16.7%	83.3%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0%	16.7%	25.0%	50.0%	8.3%	0.0%	0.0%	41.7%	91.7%	100.0%
2013	100%	0%	20.0%	33.3%	0.0%	13.3%	33.3%	0.0%	53.3%	53.3%	100.0%
2014	100%	0.0%	14.3%	0.0%	57.1%	28.6%	0.0%	0.0%	14.3%	71.4%	100.0%
2015	100%	0.0%	26.7%	40.0%	20.0%	6.7%	0.0%	6.7%	66.7%	86.7%	93.3%
2016	100%	0.0%	25.0%	16.7%	25.0%	0.0%	25.0%	8.3%	41.7%	66.7%	91.7%
2017	100%	0.0%	63.6%	0.0%	36.4%	0.0%	0.0%	0.0%	63.6%	100.0%	100.0%
2018	100%	0.0%	14.3%	71.4%	14.3%	0.0%	0.0%	0.0%	85.7%	100.0%	100.0%
2019	100%	0.0%	12.5%	33.3%	25.0%	20.8%	8.3%	0.0%	45.8%	70.8%	100.0%
AVG '17-'20	100%	0.0%	30.1%	52.4%	25.2%	20.8%	8.3%		65.1%	90.3%	100.0%
2020	100%	0.0%	38.5%	38.5%	7.7%	7.7%	7.7%	0.0%	76.9%	84.6%	100.0%



English Literature

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	35.7%	21.4%	35.7%	7.1%	0.0%	0.0%	57.1%	92.9%	100.0%
2012	100%	0%	25.0%	25.0%	15.0%	35.0%	0.0%	0.0%	50.0%	65.0%	100.0%
2013	100%	0%	26.9%	38.5%	30.8%	3.8%	0.0%	0.0%	65.4%	96.2%	100.0%
2014	100%	0.0%	28.6%	42.9%	7.1%	14.3%	7.1%	0.0%	71.4%	78.6%	100.0%
2015	100%	0.0%	34.6%	34.6%	26.9%	0.0%	3.8%	0.0%	69.2%	96.2%	100.0%
2016	100%	0.0%	41.7%	20.8%	8.3%	25.0%	4.2%	0.0%	62.5%	70.8%	100.0%
2017	100%	0.0%	39.1%	21.7%	30.4%	4.3%	4.3%	0.0%	60.9%	91.3%	100.0%
2018	100%	0.0%	33.3%	54.2%	4.2%	8.3%	0.0%	0.0%	87.5%	91.7%	100.0%
2019	100%	0.0%	43.5%	8.7%	26.1%	8.7%	8.7%	4.3%	52.2%	78.3%	95.7%
2020	100%	0.0%	46.2%	19.2%	19.2%	15.4%	0.0%	0.0%	65.4%	84.6%	100.0%

A-Level

English Language

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0.0%	0.0%	50.0%	25.0%	25.0%	0.0%	0%	0.0%	50.0%	75.0%	100.0%
2012	100%	0.0%	0.0%	40.0%	40.0%	20.0%	0.0%	0%	0.0%	40.0%	80.0%	100.0%
2013	100%	0.0%	20.0%	20.0%	20.0%	20.0%	20.0%	0%	0.0%	40.0%	60.0%	100.0%
2014	100%	16.7%	0.0%	66.7%	0.0%	0.0%	16.7%	0%	0.0%	83.3%	83.3%	100.0%
2015	100%	0.0%	33.3%	0.0%	0.0%	66.7%	0.0%	0%	0.0%	33.3%	33.3%	100.0%
2016	100%	0.0%	20.0%	60.0%	10.0%	10.0%	0.0%	0%	0.0%	80.0%	90.0%	100.0%
2017	100%	12.5%	37.5%	0.0%	37.5%	12.5%	0.0%	0%	0.0%	50.0%	87.5%	100.0%
2018	100%	0.0%	30.0%	40.0%	10.0%	20.0%	0.0%	0%	0.0%	70.0%	80.0%	100.0%
2019	100%	8.3%	25.0%	33.3%	25.0%	8.3%	0.0%	0%	0.0%	66.7%	91.7%	100.0%
2020	100%	13.3%	26.7%	33.3%	13.3%	13.3%	0.0%	0%	0.0%	73.3%	86.7%	100.0%

English Literature

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	27.3%	9.1%	36.4%	18.2%	9.1%	0.0%	0%	0.0%	72.7%	90.9%	100.0%
2012	100%	0.0%	44.4%	44.4%	0.0%	11.1%	0.0%	0%	0.0%	88.9%	88.9%	100.0%
2013	100%	28.6%	14.3%	28.6%	14.3%	14.3%	0.0%	0%	0.0%	71.4%	85.7%	100.0%
2014	100%	28.6%	14.3%	21.4%	28.6%	7.1%	0.0%	0%	0.0%	64.3%	92.9%	100.0%
2015	100%	80.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0%	0.0%	80.0%	100.0%	100.0%
2016	100%	15.4%	53.8%	15.4%	7.7%	0.0%	7.7%	0%	0.0%	84.6%	92.3%	100.0%
2017	100%	30.8%	23.1%	23.1%	23.1%	0.0%	0.0%	0%	0.0%	76.9%	100.0%	100.0%
2018	100%	8.3%	50.0%	16.7%	25.0%	0.0%	0.0%	0%	0.0%	75.0%	100.0%	100.0%
2019	100%	20.0%	26.7%	40.0%	6.7%	6.7%	0.0%	0%	0.0%	86.7%	93.3%	100.0%
2020	100%	22.2%	33.3%	22.2%	22.2%	0.0%	0.0%	0%	0.0%	77.8%	100.0%	100.0%

The English Department 2020-21

Achievements

Introduction of Speaking and Listening Component at IGCSE

As a result of Brexit and the changing of student status who wish to attend UK universities, we decided that it was in the best interest of our students to complete the Speaking and Listening component at IGCSE. This is an additional achievement that is separate from the IGCSE grade in



the English Language. We have successfully brought in an introductory task in Year 4, which will be further developed in Year 5. Our students' increased maturity in Year 5 should ensure success in the run through we will complete in January; their assessment will take place in March 2022. All members have been successfully trained (in-house) in becoming Speaking and Listening examiners.

Speaking and Listening for Key Stage 3

We have started to embed Speaking and Listening tasks lower down in the school, which encourage students to deliver speeches using similar criteria used at IG level; this moves them away from scripted speeches and over-relying on PowerPoint presentation. Schemes of work will be adapted with more medium-term plans for this component to ensure a consistent approach across teaching groups. In addition, members of the English Department have reintroduced the Junior Debate Club with the aim of encouraging these same skills and their ability to develop an informed argument. Please see below regarding the implications of the impact school closure has had on this.

Reviewing and Refreshing Texts at Key Stage 3 and 4

We have refreshed the prose, poetry and drama texts studied at Key Stage 3 and 4. Mid-term plans have been devised for these texts to ensure a more coordinated approach to their teaching.

Wider-Reading

We now have a more coordinated approach to encouraging more extensive reading, particularly at KS3. Students recommend texts to their peers through short presentations once a term, including reading a short extract from the novel.

Successful A-Level Language and Literature Coursework grades

Year 7 English Language and English Literature students completed their coursework (worth 20% of their assessment) despite the challenges of online teaching and revised coursework deadlines. The outcomes in both units were excellent: students could demonstrate their ability to research and pursue their areas of interest in both subjects. In the English Language, they selected their genres to research, producing creative and highly engaging work in poetry, drama and screenplays. In English Literature, many students choose to study challenging texts, writing extended essays on writers such as Margaret Atwood, J D Salinger, Tennessee Williams, Sylvia Plath and Shakespeare – to name but a few. For our students going on to study related subjects at university, they found the process an invaluable introduction to independent research, with a number of students achieving full marks for their folders of work.

Year 1 Support Classes

We have taken on the support classes for the first time this year; the English School Institute has taught these in the past. The reason behind this change was for us to have more control over the syllabus covered and the monitoring of student progress. The communication between the mainstream teachers and that of the support class has also been more regular. Parents were sent a report at the end of the course informing them of their child's progress and advising them on steps to follow.



Introduction of After-school Reading Groups for Years 2, 3 and 4

Students who require more support in their English were identified in October; data and teacher feedback were used to identify approximately 20% of the students in each year group. Appropriate prose texts were selected with the input of the SENCO, who also helped us devise appropriate schemes of work focusing on building vocabulary and understanding. These were conducted after school for 12 sessions, although we ended up having more due to the lock-down period.

Extra-Curricular Activities

Junior Debate Club

The Junior Debate Club has been reintroduced. We were hoping to have all Years 1-3 participate in a debate competition, but we could not take it to where we had planned to because of year group bubbles and then lock-down. Next year we will hopefully manage to lead into a debate competition for our students just before Easter. The sessions included building on speaking skills and developing students understanding of how to develop arguments in an informed manner. We also built on improvisation skills.

Philosophy Club

Together with Robert Heller, upper school students explored the philosophical content of a text studied at A-Level (Frankenstein) and then introduced philosophy. This was a discussion-based activity that encouraged students to intersect philosophy with Literature.

Senior Debate Club

The Senior Debate Club continued to hold weekly meetings throughout the year, with this year's internal debate tournament being conducted through Teams. Although students were not able to debate in front of a live audience, they were still able to demonstrate their speaking and listening skills, with many being able to construct persuasive speeches and debate with their opponents passionately and engagingly. The six highest-ranking students then took the opportunity to represent the school and the country in the prestigious global debate competition – WIDPSC in April this year, which, again, took place online.

Drama Club

A Drama Club has been introduced for Years 1 & 2 in collaboration with a drama specialist working on team-building skills and focusing on training the students to understand stage craft, the importance of their body and their voice; improvisation has also been worked on. This invariably helps the students develop their confidence in using the English language.

Literature and Drama Club

Upper School students were involved in a handful of discussions based on extracts from texts of their choosing.

The Phoenix

The student magazine was produced twice this year under the supervision of members of the English Department. Their editions were centred around a specific theme and included creative writing elements as well as report writing.



Dystopian Fiction Competition

The Department held a writing competition for all Year 4s, which centred around the theme of Dystopia. They had to produce a short piece of creative writing that their teachers then judged. The strongest from each class have been included in the ESchool magazine.

Italian Club for upper school students

MEDIUM

Teachers from the English department held a meeting with the student managers involved in Medium discussing sales, product orders and attended online general assemblies. They have also been involved in interviews for the managers for 2021-22.

Emily Papandreou

Head of English



4.8 Geography

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	42.2%	33.3%	19.6%	3.9%	0.0%	1.0%	0.0%	0.0%	75.5%	95.1%	99.0%	100.0%
2012	100%	18.6%	41.2%	29.4%	8.8%	1.0%	0.0%	0.0%	0.0%	59.8%	89.2%	98.0%	99.0%
2013	100%	23.4%	43.8%	23.4%	7.8%	1.6%	0.0%	0.0%	0.0%	67.2%	90.6%	98.4%	100.0%
2014	100%	24.6%	41.0%	21.3%	9.8%	3.3%	0.0%	0.0%	0.0%	65.6%	86.9%	96.7%	100.0%
2015	100%	38.6%	36.4%	12.5%	6.8%	3.4%	1.1%	1.1%	0.0%	75.0%	87.5%	94.3%	98.9%
2016	100%	37.2%	29.1%	23.3%	8.1%	1.2%	1.2%	0.0%	0.0%	66.3%	89.5%	97.7%	100.0%
2017	100%	45.5%	37.9%	3.0%	10.6%	1.5%	1.5%	0.0%	0.0%	83.3%	86.4%	97.0%	100.0%
2018	100%	38.0%	22.5%	19.7%	19.7%	0.0%	0.0%	0.0%	0.0%	60.6%	80.3%	100.0%	100.0%
2019	100%	58.0%	21.0%	16.0%	2.5%	2.5%	0.0%	0.0%	0.0%	79.0%	95.1%	97.5%	100.0%
2020	100%	51.7%	24.1%	16.1%	5.7%	1.1%	1.1%	0.0%	0.0%	75.9%	92.0%	97.7%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	27.9%	23.3%	16.3%	18.6%	7.0%	7.0%	51.2%	67.4%	93.0%
2012	100%	0%	28.6%	37.1%	11.4%	14.3%	0.0%	8.6%	65.7%	77.1%	91.4%
2013	100%	0%	20.0%	15.0%	22.5%	15.0%	22.5%	5.0%	35.0%	57.5%	95.0%
2014	100%	0.0%	15.2%	30.3%	24.2%	3.0%	18.2%	9.1%	45.5%	69.7%	90.9%
2015	100%	0.0%	13.3%	26.7%	33.3%	6.7%	10.0%	10.0%	40.0%	73.3%	90.0%
2016	100%	0.0%	29.2%	25.0%	14.6%	10.4%	12.5%	8.3%	54.2%	68.8%	91.7%
2017	100%	0.0%	53.8%	26.9%	11.5%	7.7%	0.0%	0.0%	80.8%	92.3%	100.0%
2018	100%	0.0%	59.1%	13.6%	22.7%	4.5%	0.0%	0.0%	72.7%	95.5%	100.0%
2019	100%	0.0%	25.0%	5.0%	25.0%	25.0%	15.0%	5.0%	30.0%	55.0%	95.0%
2020	100%	0.0%	42.4%	24.2%	12.1%	12.1%	9.1%	0.0%	66.7%	78.8%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	3.6%	25.0%	28.6%	7.1%	17.9%	7.1%	0%	10.7%	57.1%	64.3%	89.3%
2012	100%	23.5%	29.4%	23.5%	11.8%	5.9%	0.0%	0%	5.9%	76.5%	88.2%	94.1%
2013	100%	4.8%	9.5%	38.1%	23.8%	4.8%	4.8%	0%	14.3%	52.4%	76.2%	85.7%
2014	100%	6.7%	6.7%	53.3%	20.0%	6.7%	6.7%	0%	0.0%	66.7%	86.7%	100.0%
2015	100%	0.0%	14.3%	21.4%	21.4%	7.1%	21.4%	0%	14.3%	35.7%	57.1%	85.7%
2016	100%	0.0%	27.3%	18.2%	27.3%	18.2%	9.1%	0%	0.0%	45.5%	72.7%	100.0%
2017	100%	19.2%	34.6%	23.1%	15.4%	3.8%	3.8%	0%	0.0%	76.9%	92.3%	100.0%
2018	100%	21.4%	21.4%	50.0%	7.1%	0.0%	0.0%	0%	0.0%	92.9%	100.0%	100.0%
2019	100%	21.1%	26.3%	26.3%	21.1%	5.3%	0.0%	0%	0.0%	73.7%	94.7%	100.0%
2020	100%	18.8%	25.0%	37.5%	12.5%	6.3%	0.0%	0%	0.0%	81.3%	93.8%	100.0%

Below were the activities as the Geography department planned them and a short descriptor of the activity.

1) Switzerland Trip for IGCSE Geography: **Cancelled because of COVID19**

Usually organised by Mr Lodge

All teachers in the department contribute to teaching and running the trip successfully organised the 8-day IGCSE field trip to Switzerland for Year 4 geography IGCSE students. This involved a rigorous 7-day routine of following the steps to planning and carrying out an enquiry.



The steps involved setting an aim, writing up hypotheses, designing recording sheets, health and safety discussions, data collection, data analysis/presentation and evaluation followed by suggested improvement.

All teachers in the department contribute time and energy in making this possible. Mr Lodge has undertaken and does all the planning for this highly successful and beneficial trip for many years. The students broaden their horizons of understanding; learn how to work in groups to use the trip experience in the compulsory IGCSE exams, where fieldwork contributes to about 25% of the exams.

Hoping to resume next academic Year

2) UK Fieldtrip for AS /A level students to the Cranedale Field Study centre Yorkshire

Usually organised by Mr Boyadjian **Cancelled because of COVID19**

This field trip has been successfully organized, taking AS /A2 geography students to the Field Study Centre in the UK. This trip has been an ongoing highlight of the calendar for nearly twenty years and enabling hundreds of students to study, understand and be aware of a whole host of environmental management issues.

A weeklong highly academic trip for AS and A2 students. The daily routine is as in Switzerland with each day research data collection analysis of data relating to the A level geography course is carried out.

Hoping to resume next academic Year

3) MEDIMUN

Teacher in charge and organiser: Mr J Lodge

This event takes place in November, spreading over three days. Due to COVID19 restrictions, it was held ONLINE. All the workshops took place with the participation of 25 schools from all over Cyprus. The conference proved to be a tremendous success. Around 80 students from the English School and 100 from other schools took part.

4) Preparation of students for Pan Cyprian National Geography competition

Teacher in charge: M. H. Boyadjian **Cancelled because of COVID19**

Usually, weekly coaching of A-Level Geography students to prepare for the national qualifier exams. ES students have traditionally got most of the top 4 places representing Cyprus.

The Cyprus Geographical Association, under the auspices of the Ministry of Education and with the help /use of University of Cyprus facilities, prepares these exams. This year the National exams were cancelled because of COVID19.

5) Team Cyprus leader to iGEO (International Geographical Olympiad) Istanbul, Turkey.

Teacher in charge of Geographical Olympiad: Mr H Boyadjian **Cancelled because of COVID19**

A weeklong competition where students compete in:

a) Written exams,



- b) Fieldwork research and a
- c) Multimedia competition

For the last 4 years, Mr Boyadjian has been Head of Team Cyprus at all iGEO competitions.

This involves heading the delegation, representing Cyprus at meetings/on committees/forums /ceremonies during the duration of the annual Olympiad held usually the first week of August.

6) EcoSchools: Because of the COVID19 restrictions, only 5 out of the 12 planned activities took place. The remaining 7 postponed.

Geography Teachers involved in the Eco-School projects alongside other teachers and students are Mr Nick Charalambous and Ms Nastazia Mavromichalou.

Eco-Schools is a fundamental initiative that encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, where it expands to the school and eventually the community at large.

Through this program, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools, steering them towards certification and the prestige of the Green Flag award following a two-year Action Plan.

It combines learning with hands-on experiences; the whole program is run according to an all-inclusive, participatory approach involving students, teachers and the local community at large.

Eco-Schools challenges students to tackle environmental problems at a level where they can see tangible results, spurring them to realise that they can make a difference.

Projects and actions are discussed and run by an environmental committee including both students and teachers:

Actions and activities are organized and delivered by committee members and many students who members (60) of the EcoSchools club to receive the certification.

ACTION PLAN 2020-2021				
Ser No	ACTIVITIES	STATUS		
1	<i>Potavristou campaign – beach clean up.</i>	✓		
2	<i>Let's do it in Cyprus – Nicosia clean up.</i>	✓		
3	<i>Tree planting of 80 trees by Year 6 students & Founders day tree planting.</i>	✓		
4	<i>Year 3 Art project using recycled materials.</i>			
5	<i>Presentation of school's recycling facilities by year 6 students during Year 1 online assembly.</i>	✓		
6	<i>Design of reusable water bottle for charity</i>		<i>Cancelled Due to COVID19</i>	
7	<i>Removal of dumped building materials & rubbish from Agios Demetrios park during Year 6 PSCE.</i>	✓		
8	<i>Research project on the energy efficiency of the new Newham building by year 4 & 5 students.</i>		<i>Cancelled Due to COVID19</i>	



9	Research paper into the impacts of travelling to school by car.		Cancelled Due to COVID19
10	Educational trip for all year groups to renewable energy production facilities (wind and solar).		Cancelled Due to COVID19
11	Investigation into the impacts of solid waste pollution on the coast – Year 3 Geography field trip.		Cancelled Due to COVID19
12	Planting a herb garden on the roof of the new Newham building.		Cancelled Due to COVID19

7) Year 2 Fieldtrips: (6 half-day trips for all Year 2 students). *Cancelled Due to COVID19*

Theme: Hydrology and Environmental Restoration

Involves ALL Geography Teachers: BOH, JLO, NCH, NMA

8) Year 3 Fieldtrips: (6 half-day trips for all Year 3 students). *Cancelled Due to COVID19...replaced by Virtual version.*

Theme: Coastal landforms and management

Involves ALL Geography Teachers: BOH, JLO, NCH, NMA

9) Year 4 Fieldtrips: (3 half-day trips for all Year 4 students). *Cancelled Due to COVID19.It will take place in Year 5.* Theme: Hydrology /Rivers study

Involves ALL Geography Teachers: BOH, JLO, NCH, NMA

10) Year 5 Fieldtrips: (4 half-day trips for all year 5 students). *Cancelled Due to COVID19*

Theme: Urban Change in Nicosia

Involves ALL Geography Teachers: BOH, JLO, NCH, NMA



4.9 Global Perspectives

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2012	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2013	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2014	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2015	100%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017	100%	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	100.0%	100.0%	100.0%
2018	100%	62.5%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	87.5%	87.5%	87.5%
2019	100%	50.0%	28.6%	14.3%	7.1%	0.0%	0.0%	0.0%	0.0%	78.6%	92.9%	100.0%	100.0%
2020	100%	57.9%	26.3%	15.8%	0.0%	0.0%	0.0%	0.0%	0.0%	84.2%	100.0%	100.0%	100.0%

Global Perspectives achievements in 2020-21 include:

The most significant achievement for this year was having the students complete their coursework and be fully prepared for their IGCSE exam.

Unfortunately, due to the COVID-19 restrictions, it was impossible to organise any other events during the year.

This is the only activities we managed to do this year:

- The Global Perspectives department ended the school year with Year 5 by inviting three inspiring guest speakers to their Global Perspectives class. Nicholas Andreou, an English School alumni who is now the Investment Manager at Big Society Capital, presented the current and possible future role of business and investment in global society considering the Sustainable Development Goals. Malvina Nicolaou, the Founder of Rescue Box, presented the pressing issue of food waste globally and nationally and introduced the business she started to reduce food waste. Susana Pavlou, an English School alumni who is the Director of the Mediterranean Institute of Gender Studies (MIGS), presented women's current status in Cyprus and what her NGO is doing to promote gender equality holistically. All three guest speakers gave thought-provoking presentations that led to lively discussions. It was the perfect way to end the 2-year Global Perspectives IGCSE course that focuses on critical thinking, independent learning and open discussions. *All safety protocols were followed
- We also had a video Zoom call a few months ago with an ES alumnus who now works for the EU Commission. He explained how the EU Commission works and gave tips on how to get into this career.
- The Global Perspectives diaper collection for the local organisation Caritas was a success; the number of diapers collected didn't fit in a large car trunk. We are very thankful to our caring English School students for making this charity initiative such a success!



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- As usual, through student's Team Project coursework, it led them to conduct first-hand research (surveys, interviews) and do various school activities to raise awareness on their specific topics.



4.10 Greek

IGCSE

Native:

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	31.9%	67.4%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	99.3%	100.0%	100.0%	100.0%
2012	100%	33.3%	63.6%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.0%	100.0%	100.0%	100.0%
2013	100%	33.8%	65.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	99.2%	100.0%	100.0%	100.0%
2014	100%	22.3%	65.1%	12.3%	0.4%	0.0%	0.0%	0.0%	0.0%	87.4%	99.6%	100.0%	100.0%
2015	100%	31.4%	62.8%	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	94.2%	98.5%	98.5%	98.5%
2016	100%	42.2%	53.7%	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	95.9%	100.0%	100.0%	100.0%
2017	100%	32.1%	59.9%	8.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.0%	100.0%	100.0%	100.0%
2018	100%	41.4%	55.6%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.0%	100.0%	100.0%	100.0%
2019	100%	28.3%	17.3%	31.5%	12.6%	7.1%	3.1%	0.0%	0.0%	45.7%	77.2%	89.8%	100.0%
2020	100%	40.2%	36.1%	13.9%	5.7%	3.3%	0.8%	0.0%	0.0%	76.2%	90.2%	95.9%	100.0%

Non-Native

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2012	100%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2013	100%	50.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	100.0%	100.0%
2014	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2015	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2016	100%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2017	100%	0.0%	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	0.0%	50.0%	83.3%	100.0%	100.0%
2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019	100%	63.6%	18.2%	9.1%	0.0%	0.0%	0.0%	0.0%	9.1%	81.8%	90.9%	90.9%	90.9%
2020	100%	61.1%	33.3%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	94.4%	100.0%	100.0%	100.0%

AS-Level

Modern Greek (taken in Year 4), the last session was in 2018

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2013	100%	0%	99.2%	0.8%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2014	100%	0.0%	98.8%	1.2%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2015	100%	0.0%	97.1%	2.2%	0.7%	0.0%	0.0%	0.0%	99.3%	100.0%	100.0%
2016	100%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2017	100%	0.0%	99.3%	0.7%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2018	100%	0.0%	99.2%	0.8%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	12.0%	85.2%	2.8%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2012	100%	20.3%	77.3%	2.3%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2013	100%	7.5%	90.0%	2.5%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2014	100%	2.5%	95.0%	2.5%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2015	100%	8.4%	86.6%	4.2%	0.0%	0.8%	0.0%	0%	0.0%	99.2%	99.2%	100.0%
2016	100%	15.6%	77.9%	6.6%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2017	100%	18.2%	75.0%	6.8%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2018	100%	11.1%	77.1%	7.6%	2.8%	0.7%	0.7%	0%	0.0%	95.8%	98.6%	100.0%
2019	100%	17.1%	79.3%	3.6%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%



Although this has been an extremely challenging academic year due to the Pandemic and the need for online teaching, the Greek Department is very proud of its students' achievements in external competitions and their academic excellence and their contribution to extracurricular activities. Furthermore, this year's challenges enabled us to develop our teaching and learning methods further and adopt more efficient and effective communication methods.

Greek Department achievements in 2020-21 include:

The following students won prizes at the **Pancyprrian Kangourou linguistic competition:**

Level 7

Philippos Rouvas, Gold medal

Level 8

Natalie Hadjivasiliou, Gold medal

Level 10

Valeria Artemis Patsalidou, Silver medal

Kyriakos Rouvas, Silver medal

Certificate of the Very Good Knowledge of Greek

This was the first time the exam was optional for Year 6 students, and preparatory lessons took place online due to the pandemic. Students attended the lessons with great motivation and determination. They handed in essays and written work to be marked, and they showed great commitment. As a result, they succeeded wildly in the exam. Although we cannot have access to the results due to Personal Data protection, the feedback we had so far from our students indicates that all of the candidates have passed the exam.

European Language framework exams – A2 exam, Basic knowledge of Greek

The following students have passed their A2 exam and have attained the qualification of the Basic knowledge of Greek. This is an optional exam, and the Greek Department aims to encourage the participation of Non-Native Greek students in these external exams showing their development in Greek and attaining important qualifications for their future. Unfortunately, due to the pandemic, some of our students were self-isolated and missed the exam. The successful candidates were:

Year 4

- Vasykyshyn Volodymyr
- Zhong Xinyao
- He Guangmei

Year 6

- Beihong Lin

The range of activities provided by the Greek Department in 2020-21 includes:



The Department organized two lectures for Year 6 students in relation to the A level syllabus to encourage the student's independent learning and help them prepare for the Mock exams.

(a) The film director Manousos Manousakis was invited to talk to Year 6 students about the film “Ouzeri Tsitsanis”, one of the films we studied in Years 5 and 6. The lecture was offered online, and students had the opportunity to ask questions and to discuss with Mr Manousakis about the film, the directing, the actors and the music. It was great to see them asking so many focused questions, and the director was impressed by their interest and their knowledge. Unfortunately, the lecture and the discussion took longer than two hours.

(b) Professor George Tsiakalos was invited to give a lecture to the students regarding the research task of the A level Greek “Refugees in Greece from 2015 onwards”. Mr Tsiakalos is a professor at the Pedagogical Department of the Aristoteleion University of Thessaloniki but a volunteer and an active citizen. Students had the chance to ask him about volunteerism in Greece and the role of the NGOs.

(c) In relation to the research task mentioned above, a cloth collection took place at the ES community. These were donated to the refugees at the Pournara camp of refugees.

Due to the challenges of the Pandemic and the protection measures, we had limited opportunities to participate in any events and to organize more activities for our students, something which will hopefully change next year.

Christina Ioakimidou

Head of Greek



4.11 History

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	45.5%	29.3%	17.2%	7.1%	1.0%	0.0%	0.0%	0.0%	74.7%	91.9%	99.0%	100.0%
2012	100%	36.3%	33.0%	19.8%	4.4%	4.4%	1.1%	0.0%	0.0%	69.2%	89.0%	93.4%	98.9%
2013	100%	20.4%	30.6%	31.6%	9.2%	7.1%	1.0%	0.0%	0.0%	51.0%	82.7%	91.8%	100.0%
2014	100%	53.7%	26.8%	11.0%	2.4%	3.7%	2.4%	0.0%	0.0%	80.5%	91.5%	93.9%	100.0%
2015	100%	44.6%	30.4%	21.4%	3.6%	0.0%	0.0%	0.0%	0.0%	75.0%	96.4%	100.0%	100.0%
2016	100%	26.7%	44.0%	21.3%	6.7%	0.0%	1.3%	0.0%	0.0%	70.7%	92.0%	98.7%	100.0%
2017	100%	74.4%	20.5%	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	94.9%	100.0%	100.0%	100.0%
2018	100%	51.6%	25.3%	17.9%	3.2%	0.0%	1.1%	1.1%	0.0%	76.8%	94.7%	97.9%	98.9%
2019	100%	66.7%	15.3%	12.5%	5.6%	0.0%	0.0%	0.0%	0.0%	81.9%	94.4%	100.0%	100.0%
2020	100%	61.1%	22.2%	12.5%	4.2%					83.3%	95.8%	100.0%	

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	23.7%	44.1%	16.9%	11.9%	3.4%	0.0%	67.8%	84.7%	100.0%
2012	100%	0%	39.5%	28.9%	13.2%	15.8%	0.0%	2.6%	68.4%	81.6%	97.4%
2013	100%	0%	17.1%	39.0%	17.1%	14.6%	7.3%	4.9%	56.1%	73.2%	95.1%
2014	100%	0.0%	48.4%	32.3%	9.7%	0.0%	9.7%	0.0%	80.6%	90.3%	100.0%
2015	100%	0.0%	36.1%	27.8%	27.8%	8.3%	0.0%	0.0%	63.9%	91.7%	100.0%
2016	100%	0.0%	11.5%	30.8%	34.6%	19.2%	3.8%	0.0%	42.3%	76.9%	100.0%
2017	100%	0.0%	38.7%	19.4%	16.1%	19.4%	0.0%	6.5%	58.1%	74.2%	93.5%
2018	100%	0.0%	69.6%	17.4%	4.3%	8.7%	0.0%	0.0%	87.0%	91.3%	100.0%
2019	100%	0.0%	21.1%	31.6%	15.8%	21.1%	10.5%	0.0%	52.6%	68.4%	100.0%
2020	100%	0.0%	38.9%	33.3%	11.1%	16.7%	0.0%	0.0%	72.2%	83.3%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	24.3%	37.8%	21.6%	10.8%	2.7%	0.0%	0%	2.7%	83.8%	94.6%	97.3%
2012	100%	7.1%	21.4%	52.4%	14.3%	4.8%	0.0%	0%	0.0%	81.0%	95.2%	100.0%
2013	100%	10.7%	53.6%	14.3%	17.9%	3.6%	0.0%	0%	0.0%	78.6%	96.4%	100.0%
2014	100%	33.3%	16.7%	26.7%	13.3%	6.7%	3.3%	0%	0.0%	76.7%	90.0%	100.0%
2015	100%	7.7%	38.5%	50.0%	0.0%	0.0%	3.8%	0%	0.0%	96.2%	96.2%	100.0%
2016	100%	21.7%	47.8%	26.1%	0.0%	4.3%	0.0%	0%	0.0%	95.7%	95.7%	100.0%
2017	100%	5.0%	50.0%	35.0%	5.0%	0.0%	0.0%	0%	5.0%	90.0%	95.0%	95.0%
2018	100%	9.1%	27.3%	27.3%	4.5%	27.3%	0.0%	0%	4.5%	63.6%	68.2%	95.5%
2019	100%	15.8%	31.6%	31.6%	10.5%	5.3%	0.0%	0%	5.3%	78.9%	89.5%	94.7%
2020	100%	17.2%	37.9%	34.5%	3.4%	6.9%	0.0%	0%	0.0%	89.7%	93.1%	100.0%

2020-21 has proved another challenging year for all English School departments, from total lockdown to blended learning. All members of the History Department responded well to these challenges. All of our CAs and FAs were re-written in electronic form and adapted for SEN students. A number of activities were also converted into the form of quizzes and video presentations. Students were also given the opportunity to use ICT, including YouTube videos to access materials.

One major success was the introduction of teaching and learning booklets into years 1-3. This has meant that we have been able to dispense with expensive textbooks and the copying of worksheets over the year. Students and parents responded positively to this innovation. The student in one place now keeps all teaching materials. The booklets contain success criteria and sections for students to assess their own progress. At present, we are reviewing and updating



these booklets for use next year in light of experience. We are also in the process of producing booklets for years 4 and 5.

We are pleased that students are choosing the subject at IGCSE and A Level in increasing numbers. At IGCSE, numbers are up by 30%, whilst the uptake at A-Level has almost doubled.

Members of the department are heavily involved in extra-curricular activities which focus on the skills that History students develop as part of their studies. Senior Debate students participated in WIDPSC 21 (online this year), whilst Thimun and Medimun (also online) figure prominently.

We are pleased to announce that Ms Constantinidou has become a full-time member of the department. She is a leading light in BAHCES, an organization of historians in Cyprus who organize webinars on different historical perspectives. These will be made available on YouTube.

James Corkhill

Head of History



4.12 Mathematics

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	74.1%	24.1%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	98.1%	100.0%	100.0%	100.0%
2012	100%	93.8%	5.6%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	99.4%	100.0%	100.0%	100.0%
2013	100%	94.5%	4.3%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	98.8%	100.0%	100.0%	100.0%
2014	100%	91.4%	8.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	99.4%	100.0%	100.0%	100.0%
2015	100%	85.1%	13.7%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	98.8%	100.0%	100.0%	100.0%
2016	100%	89.4%	9.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	99.4%	100.0%	100.0%	100.0%
2017	100%	82.3%	14.5%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%	96.8%	100.0%	100.0%	100.0%
2018	100%	79.7%	18.9%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	98.6%	100.0%	100.0%	100.0%
2019	100%	85.1%	12.4%	1.9%	0.6%	0.0%	0.0%	0.0%	0.0%	97.5%	99.4%	100.0%	100.0%
2020	100%	85.1%	13.0%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	98.1%	100.0%	100.0%	100.0%

AQA

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2019	100%	38.4%	34.2%	19.9%	7.5%	0.0%	0.0%	0.0%	0.0%	72.6%	92.5%	100.0%	100.0%
2020	100%	43.1%	29.4%	20.0%	7.5%	0.0%	0.0%	0.0%	0.0%	72.5%	92.5%	100.0%	100.0%

AS-Level

Mathematics

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	76.9%	13.8%	6.9%	0.8%	1.5%	0.0%	90.8%	97.7%	100.0%
2012	100%	0%	77.6%	15.4%	2.6%	2.6%	1.3%	0.6%	92.9%	95.5%	99.4%
2013	100%	0%	60.2%	24.7%	9.7%	2.2%	3.2%	0.0%	84.9%	94.6%	100.0%
2014	100%	0.0%	70.0%	16.4%	5.5%	3.6%	1.8%	2.7%	86.4%	91.8%	97.3%
2015	100%	0.0%	77.0%	12.7%	4.0%	2.4%	2.4%	1.6%	89.7%	93.7%	98.4%
2016	100%	0.0%	69.9%	14.6%	8.1%	3.3%	3.3%	0.8%	84.6%	92.7%	99.2%
2017	100%	0.0%	52.5%	20.0%	10.0%	8.8%	1.3%	7.5%	72.5%	82.5%	92.5%
2018	100%	0.0%	59.7%	12.9%	11.5%	8.6%	3.6%	3.6%	72.7%	84.2%	96.4%
2019	100%	0.0%	55.4%	12.1%	10.8%	11.5%	1.9%	8.3%	67.5%	78.3%	91.7%
2020	100%	0.0%	63.3%	14.4%	13.7%	6.5%	2.2%	0.0%	77.7%	91.4%	100.0%

Mathematics (Further)

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	50.0%	40.0%	0.0%	10.0%	0.0%	0.0%	90.0%	90.0%	100.0%
2012	100%	0%	64.3%	28.6%	7.1%	0.0%	0.0%	0.0%	92.9%	100.0%	100.0%
2013	100%	0%	63.6%	9.1%	9.1%	18.2%	0.0%	0.0%	72.7%	81.8%	100.0%
2014	100%	0.0%	50.0%	28.6%	21.4%	0.0%	0.0%	0.0%	78.6%	100.0%	100.0%
2015	100%	0.0%	63.6%	18.2%	9.1%	3.0%	3.0%	3.0%	81.8%	90.9%	97.0%
2016	100%	0.0%	65.2%	21.7%	8.7%	4.3%	0.0%	0.0%	87.0%	95.7%	100.0%
2017	100%	0.0%	61.2%	26.5%	6.1%	0.0%	4.1%	2.0%	87.8%	93.9%	98.0%
2018	100%	0.0%	60.0%	22.9%	5.7%	2.9%	5.7%	2.9%	82.9%	88.6%	97.1%
2019	100%	0.0%	54.0%	15.9%	15.9%	9.5%	3.2%	1.6%	69.8%	85.7%	98.4%
2020	100%	0.0%	66.0%	22.0%	8.0%	2.0%	2.0%	0.0%	88.0%	96.0%	100.0%



Mathematics (Pure)

Last session in 2017

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	81.8%	18.2%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0%	60.0%	10.0%	10.0%	20.0%	0.0%	0.0%	70.0%	80.0%	100.0%
2013	100%	0%	60.0%	30.0%	10.0%	0.0%	0.0%	0.0%	90.0%	100.0%	100.0%
2014	100%	0.0%	72.7%	18.2%	0.0%	0.0%	9.1%	0.0%	90.9%	90.9%	100.0%
2015	100%	0.0%	87.1%	3.2%	9.7%	0.0%	0.0%	0.0%	90.3%	100.0%	100.0%
2016	100%	0.0%	91.3%	8.7%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2017	100%	0.0%	83.6%	11.5%	3.3%	0.0%	1.6%	0.0%	95.1%	98.4%	100.0%

A-Level

Mathematics

Includes Year 6 Double Maths results until 2017

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	38.3%	33.6%	14.1%	7.4%	1.3%	2.7%	0%	2.7%	85.9%	93.3%	97.3%
2012	100%	40.5%	32.4%	14.9%	6.1%	1.4%	0.0%	0%	1.4%	87.8%	93.9%	95.3%
2013	100%	45.0%	31.8%	13.9%	4.6%	4.6%	0.0%	0%	0.0%	90.7%	95.4%	100.0%
2014	100%	45.6%	24.5%	23.1%	2.7%	1.4%	1.4%	0%	1.4%	93.2%	95.9%	98.6%
2015	100%	45.7%	27.9%	13.6%	5.7%	3.6%	0.7%	0%	2.9%	87.1%	92.9%	97.1%
2016	100%	56.7%	23.8%	11.0%	5.5%	3.0%	0.0%	0%	0.0%	91.5%	97.0%	100.0%
2017	100%	40.8%	25.4%	24.6%	4.2%	2.1%	2.1%	0%	0.7%	90.8%	95.1%	99.3%
2018	100%	50.7%	23.1%	10.4%	7.5%	5.2%	2.2%	0%	0.7%	84.3%	91.8%	99.3%
2019	100%	30.4%	40.2%	15.2%	7.1%	7.1%	0.0%	0%	0.0%	85.7%	92.9%	100.0%
2020	100%	48.6%	28.3%	12.3%	7.2%	2.9%	0.7%	0%	0.0%	89.1%	96.4%	100.0%

Mathematics (Further)

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	27.3%	36.4%	18.2%	0.0%	9.1%	9.1%	0%	0.0%	81.8%	81.8%	100.0%
2012	100%	64.3%	7.1%	7.1%	7.1%	0.0%	3.6%	0%	0.0%	78.6%	85.7%	89.3%
2013	100%	47.1%	20.6%	20.6%	8.8%	2.9%	0.0%	0%	0.0%	88.2%	97.1%	100.0%
2014	100%	41.2%	26.5%	17.6%	2.9%	8.8%	0.0%	0%	2.9%	85.3%	88.2%	97.1%
2015	100%	48.8%	20.9%	18.6%	11.6%	0.0%	0.0%	0%	0.0%	88.4%	100.0%	100.0%
2016	100%	50.0%	17.3%	17.3%	5.8%	3.8%	0.0%	0%	5.8%	84.6%	90.4%	94.2%
2017	100%	54.2%	10.4%	22.9%	8.3%	0.0%	4.2%	0%	0.0%	87.5%	95.8%	100.0%
2018	100%	51.0%	12.2%	18.4%	6.1%	6.1%	2.0%	0%	4.1%	81.6%	87.8%	95.9%
2019	100%	41.4%	20.7%	17.2%	10.3%	3.4%	3.4%	0%	3.4%	79.3%	89.7%	96.6%
2020	100%	66.7%	18.8%	8.3%	4.2%	0.0%	2.1%	0%	0.0%	93.8%	97.9%	100.0%

Mathematics (Pure)

The last session was 2015

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	20.0%	60.0%	20.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0.0%	57.1%	42.9%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2013	100%	0.0%	50.0%	0.0%	0.0%	25.0%	25.0%	0%	0.0%	50.0%	50.0%	100.0%
2014	100%	0.0%	62.5%	12.5%	25.0%	0.0%	0.0%	0%	0.0%	75.0%	100.0%	100.0%
2015	100%	11.1%	44.4%	22.2%	0.0%	11.1%	0.0%	0%	11.1%	77.8%	77.8%	88.9%



The range of activities provided by the Mathematics Department in 2020-21 includes:

Preparing and enrolling students for the following competitions

- District competition
- Pancyprian competition
- Mathematical Olympiad
- Kangarou Mathematics Competition
- World Maths Day
- Ritangle competition
- Euromaths conference
- Statistics Competition

Walk-in Memory of George and Dina Hadjigeorgiou - Members of the department assisted in the organisation of the walk.

The Clubs provided by members of the department were:

- Mathletes
- Statistics Club
- Maths Relay Club
- Euromaths Club
- Ritangle Competition Club
- Lower School Support Club
- Upper School Support Club
- STEP and MAT & Interviews preparation
- The problem of the Week

Maths Inspiration Shows – Autumn 2020 Online

These were live virtual shows aimed at IGCSE and A-level students.

- [Surprising Connections](#) - 15th October 2020 [6th Form]
- [Taking a Chance](#) - 12th November 2020 [6th Form]
- [Mechanics & Modelling](#) - 17th November 2020 [6th Form]
- [THE USA SHOW](#) - 24th November 2020
- [Christmas Special](#) - 4th December 2020 [GCSE]

The problem of the week

At the beginning of each week, problems of different levels were posted on Weduc and the boards outside the Mathematics department in Newham. The solution to each problem was published at the end of the week.

MEI Introduction to Data Science

The MEI Introduction to Data Science was an eight-lesson course for A-level Mathematics students covering the basic concepts of data science and using Python for exploring data.

Maria Stylianou (7G)

Nikolaos Genethlis (7R)



World Maths Day

A live online competition for students of all levels – The students below participated in this competition:

Marios Ilarionos (1R)

Panagiotis Kleanthous (1R)

Gerasimos Georgios Panayides (1R)

Cyprus Mathematical Society competitions

Results of Mathematics District Competition 2020 – 2021

Year 1

1st Prize: Rouvas Philippos (1B)

Commendation: Kallis Anastasios (1B)

Skianis Nikolaos (1G)

Charitonos Chariton (1R)

Year 2

3rd Prize: Constantinou Ioannis (2B)

Commendation: Lingis Giorgos (2B)

Panayi Christoforos (2W)

Lioudakis Evangelos (2B)

Psomas Michalis (2G)

Hadjivassiliou Natalie (2W)

Year 3

2nd Prize: Mahdessian Ara (3W)

Year 4

2nd Prize: Guangmei He (4R)

Commendation: Kadis Zoe (4J)

Rouvas Kyriacos (4W)

Year 6

2nd Prize: Mavrotheris Nicolaos (6G)

Commendation Diomedous Petros (6J)

Year 7

1st Prize: Zacharia Charalambos (7G)

Commendation Fallas Christos (7R)

Results of Mathematics Pancyprian Competition 2020 – 2021

Year 1

1st Prize: Rouvas Philippos (1B)

Commendation: Kallis Anastasios (1B)

Skianis Nikolaos (1G)

Year 2

Commendation: Constantinou Ioannis (2B)

**Year 3**

1st Prize: Mahdessian Ara (3W)

Year 4

Commendation: Rouvas Kyriacos (4W)
Guangmei He (4R)

Year 6

Commendation Mavrotheris Nikolaos (6G)

Year 7

Commendation Zacharia Charalambos (7G)
Fallas Christos (7R)

Results of the 22nd Mathematical Olympiad 2020 – 2021

Great success in 3rd grade Lyceum. Out of the eleven students nominated, the five were English School students.

Year 1

Gold Rouvas Philippos (1B)
Silver Gavriel George (1W)
Anastasi Andreas (1G)
Skianis Nikolaos (1G)
Bronze Shiakallis Philippos (1B)
Economides Maria-Christina (1J)
Micunovic Milan (1B)
Maroudias Nicolas (1W)

Year 2

Silver Neokleous Panagiotis (2W)
Bronze Psomas Michalis (2G)

Year 3

Silver Mahdessian Ara (3W)
Bronze Peng Deanna Jingjing (3B)

Year 4

Silver Rouvas Kyriacos (4W)

Year 6 & 7

Silver Lin Beihong (6B)
Fallas Christos (7R)
Mavrotheris Nicolaos (6G)
Bronze Diomedous Petros (6J)
Ftellehas Kyriakos (7W)



Participation in the National Teams representing Cyprus in the following competitions

- Charalambos Zacharia (7G) has been selected to participate in the 62nd International Mathematical Olympiad.
- Charalambos Zacharia (7G) and Mavrotheris Nicolas (6G) have been selected to participate in the 38th Balkan Mathematical Olympiad - BMO 2021.
- Ara Mahdessian (3W) has been selected to participate in the 25th Junior Balkan Mathematical Olympiad - JBMO 2021.



KANGOUROU MATHEMATICS COMPETITION

The following students excelled in the Kangourou Mathematics Competition 2020-2021

Year 1

GOLD	Rouvas Philippos	(1B)
	Gavriel George	(1W)
BRONZE	Panayides Gerasimos	(1R)

Year 2

BRONZE	Onisiforou Alexia	(2B)
	Hadjivassiliou Natalie	(2W)

Year 3

SILVER	Peng Jingjing	(3B)
BRONZE	Themistou Nikolas	(3G)
	Nearchou Constantinos	(3G)
	Sophocleous Alexandros	(3B)

Year 4

GOLD	Rouvas Kyriakos	(4W)
BRONZE	Guangmei He	(4R)

Year 5

BRONZE	Lambrinou Maria	(5W)
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The European Statistics Competition 2021

Team **ESPRO** won the **1st Award** at the National Competition and ranked **5th place** in the European competition.

Students: **Nataly Hadjivasiliou (2W), Ara Mahdessian (3W) and Danae Eliade (2B)**
Tutor **Michalis Gavrielides**

[English School pupils win 5th place in Eurostat's competition \(video\) | Cyprus Mail \(cyprus-mail.com\)](#)



EUROMATH & EUROSCIENCE 2021

21-26 JUNE 2021, PAPHOS, CYPRUS - Young Researchers, Mathematicians and Scientists

The following teams under the supervision of Mr Gavrielides will be presenting at the conference:

1) Did you know that you have 7.8 billion relatives?

Odysseas Odysseos/Panagiotis Neokleous/Christoforos Panayi (2W)

2) WATER, GAS, OR ELECTRICITY?

Natalie Hadjivassiliou (2W), Eirini Stavrou (2W)

3) 0 THE BEGINNING OR END OF MATHEMATICS

Ioannis Zervos (6G), Andreas Michael (6W)

4) How Are F1 Cars So Fast?

Derin Toumer (6G), Halil Bertug (6W), Taha Babagil (6W)

5) INFINITE HOTEL PARADOX

Philippos Rouvas (1B) and Giorgos Gavriil (1W)

6) THE MATHEMATICS OF PANDEMICS AND SEIR MODELING

Marios Stavrou (5G)

The Ritangle - an Integral Maths Competition

Although we didn't win the competition, the team successfully completed all the questions, including the tiebreaker, and therefore our school made it on the following list!

Ritangle 2020 runners-up



The team from **King Edward VI School, Stratford-Upon-Avon** were runners up. They also produced some excellent work in stage 3 of the final question.

Teams from the following schools also reached stage 3 of the final question. Less than 5% of the teams that entered achieved this in a very challenging Ritangle 2020. Congratulations to all the schools and colleges below:

<ul style="list-style-type: none"> The West Bridgford School Hills Road Sixth Form College King Edward VI School, Southampton Royal Grammar School, Guildford Queensmead School The London Oratory School Saffron Walden County High School Stephen Perse Foundation Chislehurst and Sidcup Grammar School Alley's School The Latymer School The British School of Brussels St. Olave's Grammar School Queen Elizabeth's School, Barnet Abingdon Senior School Guiseley School The Haberdashers' Aske's Boys' School Wilson's School Upton Court Grammar School 	<ul style="list-style-type: none"> The Judd School St Benedict's Catholic School Roedean School St. Peters School, York Colyton Grammar School Robert Clack School Huish Episcopi Academy London Academy of Excellence Tottenham Beauchamp City Sixth Form The English School Henrietta Barnett School The Thomas Hardy School St Catherine's School, Bramley South Bromsgrove High Wallington County Grammar School Highlands School Maricourt Catholic High School Hutton Church of England Grammar School
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Stavroula Neokleous
Head of Mathematics



4.13 Modern Languages

IGCSE

French:

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	69.2%	20.0%	9.2%	1.5%	0.0%	0.0%	0.0%	0.0%	89.2%	98.5%	100.0%	100.0%
2012	100%	49.2%	24.6%	23.0%	1.6%	0.0%	1.6%	0.0%	0.0%	73.8%	96.7%	98.4%	100.0%
2013	100%	68.0%	20.0%	6.7%	4.0%	1.3%	0.0%	0.0%	0.0%	88.0%	94.7%	98.7%	100.0%
2014	100%	76.0%	16.0%	6.0%	0.0%	2.0%	0.0%	0.0%	0.0%	92.0%	98.0%	98.0%	100.0%
2015	100%	56.9%	25.0%	13.9%	2.8%	1.4%	0.0%	0.0%	0.0%	81.9%	95.8%	98.6%	100.0%
2016	100%	49.2%	42.6%	6.6%	0.0%	0.0%	0.0%	0.0%	1.6%	91.8%	98.4%	98.4%	98.4%
2017	100%	57.7%	26.9%	9.6%	3.8%	1.9%	0.0%	0.0%	0.0%	84.6%	94.2%	98.1%	100.0%
2018	100%	71.7%	22.6%	7.5%	0.0%	1.9%	0.0%	0.0%	0.0%	94.3%	101.9%	101.9%	103.8%
2019	100%	50.0%	33.3%	10.0%	6.7%	0.0%	0.0%	0.0%	0.0%	83.3%	93.3%	100.0%	100.0%
2020	100%	62.5%	26.8%	7.1%	1.8%	1.8%	0.0%	0.0%	0.0%	89.3%	96.4%	98.2%	100.0%

German:

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2012	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2013	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2014	100%	45.5%	54.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2015	100%	35.3%	17.6%	35.3%	11.8%	0.0%	0.0%	0.0%	0.0%	52.9%	88.2%	100.0%	100.0%
2016	100%	28.6%	19.0%	38.1%	9.5%	0.0%	0.0%	0.0%	4.8%	47.6%	85.7%	95.2%	95.2%
2017	100%	71.4%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2018	100%	72.7%	27.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2019	100%	60.0%	30.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	100.0%	100.0%	100.0%

Spanish:

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	66.7%	30.3%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.0%	100.0%	100.0%	100.0%
2012	100%	58.1%	19.4%	16.1%	6.5%	0.0%	0.0%	0.0%	0.0%	77.4%	93.5%	100.0%	100.0%
2013	100%	93.5%	6.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2014	100%	76.3%	15.8%	7.9%	0.0%	0.0%	0.0%	0.0%	0.0%	92.1%	100.0%	100.0%	100.0%
2015	100%	45.2%	48.4%	6.5%	0.0%	0.0%	0.0%	0.0%	0.0%	93.5%	100.0%	100.0%	100.0%
2016	100%	68.2%	18.2%	9.1%	4.5%	0.0%	0.0%	0.0%	0.0%	86.4%	95.5%	100.0%	100.0%
2017	100%	56.5%	13.0%	21.7%	2.2%	4.3%	2.2%	0.0%	0.0%	69.6%	91.3%	93.5%	100.0%
2018	100%	39.0%	26.8%	19.5%	12.2%	0.0%	0.0%	2.4%	0.0%	65.9%	85.4%	97.6%	97.6%
2019	100%	40.0%	25.0%	12.5%	12.5%	5.0%	5.0%	0.0%	0.0%	65.0%	77.5%	90.0%	100.0%
2020	100%	48.3%	27.6%	13.8%	6.9%	3.4%	0.0%	0.0%	0.0%	75.9%	89.7%	96.6%	100.0%



AS-Level

French:

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	44.4%	55.6%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0%	65.4%	23.1%	11.5%	0.0%	0.0%	0.0%	88.5%	100.0%	100.0%
2013	100%	0%	36.8%	21.1%	21.1%	15.8%	5.3%	0.0%	57.9%	78.9%	100.0%
2014	100%	0.0%	56.0%	36.0%	8.0%	0.0%	0.0%	0.0%	92.0%	100.0%	100.0%
2015	100%	0.0%	55.6%	33.3%	0.0%	11.1%	0.0%	0.0%	88.9%	88.9%	100.0%
2016	100%	0.0%	45.5%	27.3%	18.2%	4.5%	4.5%	0.0%	72.7%	90.9%	100.0%
2017	100%	0.0%	72.7%	9.1%	18.2%	0.0%	0.0%	0.0%	81.8%	100.0%	100.0%
2018	100%	0.0%	63.6%	27.3%	0.0%	9.1%	0.0%	0.0%	90.9%	90.9%	100.0%
2019	100%	0.0%	22.2%	33.3%	33.3%	11.1%	0.0%	0.0%	55.6%	88.9%	100.0%
AVG '17-'20	100%	0.0%	52.9%	23.2%	25.7%	10.1%	0.0%	0.0%	76.1%	93.3%	100.0%
2020	100%	0.0%	66.7%	22.2%	11.1%	0.0%	0.0%	0.0%	88.9%	100.0%	100.0%

Spanish

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	75.0%	12.5%	12.5%	0.0%	0.0%	0.0%	87.5%	100.0%	100.0%
2012	100%	0%	77.8%	22.2%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2013	100%	0%	71.4%	28.6%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2014	100%	0.0%	16.7%	66.7%	0.0%	0.0%	0.0%	16.7%	83.3%	83.3%	83.3%
2015	100%	0.0%	62.5%	25.0%	0.0%	0.0%	12.5%	0.0%	87.5%	87.5%	100.0%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2018	100%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2019	100%	0.0%	12.5%	12.5%	50.0%	25.0%	0.0%	0.0%	25.0%	75.0%	100.0%
2020	100%	0.0%	57.1%	14.3%	28.6%	0.0%	0.0%	0.0%	71.4%	100.0%	100.0%

A-Level

French:

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0.0%	50.0%	37.5%	12.5%	0.0%	0.0%	0%	0.0%	87.5%	100.0%	100.0%
2012	100%	0.0%	75.0%	12.5%	12.5%	0.0%	0.0%	0%	0.0%	87.5%	100.0%	100.0%
2013	100%	7.1%	42.9%	42.9%	7.1%	0.0%	0.0%	0%	0.0%	92.9%	100.0%	100.0%
2014	100%	12.5%	50.0%	37.5%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2015	100%	16.7%	50.0%	16.7%	0.0%	16.7%	0.0%	0%	0.0%	83.3%	83.3%	100.0%
2016	100%	25.0%	25.0%	25.0%	12.5%	0.0%	12.5%	0%	0.0%	75.0%	87.5%	100.0%
2017	100%	8.3%	66.7%	16.7%	0.0%	8.3%	0.0%	0%	0.0%	91.7%	91.7%	100.0%
2018	100%	0.0%	50.0%	16.7%	16.7%	0.0%	0.0%	0%	16.7%	66.7%	83.3%	83.3%
2019	100%	0.0%	72.7%	9.1%	9.1%	9.1%	0.0%	0%	0.0%	81.8%	90.9%	100.0%
2020	100%	12.5%	62.5%	25.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%



Spanish:

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2012	100%	14.3%	28.6%	42.9%	14.3%	0.0%	0.0%	0%	0.0%	85.7%	100.0%	100.0%
2013	100%	0.0%	85.7%	14.3%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2014	100%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2015	100%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2016	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0.0%	0.0%	0.0%
2019	100%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2020	100%	0.0%	71.4%	28.6%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%

The Department's achievements:

- Presentations by the department and members of prestigious universities from France, Spain and Germany – Study in France with contribution from the French Institute, Study at Science Po with a political advisor for the French embassy, Study in Spain with contribution from the University of Navarra
- The French department advertised a national competition to win a day with a French ambassador and a Year 7 student won

The range of activities:

- French Crêpe competition
- Francophonie competition
- French visual competition from Unesco
- Cooking Pain Perdu with the French language assistant
- French Chansons sans frontières international competition to write a song
- French photography club
- Spanish club
- Supporting club for Spanish
- Spanish Dia de los Muertos activities.
- European Youth Parliament Club, school selection to participate in the National Session in August

Megan Cottam

Head of Modern Languages



4.14 Music

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	33.3%	55.6%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	100.0%	100.0%	100.0%
2012	100%	28.6%	50.0%	14.3%	7.1%	0.0%	0.0%	0.0%	0.0%	78.6%	92.9%	100.0%	100.0%
2013	100%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	100.0%	100.0%	100.0%
2014	100%	12.5%	50.0%	37.5%	0.0%	0.0%	0.0%	0.0%	0.0%	62.5%	100.0%	100.0%	100.0%
2015	100%	12.5%	37.5%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	50.0%	75.0%	100.0%	100.0%
2016	100%	9.1%	81.8%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	90.9%	100.0%	100.0%	100.0%
2017	100%	30.0%	50.0%	10.0%	10.0%	0.0%	0.0%	0.0%	0.0%	80.0%	90.0%	100.0%	100.0%
2018	100%	50.0%	25.0%	16.7%	8.3%	0.0%	0.0%	0.0%	0.0%	75.0%	91.7%	100.0%	100.0%
2019	100%	83.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	100.0%	100.0%	100.0%
2020	100%	58.3%	25.0%	8.3%	8.3%	0.0%	0.0%	0.0%	0.0%	83.3%	91.7%	100.0%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2018	100%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2019	100%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2020	100%	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%	0%	0.0%	75.0%	100.0%	100.0%

Music Department achievements in 2020-21 include:

The Academic Year 2020-21 has been one of the most challenging ones for the department, even more so than the previous year. It forced upon us extreme restrictions which went against everything music is all about, bringing people together. As a result, we had to rethink all our planned performances, cancel many of them and find a way to keep rehearsing and creating.

Recruitment for the ensembles, choirs, and activities took a different form since all assemblies were cancelled. Rehearsals were planned in year group bubbles as per the guidelines of the ministry and the school. This, unfortunately, had a negative impact on the ensembles. The students persevered through, and everything was adjusted, even if it meant we had to continue online.

The Instrumental teaching programme continued the lessons throughout the whole year by using Teams. The students were grateful to be able to continue online during the lockdown, and we had positive feedback from parents, which said that since music continued, it helped the students' mental health and focus. The Instrumental Programme currently has 90 students from all year groups and 15 specialized music instructors.

- GCSE Music 100% in Performance Component for all students
- Eleonora Savvidou Missouri (A-Level Music), has been offered a place to study Music for Fall of 2021 at Oxford University, UK.
- Music, A-level % students, have accepted their university offers and begun their studies in music Constantinos Lyras University of Southampton, UK (No 1 University for Music in Guardian Rankings for 2020)
 - Buse Abohorlu University of Southampton, UK
 - Markos Vafeas University of Manchester, UK
 - Olga Prepis Berklee College of Music, Boston Massachusetts, USA
 - Vahe Zarkaryan Anglia Ruskin University, UK



100% Pass rate at the ABRSM theory/ practical and Rock School exams

Online Composition Webinars with established composers of the Film Industry

Our music students have received an exclusive invitation to participate in Q&A sessions in Perspective: A Forum for Film, TV and Media Composers with esteemed film composers and performers and agents from all around the world, including Hans Zimmer and Danny Elfman. The Forum was created and ran by composer Adonis Aletras, ESL 86. The first session was with cellist Tina Guo who discussed her career and gave valuable advice on being a performer in today's world. Tina has been performing around the world in classical venues and stadiums, including Hans Zimmer's World Tour. The second session was with Pinar Toprak, a film composer who recently composed scores for a major film such as Captain Marvel and Fortnite. The third session was with Emmy award-winning composer and educator Carlos Rafael Rivera who recently composed the music for the TV series The Queen's Gambit.

Talent Night Auditions were held online this year and with over 60 submissions. 21 Acts were chosen and with over 100 participants from all 7-year groups. Unfortunately, Talent Night which was scheduled for November 20th 2020, had to be cancelled due to theatre backstage restrictions and also because of year group bubbles restrictions at school.

Founder's Day Ceremony Eleonora Savvidou and Sophia Kleopa, 'The Two Cellos' performed a duet for the virtual Founder's day award ceremony.

Music Composition Workshop

Why is the Star Wars soundtrack so memorable? How was music in Hitchcock films composed? How do you compose music for video games?

The answers to all these questions and even more were presented to our GCSE and A level Music students on October 20th during a Music Composition workshop by Marios Takoushis.

Mr Takoushis, an old boy of the school, is a film, TV composer and music producer, and he was kind enough to come and share his expertise and passion for music composition with our students. By analysing various themes from well-known films, he demonstrated how to generate musical ideas and develop them effectively. He also demonstrated how to score to a picture by using examples from the music he composed for the video game 'Need for Speed: Hot Pursuit'. All of the students left the workshop feeling inspired to create and compose! As the composition is a component of the GCSE and A level exam, a few students presented their own compositions and received constructive feedback from the composer.

Sistema Cyprus campaign

At the beginning of this academic year, the English School's Music Department donated 11 violins to Sistema Cyprus.

We are now delighted to see that the instruments have been put to good use and that a new group with 11 young violinists was formed due to the donation. The Music Department's vision '*Every Child a Musician*' is fully embodied in Sistema's ideals. The aim is to allow children to dream through music and involve society in this dream as a collective effort.

Sistema Cyprus is an El Sistema inspired social music, orchestra and choir programme that aims to provide free music education to migrant, refugee and Cypriot children and young people. The Sistema Cyprus currently engages 200 children and young people from Cyprus, Greece, Somalia, Congo, Ivory Coast, Syria, Bangladesh, India, Vietnam, Albania, Romania, Poland, Georgia, Russia and Indonesia.



Now, Sistema Cyprus is making an effort to expand by starting a Winds ensemble in Larnaca this October! If you have any new wind instruments, you can donate them to the children of Sistema Cyprus.

Read more about how you can help in the link below:

<https://www.facebook.com/watch/?v=942458436178822>

El Sistema Cyprus

A quote of inspiration for El Sistema Cyprus: “I would teach music, physics and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning” - Plato. On Sunday the 8th of November, a group of music students (Stathis Elia 5R, Ioannis Skordis 6B, Panos Milios 4J, Constantinos Hadjiprocopiou 7B, Eleonora Savvidou 7J) attended a genuinely inspiring presentation at the Peace House in Ledra Street, the base of El Sistema Nicosia. The program director, Nikoletta Polydorou and conductor, Santiago Ossa Alzate, presented the history and philosophy of El Sistema Cyprus, followed by practical sessions including methodology, working with their current repertoire, and how to be a mentor. This was followed by subsequent visits where we had the opportunity to join the orchestra's students and participate in teaching and rehearsals.

El Sistema Cyprus is a social-music orchestral and choir program providing accessible music education to children and young people living in challenging circumstances, including migrants and refugees. The philosophy and vision behind the creation of El Sistema are to offer free music education that provides the opportunity for personal development, where children and young people can be empowered to achieve their dreams within an environment that fosters respect, inclusion and equality. The young students and teachers describe it as if belonging to one big family.

12 Days of Christmas at The English School

Since the Christmas concert had to be cancelled, the event took place online. Below are the descriptions for all performances that took place virtually over the 12 days.

<https://www.englishschool.ac.cy/news-details/general-news/12-days-of-xmas-day1-2020>

It's the most wonderful time of the year, a season for giving, reaching out to family, friends, the community and of course, the time for Christmas Concerts!

But as with most things in 2020, our annual Christmas Concert had to take on a new look. Normally students and their parents would enthusiastically fill the school's Hall, but faced with current restrictions and guidelines, this year has to be different. Our creative and resilient students from all year groups are determined though to keep the tradition alive!

We invite you to join us for our '12 Days of Christmas at The English School' online event, where we will be sharing videos of students performing their favourite Christmas music from home.

Videos will be posted on the school's website and social media starting this Saturday, 12th December. Sing along with them and spread some much needed Christmas cheer this year!

On the 13th Day of Christmas, let there be silence.



“There is no such thing as an empty space or an empty time. There is always something to see, something to hear. In fact, try as we may to make a silence; we cannot.”

John Cage

The Music A level class and their teachers invite you to enjoy their interpretation of John Cage’s iconic experimental piece, 4’33”. A chance to reflect on the beauty of our surroundings and the ever-changing tapestry of our daily lives.

John Cage (1912-1992) was one of the leading composers of 20th-century avant-garde music and is often characterized as one of the most influential composers of this time. He wanted to create entirely new sounds and ways of understanding and listening to music through his music, making us question the fundamentals of music itself. His general philosophy was that he did not want to build music from what was already given to him, but he wanted to create entirely new concepts and sounds. His music can be characterized very often as experimental and perhaps unconventional, but undoubtedly creative. He manages to think outside the box with each of his compositions and create something entirely new and exciting.

Likewise, 4’33” is a piece in three movements consisting of 4 minutes and 33 seconds of silence for any number of musicians and instruments. With this piece, John Cage wanted to (like most of his works) challenge our perception of music and what exactly we qualify as music. Throughout the performance, John Cage wants the audience and performers alike to focus on the sounds surrounding them and make them realize just how much is happening around us at all times and the richness of the sounds that we might refer to as simple noise. For Cage, even the sound of traffic outside his apartment was music and a sound not to be dismissed! Suppose you are looking to listen to more music by John Cage. In that case, some of my favourite pieces are “Living room music”, “Sonata no. 5”, “In a Landscape”, “The Wonderful Widow of Eighteen Springs”, “Three Dances for Two Prepared Pianos” and “Water Walking”.

“The material of music is sound and silence. Integrating these is composing.” John Cage: Silence – Lectures and Writings

Directed and written by Constantinos Hadjiprocopiou, 7B

Day 12

Christmas, for many of us, is about the memories brought back to life by music shared.

For us in the English School Community, the holidays haven’t started until the stage in the Hall is packed to the rafters with students young and old, singing their hearts out in the musical contest which is Music in the Air / Jingle Bells. Many extra notes are added, the “ha-ha-has” is always one too many, and the tenors triumph with the highest sounds as always!

Here is a (rather restrained and refined!) rendition with many students and friends past and present as we could muster. To those who are with us in spirit, we wish you health, peace, and happiness and hope you will join in at full volume from wherever you are.

Day 11 (Part 1)

On the eleventh day of Christmas, we share with you a song by the band Queen, which we think is very befitting of the situation this year!



“Thank God It’s Christmas” is something we have all been thinking and feeling these past few days as we are getting closer to the holidays. We are thankful for this much-needed break to spend time with family and loved ones and breathe a sigh of relief for making it through this past year.

Many people have worked tirelessly to put this performance together. First of all, we would like to thank our creative and talented students. They not only had to rehearse under the circumstances never before experienced in the music world (wearing masks while singing and playing, working only with students in the year bubble, social distancing) but also had to perform and record alone at home. Many must have thought at some point, is this the right way to make music? Is there a point in keeping the music going this year? Isn’t the end of music, performing and playing together live? What we have all realized in the process of this all is that, yes, sharing music and experiencing the exchange that takes place between performers and audience at a live performance is one of the most rewarding experiences. Still, in times like these, we must not lose hope and keep the arts alive. Music, art and drama are what has been keeping us connected during the lockdown and the long evenings of curfews.

We want to thank sponsors Astrobank, CNP Asfalistiki and CNP Cyprialife for their support and generosity.

A big thank you to all the music ensemble directors (Evangelos Christodoulou, Nikolas Papageorgiou, Andreas Panteli, Guy Creen, Alex Panayi, Monica Theodotou), Anastasia Argyrou for the drama club and the music department staff, for supporting the students, persevering and adapting to all sorts of rehearsal configurations this past term. The video would also not have been possible without the help from Adonis Aletras ESL 85 on sound mixing and Peppinos Skoullou on video editing.

Let’s all count our blessings, make long lists of things we are thankful for and look ahead in the future with positivity, along with some joyful music to accompany us!

Day 11 (part 2)

The excitement for the holiday season is growing by the minute, so we have another set of musical interludes for you today!

A one-person show on percussion instruments by our year 7 Music A level student Constantinos Hadjiprocopiou, a woodwind duet by Katerina Athanasiadou and Andreas Nicolaou violin duet by Panos Miliou and Iraklis Giorgallis.

Constantinos (7B) is a multi-instrumentalist and composer, and today he is sharing with us his own arrangement of the ethereal melody by Tchaikovsky, “The Dance of the Sugar Plum Fairy” from the famous ballet “The Nutcracker”. Constantinos is a pianist and a member of our Instrumental programme as a bassoon player, with Mr Evangelos Christodoulou as his teacher. Following his debut as a timpanist at our school’s production of Handel’s Messiah last Christmas, Constantinos has discovered that he also has a passion for playing percussion. He is now a member of the Cyprus Youth Symphony Orchestra. He has made arrangements for school’s ensembles many times in the past, including the wind band arrangement for the song “Thank God It’s Christmas”.



Katerina (6W) and Andreas (6W) enthusiastically joined the school's instrumental programme six years ago and never looked back. Katerina, who plays the flute and is studying with Mrs Diamando Yassemidis, is also a pianist and vocalist. Andreas is an oboist studying with Ms Monica Theodotou. Both students studied Music as a GCSE and have taken part in countless concerts and events here at school, including Talent Night. Today, they perform two carols, 'The First Noel' and "Silent Night".

Our two violinists share today a duet of Bach's "Jesu Joy of Man's Desiring". Iraklis(4R) and Panos(4J) are students of the GCSE music class and members of the school's String Orchestra and the Cyprus Youth Symphony orchestra. They recorded this duet on the stage of our school's hall, without an audience, unfortunately, but we hope to be there and catch the live version of it for next year's Christmas concert!

Day 10

On the tenth day of Christmas, we have performances by two of our favourite school duos!

The 'Two Cellos' are back with their arrangements of three festive tunes "Dance of the Sugar Plum Fairy", "Walking In the Air", and "Un Flambeau, Jeannette, Isabelle". Eleonora Savvidou (7J) and Sophia Kleopa (2B) are sisters at heart, who share a strong love for music, and the cello, of course! Both cellists are members of the school's String Orchestra and the Cyprus Symphony Orchestra. Eleonora is currently studying A level Music and will continue her Music studies next year abroad. We do urge you to pay attention to the details in their video, including a mischievous Nutcracker, who took on the COVID guidelines about mask-wearing a little too seriously!

Andreas Marcou (6W) and Alexia Demetriou (6G) have been long-lasting and devoted members of the school's choir and drama club and have performed together at Talent Night and Grease 2020. Both students studied GCSE Music and Drama at school. Andreas is also a pianist and a member of the A-level Music class. Together, they perform a charming and socially distanced version of the duet "Baby It's Cold Outside", the famous song that won the 1949 Academy Award for Best Original Song.

Day 9

On the ninth day of Christmas, we have a short recital prepared for you by three lower school students!

Our emerging musicians are very excited to share with you their favourite Christmas songs. Eleana Iacovou (1G), who is a member of our Wind band, is playing for us on the saxophone the timeless carol, "Hark! The Herald Angels Sing".

Christos Stasis (2W), a student of our Instrumental Programme, performs on the classical guitar "Have Yourself a Merry Little Christmas, " accompanied by his teacher, Mr Renos Efstathiou.

And to close this short recital, Christos Michael (1G), who is also a student of the Instrumental



Programme as a saxophone player, is performing on piano two of the most beloved melodies, “Silent Night” and ‘White Christmas’.

Let their music accompany you this last Sunday before the holidays, and support our students by sharing their music with friends and family!

Day 8

On the eighth day of Christmas, Eric Tchalikian (6J) and Jayden Maroun (2R) share their music with us.

Not all Christmas songs are cheerful, as Eric’s choice of the song clearly shows. The melancholic song ‘Please Come Home for Christmas’ was written by bluesman Charles Brown in 1960 and has been recorded by many famous artists since then, including James Brown, BB King and The Eagles. Eric is an enthusiastic guitarist, vocalist and songwriter with many performances at school events, including Talent Night and Grease 2020. Whether you have the blues this Christmas or not, we hope Eric’s interpretation will move you.

One can only be mesmerized when they hear Jayden play the piano. His virtuosic and expressive playing has won him many awards at competitions, and he has participated in prestigious festivals abroad. The Cyprus Youth Symphony Orchestra invited the young student to perform as a soloist this Christmas. Still, unfortunately, due to the pandemic, the concert had to be cancelled. Though, we have the pleasure to listen to the piece Jayden was planning to perform as part of our online event. The piece is an arrangement for solo piano of two Christmas Carols, “Angels We Have Heard on High” and “O Come All Ye Faithful”. Imagine yourself at the concert hall and enjoy the performance!

Day 7

On this sunny seventh day of Christmas, we have two performances from our students Andreas Ioannou (5W) and Paris Hadjicostis (5J).

Andreas is sharing his jazzy version of “Carol of the Bells” as he is currently studying jazz piano at our Instrumental Programme with Mr Andreas Panteli.

You can always count on finding Andreas around the music room, practising the piano, rehearsing with his band, composing for his GCSE Music and singing!

Paris has been an enthusiastic member of our department since his first year at our school. He is also a member of the GCSE Music class and has performed at Talent Night, Rock Night and many other school events. Also, Paris is a member of the Instrumental Programme, studying trumpet with Mr Gareth Griffiths and a member of our school’s Wind Band and the Cyprus Youth Symphony Orchestra.

Today he is sharing with us his arrangement of the classic “The Christmas Song”, which is mainly known as “Chestnuts Roasting on an Open Fire”.

**Day 6:**

On the sixth day of Christmas, Fivos Loucaides (4Y) and George Polycarpou (4W) are both sharing their soulful interpretations of the emotional song 'White Christmas'. Fivos and George are students of the GCSE music class, senior choir members, and active performers at school events. And just like the song says, we are all dreaming of having Christmas this year like the ones we used to know.

Turn on your Christmas lights, enjoy the performances, and who knows, maybe our wishes will come true, and we will get a White Christmas after all surrounded by loved ones!

Day 5:

On the fifth day of Christmas, we have not just one but two performances by talented Year 3 students.

Asli Toros (3W) is sharing her interpretation of the Christmas hit song 'Santa Tell Me'. Asli has been playing the piano from a young age, but singing has always been a priority. This year her determination and hard work landed her a much-coveted spot at the school's Talent Night.

Ara Mahdessian (3W) entered the world of music at the age of 10 and never looked back! Since then, classical music has become a great passion of his, and he has taken part in piano competitions and masterclasses abroad. Today he is sharing with our arrangements of four Christmas songs, including 'Have Yourself a Merry Little Christmas' and 'Silent Night'. Ara is also a composer, and we are looking forward to sharing some of his compositions shortly.

Day 4:

On the fourth day of Christmas, brothers Ioannis (6B) and Joseph Skordis (2Y) share three traditional Christmas Carols arranged for two violins: 'O Little Town of Bethlehem', 'Angels We Have Heard on High' and 'The First Noel'.

Ioannis and Joseph are never too busy to devote time to the music. Both students are members of the school's String Ensemble and Choir and members of the Cyprus Youth Symphony Orchestra. We hope the beautiful melodies and harmonies of these duets brighten your day.

Day 3:

On the third day of Christmas, our Contemporary Band, or the 'Jazzy Jammers' as we call them, share their smooth jazzy version of 'White Christmas'.

The five students have been playing together as a band since Year 4. Andreas Ioannou (5W), Ioannis Papazacharias (5G) and Aristotelis Christoforides (5B) are members of the GCSE Music class. Panayiotis Hadjicostis (5G) is a member of the wind band as a clarinettist, and George Nicolaou (5G), a choir member. They were rehearsing, and performing music as a group has been challenging this year due to all protocols and restrictions. Still, with the proper measures in effect and their perseverance, they have recorded this song. We hope to see them perform live again on our Hall's stage soon!

**Day 2:**

On the second day of Christmas, Odysseas Pantazis is sharing with us his interpretation of 'Carol of the Bells' in a slightly different version of the one we are used to!

Odysseas, a skilful guitar player and a member of the Music A-Level class, also enjoys composing music. You can listen to one of his compositions on the school's 2021 calendar, which is available to purchase at school or online. Turn the volume way up on your devices and enjoy the music!

Day 1:

On the first day of Christmas, Peiqi Song is sharing with us his piano version of the beloved song 'The Twelve Days of Christmas'.

Peiqi is a Year 1 (1B) student who loves spending time playing the piano or listening to piano music.

Grab your microphones (or pretend your hairbrush is one!) and sing along to Peiqi's music to get into the holiday spirit!

CYTA Music Christmas Card

<https://youtu.be/69URZOQGVig>

Our school participated in the making of the CYTA Christmas Music e-Card. One of our music GCSE students, Evelina Agroti, sang a part of the song composed as a collaborative process with the symbolic number of 21 schools around the island. The optimistic message that was sent was that communication is a right of every child. With the power of communication, we can overcome all the difficulties.

International Women's Day 2021: Who Rules the (Music) World?

<https://www.englishschool.ac.cy/news-details/general-news/international-women-day2021-music>

The theme for International Women's Day 2021 is #ChooseToChallenge. A challenged world is an alert world, and from challenge comes change.

Female musicians have been on that path, to have their voices heard and treated as equals, for centuries now. The music timeline is filled with exceptional women musicians such as Clara Schumann, a distinguished pianist, composer and teacher. They in the 1800s performed and composed under the shadow of her husband, Robert Schumann. Film composers like Pinar Toprak and Hildur Guðnadóttir have succeeded in disposing of the double standards of their male-dominated industry, and contemporary music composers Caroline Shaw and Kaja Saariajo have bridged the gender gap of their genre. Some of the most celebrated Grammy Award-winning artists are currently women, such as Billie Eilish, Ariana Grande, Lady Gaga and Taylor Swift. They have assertively taken control of the production of their music and publishing rights. The call is out for an industry-wide reinvention, and women are taking the reins and leading the action for equality.



In honour of this significant day, students of the Music Department will be introducing us to the female artists that have influenced and inspired them on their musical journey so far. Artists, that in their unique way, have attempted and succeeded to dispose of the double standards that have contaminated the music world for decades.

When I Had The Chance Music Alumni Song Release

We couldn't be prouder of our talented graduates Paschalis Kontopirghos and Constantinos Lyras (ESL 19), who have collaborated to release their first music single. With the help of Maria Photiou (ESL 19) on vocals, their beautiful song 'When I Had the Chance' is now available on all streaming platforms.

As PK& Lyras mention in their release, this song marks the beginning of a new chapter in their musical journey. A journey began here at the English School, as all three were long-standing members of the school's choir and band and always participated in musical events together. Both Paschalis and Constantinos took GCSE and Music A level here at school. Paschalis is currently studying Psychology at Kent University which he will follow with a degree in Musical Therapy, and Constantinos is studying Music at Southampton University. Maria is learning French and Spanish at University College London and continues to enjoy singing.

We are already eagerly awaiting their next collaboration! Support our students by streaming their song on Spotify, Apple Music and YouTube

https://www.youtube.com/watch?v=GXFcf0_IoTU

Arts Week 2021 March 26th-31st

Arts Week 2021 is a call for change! With the theme "Breaking the Chain", we invite everyone to break through barriers, be fearless, and challenge wrongly established beliefs and behaviours.

The pandemic has affected the health of millions, caused social and economic disruption, and has taken a silent toll on mental health through the isolation, anxiety, grief it inflicted on all communities and especially on the younger generation.

The Arts have always been on the front lines of change, confronting complex social problems, building communities and comforting individuals. Let our music, art and drama students empower you and inspire you during this special week with performances, installations and workshops.

March 26th Live event at school Livestream on Facebook

The beginning of Arts week was marked with enthusiastic performances at breaks by the school's bands alongside the colourful installations of the Art department.

- <https://fb.watch/61w-VJTD46/> Y5 Band
- <https://fb.watch/61x0w7NJx3/> Y4 Band
- <https://fb.watch/61x1vMkeZ/> Year 6/7 band
- March 31st Live event at school Livestream on Facebook
- <https://fb.watch/61xkdjWds0/> Cello Piano Duet



A Virtual Evening of Music and Theatre

On Tuesday, March 30th, our students' creativity and talent inspired us during a virtual evening of Music and Theatre followed by a Q&A session with the student artists.

The evening included music compositions by Ara Mahdessian and Constantinos Hadjiprocopiou, a poetry and music performance by India Olympia Pattichis and Sophia Kleopa and devised drama performances by Y4-7 students.

<https://www.youtube.com/watch?v=b7cApH9tj1U&feature=share>

Waving through a Window

<https://www.youtube.com/watch?v=5GnHqFDkkzY>

“Waving Through a Window” from the musical ‘Dear Evan Hansen’

Evan Hansen is struggling with severe social anxiety; he is "always outside looking in". Being an alienated teenager, it seems like anything he does is wrong and annoys others. His nervy smiles and hesitant gestures somehow capture all the agonies of today's youth, people who are getting increasingly uncomfortable and awkward in their skin. Soon enough, Evan realises that only he can break the chain that's holding him back from accepting his self

Andreas Marcou, 6W

“Imagine” by John Lennon is more than an anthem of peace and solidarity; it is a dream of a better world with no wars, no religious or national conflicts, no killings, no greed, no hunger, but instead a world that is based on brotherhood and sharing.

Music is a universal language that inspires and empowers us to have a common dream of a better world. We can turn to music to reconnect with our soul during these challenging times, remain hopeful, build bridges by playing music together, and create and be inspired. To us, “Break the Chain” hopes that everyone in the world, regardless of race, culture or religion, will experience what our cellos have created between us—unity, love and joy of being together.

Eleonora Savvidou, 7J

Sophia Kleopa, 2B

<https://youtu.be/1EkI3QrF1fY>

Gabriel's Oboe

During Arts Week, our music students are paying tribute to a film composer of truly exceptional talent and vision, Ennio Morricone, who sadly passed away last summer.

They perform an arrangement of one of his most famous pieces, “*Gabriel’s Oboe*”, from the movie ‘The Mission’. Morricone was a visionary who never settled for the expected and familiar. His music is spectacularly diverse: from classical, jazz, pop, progressive, electronic, avant-garde, and he has produced music of every flavour for almost every imaginable kind of movie.

- Andreas Nicolaou 6W, oboe
- Efsthios Elia 5R, violin
- Ioannis Skordis 6B violin
- Anna Monoyiou 7Y, piano
- Eleonora Savvidou 7J, cello

<https://youtu.be/qkrQjv4unUM>



Wind of Change

“Wind of Change” by the Scorpions has been inextricably linked with the fall of the Berlin Wall, the reunification of East and West Germany, the end of the Cold War.

Music once again highlights and celebrates a change towards new world order, allowing us to feel deeply connected, reminding us to see our shared humanity. The song sentiments hope, promise and peace, “did you ever think that we would be so close, like brothers”.

- Eleonora Savvidou 7J, cello
- Beihong Lin 6B, piano

<https://youtu.be/rCsWIQaDWK8>

The show must go on

Our students Eleonora Savvidou and Ara Mahdessian surprised their music teachers with a very moving virtual performance of the music they were not able to perform live during this year’s Arts Week.

“Recorded between lockdowns, with great pleasure and enjoyment, a performance of two pieces. With a special dedication to our music teachers, this is a way for us to communicate with music what words alone cannot express.

The first piece, ‘Élégie’ (1880) by Gabriel Fauré, is described as a piece of gentle, understated beauty of huge emotional depth. The second is ‘Song from a Secret Garden’ by Rolf Løvland (1995) who wrote that ‘Somewhere within us all there is a Secret Garden. A garden in which we can seek refuge when times are rough, or retire to in joy or in contemplation’ For us that special place is Music”.

Eleonora Savvidou, 7J

Ara Mahdessian, 3W

<https://youtu.be/iT-186WsVus>

Classical Music Recital On June 21st students of the department will present a recital to celebrate International Music Day in the School’s hall.

Instrumental Programme Recital The Music Department hosts a recital for all the students Years 1-5 who are currently taking instrumental lessons at school in mid-May. During the recital, the students that are receiving a scholarship are also evaluated. This will be held online with students submitting recordings to the teachers and the Head of the Instrumental Programme.

GCSE Music year 4 and A level Y6 rising stars concert On June 22nd the members of the GCSE music 4th form and A Level Music 6th form will present their free compositions to an audience of teachers, family and friends.

A musical ending to the year

Friday, June 4th marked the last day of lessons for Years 1-3, and members of the Lower School Orchestra performed a short concert during first break to celebrate and wish everyone good luck on their upcoming exams.

With the support of their music teachers and upper school music students, they presented an orchestral version of Bizet’s uplifting and famous aria “Habanera” from the opera Carmen. This



was followed by a piano and cello duet performance of the hauntingly beautiful piece “Song from a Secret Garden” by Rolf Lovland. All these students have shown tremendous dedication to music throughout this very challenging year and persevered until the end, despite the difficulties and exam preparation.

We thank them all for the gift of music!

- Eleana Iacovou, 1G saxophone
- Maria Theofanous 2G flute
- Josef Skordis 2Y violin
- Aris Pipis 2R violin
- Michalis Loizou 1Y violin
- Loucas Loizides 1W violin
- Alexios Karaolis 1W violin
- Alexandros Sophocleous 3B violin
- Nikolas Symeonides 3R saxophone
- Nedi Avraam 3J flute
- Nikolas Themistou 3G trumpet
- Ara Mahdessian 3W piano
- Katerina Athanasiadou, flute 6W
- Maria Economidou flute 6Y
- Eleonora Savvidou 7J cello
- Anna Monoyiou 7Y piano
- Constantinos Hadjiprocopiou 7B percussion

And who can resist a piano that has been left outside the music room? During the second break, we had impromptu performances by Jayden Maroun 2R, Asli Tansa Toros 3W, Peiqi Song 1B, and Angelos Prastitis 1B, who shared with us their favourite pieces and songs.

<https://youtu.be/8r8B15tq7MM>

Year 4 PSHCE Performance

Talented Year 4 GCSE musicians Panos Milios 4J, Iraklis Giorgallis 4R and Giorgos Polycarpou 4W performed the songs "Someone You loved" and "Amazed" during the last PSHCE session of the year on Monday 7th June.

(a) <https://youtu.be/p4kv80EUKP8>

(b) <https://youtu.be/Nu837gjN14s>

Monica Theodotou

Teacher-in-charge (KS4-5)



4.15 Physical Education

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	31.6%	10.5%	21.1%	36.8%	0.0%	0.0%	0.0%	0.0%	42.1%	63.2%	100.0%	100.0%
2012	100%	0.0%	17.6%	47.1%	29.4%	5.9%	0.0%	0.0%	0.0%	17.6%	64.7%	94.1%	100.0%
2013	100%	0.0%	26.7%	40.0%	26.7%	0.0%	6.7%	0.0%	0.0%	26.7%	66.7%	93.3%	100.0%
2014	100%	4.5%	18.2%	27.3%	31.8%	4.5%	13.6%	0.0%	0.0%	22.7%	50.0%	81.8%	100.0%
2015	100%	0.0%	16.7%	41.7%	16.7%	16.7%	8.3%	0.0%	0.0%	16.7%	58.3%	75.0%	100.0%
2016	100%	14.3%	23.8%	23.8%	23.8%	9.5%	4.8%	0.0%	0.0%	38.1%	61.9%	85.7%	100.0%
2017	100%	4.3%	21.7%	47.8%	21.7%	4.3%	0.0%	0.0%	0.0%	26.1%	73.9%	95.7%	100.0%
2018	100%	9.7%	12.9%	25.8%	48.4%	3.2%	0.0%	0.0%	0.0%	22.6%	48.4%	96.8%	100.0%
2019	100%	22.2%	38.9%	27.8%	11.1%	0.0%	0.0%	0.0%	0.0%	61.1%	88.9%	100.0%	100.0%
2020	100%	23.5%	29.4%	35.3%	11.8%	0.0%	0.0%	0.0%	0.0%	52.9%	88.2%	100.0%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2017	100%	0.0%	0.0%	20.0%	20.0%	40.0%	0.0%	20.0%	20.0%	40.0%	80.0%
2018	100%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
2019	100%	0.0%	25.0%	0.0%	0.0%	25.0%	25.0%	25.0%	25.0%	25.0%	75.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2018	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2019	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2020	100%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%

PE Department's achievements for this academic year

The current academic year was severely affected by the pandemic and very few sporting events took place. As a result, our School Teams and our athletes did not have many competitive opportunities. We did however take part in a tournament organised by the Cyprus Hockey Association in June 2021 and our students did well to win 2nd Place.

Extra-Curricular activities

Once again, the pandemic deprived both staff and students of sporting opportunities this year, due to the strict protocols that were in place. None of the normal activities that the PE Department is involved in took place this year. This includes the Ministry of Education Competitions, the Nicosia Private Schools Competitions, Afternoon Games, our Inter-House Competitions, the Parade, the Cyprus Football Association Competitions for Girls, the Founder's Day Games, the Salakian Trophy, our Sports Day, the Senior Boys Futsal Competition, our Sports Awards Ceremony and the Sports Committee Meetings.

We were only able to organise a Junior Boys and Girls Tennis Tournament in May/June 2021 and participate in a Cyprus Hockey Association Tournament in June 2021, with the relaxation of the protocols being implemented.

Yiannos Papaioannou

Head of Physical Education



4.16 Physics

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	59.4%	28.6%	9.0%	2.3%	0.8%	0.0%	0.0%	0.0%	88.0%	97.0%	99.2%	100.0%
2012	100%	51.5%	28.8%	13.6%	5.3%	0.0%	0.8%	0.0%	0.0%	80.3%	93.9%	99.2%	100.0%
2013	100%	43.9%	34.5%	12.9%	5.8%	1.4%	1.4%	0.0%	0.0%	78.4%	91.4%	97.1%	100.0%
2014	100%	66.2%	18.6%	9.0%	6.2%	0.0%	0.0%	0.0%	0.0%	84.8%	93.8%	100.0%	100.0%
2015	100%	57.1%	27.1%	7.5%	4.5%	0.8%	2.3%	0.8%	0.0%	84.2%	91.7%	96.2%	99.2%
2016	100%	60.4%	19.4%	13.4%	4.5%	1.5%	0.7%	0.0%	0.0%	79.9%	93.3%	97.8%	100.0%
2017	100%	55.7%	22.1%	11.5%	8.2%	0.8%	1.6%	0.0%	0.0%	77.9%	89.3%	97.5%	100.0%
2018	100%	56.5%	24.5%	8.8%	9.5%	0.7%	0.0%	0.0%	0.0%	81.0%	89.8%	99.3%	100.0%
2019	100%	71.8%	16.2%	7.7%	2.6%	1.7%	0.0%	0.0%	0.0%	88.0%	95.7%	98.3%	100.0%
2020	100%	66.2%	19.4%	9.4%	3.6%	0.7%	0.7%	0.0%	0.0%	85.6%	95.0%	98.6%	100.0%

AS-Level

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	48.5%	19.6%	19.6%	4.1%	3.1%	5.2%	68.0%	87.6%	94.8%
2012	100%	0%	40.7%	25.7%	14.2%	5.3%	6.2%	8.0%	66.4%	80.5%	92.0%
2013	100%	0%	33.7%	27.2%	17.4%	8.7%	4.3%	8.7%	60.9%	78.3%	91.3%
2014	100%	0.0%	47.4%	26.3%	11.6%	6.3%	3.2%	5.3%	73.7%	85.3%	94.7%
2015	100%	0.0%	58.3%	20.4%	10.7%	2.9%	2.9%	4.9%	78.6%	89.3%	95.1%
2016	100%	0.0%	40.0%	21.2%	10.6%	10.6%	11.8%	5.9%	61.2%	71.8%	94.1%
2017	100%	0.0%	47.6%	15.5%	15.5%	10.7%	1.2%	9.5%	63.1%	78.6%	90.5%
2018	100%	0.0%	42.4%	18.6%	10.2%	6.8%	11.9%	10.2%	61.0%	71.2%	89.8%
2019	100%	0.0%	37.2%	16.0%	8.5%	9.6%	12.8%	16.0%	53.2%	61.7%	84.0%
2020	100%	0.0%	46.2%	21.5%	7.7%	7.7%	16.9%	0.0%	67.7%	75.4%	100.0%

A-Level

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	4.7%	23.3%	39.5%	11.6%	9.3%	2.3%	0%	9.3%	67.4%	79.1%	90.7%
2012	100%	18.7%	29.3%	26.7%	17.3%	5.3%	1.3%	0%	1.3%	74.7%	92.0%	98.7%
2013	100%	15.1%	42.5%	17.8%	15.1%	1.4%	5.5%	0%	2.7%	75.3%	90.4%	97.3%
2014	100%	15.0%	35.0%	23.3%	13.3%	5.0%	6.7%	0%	1.7%	73.3%	86.7%	98.3%
2015	100%	14.1%	46.9%	23.4%	12.5%	0.0%	3.1%	0%	0.0%	84.4%	96.9%	100.0%
2016	100%	38.0%	30.4%	12.7%	15.2%	0.0%	3.8%	0%	0.0%	81.0%	96.2%	100.0%
2017	100%	29.3%	19.0%	27.6%	17.2%	5.2%	0.0%	0%	1.7%	75.9%	93.1%	98.3%
2018	100%	38.2%	34.5%	18.2%	3.6%	3.6%	1.8%	0%	0.0%	90.9%	94.5%	100.0%
2019	100%	22.2%	24.4%	33.3%	17.8%	2.2%	0.0%	0%	0.0%	80.0%	97.8%	100.0%
2020	100%	42.6%	38.9%	9.3%	7.4%	0.0%	1.9%	0%	0.0%	90.7%	98.1%	100.0%

Physics Activities/Events 2020-2021

(a) Department's achievements for this academic year

8th Pancyprian Astronomy Olympiad: Ara Mahdessian won the gold medal for this competition.



ΕΝΩΣΗ ΦΥΣΙΚΩΝ ΚΥΠΡΟΥ
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 efkcp@gmail.com
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26 Ιουνίου 2021

Αποτελέσματα 8^{ης} Παγκόσμιας Ολυμπιάδας Αστρονομίας - Αστροφυσικής Γυμνασίου

Η Ένωση Φυσικών Κύπρου ανακοινώνει τα αποτελέσματα της 8^{ης} Παγκόσμιας Ολυμπιάδας Αστρονομίας - Αστροφυσικής Γυμνασίου, που διεξήχθη στις 25 Απριλίου 2021. Τα ονόματα των μαθητών και μαθητριών ανακοινώνονται κατά σειρά επιτυχίας.

Α/Α	ΟΝΟΜΑΤΕΠΩΝΥΜΟ	ΣΧΟΛΕΙΟ	ΔΙΑΚΡΙΣΗ
1	Μαχτεσιάν Αρά	The English School, Λευκωσία	Χρυσό Μετάλλιο
2	Dubichkin Matvey	Πρωτοβάθμιο Γυμνάσιο Κιτίου	Αργυρό Μετάλλιο

iaac 2021 international astrophysics competition: Ara Mahdessian has qualified for the international finals on the 29th June 2021.

34th Physics Olympiad: Year 7 students Charalampos Zacharia and Christos Falas. They were commended for their participation in the 34th Pancyprian Physics Olympiad run by the Cyprus Physicists Society. Charalampos was also awarded the Bronze medal.





35th Physics Olympiad: Christos Falas qualified to participate in the 2nd phase of the competition.

Το Επαρχιακό Γραφείο της Ε.Φ.Κ. Λευκωσίας – Κερύνειας ανακοινώνει τα ονόματα των μαθητών, που πρώτευσαν, σε επαρχιακό επίπεδο, στην Α' φάση της 35^{ης} Παγκύπριας Ολυμπιάδας Φυσικής Γ' Λυκείου και απέκτησαν δικαίωμα συμμετοχής στη Β' φάση του διαγωνισμού.

Θέση	Όνοματεπώνυμο	Σχολείο
1 ^η	Ιωάννου Ελένη	Λύκειο Λατσιών
2 ^η	Σκουφαρίδης Βασίλης	Λύκειο Αποστόλου Βαρνάβα
3 ^η	Κουσιής Αναστάσιος	Λύκειο Λατσιών
4 ^η	Δημητρίου Κατερίνα	Απόφοιτη
5 ^η	Φαλάς Χρίστος	The English School
6 ^η	Μιτσιδή Κυπρούλα	Λύκειο Αρχαγγέλου «Απόστολος Μάρκος»
6 ^η	Παπασάββας Κυριάκος	Παγκύπριο Γυμνάσιο

NASA SpaceApps: Team FIERR, which consisted of Christos Falas 7Y won 1st prize for the project *SPOT THE FIRE*, on the 2nd to 4th October.

Team GEMJCC, (John Constantinou 2B, Giorgos Lingis 2B, Evangelos Lioudakis 2B, Charalampos Stylianou 2B, Michalis Vasiliades 2B, and Christoforos Panayi 2W) were runners up for their project on virtual planetary exploration.

Both teams represented Cyprus in the NASA SpaceApps Global Finals.

World Space Week 2020: Between October 4th and 10th, our students participated and celebrated World Space Week in responsible and exciting ways. This year's theme was, "How satellites improve life." Astronomy Club members Ioannis Christou 2J, Dimitriana Tsali 3J, and Ara Mahdessian 3W prepared an informative video about World Space Week and how satellites benefit daily life, which was played to all students during registration. The Astronomy Club also hosted 2 virtual lectures; one on Neutron Stars with guest lecturer Stelios Sycallides ESL20 and the other on the cutting-edge discovery of phosphine on Venus in September 2020, delivered by the English School's "resident" Space Scientist, Ms Katie. Both were very well attended and ended with online debates and discussions about space, life, physics, and technology.

The grand finale was a special telescope observation session, where Y1 got their first chance to use the English School telescopes to look at Saturn and Jupiter, even waving to the astronauts onboard the ISS as it streaked past!! Strict safety protocols involving student bubbles, time slots, masks, and lots of disinfectants were in place, but it was well worth it, with many Y1s eagerly awaiting the time they will be able to use them again. Many thanks Astronomy Club President Petros Diomedous 6J, for their help during the event.

Galaxy Formation Lecture: On the 13th of November, renowned Cypriot Astrophysics Dr. Francesca Fragkoudi lectured us on galaxy formation. Her talk "A Milky way bar with peanuts:



Food for thought on the formation of our galaxy” was profoundly interesting and expertly hosted by Maria Tzevelekou 6R as part of her “Women in Stem” project.

Black Hole Lecture: On Monday 14th December, Prof. Andreas Efstathiou, Vice-Rector, European University Cyprus, talked to us about “How to discover supermassive black holes in galaxies.” Many thanks to Lian Liu Ioannides 4R for her help in arranging this and to the Y3 astronomy Club members for a fantastic poster.

The Great Conjunction: On the 21st December 2020, Jupiter and Saturn appeared to be in the same place in the sky, known as a conjunction. They were so close that you could only tell they were 2 different planets by using binoculars or a telescope. The last time the 2 planets appeared this close in the sky was in 1623. To celebrate this event, the Astronomy Club had a lecture online at 16.00. Students then looked at the phenomenon from the safety of their own homes. We met using Teams the next day to discuss our experiences.

Virtual Astronomy Club: All through January, February, and March, the Astronomy Club continued online. We discussed star formation, black holes, how astronomers measure distance, and current affairs such as Perseverance reaching Mars. During this time, Y4 from school and Y1 from home took part in the Eratosthenes Project and calculated a value for the circumference of the Earth using a simple technique, trigonometry, and sharing our experimental data with Eduardo Mondlane University in Mozambique. It was great to be able to include data from our lower school students who were distance learning at home, and it made all the difference! 3 of our lower school students also prepared video presentations to take part in the Virtual Science Fair 2021. Ara Mahdessian 3W focussed on quasars, which are extremely luminous objects in space. With developments in technology and telescopes, we have been able to explore the depths of the universe. New and interesting science is being discovered by careful observation, analysis, and teamwork. Damianos Hambakis 1J and Leonidas Graves 1G prepared a video on their participation in the Eratosthenes project as well.

Astronomy Olympiads: Stelios Sycallides ESL20 received an honourable mention in the international Astronomy 2020 Olympiad.

Ara Mahdessian 3W will win a medal in the Pancyprian Astronomy Olympiad (results to be published).

Radio Club: Regular sessions held for Y1 and Y2 taught by Odysseas Herodotou and Petros Diomedous Y6.

Christos Falas 7Y, an extremely active Radio Club member since Y1, has used his ingenuity and passion for amateur radio to design a network that provides WiFi in areas where the network is down due in emergencies. Christos took advantage of the lock down to do the research and develop his idea.

He entered his project, Amateur Radio IP Networks, in the 2020 TEKE Competition. As participants were unable to present their projects in person, judges from both the Research



Promotion Foundation and the Ministry of Education based their assessments on a written thesis and a video presentation.

We are thrilled to announce that Christos won a prize and has donated his prize money to the Radio Club to help members carry on being creative!

The range of activities members of the Physics Department was active in (either directly or indirectly involved with your subject)

1. Chess and board games Club,
2. Radio Club,
3. Astronomy Club,
4. Science Honours Club,
5. ECO schools,
6. Robotics club

Any other relevant comments about your Department.

Extra lessons were delivered to year 7 students who entered for the Cambridge admissions assessments (ENGAA and NSAA exams). These were not part of any ECA club.

Ms Despina Lagos
Head of Physics



4.17 Turkish

IGCSE

Year	Participation	A* %	A%	B%	C%	D%	E%	F%	U%	A*-A	A*-B%	A*-C%	A*-E%
2011	100%	53.8%	38.5%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	92.3%	100.0%	100.0%	100.0%
2012	100%	64.0%	36.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2013	100%	48.0%	48.0%	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	96.0%	100.0%	100.0%	100.0%
2014	100%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2015	100%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2016	100%	76.5%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2017	100%	68.4%	26.3%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	94.7%	100.0%	100.0%	100.0%
2018	100%	47.1%	35.3%	17.6%	0.0%	0.0%	0.0%	0.0%	0.0%	82.4%	100.0%	100.0%	100.0%
2019	100%	94.1%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
2020	100%	66.7%	26.7%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	93.3%	100.0%	100.0%	100.0%

AS-Level

Last session for Year 4 was 2018.

Year	Participation	A* %	A%	B%	C%	D%	E%	U%	A*-B%	A*-C%	A*-E%
2011	100%	0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2012	100%	0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2013	100%	0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2014	100%	0.0%	94.3%	5.7%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2015	100%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2016	100%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2017	100%	0.0%	94.4%	5.6%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
2018	100%	0.0%	81.3%	18.8%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%

A-Level

Last session for Year 4 was 2017.

Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%	A*-B%	A*-C%	A*-E%
2011	100%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2012	100%	31.6%	68.4%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2013	100%	94.4%	5.6%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2014	100%	90.9%	9.1%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2015	100%	55.6%	38.9%	5.6%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2016	100%	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2017	100%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2018	100%	72.2%	27.8%	0.0%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%
2019	100%	56.3%	31.3%	12.5%	0.0%	0.0%	0.0%	0%	0.0%	100.0%	100.0%	100.0%

Turkish Department achievements in 2020-21 include:

- Part of the Erasmus+ programme.

The range of activities provided by the Turkish Department in 2020-21 includes:

- Support Session for SEND students in the Lower School classes after school every week.
- Support sessions for exam students in Year 6 after school weekly.

Ulker Uzuner
Head of Turkish



SECTION 5: Links with Parents and Guardians

5.1 Parental Involvement

At The English School, we value our close working relationship with parents and guardians. We see this relationship as making a vital and positive contribution to school life. Parents entrust us with their children and we strive with their support and co-operation, to assist our students to develop to his/her full potential.

Parents are involved in the life of the school in the following ways:

- ESPA meetings with both the Headmaster and the Board of Management;
- Biweekly ESPA council meeting;
- Parent-Teacher Progress meetings;
- Newsletters and communication from the school to home;
- Parents are consulted when key policies are being drafted;
- Parents attend key school events such as extra-curricular events, concerts, plays and award ceremonies;
- Parents supporting school projects;
- Donations for the purchase of essential equipment after consultation with the school;
- Progress reports;
- Parental Access to SIMS learning gateway where information can easily be shared instantly and securely through our online portal;
- JCC payments for processing cashless payments;
- Information Evenings such as internet safety and careers information;
- Induction evening for new intake;
- Production of the Leavers' yearbook;
- Organising the Leavers' gala dinner;
- Individual meetings by appointment as needed/requested; and
- Responding to questionnaires and consultation documents.



SECTION 6: Security & Health and Safety and Premises

6.1 Safety and Security

The safety and security of all who are on The English School premises continues to be a key priority for the School's Management team. We continue to refine and develop the measure to safeguard the site and all who work on and visit the site.

6.2 Arrangements for Health and Safety of Staff and Students

Health and Safety

Safety and Security

The safety and security of all who are on The English School premises continues to be a key priority for the School's Management team. We continue to refine and develop the measure to safeguard the site and all who work on and visit the site.

Arrangements for Health and Safety of Staff and Students

As a result of the pandemic, we set up a Pandemic Crisis Management group in August 2020 to address all related issues. This group included GEO, DAL, CFA and our external consultant, Mr Pantelis Angelides.

A number of policies and procedures were established to:

Ensure the safety of all staff and students at school via protocols on a number of areas. These were developed following the guidance of the Ministries of health and Education as well as further precautions we took as a school, such as the one-way system.

Respond to suspected cases of COVID-19 in the school and a plan of action to track and trace all close contacts in line with MoH guidelines.

Regular and deep cleaning of all areas of the school frequented by staff and students.

Remind all students regarding behaviour when at school as well as when off site to reduce to a minimum any risk of the spread of the virus.

Staff and students were constantly reminded throughout this period of the protocols we have in place.

Parents were kept regularly informed regarding our protocols.

We participated in the Rapid Testing arrangements set up by the MoH for all staff and students with the testing carried out on site by labs on a weekly basis. We were able to identify a very small number of suspected cases during this process.



We have been inspected on site by the Ministry of Education COVID-19 team on 4 separate occasions regarding all of our procedures and protocols and the extent to which we are in line with the required standards. On all 4 inspections were found to be in complete accordance with the protocols as required by the authorities of the Republic.

We continue to aim to ensure the safety of all members of our community and have been informed that the rapid testing regime will continue in September 2021.

Y. Georgiou

Senior Assistant Head i/c Health and Safety

Premises

- Repairs on the Science building roof
- New Tennis courts
- Installed Artificial turf (UEFA approved) and lights on the main Football pitch
- Replaced the artificial turf on the existing futsal pitches



SECTION 7: Policy Documents

All our policies have been developed to be consistent with The English School Mission Statement and is based on established best practice relating all school activities.

Different Policies

Educational Trips:

▼	Policy - Guidelines for Educational Visits
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Exams:

▼	Access Arrangements for External Examinations
▼	Registrations for the external examinations
▼	Policy Concerning Student Requesting a Reduced Timetable
▼	The English School Admissions Policy

Pastoral:

▼	Anti-Bulling Policy
▼	Attendance Procedure
▼	Behaviour Policy
▼	Child Safeguarding and Child Protection Guidelines Letter regarding Visitors to School Site Safeguarding Our Students - Visitors policy ES Missing Child Policy 2019
▼	General Promotion Criteria for Students
▼	Health and welfare of students
▼	Mobile and Smart Phone Policy Mob Phone Declarations to be signed
▼	Online Safety Policy Online safety Declarations to be signed
▼	Policy on Student Celebration
▼	Reward and Sanctions
▼	School Uniform Policy
▼	School-based Counselling Service



▼	Student Mental Health and Emotional Wellbeing Policy
▼	First Aid - Health Care and Administration of Medicines English School Policy

Teaching and Learning:

▼	Assessment and Marking Policy
▼	Policy regarding Private Lessons
▼	Submission Policy for Common Assessments
▼	Special Educational Needs and Disabilities (SEND) Policy
▼	The English School Curriculum Policy
▼	The English School Policy on Academic Integrity

Other

▼	Complaints Procedure
▼	ES Whistleblowing Policy
▼	Safe Recruitment Policy



SECTION 8: Conclusion

The English School Management team wish to acknowledge the work and commitment of all the staff of The English School – teaching and teaching support staff, caretakers and cleaning staff, Swiss Cottage staff, Print Xpress staff – all of whom make an important contribution to the efficient running of our School.

School Information

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Telephone: 22799300

Fax: 22799301

Email: info@englishschool.ac.cy

Website: <https://www.englishschool.ac.cy>

Leadership:

Mr. David Lambon	Headmaster	head@englishschool.ac.cy David.Lambon@englishschool.ac.cy
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Pastoral Care

Mr. Yiannis Georgiou	Senior Assistant Head	Yiannis.Georgiou@englishschool.ac.cy
Ms. Anne-Marie Tellalis	Assistant Head	Anne-Marie.Tellalis@englishschool.ac.cy
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Admissions and Exams

Ms. Ursula Pantelides	Senior Assistant Head	Ursula.Pantelides@englishschool.ac.cy
Ms Maria Rousou	Assistant Head	Maria.Rousou@englishschool.ac.cy

Teaching and Learning

Ms. Popi Grouta	Assistant Head	Popi.Grouta@englishschool.ac.cy
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Useful Telephone Numbers/Emails:

Reception	22799300	info@englishschool.ac.cy
Main Office	22799304	info@englishschool.ac.cy
Headmaster's PA	22799302	Georgia.Kontopyrgou@englishschool.ac.cy
Administration Assistant	22799305 22799360	Elena.Michaelides@englishschool.ac.cy Georgia.Argyrou@englishSchool.ac.cy
Pastoral Issues	22799305	pastoral@englishschool.ac.cy
IT Department	22799307	helpdesk@englishschool.ac.cy
Data & Examination Office	22799303	exams@englishschool.ac.cy
Board Accountant	22799321	Costas.Farsides@englishschool.ac.cy
Careers Office	22799397	careers.office@englishschool.ac.cy
Library Resource Centre	22799322	Elena.Bashiardes@englishschool.ac.cy
Human Resources Manager	22799515	Lilian.Tourapi@englishschool.ac.cy
School Nurse	22799366	nurse@englishschool.ac.cy
Canteen	22799328/341	



Appendices

Appendix 1: Safeguarding – Visitors Guidelines

Safeguarding Our Students

We at The English School welcome visitors and friends to our site. We also encourage all visitors to familiarise themselves with our ethos on keeping children and young people safe when they are in School.

All Visitors to the School:

Visitors must report to Reception on arriving at the School. School safeguarding procedures apply and visitors will be asked to **supply photographic identity when they arrive in Reception**. They will be issued with the Safeguarding information for visitors to The English School and will be asked to familiarise themselves with these. They will also be issued with a **visitors' badge/lanyard which they must wear at all times**. Members of the School Board of Management and members of ESPA/ESOBGA are also required to follow these procedures.

Visitors must be accompanied at all times whilst they are on the school site.

Photography or data recording of any kind is only allowed with permission from the Headmaster.

Visitors are not allowed to do the following activities:

Take responsibility for all or some of the whole class.

Take children off the school site without a teacher in charge.

Deal with behaviour of a child in school if not their own.

Be out of the sight of a member of staff, alone with a child.

Physically restrain a child.

Give any personal information to students, such as your mobile number or address. Do not provide students with your personal email address, and only provide your professional work email if it is necessary as part of the reason for your visit.

Give students details of your personal social network accounts or engage in any communication with students using social networking sites.

If you think a child is in need because they are suffering or are likely to suffer significant harm you **MUST** do the following:

1. Make a note of what you have seen or been told.
2. Don't make assumptions, keep an open mind.
3. Do not question the child.
4. Don't physically examine the child.



5. Never promise to keep secrets.
6. Be discreet - do not say anything that may place the child or yourself at risk.
7. Act quickly and share the information with the Designated Safeguarding Lead in the school, Mr Yiannis Georgiou.

If the disclosure or your concern relates to a member of staff, this must, as soon as possible, be shared with the Designated Safeguarding Lead and nothing should be said to the adult involved. IF IN DOUBT ABOUT ANY OF THE ABOVE, PLEASE ASK.

June 2018

PLEASE RETURN THIS DOCUMENT AND THE VISITOR'S ID TO RECEPTION



Appendix 2: Safe Recruitment

Introduction

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The English School is committed to safeguarding and promoting the welfare of all students in its care. As an employer, the School expects all staff and volunteers to share this commitment.

This policy is linked to the School's Child Safeguarding Policy.

Aims and Objectives

The aims of the Safe Recruitment policy are to help deter, reject or identify people who might abuse students or are otherwise unsuited to working with them by having appropriate procedures for appointing staff.

The aims of the School's recruitment policy are to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves with the requirements within this policy for safe recruitment.

General Requirements (as stated in the School's Child Safeguarding Policy)

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in our school. The English School will ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

Before any teacher is accepted, the following should have taken place:

- *Up to date police records (if relevant, from a teacher's country of origin and previous country of employment) should have been received and checked by the school.*
- *Any UK based teacher must submit an enhanced DBS check.*
- *If a teacher has worked in two or more schools, within 5 years, telephone contact should be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.*
- *Staff professional Code of Conduct – signed and dated by the member of staff.*
- *Whenever possible, staff are to be interviewed before being appointed and are given the opportunity to disclose any information that would give concern, if they were to work in a school environment.*
- *In the job interview, value questions relating to Safeguarding will be asked.*
- *The Job advert will include the School's ethos regarding Safeguarding*



Application Forms

The English School uses its own application form and all applicants for employment will be required to complete an application form containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

The application form will include the applicant's declaration regarding convictions and working with children.

It is unlawful for the School to employ anyone who is barred from working with children. It is a criminal offence for any person who is barred from working with children to apply for a position at the School. All applicants will be made aware that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected.

References

References for shortlisted applicants will be sent for immediately after shortlisting. The only exception is where an applicant has indicated on their application form that they do not wish their current employer to be contacted at that stage. In such cases, this reference will be taken up immediately after interview.

*All offers of employment will be subject to the receipt of a minimum of two references which are considered satisfactory by the School and other requirements, as set out above under '**General Requirements**'. One of the references must be from the applicant's current or most recent employer. If the current / most recent employment does /did not involve work with children, then the second reference should be from the employer with whom the applicant most recently worked with children. The referee should not be a relative. References will always be sought and obtained directly from the referee and their purpose is to provide objective and factual information to support appointment decisions.*

All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. Referees will also be asked to confirm that the applicant has not been radicalised so that they do not support terrorism or any form of "extremism".

Any discrepancies or anomalies will be followed up. Direct contact by phone will be undertaken with each referee to verify the reference.

The School does not accept open references, testimonials or references from relatives.

Overseas checks

Applicants who have lived/travelled abroad for more than 3 months will need to obtain a criminal records check from the relevant country and/or submit a DBS check. The applicant will not be permitted to commence work until the overseas information has been received and is considered satisfactory by the School.



Induction Programme

All new employees will be given an induction programme which will clearly identify the School policies and procedures regarding the Child Safeguarding Policy, the Code of Conduct, and make clear the expectations which will govern how staff carry out their roles and responsibilities in relation to ensuring the welfare of all students.



Appendix 3: Child Safeguarding and Child Protection Training.

Child Safeguarding and Child Protection Training – Institute Staff - 30th January. Report (31st Jan) submitted to Mr D. Lambon, Headmaster:

As a result of the training yesterday of all **Institute staff on Child Safeguarding**, the following issues became apparent:

1. Access at present to the site is uncontrolled. There is no registration or safeguarding procedure for any visitor or parent.
2. Security staff are not available after 4.00pm. Classes end at 6.00pm.
3. There is no available medical support/nurse after 3.30.
4. There is no onsite senior manager/director. There may be a need to appoint a liaison person from the Institute staff to be on hand for any cases that may arise and who may communicate with the DSL/Deputy DSL at the morning school.
5. Lighting in the evenings is insufficient outside the Lloyds area.
6. There is no allocated area for children to wait if parents are delayed and only one admin staff member to deal with any child or children left unattended.

Suggested solutions:

1. We need to examine the location of Institute classes and the office and look at creating a reception area where parents or visitors can wait or be registered. Also, parents normally want to come on site to pay fees. We should look at online payment system to avoid the need for them to have to visit the school.
2. The absence of a security guard when the school (Institute) is still in session is something we need to address so that he or she is on the grounds until at least 6.15pm. This also is relevant to the morning school where ES students are on site due to activities that may run into the early evening. This is especially the case with Drama/Music rehearsals late into the evening or on weekends when children are unsupervised as they await parents to pick them up.
3. The lack of medical support can be addressed through at least some First Aid training for Institute staff. I have asked Maria Asvesta to include Institute staff in any such training, if available.
4. In the absence of an onsite manager or director of the Institute, it may be the case that a liaison person for child safeguarding can be appointed on a voluntary basis with some sort of financial compensation.
5. I will discuss with Costas Farsides the need for better lighting in general around the school, but in particular around the Institute and Lloyds areas.
6. The absence of a waiting area - apart from the drop off at the back - relates to the overall issue of the location of the Institute (point 1 above).



Appendix 4: Safeguarding poster



To Students

We take your safety and overall wellbeing very seriously.

All students have a right to feel safe while in School and this is why we are working towards ensuring the security of the site. All staff are, therefore, expected to wear ID badges. In addition, all visitors to the School are required to wear the Visitors ID badge once they have registered at Reception.

If you see someone on the site who may be a concern or makes you feel uncomfortable, please tell a member of staff. Do not approach the individual in question.

It is also the School's duty to support any young person who may be suffering abuse or other hardship. We will take action to protect and safeguard the interests of any young person who is vulnerable to significant harm whether at school or at home. This may include physical or psychological distress.

If you have a concern about your own or a friend's safety, whether it be related to abuse or overall wellbeing, please immediately contact your Head of Year OR our Designated Safeguarding Staff:



*Mr Georgiou
Designated Safeguarding Lead*



*Dr Polyviou
Deputy Designated Safeguarding Lead*





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THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

The English School

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