

Achieving excellence in a learning **community**



Elthorne Park High School is a mixed sex comprehensive school for students aged 11-19. We are significantly oversubscribed with well over 1000 students applying for Year 7, and we have a thriving sixth form. We are one of the highest performing schools in Ealing and still improving.

Outstanding facilities

Elthorne Park High School has been equipped as a centre of excellence and from Autumn 2016 has the following facilities:

- brand new state of the art teaching rooms
- ten modern science laboratories
- a suite of specialist music rooms
- two purpose-built drama studios
- a very well equipped, purpose built library resource centre with two attached ICT suites
- exceptional ICT facilities throughout the school including 12 dedicated ICT rooms
- a faculty-wide wi-fi network
- five art studios with a dark room, graphics and kiln facilities
- four specialist design and technology rooms including food, textiles and resistant materials rooms
- buildings which are fully accessible to wheelchair users
- a large sports hall and separate canteen for break and lunchtime dining
- the sole daytime use of extensive playing fields at the rear of the school
- a multi-use games area with a number of all-weather courts
- a new, purpose built Sixth Form Centre
- a dedicated Sixth Form coffee shop and wifi enabled work/play area

Outstanding staff and excellent teaching

All of our carefully selected teachers are highly qualified specialists in their fields, with a great number of years of experience in delivering excellent outcomes for students at Key Stage 4 and at A Level. Our culture of continuous development applies to both staff and students, leading to our truly collaborative community of self reflection and improvement.





Achieving excellence through an exciting curriculum: Year 7 through to Year 13

“The curriculum is broad and balanced... students have a suitable range of academic and practical subject options to select from. [It] effectively promotes students’ spiritual, moral and cultural development” - *Ofsted*

The Key Stage 3 curriculum consists of the following subjects or disciplines:

Art, Citizenship, Design Technology, Drama, English, Enrichment, Geography, History, Computing, Mathematics, Modern Foreign Languages (French and Spanish), Music, Physical Education, Religious Education (following the Ealing agreed syllabus) and Science.

At Key Stage 4 students follow two-year programmes of study leading to external qualifications and accreditation such as GCSE and BTEC awards.

The core curriculum consists of discrete lessons in English Language, English Literature, Mathematics, Double Science, Physical Education and Religious Education.

Students also choose from a range of optional subjects: Modern Foreign Languages, Design Technology, Computing, Humanities and Expressive and Performing Arts.

Higher ability students are encouraged to follow a course of study which includes a language and Humanities, thus allowing them to achieve an ‘EBacc’. In addition most higher ability students study ‘Triple Science’ which leads to awards in Core, Additional and Further Additional Science. Higher ability Mathematics students currently study Statistics GCSE as an additional subject and some begin A level studies early.

Our Post 16 curriculum is equally varied, offering courses in a wide range of A Level subjects as well as applied learning qualifications.

Applied learning

We offer a wide range of applied courses leading to BTEC or other qualifications delivered by specialist teachers in Health & Social Care, Business, Computing, Child Care and Motor Vehicle maintenance. Most of these courses are available at KS4 and in the Sixth Form.

Asdan CoPE – Certificate of Personal Effectiveness

The Certificate of Personal Effectiveness is a nationally recognised qualification which accredits many of the activities undertaken by learners as part of their formal and non-formal curriculum. Students complete 12 challenges compiling a portfolio of evidence and meeting the criteria for all six of the mandatory CoPE assessments.

Some students will also have access to a programme of ‘Learning Support’ which emphasises Literacy and Numeracy, instead of the full range of GCSE subjects.

Approaches to teaching and learning

Some subjects at Key Stages 3 & 4 are taught in mixed attainment groups and some are set by ability. These include Mathematics, Science and Modern Foreign Languages. All students are encouraged to develop as independent learners and regular assessment enables the school to monitor progress and performance.



Achieving excellence for all

“The quality of teaching has improved rapidly... and as a result students are making good progress... In English and Mathematics, the proportion of students making good progress has risen strongly and is above national averages” – *Ofsted*

Personalising learning and assessment

The assessment of students' learning is continuous and we use a variety of methods including self, peer and teacher assessment to enhance students' understanding. Staff are well versed in delivering 'Assessment for Learning' whereby students are taught exactly how to approach assessments and how to respond to feedback in order to progress and improve.

Parents are informed about effort and attainment through consultation evenings and regular reports. Parents are also encouraged to check their child's progress online through the parental portal and contact the school if they have any queries.

Classwork is differentiated and all students are offered different activities depending on their progress within a topic. Students are not constrained by initial judgments on 'ability'; they are judged on the work they produce and the potential they demonstrate in each subject. Every effort is made to provide suitably challenging work for each individual. Targets are shared and regularly reviewed to ensure that every student makes outstanding progress.

High Attainers and Aspiration, Challenge & Excellence (ACE)

We provide a curriculum and learning opportunities carefully matched to students' needs, learning-style preferences and interests. We offer the ACE programme in order to stretch all students through additional learning activities and experiences as well as ensuring accelerated learners have appropriate challenge within lessons. Senior leaders within the school have cultivated wide links in Higher

Education institutions and these currently include sending students out to Imperial College, Brunel and Oxford Universities. High attainers are positively encouraged and supported to study a wider range of subjects than average in order to fulfil their potential.

Inclusion

To ensure that all students derive maximum benefit from their education, provision for Special Educational Needs is based on the SEND Code of Practice and involves all staff. Students are encouraged to succeed by the positive, supportive and inclusive ethos of the school as well as by strong links with the home, local primary schools and other relevant agencies. We ensure we know each child well in order to support and guide them so that they make excellent progress.

As a school we acknowledge students' strengths as well as their complexities, aiming to provide the necessary support to empower students to take responsibility for their learning and prepare them for the challenges of the wider world. We strive to support our students in their emotional, social, physical and academic development, which means that teaching and learning is at the heart of our school.

The pastoral teams of Tutors and Year Leaders work closely with the Inclusion Department so that students with emotional and social needs are identified, and interventions which may include mentoring or counselling can be implemented where necessary.



Promoting achievement through **student wellbeing**



Achieving excellence in partnership

We believe that achieving maximum success can only come about through parents, school and students working in close partnership. We are committed to developing strong parental links and engagement activities combined with a regular exchange of information to help students quickly settle in school. At the start of each academic year, 'Year Ahead' meetings provide parents with details of important events and outline strategies to help them engage with their child's learning.

The student planner is a vital organisational tool for recording homework and for staff and parents to exchange messages. A weekly newsletter is e-mailed out and is also posted on our website.

We encourage all students to become involved with extra curricular activities such as:

- Annual Shakespeare Festival
- Summer festival featuring a GCSE Art and Design Technology exhibition
- Public speaking competitions
- Music concerts and other performances
- Music tuition
- Annual Classical Music competition
- Residential trips such as Geography field trips, the French, German and Spanish exchanges, PGL, Berlin History and MFL trip and the ski trip
- UK Maths Challenge and World Class Maths Tests
- Theatre and educational visits to London and further afield
- Book Club, Chess Club and Environment Club, etc.
- Visits to Oxford University and other universities
- Duke of Edinburgh Awards Scheme
- Volunteering in the community
- BBC School Report
- STEM Challenges
- Numerous sports clubs and teams

Unlocking potential through care and development

Students' learning is supported through a pastoral system where personal tutors act as a student's academic mentor, pastoral carer and the main point of communication between school and home. Tutors monitor attendance, punctuality, uniform and 'organisation for learning'. They use termly academic reports to track every child's progress and set targets for improvement.

The Home School Agreement clearly sets out how we expect students to behave at school and in the local community, in both learning and social situations. We take our duty to provide an orderly and purposeful environment very seriously and as a result the school is a secure and calm place for learning. Our Behaviour for Learning Policy has been developed in conjunction with students and outlines our expectations for all students.

"The behaviour of pupils is good. Students typically behave themselves well in lessons. They show enthusiasm for their learning and engage well in the tasks at hand. Punctuality to lessons is good and students are keen to learn" - Ofsted

School Uniform

Pride in oneself and one's appearance is a key attribute for all successful learners. Therefore, all students are required to wear the school uniform of black trousers or skirt, black shoes, white, gold or burgundy polo shirt and school top. An optional black, reversible, fleece jacket is also available. The polo shirts, sweatshirts etc carry the school logo and are available from the school. School bags and coats or jackets should preferably be black and waterproof.

Student wellbeing

We take the health and safety of our students very seriously. Attendance is electronically registered in all lessons and we have an Attendance Officer who monitors attendance and punctuality. The school does not tolerate bullying in any form and we react firmly and promptly where bullying is identified.

The involvement of students in sport is very important to the school as it offers students many different ways to develop their confidence and maturity as well as their physical skills.

Our students have excelled in Borough-wide sporting events such as cross country, netball, basketball, rugby, football and cricket. We organise regular inter-form, inter-school and regional competitions and an annual sports day.

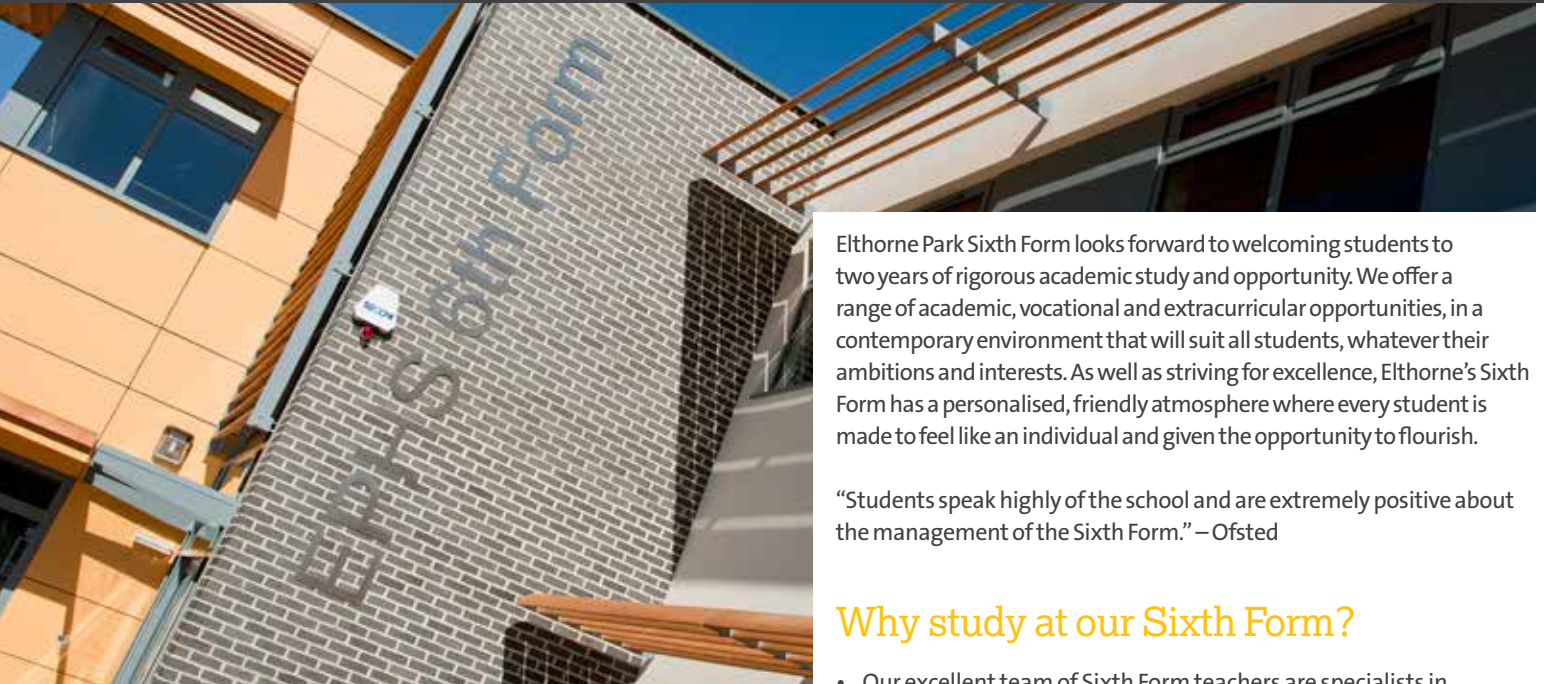
We encourage students to walk or cycle to school and we provide breakfast in the canteen from 8.00am to 8.30am.

The school was awarded Healthy School status in 2008 and re-designated in 2010 in recognition of the success that has been achieved in these areas.

Anti Racism / Equal Opportunities

Staff and governors are committed to promoting racial and gender equality and combating discrimination and harassment. We promote an understanding of cultural diversity, racial and gender equality, and we challenge racism and sexism. The school monitors achievement and attainment levels by gender and ethnicity, and ensures all students have equal access to learning and resources. Targets are set for removing any disparities in the levels of attainment and progress of particular ethnic groups, students with specific learning needs or physical disabilities, and between boys and girls.





Elthorne Park Sixth Form looks forward to welcoming students to two years of rigorous academic study and opportunity. We offer a range of academic, vocational and extracurricular opportunities, in a contemporary environment that will suit all students, whatever their ambitions and interests. As well as striving for excellence, Elthorne's Sixth Form has a personalised, friendly atmosphere where every student is made to feel like an individual and given the opportunity to flourish.

"Students speak highly of the school and are extremely positive about the management of the Sixth Form." – Ofsted

Why study at our Sixth Form?

- Our excellent team of Sixth Form teachers are specialists in bridging the gap between Key Stage 4 and Key Stage 5 learning. They are trained to support students in developing research, organisation and enquiry skills whilst enthusing with the passion for their subject.
- The 'flipped learning' approach used by Key Stage 5 teachers means that lesson time is effectively utilised to support and stretch students. Students have unprecedented access to the latest digital technology to accelerate their learning and allow rapid progress both in and outside of lesson time.
- Our dedicated Sixth Form team has a key aim: fulfilling the potential of all students. Students have a personal tutor who is responsible for delivering individual support and guidance, along with monitoring progress.
- Students take part in our Enrichment programme (Community, Action, Service) which involves students participating in wider school and community life in a variety of engaging and exciting ways.
- We offer a range of exciting trips both overseas and closer to home to develop confidence and broaden horizons.
- We provide students with access to the industries that interest them and provide outstanding opportunities to enhance their CVs and UCAS applications through our Careers programme. We have a great track record in ensuring Key Stage 5 students reach their desired destination, whether it be university, employment or an apprenticeship.

"Leadership of the Sixth Form ensures that students are well supported and guided, and that any underachievement is quickly addressed. High quality advice and information is provided to support university applications. As a result a high proportion of students go onto higher education." - Ofsted

Our Sixth Form is unique. Our challenging courses and pastoral care combined will be the best preparation students can get to help them to achieve their very best.

Achieving excellence in the Sixth Form

Our Sixth Form offers two pathways: the A Level and the Applied programme (BTEC).

