



# ELTHORNE PARK

— HIGH SCHOOL —



**YEAR 8**

September 2024

**Mr Ward – Head Teacher**



# ELTHORNE PARK

— HIGH SCHOOL —



**Mr Bardsley – Year Leader**



The school's mission is '**Achieving Excellence in a Learning Community**'. It fulfils this mission outstandingly well.

- **Ofsted 2019**



**ELTHORNE PARK**

— HIGH SCHOOL —



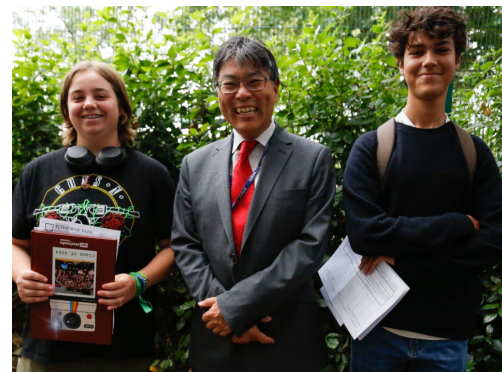
# Achieving Excellence in a Learning Community



	2018	2019	2020	2021	2022	2023	2024
School Progress Score	<b>+0.45</b>	<b>+0.46</b>	<b>+0.40</b>	<b>+0.71</b>	<b>+0.33</b>	<b>+0.39</b>	<b>+0.44</b>
DfE Progress Descriptor	Above average	Above average	Above average	Above average	Above average	Above average	Above average

At Elthorne Park High School students consistently achieve around half a GCSE grade higher than expected across all subjects





84% of Year 11 students achieved grade 4 or higher in both English and Maths, with 71% achieving grade 5 passes in both.

# Fundamentals: Build Habits the Elthorne Way



Year 7 Build your  
Basecamp

Year 8 Planning Your Route



Year 8 Properly Principled

# ELTHORNE PARK

— HIGH SCHOOL —



Mr Bardsley (YL)



Miss Xu (AYL)



Mrs Andrews (PSW)



Ms Reed 8E



Miss Malik 8N



Mr Christopher 8R



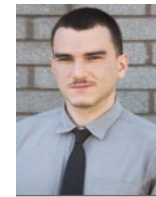
Miss Doan 8L



Mrs James 8H



Miss Kellay 8T



Mr Mustafa 8O



Ms Patterson 8P





# ELTHORNE PARK

HIGH SCHOOL  
ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY



## Staff Contact List

### Contact List

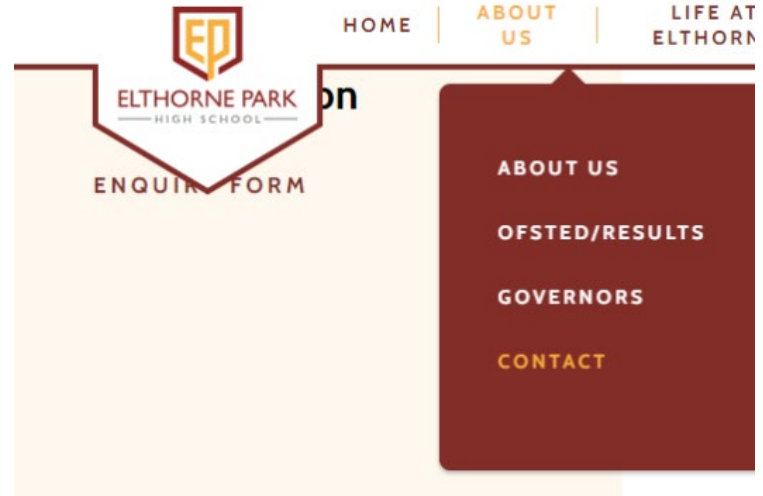
Please click on a name to send an email to that member of staff or team inbox from your device.

#### Team Inboxes

<a href="#">General Enquiries</a>	elthorne@ephs.ealing.sch.uk
<a href="#">Attendance Team</a>	attendance@ephs.ealing.sch.uk
<a href="#">Trips &amp; Extra-Curricular</a>	EPHSwideropportunities@ephs.ealing.sch.uk
<a href="#">Admissions Team</a>	admissions@ephs.ealing.sch.uk
<a href="#">Safeguarding</a>	safeguarding@ephs.ealing.sch.uk
<a href="#">Parent/Student App</a>	edulink@ephs.ealing.sch.uk
<a href="#">ICT Admin Team</a>	ictinfo@ephs.ealing.sch.uk
<a href="#">Finance Team</a>	finance.admin@ephs.ealing.sch.uk
<a href="#">Data Protection</a>	dpo@ephs.ealing.sch.uk

Name & Link	Tutor	Role
<b>Senior Team</b>		
<a href="#">Mr S Ward</a>		Headteacher
<a href="#">Ms McCarthy</a>		Deputy Headteacher - Quality of Education
<a href="#">Ms Reeves</a>		Deputy Headteacher - Wider Opportunities, Student Support & Inclusion
<a href="#">Mr Kelly</a>		Deputy Headteacher - Curriculum & Achievement
<a href="#">Ms Crix</a>		Assistant Headteacher - Personal Development
<a href="#">Mr R Ward</a>		Assistant Headteacher - Teaching & Learning
<a href="#">Ms Ervin</a>		Assistant Headteacher - KS5 Leader
<a href="#">Mr Ryan</a>		Operations Lead
<a href="#">Mr Hardy</a>		Associate Assistant Headteacher - KS4 Leader
<a href="#">Ms Bowler</a>		Associate Assistant Headteacher - KS3 Leader
<a href="#">Mr Larvea</a>		Behaviour Leader
<a href="#">Mr Parvez</a>		Business Manager

If you need to contact a member of staff, our contact list can be found on the school website





# ELTHORNE PARK

— HIGH SCHOOL —



**Tutor Time**



# Tutor Programme



- The **Behaviour Curriculum** is in place to ensure students understand the Elthorne essentials and values
- **Literacy Programme** is to develop reading and writing skills
- Our **Personal Development Curriculum** Develops pupils' 'character'; SMSC (Spiritual, Moral, Social and Cultural); British values; inclusion; extra-curricular opportunities; and – Careers Information Education Advice and Guidance
- **Assembly** Themed around the values
- **Celebration** Of achievement data





# Elthorne Values



## Prepared

I have high expectations of myself and others and am prepared for each school day.

## Principled

My actions show I know the difference between right and wrong.

## Persevere

I am resilient, confident and independent in my learning

## Proud

I proudly celebrate my achievements and those of people around me.

## Participate

I actively engage with wider opportunities and understand how I can be successful in the next stage of life.



# The Elthorne Essentials - Behaviour for



## The Elthorne Essentials Behaviour for learning



### Proud



- I wear the correct school uniform including my ID and lanyard
- I complete and present my work to a high standard

### Prepared



- I come to school with full equipment
- I always arrive on time for my lessons and follow the start of the lesson routine

### Principled



- I respect other people's personal space and views
- I communicate positively with all members of our community

### Persevere



- I look for opportunities to challenge myself
- I actively engage in my learning throughout the lesson and at home

### Participate



- I take part in a wide range of activities
- I look after the school and local environment

✓ Ready ✓ Respectful ✓ Safe

We expect students to be:

- **Ready:** to learn & play their part at all times
- **Respectful:** To students, staff & school equipment/environment
- **Safe:** In their actions & behaviour



## The Elthorne Uniform Guide

One of our key values at Elthorne Park high School is being 'proud.' We expect students to proudly wear their full school uniform each day. This ensures they are prepared and ready each day to engage with our school curriculum.

### Compulsory Items

Plain black tailored uniform style trousers or plain black school uniform style skirt are compulsory.

Black skirts, A Line or pleated that is near to the knee (please ensure that a suitable length skirt is purchased to allow this and growth)

Tailored black or grey shorts are optional and permitted during the summer term only.



### JUMPER AND SHIRT

A school-issued white shirt, tucked in, and burgundy jumper with EPHS logo should be worn at all times.

### LANYARDS

Lanyards with ID cards must be worn around the neck and be visible throughout the school



*I have high expectations of myself and others and am prepared for each school day.*

### BLACK POLISHABLE SHOES



Black, polishable shoes or ankle-high boots only. Laces must be black. Trainers, cross trainers, boots (apart from ankle length boots), high heels, platform shoes or open shoes are not permitted.

## Non-Compulsory Items Hair, Make-Up and Jewellery

### JEWELLERY

One small chain or bracelet (for religious reasons) may be worn under a student's jumper. All other jewellery is not permitted.

If ears are pierced, it must be a plain, small stud earring. Facial or body piercing is not permitted.

Belts must be plain, black in colour, with a simple buckle. Other fashion accessories are not permitted.

Students are permitted and encouraged to wear a wristwatch. Wearable smart tech (capable of sending or receiving messages) is not permitted.

### HAIR & MAKE-UP

Only discreet make-up is permitted to be worn by students in school. False eyelashes are not permitted. Coloured nail polish, nail decorations or nail extensions are not permitted.

Extreme hairstyles are not permitted (any queries are at the discretion of the year and key stage leaders).

### SOCKS AND TIGHTS

Tights must be plain black or neutral in colour without patterns. Plain white or black socks only.

### JACKETS AND COATS

Coats must be waterproof, dark in colour and without logos (unless an EPHS logo). Cannot be Hooded style tops.

All students are expected to be well presented during the school day and in full school uniform when travelling to and from school



# Properly Principled



## Badges for Credits

Bronze badge	100 Credits
Silver badge	150 Credits
Gold Badge	200 Credits
Platinum Badge	250 Credits
Headteacher Commendation	300+



Student of the week  
personalised pens for the  
year lead **STAR OF THE WEEK**

Fast track lunch passes  
each week for the  
student in each tutor  
group with the highest  
amount of credits

Awards Evening  
*June 2024*

'Teacher Shout Outs'  
End of term assembly  
rewards



Certificates, awards  
evenings, trophies  
and so much more...

**Trips!**



# PSHCE: Personal, Social, Health & Citizenship Education



- Curriculum allocation is 1 hour per week
- PSHCE curriculum spirals and each year students will complete units of work helping them navigate their teenage years and make positive choices about their futures.
- Topics fall within the following strands: Living in the Wider World; Careers Education, Information, Advice & Guidance; Relationships & Sex Education; Health; Safety & Wellbeing; Respect, Tolerance & Individual Liberty.
- Resources are audited by Ms Crix and parents are welcome to view them ahead of teaching. Please look out for an opportunity to join our PSHCE working party in the newsletter.

## YEAR 8 TOPICS:


Year 8	Responsible Citizenship (LWW)	Healthy Relationships (RSE)	First Aid & Prevention (HEALTH)	Self Esteem & Confidence (S&W)	Freedom, Diversity & Understanding Society (FBV)	Safety On & Offline (LWW)
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# CEIAG: Careers Education, Information, Advice & Guidance



## Our CEIAG programme includes:

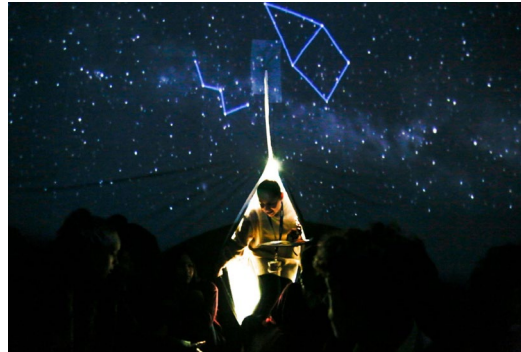
- Over 50 hours of dedicated curriculum time during PSHCE during years 7 - 13 which covers:
    - Employability Skills
    - Post 14 & 16 pathways
    - Personal Finance
    - Labour Market Information
    - Apprenticeship, T-Level & UCAS application support
  - Employer workshops
  - Careers fairs
  - Mock Interviews
  - Industry Insight visits
  - FE / HE interaction
  - Connexions Advisor(Personal Guidance Appointments)
  - Student & Parent Access to Unifrog (online careers platform)
- 
- The Unifrog logo consists of the word 'unifrog' in a white, lowercase, sans-serif font, centered on a solid green rectangular background.
- Students can research CEIAG topics and keep an accurate record of their progress through the careers programme.
  - Parents can access up to date careers & pathways guidance and labour market information. Login details will be shared through the newsletter

# EWOD: Elthorne Wider Opportunities Days

## Year 8:

- 1) **Friday 22<sup>nd</sup> November:** History & Culture Museum Trips (offsite)
- 2) **Friday 14<sup>th</sup> March:** STEM Challenges (onsite)
- 3) **Monday 14<sup>th</sup> July - Wednesday 16<sup>th</sup> July:** Residential

\*Timings of the school day may be adjusted for each year group



## E4E: Elthorne 4 Equality

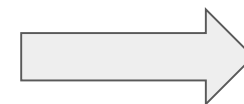


- EPHS is committed to promoting Fundamental British Values (FBV)
- As well as through the PD programme we promote an ethos of Respect, Tolerance & Individual Liberty through E4E events
- E4E is a student society that helps raise funds for charities chosen by the school community
- We run events that raise awareness of important issues that may often be overlooked
- This society stands against discrimination in any form and stands up for anybody who is not treated equally.



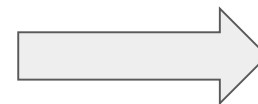
End of Year 7 Reading Age (yy/mm) 13/3

Subject	Teacher(s)	Subject Pathway	Spring Term Progress	Progress so far (Summer Term)	Attitude to Learning	Home Learning
English	Ms T Sugden	Secure	On Track	On Track	Excellent	Excellent
Mathematics	Ms S O'Brien	Secure	On Track	On Track	Excellent	Excellent
Science	Ms K Tamplin & Mr S Rebelo	Secure	On Track	On Track	Excellent	Excellent
Art	Ms E Liscia	Secure	On Track	On Track	Good	Good
Computer Science	Mr R Fleary	Secure	On Track	On Track	Good	Good
Drama	Mr S Rebelo	Secure	On Track	On Track	Excellent	Excellent
Geography	Mr B Stockton	Secure	On Track	On Track	Excellent	Excellent
History	Ms O Stewart	Secure	On Track	On Track	Excellent	Excellent
Music	Mr T Marshall-Andrews	Secure	Above Track	Above Track	Excellent	Excellent
Physical Education	Mr C Gray	Secure	On Track	On Track	Excellent	No Home Learning in PE
Religious Studies	Mr C Brown	Secure	Above Track	Above Track	Excellent	Excellent
Spanish	Ms S Roberts	Secure	Above Track	Above Track	Excellent	Excellent



Feb

Parents Evening  
26/02/2025



June



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# Assistant Year Leader

Miss Xu



## Autumn 2024 Extracurricular Timetable

### Clubs run until Christmas



#### Year 8 Interform

Event	
Football	½ term 1
Oracy (Weekly)	½ term 1
Basketball	½ term 2
Thank You Card	½ term 2
Gingerbread Baking Competition	½ term 2
Dodgeball	½ term 3
International Quiz	½ term 3
Talent Competition	½ term 4
Spelling B	½ term 4
Rounders	½ term 5
Great Elthorne Bake Off	½ term 5
Sports Day	½ term 6



# Year 8 Residential trip



Monday 14<sup>th</sup> July - Wednesday 16<sup>th</sup> July

## **PGL Liddington**

170 students going

Initial payment deadline was 20<sup>th</sup> September

Meeting with further details to be announced





**ELTHORNE PARK**  
— HIGH SCHOOL —



# Teaching & Learning

**Ms McCarthy – Deputy Headteacher**







# Teaching & Learning: The Elthorne Way

THE ELTHORNE START OF LESSON ROUTINE


## PREPARING TO LEARN I NEED TO...




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 Greet my teacher positively at the doorway.


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 Go straight to my seat and stay quiet.


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 Put my pencil case and exercise book on the table.

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 Write and underline the date and title. Label my work with C/W for classwork.

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 Do my Recall Starter activity.

Achieving excellence in a learning community

### Teaching in the classroom The Elthorne Way



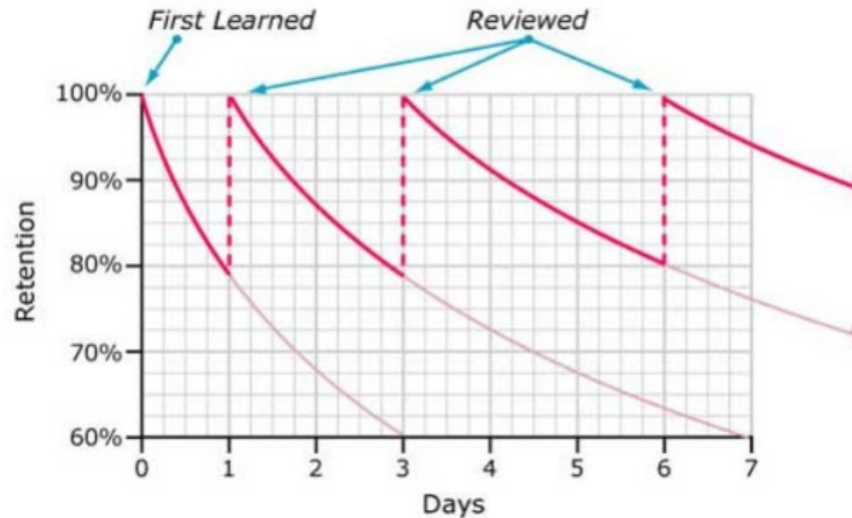
At Elthorne Park...	So that...
We follow the <b>EPHS arrival routine</b> , where teachers 'straddle' and greet students at the door.	We can check in with students as they arrive and the lesson can get off to a positive start with as little learning time lost to transitions as possible.
We begin lessons with a short <b>recall starter</b> which requires students to <b>retrieve prior learning</b> . We aim to link prior learning to the current unit of work.	We help our students to remember long term the content they have been taught last lesson, last week, last month, last term and last year. We help students to make connections between topics and build schema.
We require students to <b>think hard</b> consistently in lessons (high think ratio).	Students remember more. Students are more likely to recall the subject matter at a later stage if they have thought hard about it ("memory is the residue of thought")
We expect <b>high levels of engagement</b> from all students (high participation ratio)	Students maximise learning time and have more opportunities to practise and to think hard about new content.
Teachers follow <b>curriculum plans</b> which are <b>ambitious and well sequenced</b> .	All students have a consistent and shared learning experience through carefully considered implementation of curriculum intent.
We set and share <b>challenging yet achievable learning objectives for all</b> with appropriate <b>scaffolding</b> where required. The work given to students is demanding. The most able students in the group are directed to <b>Challenge Plus</b> tasks which stretch high ability students.	Students are given the opportunity to think deeply about challenging ideas and concepts. Students of all abilities are able to access all of the learning for every activity. The most able students in the group are stretched in ways that are challenging, engaging and which promote intellectual curiosity and a love of the subject.
Teachers identify <b>key component points</b> that are required to allow students to understand complex ideas (or be successful in complex activities).	All students can effectively build upon prior knowledge, concepts and skills over time without overloading working memory.
We <b>present the subject matter clearly</b> and provide	Students can encode new concepts in ways that are clear

# Teaching & Learning: The Elthorne Way



Short recall starter which requires students to remember prior knowledge

Typical Forgetting Curve for Newly Learned Information



“Memory is the residue of thought”

Daniel T. Willingham

# Recall Starter Template



Which questions are you going to ask to find out if your students have really understood?

How can you link your questions to prior learning?

1. Which word is missing from this line? "I sit in the \_\_\_\_\_ of the wood, my eyes closed."

2. What is the hawk from the poem a personification of?

3. What does the hawk now hold in its foot?

4. What did the hare in *Bayonet Charge* symbolise?

5. Which character from *An Inspector Calls* is said to be 'cold' in the opening stage directions?

6. Which character from *Of Mice and Men* does the hawk most resemble?

Q1-3 from last lesson

Q4 from last week

Q5 from last month

Q6 connects knowledge from last lesson to last term

# Teaching & Learning: The Elthorne Way

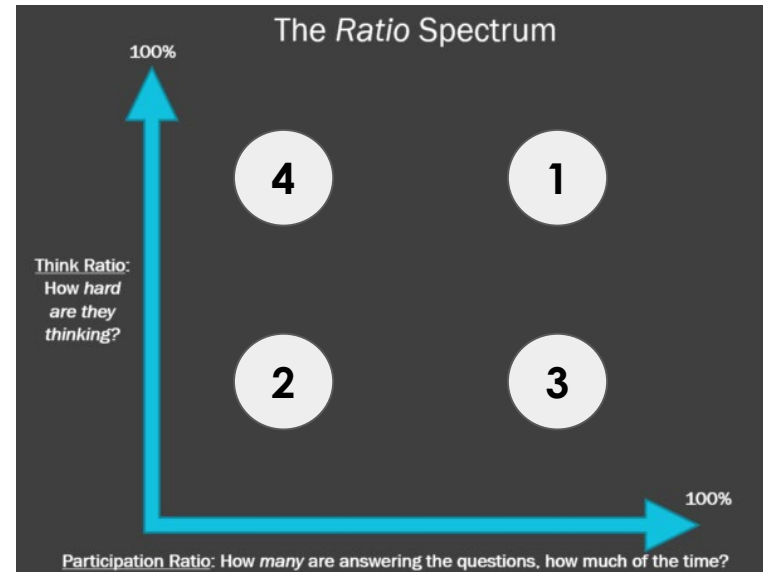


Short recall starter which requires students to remember prior knowledge

High think ratio. High participation ratio.

“Learning is deeper and more durable when it’s effortful. Learning that’s easy is like writing in sand, here today and gone tomorrow.”

Peter C. Brown



# Teaching & Learning: The Elthorne Way



Short recall starter which requires students to retrieve prior knowledge

High think ratio. High participation ratio.

Cold-call questioning to check for understanding.

# Teaching & Learning: The Elthorne Way



Short recall starter which requires students to remember prior knowledge

High think ratio. High participation ratio.

Cold-call questioning to check for understanding.

Feedback on selected pieces of work: WWWs/Actions - GPOP

What am I going to study in Art in Year 7?



1	Elements of Design
2	Elements of Design
3	Still Life
4	Still Life
5	Totem Poles
6	Totem Poles



Which are the key pieces of work that my teacher will provide feedback on this year?

Term	Assessed pieces of work
Autumn 1	<ul style="list-style-type: none"><li>Tonal study Still Life drawing of 3D geometric forms</li></ul>
Autumn 2	<ul style="list-style-type: none"><li>Elements of Design drawing final outcome inspired by colour and line in Van Gogh's artwork</li></ul>
Spring 1	<ul style="list-style-type: none"><li>Cubism painted artwork with drawing in the style of Georges Braque and Pablo Picasso</li></ul>
Spring 2	<ul style="list-style-type: none"><li>Still Life drawing final outcome inspired by Michael Craig-Martin's artwork</li></ul>
Summer 1	<ul style="list-style-type: none"><li>Haida animal drawing with a focus on shape and colour</li></ul>
Summer 2	<ul style="list-style-type: none"><li>Totem Poles sculptural clay final outcome inspired by Haida Art</li></ul>

# Home Learning





# How often should my child be set home learning?

Year Group	Frequency (per fortnight)	Approximate time per home learning task
7 & 8	1 (2 for core curriculum areas)	30 mins
9	1 or 2	45 mins
10 & 11	2	60 mins
12 & 13	Approximately one hour of home learning for every hour of lesson time	

- Clear success criteria for each homework task
- Set homework which has stretch and challenge, yet is accessible for all pupils in the group
- Relevant, clear link to curriculum plans
- No requirement that students print or have access to costly resources at home
- An outlet for creativity using a variety of task types
- Can be achieved in the time allocated
- In line with school assessment policy (frequency & length)

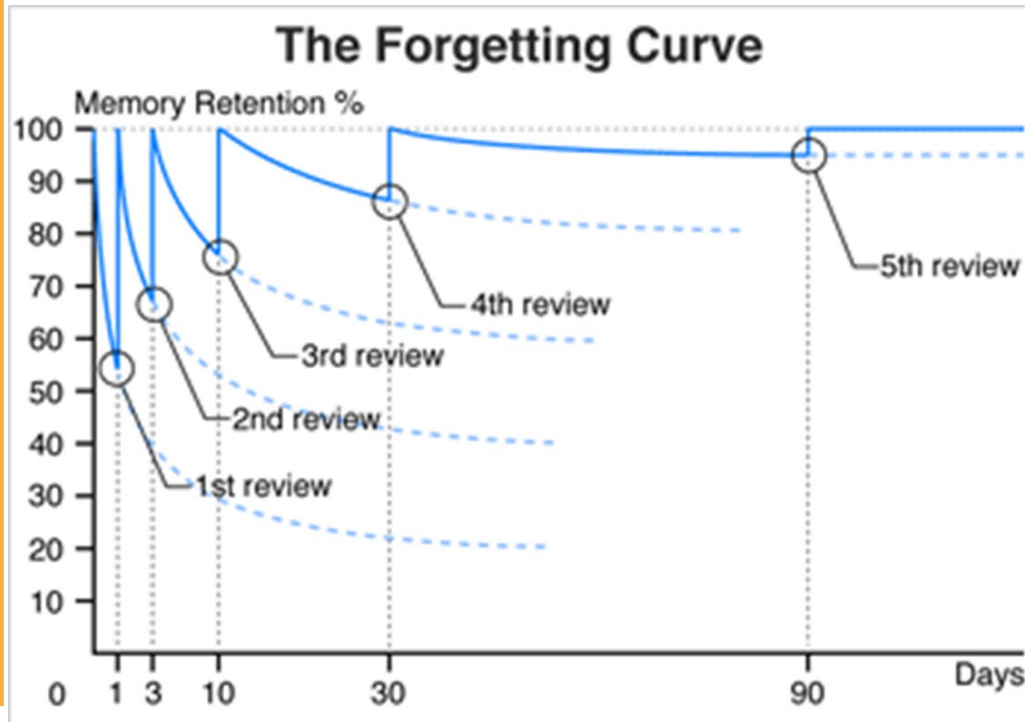


# Why reading is so important



- Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income
- Reading for pleasure is one of the most important predictors of exam success at age 16, regardless of background
- There is a strong correlation between regular reading for pleasure and mental wellbeing

# Revision is an active process of revisiting material



- Using revision cards to test yourself or asking friends or family to quiz you
- Doing past paper questions, assessing against the mark scheme and checking against the content on your revision cards
- Quizzing yourself using online resources like GCSEpod, Seneca or Mymaths
- Seeing if you can reproduce content on flashcards or mindmaps from memory then checking against the original



**ELTHORNE PARK**  
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# Key Stage Leader

**Miss Bowler**

## What does the pastoral structure look like?

- **Individual Tutors** – supporting each student on a daily basis
- **Year Leaders and Assistant Year Leaders** – overview of student wellbeing.
- **Pastoral Support Worker** – attached to each year group for day to day support and mentoring.
- **SEN team**- support students with special educational needs
- **Attendance Officer** – ensures students attend school each day and are safe.
- **Senior Leaders**- Key Stage Leader, Assistant Head for Behaviour, Assistant Head for Personal Development and Deputy Headteacher for Inclusion
- **Counsellors** – used to support students with a range of issues and concerns.
- **External agencies** - group provision to support individual and group needs.



I AM PROUD



I AM PREPARED



I AM PRINCIPLED



I PERSEVERE



I PARTICIPATE

If you think your child needs help, please refer them to [SENDReferrals@ephs.ealing.sch.uk](mailto:SENDReferrals@ephs.ealing.sch.uk) as we have a **single point of access** in order to best serve students needs.

Students who are referred to be considered for extra support go through student panel.

The panel includes 2 members of the Senior Leadership Team, SENCO, Year Leader and Pastoral Support Worker.

We triage based on level of need and will offer support as soon as we can

### Tier 1

- Form tutor support
- In class intervention-adaptive strategies
- Shared with whole staff in communication briefing
- Mentoring

### Tier 2

- In school intervention: ELSA, draw and talk, PSW mentoring
- SEN intervention
- Small group work

### Tier 3

- External intervention: Counselling, BIS, Princes Trust
- Application to the borough for SEN support

# Counselling Support

If you feel your child may require counselling support, you can directly contact our counsellor

Michelle Hanafi

07469714459



Supporting children,  
families and schools

The Ealing Schools Counselling Partnership is working to improve the emotional wellbeing of children, parents and staff by working with the whole school community.

Sometimes we could all do with **someone to talk to**. We can help if you are concerned about your child or if you would like to talk about any other worries that are affecting you or your family.

We aim to work in partnership to:



Provide everyone with a confidential space where thoughts and feelings can be explored



Raise children's self-esteem to help them to feel more confident and build positive relationships at home and at school



Offer practical and emotional support to families and carers helping them to better understand and communicate with their children

If you would like to talk to someone or find out more about our service, come to a parents drop in session at your school or contact:

Michelle Hanafi  
Counselling Services Manager  
07469-714459

**Eithorne Secondary School**

Parents Drop-in:  
9-10am  
Every Thursday & Friday  
(term time only)



JOHN LYON'S CHARITY

## External Support

Circle is a hub space and café that offers support for young people in Ealing who are at, or near crisis point with their mental health.

Most of the young people attending A&E for mental health support are dealing with anxiety, depression, self-harming behaviour and suicidality risks. The earlier a young person gets support for their mental health, the more effective that support will be.

That's why Circle exists: to provide mental health support early, and prevent things getting worse.

You can drop it or make your own referral through their website



Who is Circle for: Children and Young People aged 5-18 who are in active mental distress

What and Where: Young people can come in for advice, support, or just to talk, with drop-in or appointment-based services.

When: Open 365 days a year

### Opening times

**Monday to Friday: 3pm – 11pm**

**Weekends and Bank Holidays: 12pm – 8pm**

### Drop-In Times

**Monday to Friday: 3.30pm-6.30pm**

**Weekends and Bank Holidays: 12.30pm-3.30pm**

# Mobile Phones

**Thank you!**

**We do not allow mobile phones to be used in school.**

Students should have them off and in their bag.

If you (or they) need to be contacted throughout the day, we have many ways in which we can connect you.

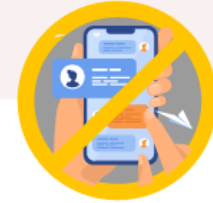
**We urge you to check your child's communication.**

Mobile phones have caused us a lot of issues and we need support in ensuring that students are using devices safely.

**No Mobile Phones  
in School**



**Year 7-11**



**Never used, seen or heard**

If a student is in possession of a mobile phone, it will be confiscated by a member of staff and will be returned the following day via reception.

*My actions show I know the difference between right and wrong.*

Is it necessary?

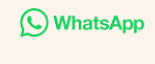
Is it good?



duolingo



Google Classroom



WhatsApp







**ELTHORNE PARK**  
— HIGH SCHOOL —



**Mr Bardsley – Year Leader**

**Thank you!**

**Please go to the rooms below for your tutor session**



<b>8E - C106</b>	<b>8O - C215</b>
<b>8L - C107</b>	<b>8R - C316</b>
<b>8T - C211</b>	<b>8N - C318</b>
<b>8H - C213</b>	<b>8P - C320</b>