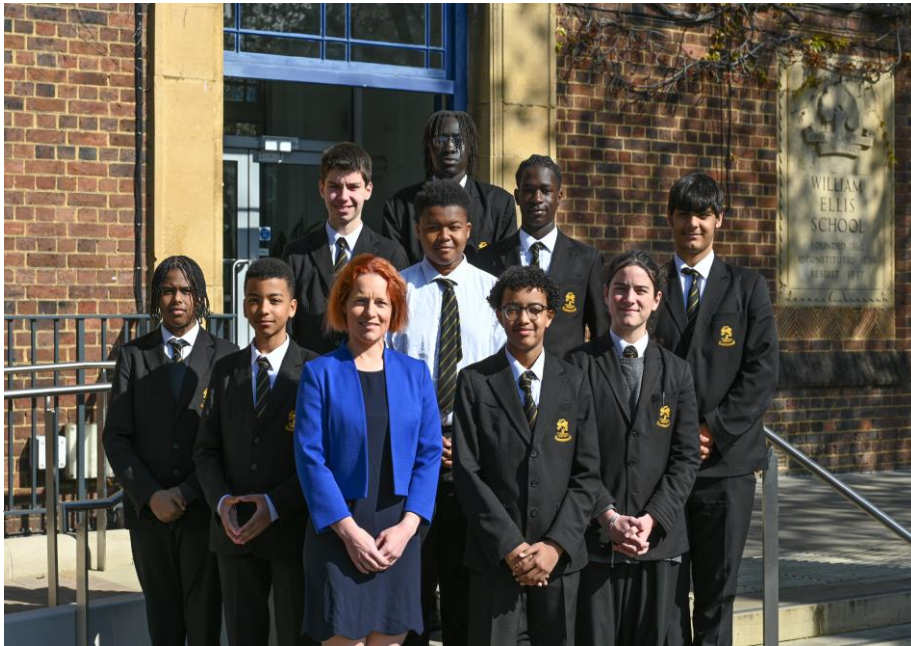




WILLIAM ELLIS  
SCHOOL

# NEWS AT WES



  
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## The student experience

Pupils enjoy coming to this school. It provides them with a sense of community where difference is accepted and equality valued.

**Across the school, pupils and adults establish strong and respectful working relationships.** The school has robust systems in place to support pupils' safety and welfare. The school strives for all pupils to achieve well in their studies and in their personal development. The school is successful in meeting these goals. There is a strong, inclusive culture and the school provides well for the much higher-than-average proportion of pupils with special educational needs and/or disabilities (SEND). Pupils who struggle to achieve high GCSE grades are also supported well to access A-level or vocational courses in the sixth form.

**Pupils have many opportunities to participate in a wide range of enrichment activities. These include sports, debating and outdoor education.**

# The quality of education: curriculum, teaching and learning

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**The school has developed an ambitious curriculum.** It covers all the requirements of the national curriculum. **The school's high aspirations for its pupils are reflected in its ensuring that almost nine out of 10 pupils are entered for the English Baccalaureate (EBacc).** **Pupils' achievements in the EBacc are particularly high, as are their outcomes in mathematics and humanities.**

Staff have received training on how to adapt their teaching to meet the range of pupils' needs. This is having a positive effect on helping pupils with SEND to access the same curriculum as their peers.

**Pupils are taught a rich and broad English curriculum.**

The school has given careful thought, across the subjects, to the knowledge that it wants pupils to know. Teachers have the subject expertise to deliver the curriculum effectively.

**Pupils build their knowledge securely over time. Teachers ensure that pupils revise their work often.**

This helps them to retain key knowledge in their long-term memories. Staff have improved the strategies they use to check on pupils' learning. They identify pupils' knowledge gaps and misconceptions.





# Behaviour, attitudes and safeguarding

  
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**Pupils demonstrate positive attitudes to their learning. They are attentive and engage well in class discussions, listening to and respecting each other's views.** The school deploys a wide range of well-considered strategies to encourage regular attendance.

**Pupils behave well in the classrooms and around the school at social times.**

**The school has taken robust action to promote good behaviour, for example by reducing the use of derogatory language.**

**This has included addressing issues around discrimination, including casual misogyny.**

**The arrangements for safeguarding are effective.**



# Personal development

Pupils have encounters with the world of work, via visitors, attending careers fairs and work experience, for instance. Almost all younger pupils take part in The Duke of Edinburgh's Award.

The school's programme for impartial careers guidance and advice is effective.

Several older pupils lead and get involved with various charity fundraising initiatives. A group of boys collaborated with girls in another school to make a film to raise awareness of and prevent sexual harassment.

There are many residential trips on offer. Visits overseas support language learning and cultural understanding.



Most pupils attend some of the many clubs on offer. Pupils are encouraged to become active citizens.





# Leadership and management

  
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School leaders and the governing body share a vision and passion. They want to enable all pupils to succeed in their learning and gain the knowledge and cultural capital they need to be upright citizens.

They work well together to achieve these goals. Staff said that the school supports them in a variety of ways to manage their workload and well-being.

**The school has built up a strong network in the local community to enrich the school's work and pupils' experiences.**





# The Sixth Form

Sixth-form students study alongside students on roll at three other schools. **They welcome the opportunities this presents to extend their friendship groups.** Sixth-form students make good use of the study facilities to work independently.

**The sixth form curriculum offer is extensive.** It offers students a very wide choice of A-level and vocational courses. **Helping everyone to be successful in their sixth-form studies is well considered.** For example, the school offers students an option of doing a year of level 2 foundational courses in preparation for entry to A-level and level 3 vocational courses.





# Where do we go next?

**We are ambitious in working to making the school the best it can be for our students. Our priorities are:**

Strengthening the ways that teachers act on assessment information to address knowledge gaps and misconceptions in learning.

Implementing a comprehensive strategy to earlier identify and support students who struggle with their reading.



If you would like to learn more about the inspection process, or our response to the report, please do get in touch.

  
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