



WILLIAM ELLIS SCHOOL
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The Aims of the School

William Ellis School has set a tradition of independence of mind, of wanting to engage with and resolve problems, of learning to be capable. Ellis himself would have approved of that, drawing on his utilitarian drive to challenge the usefulness of common practices or traditions. All sorts of students come to William Ellis, from all sorts of backgrounds and cultures. For each of them we want to provide an education that sets no limit on what he can try to achieve; that encourages everyone to improve on what he has done before; that promotes confidence, concern for others, and a sense of purpose. We provide a lot for them and we ask a lot in return.

Pastoral care and discipline

The school aims to offer a purposeful and well ordered learning environment believing that the most effective discipline is self-discipline. However, the needs of the individual are balanced with those of the community, and discipline is set within the context of support for the individual and pastoral care. Form tutors and Heads of Year oversee the welfare and work of students in their care and seek early contact with parents. A Director of Sixth is responsible for sixth form courses as well as their academic and pastoral support. Normal sanctions include reprimand, 'on-report', detention, and contact with parents.

The Governors' Statement on Discipline is on the school's website, printed in the school prospectus and issued to all students in the homework diary. A comprehensive system of rewards ensures that all achievement is recognised and rewarded. This includes the annual William Ellis Staff and Parents Association (WESPA) Prize Evening, termly presentation assemblies and a variety of trips and interim prizes. Excellence and endeavour are important in whatever the boys at William Ellis are involved in be it the classroom, the creative and expressive arts or the sports.

Organisation and curriculum

We think that a child needs two things especially; the sense of security which gives confidence, and the challenge to stretch his capabilities as he grows. To this end, each boy becomes part of a mixed ability tutor group, with a Head of Year and form tutor, who usually moves through the school with the class. In the first year boys are taught predominantly in their tutor groups, but as they get older there is more setting and differentiation. Each part of the school provides rules and privileges appropriate to the growing maturity of the students.

Key Stage Three (Years 7 to 9)

All boys follow a broad and balanced curriculum which includes Mathematics, English, the Sciences, Music, Art, Drama, PE, Design and Technology, Information Technology, History, Geography and Religious Education. Courses are designed to assist each boy to achieve his personal best in terms of progress and academic achievement.

In order to prepare our students for later life, we making independent learning skills a priority with a new and exciting programme being introduced for all year 7 students. This will included a learning to learn programme and issues relating to being a world citizen in a global environment. In addition, community service, health, and social education, understanding environmental issues and the genius of human creativity are explored through our PSHE programme and other activities throughout the school year.

Key Stage Four (Years 10 to 11)

These are normally two years of the GCSE course, although some GCSEs may be completed at the end of Year 10. Close liaison with parents becomes even more important, and the school seeks to co-ordinate carefully course-work deadlines while monitoring progress and completion. To ensure that the National Curriculum is provided, all boys follow courses in Mathematics, English (Language and Literature), and the Sciences, which may be taken for single, double or triple certification depending on interest and aptitude. All boys continue with at least one foreign language (French, Spanish, or German) with many continuing with two. All boys then have three additional options in a variety of academic and vocational courses. Physical Education becomes more diverse, with increasing use of local sports facilities. Religious Education is taught as part of the statutory curriculum and broadly considers contemporary moral issues whilst PSHE widens to include work experience, careers, economic and political awareness, and health education. All of these courses provide a basis for progression to post 16 courses where our own 6th Form (as part of La Swap) has a range of courses available which is second to none.

Sixth Form (Years 12 and 13)

For students of 16 and over, William Ellis is no longer an all-boys' school. With Parliament Hill School, which shares our site, we operate a fully integrated, co-educational sixth form of over 600 students. With staying-on rates well above the national average, students from both schools benefit from continuing contact with teachers who have known them for five years, but enjoy the excitement of a new beginning in what many of them see as a more adult environment. A large number of new entrants, including those previously educated in the independent sector and in other London boroughs, transfer into the sixth form, which helps to give it a lively and varied character. A consortium of the two schools with La Sainte Union and Acland Burghley, known as

'LaSwap', further extends opportunities. There are over 35 'A' level courses and 'AS' level courses on offer as well as a comprehensive range of vocational options. For further information about 6th Form please contact the 6th Form Director or visit the LaSwap website.

Sports available

These include rugby, association football, cricket, tennis, badminton, cross-country and volleyball. Team games and individual sports are encouraged. The school has recently completed the building of a state of the art Sports Hall which is extensively used by all boys.

School uniform

We believe that a uniform gives each boy a sense of personal pride and belonging to the school community. We expect boys to come to school looking clean and presentable, with a high standard of dress and appearance. As part of the home school agreement, we ask parents to support the school in seeing that dress requirements are fully met. Full details are available in the prospectus, available from the school.

Assemblies

Though a voluntary aided school, we are not affiliated to any religious grouping or diocese. Each year group attends assemblies at least three times per fortnight which are a quest for meaning, values, awareness, and respect for others in the wider context of life.

Extra-curricular activities

There is a variety of clubs and societies, including after-school clubs, from art and drama to computing and electronics. School journeys include a week's camp, skiing parties, biology and geography and field trips, and exchange visits to France, Spain and Russia. The school has a residential centre in Surrey called The Mill and is an invaluable resource which we can draw upon. Each boy in Year 7 spends a week at The Mill in the summer term. There is a nationally known music department which runs ensembles, orchestras, choirs and a jazz band.

Public examinations

All students are entered for a range of public examinations. Candidates are prepared for examinations both in the classroom; though after school and holiday revision programmes and sit a 'mock' examination prior to entry. Progress and information is indicated to parents by reports at parents' evenings. Entries are discussed in interviews with students.