



# St Andrew the Apostle Greek Orthodox School

Ever to Excel

Dear Parents,

Students came back after the Christmas break ready to work hard in lessons and have settled down very quickly. The atmosphere in lessons around the school is impressive.

Y11 students completed their GCSE Mock Examinations at the end of last term and we had an impressive turnout for the Y11 Parents' Evening in the first week of term. Staff had analysed each student's papers to understand the strengths and areas for development in each subject so that students would be able to learn from the first mock and be better prepared for the second mock exams in the latter part of the spring term. This is a very useful way to motivate and engage students and to demonstrate how much progress they are continuing to make as the term progresses.

Overall, we were very pleased with the exam results at this stage. There is still plenty of time for hard work to improve the second mock grades and already I am seeing many students pushing themselves in class and in intervention groups after school to make sure that they are continuing to improve. If students continue to put in the hard work, they will be well prepared for all of their exams in May and June.

As you will be aware, we had an Ofsted inspection in November. The report has now been published on the Ofsted site. We have sent you an email with a link to the report and to my letter that highlights some of the findings. We remain surprised and saddened by the Lead Inspector's decision to define St Andrew as 'Good' overall rather than 'Outstanding'; despite the fact that our 2018 GCSE results place us in the top 12% of schools nationally, and for most subjects the top 5% of schools nationally. We argued during the inspection, that to fail to acknowledge the exceptional nature of our GCSE results is misleading for parents. Aside from this puzzling decision, we continue to appreciate the report overall.

Since October we have been planning a revision of our behaviour code of conduct which has been well understood and received. You will find the code on page 2 of this newsletter.

The three words which help all students to understand and follow the code are:

Respect, Responsibility and Ready.

These words are supported by Character Education and our values:

respect, responsibility, caring, fairness, forgiveness, honesty, trustworthiness

Finally, Mrs Sampson (Asst Headteacher) has now moved on in her career. I would like to take this opportunity to thank Mrs Sampson for all of her hard work and commitment to the school since we opened in 2013. She has been a very loyal member of the leadership team and I know she will be greatly missed by both students and members of staff.

Please read the articles inside this newsletter on:

**St. Andrew's Code of Conduct**

**Y9 Options**

**Severe weather plan**

Best wishes,  
Rob Ahearn, Headteacher

## St. Andrew's Code of Conduct

This is the Code of Conduct defining the minimum expectations of students at all times. All expectations come under the three broad headings. They are supported by Character Education and our existing values:

*respect, responsibility, caring, fairness, forgiveness, honesty, trustworthiness*

### **Respectful**

1. Do as you are asked by all members of staff, first time without question.
2. Listen to others, do not call out, and use appropriate language and tone.
3. Be kind to each other and take care of the building, displays and equipment.

### **Responsible**

4. Follow rules for health and safety, including walking on the left.
5. Keep hands, feet, objects and personal comments to yourself.
6. Be in the right place at the right time, and not in unsupervised areas.
7. Leave valuables at home, the school is not responsible for them.

### **Ready**

8. Be punctual.
9. Be in full school uniform, worn properly.
10. Be silent when entering a classroom.
11. All necessary equipment out on desk, and everything else away.
  - a. bags on the floor, coats on the chair.
  - b. all headphones, phones and other electronic equipment out of sight and off. They will be confiscated if seen.
12. No gum or food, or fluid other than water.

## School Attendance and Punctuality

Your child can only make the most of what this school has to offer if they attend regularly and punctually. Irregular attendance and lateness leads to pupils feeling out of touch with school life and being constantly behind with their school work.

### THE LAW SAYS...

...that parents and carers of children and young people aged between 5 and 16, must ensure that they receive an education. Your child can only make the most of what school has to offer if they attend regularly and punctually. Arriving on time for the start of the school day is very important as it has a settling influence upon all the children and promotes good habits for the future. Good attendance can help children to:

- keep up with school work
- learn the social skills they need to make and keep friends
- discover more about themselves and their place in the world
- make the most of the opportunities available to them at school.

Under the Education Act 1996, it is the duty of parents/responsible adults to ensure the regular attendance of their child in school. This means your child must be in attendance, and on time, every time the school is open, unless s/he is prevented from doing so by reason of illness or unavoidable cause.

A student's punctuality is also a legal requirement and the parents/carers of a pupil who present as persistently late are guilty of an offence. The law treats persistent lateness in the same way as irregular attendance and parents can be prosecuted if late arrival is not resolved.

Some children may wish to avoid school as it creates severe anxiety for them. Some may simply not want to go to school. If you, as a family are experiencing or suspect problems with school attendance, it is of vital importance for you to discuss the matter with staff at the school as soon as possible. Everyone in school is there to help, support and advise.

## Year 9 Options

I have been enjoying talking through Y9 option choices with students and it is good to know that many of them have thought carefully about possible future careers and the options that would help them to achieve their ambitions.

Since we talked about the Options process with parents and students in October there have been some changes in subjects that must now be included in the curriculum across year groups. PSHE will now be a statutory subject and we have to make room for this to be taught to all students. Hence, we have had to adjust the number of options that can be offered from September 2019. I am talking this through with each student and making sure that they are making the best choices for their future.

Option confirmation letters will be sent out by half term.

Mr Ahearn

## St Andrew the Apostle School Severe Weather Plan

On rare occasions, we may not be able to open the School as normal because of severe weather conditions. We understand that this can be very difficult for parents and carers and it is not a decision we take lightly especially as schools are seen nationally as critical and essential services.

### School Closure

Any decision to close the school will be made on the basis of the risk to student safety, either because of physical conditions on the site (for example, if the heating fails) or because we do not have enough staff to carry out our duty of care (for example, because of transport disruption).

### 'Late Start Day'

It is our desire and intention to keep the School open whenever possible. With this in mind, if circumstances allow, a 'Late Start Day' will be implemented instead of full school closure. A 'Late Start Day' will mean school starting at 10.00am, with a modified timetable for the day and will then finish at 3.00pm. If severe weather is forecast, we will update parents under Headteacher's News on the front page of our website. If conditions change unexpectedly, we will of course send out a text message to parents.

## Year 11 Half-term Revision Sessions

As with our Year 11 cohort last year, we will be running a series of revision workshops with our year 11 students this year over the course of half term, commencing the week beginning: Monday 18th February. Students will come into school having been invited to do so for targeted revision sessions, designed to consolidate examination technique. Each session will usually run for two hours and will either be scheduled as a morning or afternoon session. A more detailed programme will be sent out to all Year 11 students and parents in the final week of this half term.

For now, we would like to reiterate the importance of independent study and revision at home. We value your support and cannot stress enough the need for all students to have a clear revision plan/timetable at home which they are sticking to. Students need to be revising and carrying out practice questions now, rather than later. This is where your support and supervision of your child's time at home will help us most. Students must be revising for a minimum of two hours at home on weekdays and at least 4 hours on each day of the weekend. Your support is always greatly appreciated. **Mr. M. Vassiliou**

## News from Maths

### How coding saved the internet - Elias Williams 10I

Before we can understand the process of coding, we must understand the purpose. Transporting information online is like transporting information in real life. If you wish to tell somebody something at close range over a short period of time, you're very unlikely to be overheard. If you wish to tell somebody something from afar over a long period of time, you're very likely to be overheard. The same rules apply online. This means any information transported without a code to protect it becomes extremely vulnerable to being intercepted, hacked or taken. This could mean money and objects of value could be stolen and even government secrets could be at risk. So how are these transactions protected online?

Well the world can thank three mathematicians: Mr Rivest, Mr Shamir and Mr Adleman for inventing the RSA algorithm in 1977, which is now used in every online cryptosystem. These men designed an algorithm which meant information could be transferred with a guarantee of safety. A cryptosystem is a series of algorithms providing some form of security. An algorithm is a set of instructions which gives a desired output from an input. In our case then, all this just means these men invented a formula designed for security purposes.

This formula is designed very smartly: in order to code and decode the information, you need one number for coding and another number for decoding. Let's say Jack wants information from Jill. Jack gives Jill a number to put into the algorithm to code it. Jack has chosen a specific type of number to decode the algorithm. The reason nobody else can calculate Jack's number is because the algorithm has made it so that a computer would take tens of hundreds of years to go through the trial and error process to uncover the method of calculation. The skill of the three mathematicians lies in the finding of the algorithm.

The algorithm forces a hacker to use one specific calculation for Jack's number which takes at least 700 years to calculate using the best computers modern-day technology has to offer. This security came about from the hundreds of hours put into unifying multiple mathematical theorems in one formula, not a meagre feat by anyone's standards. I hope this small consumption of your time has allowed you to see the intricacies of coding and appreciate the skill of these mathematicians as I do.

## News from the School Office – Reporting your Child Absent

Please listen carefully to the school menu option to report your child absent, leaving a slow, clear message with your child's full name, year group, tutor group and reason for absence every day they are absent from school OR

Download studybugs app on your phone so you can contact the school easily. Download our app using links:

Android: <http://bit.ly/1Q9dgcB>

Apple: <https://goo.gl/1FQgny>

**English Literature ‘A’ Level Trip – Summer and Smoke by Tennessee Williams**



In December year 12 English Literature students had the privilege of attending a theatre production of ‘Summer and Smoke’ by Tennessee Williams at the Duke of York Theatre. We were enthralled by the production by a much loved playwright, as it allowed us to become immersed into twentieth century Mississippi, where jazz music was engulfing the vibrant and multi-cultural streets. The play explored the conflict between the primal nature and spiritual nature of man – themes which are typical of Williams’s plays. Expressionist methods, visual realism and auditory cues gripped the audience and helped restore Williams’s central place in the literary canon. We look forward to arranging more inspiring English trips in order to aid our understanding of a subject we love.

**Miss Camberis, English Teacher**

**Review of the play**

Watching the play highly enhanced my understanding of Tennessee Williams' methods and techniques from a visual perspective. I enjoyed interpreting Williams' use of props and lighting in relevance to the plot and characters. For example, the pianos may have reflected Alma's mental state, always at risk of an attack. I particularly liked how music was used to generate a mood, for example when the suspense reached the climax, the musicians began to play in canon - but out of time, achieving the hellish and chaotic mood. Overall, the theatre trip was extremely beneficial to my learning of our current play by Williams', as it means I am able to analyse his methods in both a literary and dramatic way. **Marianna Christodoulou, Sixth Form Student**

**Dates for the Diary**

24 <sup>th</sup> January 2019	GCSE Awards Evening 6.00pm – 8.00pm
31 <sup>st</sup> January 2019	Y9 Parents Evening
5 <sup>th</sup> February 2019	Y8 Hatfield House trip 8C, 8H, 8R
12 <sup>th</sup> February 2019	Y8 Hatfield House trip 8I, 8S, 8T
18 <sup>th</sup> – 22 <sup>nd</sup> February 2019	Half-Term