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## Dear WES Parents and Carers

Welcome to the May 2024 edition of our WESPA newsletter. Read on for the latest news, how to get the most out of life at WES, dates for the diary and more.

If you'd like to contribute, please don't hesitate to get in touch by emailing [williamellispa@gmail.com](mailto:williamellispa@gmail.com)

Team WESPA

For all previous issues, please visit [sites.google.com/view/williamellispa/news](https://sites.google.com/view/williamellispa/news)

## Spotlight

It is always a great pleasure bumping into **Lee Harris** in the corridors of WES. He is a man of ideas and action. Read on in this month's Spotlight to find out more about the Head of Business and Economics at William Ellis School

### *Who are you and what do you do at WES?*

At William Ellis School I am head of department for Business and Economics. Even though this is my official post, pastoral care is at my heart.

I love being a tutor, and I also take seriously the well being of staff and so often support colleagues and help look after the staffroom to ensure we as staff have a place to collaborate.

### *What does a regular day for you at WES involve?*

This role requires in my opinion lots of patience and organisation and so my day at William Ellis starts at 7:30am.

I ensure that I am in early so that I have all the resources needed for my GCSE Business and A Level Economics classes. I

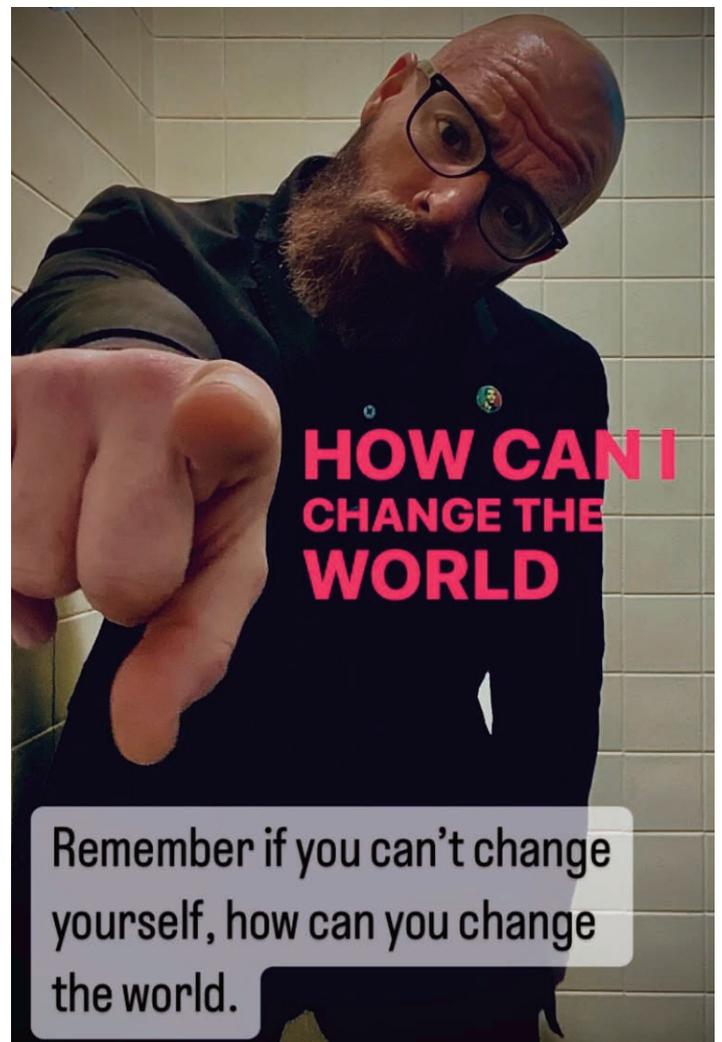
then check my email and check in on key staff. From around 8:00-8:15, I find time to have a coffee in the staffroom and have some time to myself to think through the day.

I then spend A.M. registration with my form, which may involve a literacy or numeracy game, and general checks on uniform to ensure standards remain high.

The amount of lessons of course varies, but inevitably, like all lessons given by teachers at William Ellis, lessons are well paced, and engaging.

I believe at William Ellis, like more good-to-great schools, its staff is at the heart of the school, and so I make time to have lunch with my colleagues.

In the afternoon I help with interventions after school and produce



resources for the next day.

Every day is different and generally fun.

### *What fun things have happened recently or are coming up for the department?*

Recently we organised a

trip to the Bank of England and to the London School of Economics.

I strongly believe in building the cultural capital of students and have worked hard to have

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## Spotlight

Continued from page 1

a business/economics trip over half term.

This real world application enriches us all in so many ways.

*Tell us something fun we might not know about you!*

I made the front papers by delivering my son at home when my wife went into labour early at home.

I vowed from that moment on to try and take life in my stride.



## School news



### WES Debating Club visit the Houses of Parliament

#### Max in Y7 reports

On 19th March 2024 our debating teacher Ms Kritz and Ms Lawson took us to the Houses of Parliament.

It was a really enjoyable and interesting experience. We admired the golden ceiling in the building and also met the person who calls "Order, Order" – the Speaker of the House.

He was wearing a white wig and

a long gown. The armed security guards – and there were a lot of them – had to take their hats off in front of the Speaker, to mark their respect.

We didn't get to go into the room with the green benches as there was a debate going on but we went into the red one – the House of Lords – and learned the history of it.

It was great to get an impression of this important place right here in London.

## Deep ecology dive

### Y8 parent and Eco Club lead Jane reports from Earthfest

On 20th April some of the WES Eco Club boys and I attended Earthfest in Kings Cross.

There was much to see and do, and one talk that especially caught our attention was with Drew Purves, Sustainability and Biodiversity Co-Lead at Google DeepMind. He was explaining how AI could be and is used in the environment.

In its simplest form this is a three-stage process. Firstly, AI can now go through and analyse vast

amounts of data extremely fast. Within the environmental field it has been used to study multiple data sets.

For example, camera traps in remote places around the world to check up on rare species or climate information.

The data gathered can then be put into the second stage – modelling – to explain things like where rare species can be found, how the population is doing or weather

patterns and reasons for them.

In the third stage, data is handed back to humans who can then question what to do with the information. Examples include predicting catastrophic weather conditions so that people can be warned, the need for changes in policies or for new protections to be granted for species under threat. The outcomes are huge and numerous.

Things can obviously get very complex but AI can speed up the process and help predict or work out many scenarios and offer ideas for solutions and change.

**THANK YOU**  
to Lee Harris (Head of Business and Economics), Emma Kritz (Teacher of History and Politics), Youssef Boutayeb (WES Rap and DJ tutor), Andrew Mangham (Head of Year 13 and teacher in charge of Eco Club) and the many other members of staff who support these trips and extracurricular opportunities – without your extra work, they would not be possible.

## Alice Lascelles, Y8 parent and WESPA choir member reports

Kings Cross rocked to the sound of WES bands last month as some of the school's finest musicians took to the stage to celebrate Earthfest – a four-day festival of ideas, workshops and events designed to inspire positive climate action, featuring everything from Tesla test drives and talks on greentech to a Q&A with London Mayor Sadiq Khan.

First up in front of a busy Saturday crowd was the Year 8 band M3, featuring Colin on vocals and guitar, Sacha on bass and Alfred on drums. The trio delivered a storming performance of 'American Idiot' by American rockers Green Day.

This was followed by a slick rendition of David Bowie's 'Moonage Daydream' by the Y9 band Walrus featuring Seba on vocals and guitar, Humphrey on keyboards, Sam on drums, Raymi on guitar and Phillip on bass.

Seba and Raymi were soon back on the stage with their other band The Dynamic Trio – a jazz ensemble featuring Seba on drums, Raymi on keys and Max on guitar. As the sun came out their soulful performance of 'Everybody Loves the Sunshine' by Roy Ayrs echoed through Coal Drops Yard.

The packed bill also featured pupils from LaSWAP, Regent High and Kentish Town Primary schools. Shirori wowed the crowd with her self-penned ballad, while Faris showed off his formidable rapping and producing skills. Kentish Town Primary band One Hour In made their debut with an assured performance of Declan McKenna's Brazil.

MCs Zara and Valentina delivered plenty of laughs, as well as two impressive vocal performances, while Nene Ukpogong got shoppers dancing with her take on Stevie Wonder's 'Don't You Worry 'Bout a Thing'.

The biggest cheer of the day, though, was reserved for the three people who made the whole event possible: WES DJing teacher Youssef Boutayeb, promoter and soundman Sam and WESPA chair and band workshop leader, Al Mobbs. Our huge thanks to them all!

# WES storms Earthfest



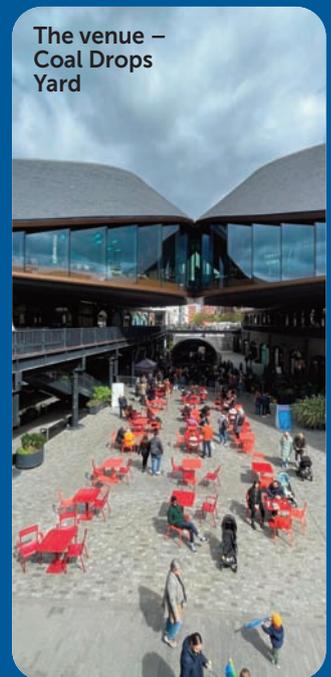
WES Music Teacher Youssef filming on stage



Sacha, Alfred and Colin



Phillip, Seba, Sam, Raymi and Humphrey



The venue – Coal Drops Yard



Max, Seba and Raymi

# Planting our pond

Aside from trips to climate festivals, Jane has also been doing amazing things with the newly formed Eco Club. Last newsletter we brought news of tree planting, bird feeders and hedgehogs and there has been no drop in pace.

At the end of last term parents and boys assembled to dig the new pond and rather fittingly, in this year's National Gardening Week, the planting was completed. The bird boxes are built and up and we will have the water butts – two new ones and one kindly donated by Y8 parents Michael and Alicia – installed shortly.

Thank you as ever to Jane for all her time and efforts, to Veolia for helping to fund our project and to Claudia from Growing Green for the rocks and being a rock.



Pond digging



More pond digging...



WESPA Eco Group and WES Eco Club united – the pond digging team!



A new home for beetles and other exciting things



Planting apple trees

New bird feeders

## London Marathon – Dep Head Bernie Lane smashes it!

AL MOBBS WRITES:  
I have known for a while that our deputy head teacher Bernie Lane was a runner but when he quietly slipped into conversation that he was going to run the London Marathon I was more than a little impressed.  
Not half as

impressed as when I found out he ran it in under three and half hours. Wow. Congratulations Bernie!

If you would like to sponsor Bernie, he is raising money for Children with Cancer [2024tcslondonmarathon.enthouse.com/pf/bernie-lane](https://2024tcslondonmarathon.enthouse.com/pf/bernie-lane)

# Meet the Parents 10 year anniversary



## Al Mobbs reports

On Sunday I attended the 10 year anniversary of Meet the Parents.

MTP is a scheme unique to Camden which encourages families to send their children to our excellent secondary schools rather than to private schools, grammars and other schools outside the borough.

The aim is to strengthen communities through staying local. This organisation was

invaluable in helping my family and many other friends choose William Ellis School for our eldest son.

MTP brings parents and their children into selected primaries to talk honestly and broadly positively about their experience at their Camden secondary.

WES has provided some fantastic panellists to take part over the years, and as these families move on MTP encourages younger ones to step forward to replace them.

They are particularly keen to involve families from Years 7, 8 and 9.

Students who take part get an Odeon cinema voucher and a certificate to use in personal statements.

You can find out more at [www.meettheparents.info](http://www.meettheparents.info). If you would like to take part along with your child, contact us at [williamellispa@gmail.com](mailto:williamellispa@gmail.com)

Please do help out if you can – it's very easy and good fun.

# The WESPA Quiz returns

2024 saw the relaunch of the much loved WESPA Quiz. This is the first quiz since lockdown and it was great to get it back up and running. Huge thanks to Bistro Laz for helping with pizzas for the night, to Caroline, Vicky and Galit for organising such a cracking event, to WES Head of Adventure

George Court for his effervescent compering and of course to everybody who came, helped and quizzed – together we raised over £500 for our boys. Congratulations to our winners (pictured) who were awarded a magnificent trophy from high street locals, Tony's Heel bar.



The priceless WESPA Quiz Trophy



Pizza and quizzing in the hall at WES

## The Inside Track

In every edition of the newsletter we ask a student to lift the lid on life at WES. In this edition we caught up with **Patrick** in Year 8

*What have been the biggest changes in moving from Year 7 to 8?*

The biggest change of being in Year 8 would be the system of moving between lessons: between break and lunch, you need to line up in the middle playground, with your teacher for the next lesson. It has pros and cons, but it does help to relieve congestion in the corridors, due to overcrowding.

*What is your favourite subject at WES and why?*

I do not have a favourite subject because I feel the same way about them – challenging in their ways, whether that be the actual subject or the environment, yet rewarding once you get the hang of them.

*I understand you have just taken part in the Junior Maths Challenge. Can you tell me a little bit more about the JMC?*

The junior maths challenge is an annual competition in which contestants have a set time limit to complete a variety of maths questions. They get harder as they go along and test your knowledge in areas such as angles, algebra, geometry, etc.

*(Editor's note: there is lots more info on the UK*



*Maths Trust website which can be found here: [ukmt.org.uk/junior-challenges/junior-mathematical-challenge](http://ukmt.org.uk/junior-challenges/junior-mathematical-challenge))*

*It has been great to hear you performing at school on your saxophone. How did you get into music and do you do any music groups at school?*

I picked my instrument at random and decided to continue due to peer motivation.

*I hear there are lots of clubs to try out – what have you tried so far and which would you recommend to other*

*students?*

If you want to do clubs, I encourage you to pick which ones seem the most enjoyable to you: there is a club for most subjects so it won't be difficult to find one based on your interests.

*At this time of year, there are lots of students finishing their last term at primary school. What tips would you give to the new year 7s as they think about joining WES in September?*

If you have any interests you want to deepen in secondary school,

extracurricular activities will allow you to do the things you enjoy. Bring a water bottle – you can't fill it up during lessons. Go to the toilet when you aren't in a lesson – on-call (the person who takes you to the toilet) may take multiple hours if there isn't an emergency! There are many staff to talk to if your friends just don't get it.

*Thank you Patrick, some great tips there. For any parents or boys interested in clubs, there is a full list on the WES website here: [www.williamellis.camden.sch.uk/extra-curricular](http://www.williamellis.camden.sch.uk/extra-curricular)*

# Going large with Artificial Intelligence

Whether it's OpenAI unveiling its latest iteration of DALL-E, ChatGPT or Sora, deep fakes, research, the democratisation of knowledge or self-driving cars that can fart, Artificial Intelligence is THE big topic at the moment.

WESPA Chair and newsletter editor Al Mobbs caught up with fellow Trustee, parent and LSE Professor of Mathematics specialising in artificial intelligence, **Dr Galit Ashkenazi-Golan** to chat about AI in education.

*For parents new to artificial intelligence, could you briefly outline what AI is and some of the areas in which the use of AI is being proposed in education now and in the future?*

AI is a general name for a fast-growing set of technologies that achieve the level of analysis we previously thought only humans can reach. In 1997, IBM's Deep Blue won a chess match against Garry Kasparov. The tech-sphere was hyped, but the rest of the world remained unimpressed. Twenty-five years later, it is becoming clearer than ever that AI technology will bring significant changes to all domains. The main catalyst behind this new interest is generative AI. These are trained in what is called "large language models", algorithms that learn from a huge number of texts, and then generate text, based on this information. Similarly, they can learn from various visual files, and generate visual images or even short videos. Moreover, AI can also assist with automatic scanning of MRI images for early detection of cancer, a safe self-driving



Y9 Parent, WESPA Trustee and LSE assistant professor  
Dr Galit Ashkenazi-Golan

car, or with gaining a deeper understanding of climate changes.

When we think about schools, AI is already being

used in many ways. A student who struggles with understanding a concept, can ask an AI bot (such as ChatGPT) to explain, to give examples, or to list resources of knowledge that are useful.

**“AI is not the first shiny-new technology promising to revolutionise learning”**

course, it can also write the essay itself, but we will discuss that possibility soon.

Furthermore, teachers can also gain a lot from this technology in many ways. For example, by

asking AI to suggest new educational activities, come up with new exercises, or generate comfortable templates for emails and forms. AI can be used to analyse data and output graphics to depict the insights.

*There is much opinion on the use of AI in education. For some subjects based around computers it feels like the natural evolution of iterative and collaborative work but for others, there are cries of plagiarism, loss of skills and agency. Appreciating the topic is very live, how do you see the various conversations evolving?*

In general, the opinions about AI range from “this is going to solve global warming, cure cancer and feed all humans” to “pull the plug on the thing before it kills us all”.

AI is not the first shiny-new technology promising to revolutionise learning. From radio, through educational TV, personal computers, the internet and smart-phones, there was always a mixed welcome among educators. Some thought teachers would no longer be needed, as the new way

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of transferring information is so-very efficient, others thought it will cause the young generation to be ignorant. I am old enough to remember personal computers being marketed as “personal tutors.” At the end, we repeatedly learn that teachers are absolutely necessary, regardless of technology. Most of us need an understanding educated human to explain, discuss, clarify and, maybe most of all, share their passion about the topic being learned.

When thinking about AI in education, I think it is useful to separate the learning process from the assessment process. Some uses of AI appear to benefit the learning process. For example, using AI to point to new resources of knowledge, to produce clear explanations or to suggest efficient ways to organise learning. However, sometimes what appears to be beneficial has a surprising effect. I read once a study where medical students were randomly divided into two groups to learn about the blood flow in the heart. One group was presented with a sequence of pictures with arrows, describing the flow of the blood. The other group was presented with a clear animation. The researchers hypothesised that the group that observed the animation would do better in an exam testing their

understanding of the blood flow. The results turned out to be quite the opposite – studying from old-fashioned pictures led to better understanding.

When thinking about the reason for this difference, we need to remember that the important factor in learning is not the material presented but what is going on between a student’s ears. That is,

“ The important factor is not the material presented but what is going on between a student’s ears ”

since the students presented with the pictures had to exert more effort to understand the blood flow, they ended up understanding it better. In other words, providing clear explanations cannot come at the expense of putting in the time and

“ Maybe we will become more sophisticated and learn to appreciate ideas that are more novel that what a machine can produce? ”

effort to comprehend the material.

So, if a student uses AI for the learning process in any way that makes them understand better, motivates them to be interested in the material

and keeps them organised and calm, I think very few objections can be made to that. However, if a student uses AI to produce texts instead of understanding and processing the material – then no one becomes smarter in this process, making this work useless.

When it comes to assessment, there is currently a clear divide: assessments based on

home written work or dissertations are becoming a big challenge, while assessments based on in-person exams are not significantly affected by AI.

In the case of essays, some teachers choose to run them through an “AI-

detector”. The results of such detecting programmes are not 100% accurate, and there is a clear cat-and-mouse scenario: the AI will become more effective in avoiding detection, then

the detecting software will try to detect that as well, etc. One way to overcome this, at least partially, is to ask the students to document their work process and submit this documentation together with their end product. This way, whenever there is suspicion that AI was used in a way that is not according to predefined rules, the documentation can show how the production unfolded. Still, one wonders, how long until AI can produce convincing process documentation?

When the home-written material is a computer code, the approach to AI is very different. Since AI is routinely used by professionals in the industry – why not teach the students how to efficiently use it? After all, it can help skip some of the more boring parts of writing a code.

*What do you think about the ethics of AI when it comes to making creative work like art, music or literature?*

This is a difficult question.

As with other creators, if AI uses a significant part of a piece of music, I believe it should pay royalties if it is to be used commercially, just like any other artist. However, what will be the results of using AI to generate graphic content? Maybe we will just become more sophisticated, and learn to appreciate ideas that are more novel than what a machine can produce?

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Maybe artists will just be empowered by this new technology, and find new exciting ways to express their creativity? Maybe, one of the William Ellis boys will direct their next blockbuster movie using AI clips, without needing expensive equipment? After all, we all have access to paint and brushes, yet there is only one Picasso. We all walk around with smartphones that have clever cameras in our pockets, but only few produce pictures that end up appreciated by a large community. Maybe we will end up having less work hours, and being more free to enjoy what art has to offer? I am an optimist.

*You recently came in to speak to students at William Ellis about your specialist topic – the fascinating area of game theory in artificial intelligence. Can you give parents an overview of this subject and the discussion with the students?*

Oh, the Economics teachers and students were absolutely fabulous.

Game Theory is the part of Mathematics that models strategic interactions. If I need to decide whether I take an umbrella with me when I go out or not – I am facing uncertainty. But when I decide on a price that I want to charge for some vintage sneakers online – I am in a strategic interaction. This is because there are at least two decision makers



WES Economics trip to the London School of Economics with WES Head of Business & Economics Lee Harris and Dr Ashkenazi-Golan

involved in this process – me wanting to sell, and a potential buyer deciding whether they are willing to buy at this price. The result of this interaction depends on both my decision and the decision of the buyer.

Another example of

the best combination of quality and price – then maybe there would be no need for an auction. However, this is not the case, and the auction is a mechanism that helps the government elicit relevant information. For the firms participating in the

and another firm will probably place a bid that is more competitive. Game theory gives us tools to analyse such situations.

Recently, an increasing number of strategic decisions are delegated to learning AI algorithms. For example, the prices of petrol in Germany are often set by learning algorithms. One problem that might come out of this use of AI is that of “algorithmic collusion”. Price collusion is when firms that produce a product deliberately keep the prices high, instead of competing for the benefit of the consumers. If, for example, a group of managers of firms that are supposed to compete sit together in a dark room and decide to collude and keep prices artificially high

“An increasing number of strategic decisions are delegated to learning AI algorithms”

strategic interaction is an auction. When the government wants, for example, to build a road, it runs an auction to decide which firm will build it and how much the firm is to be paid. If we imagine that the government knows which firm is willing to build the road providing

an auction, this is a strategic interaction. They need to decide how much to ask for in order to build the road. This is not a trivial decision – if you ask too little, your firm will not profit from the project of building the road; if you ask for too much, you are likely to lose the auction,

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– this is not legal. Evidence of such events can send people to jail. Now, what if instead of managers we have algorithms setting prices? What if no one explicitly told the algorithms to collude, or to set higher prices, yet, by repeating their interaction and learning from it – they ended up colluding? This is algorithmic collusion, and the responsibility and regulatory implications are still in question.

In general, the more we give learning algorithms the power to make strategic decisions, the more important it is to understand what we can expect the result of this process to be. This is my area of research, and maybe you can tell from the text that I find it fascinating.

**Are there any particular areas you have found AI useful at work or at home?**

Yes. I recently had to keep a low-carb diet (blood

“ I sometimes ask AI to tell me a joke, but its humour is terrible, so no immediate danger to comedy writers yet ”

sugar level was too high). I found that AI has great suggestions for low-carb snacks. I asked it to help plan a family trip to Japan, and it was not too bad as a first draft. I sometimes ask AI to tell me a joke, but its humour is terrible, so no immediate danger to comedy writers yet.

**Data is central to chat agents. Do you have any tips for parents and students on how to get the best out of the various artificial intelligence tools and how to stay safe?**

My main tip is, like the internet and social media, use the tools, but also use critical thinking. Double check facts, go to reliable sources of information, remember that it is an

algorithm, and it can be wrong. For the people that are curious to learn more about it – the podcast of The Guardian, “Black Box” is a good place to start: [www.theguardian.com/technology/series/blackbox](http://www.theguardian.com/technology/series/blackbox)

**We asked ChatGPT the same question and here is the answer:**

To get the best out of AI tools while staying safe, it's important for parents and students to first identify their needs, whether for homework help, learning new subjects, or skill improvement, to choose the right tool. Opting for reputable tools and researching their reviews ensures effectiveness and reliability. Understanding the tool's features through tutorials or help sections can maximize its benefits, while

setting specific, achievable goals helps keep usage focused and productive. AI tools should supplement traditional learning methods, not replace them, maintaining the value of books, tutors, and classroom instruction. For safety, adjusting privacy settings on AI tools limits data sharing, and supervision by parents ensures appropriate use for younger students. Educating students about the risks of sharing personal information online and encouraging a critical mindset to verify facts can prevent misuse of data and misinformation. Keeping AI tools and devices updated protects against security vulnerabilities, while balancing AI usage with offline activities promotes overall well-being and prevents over-reliance on technology. By following these guidelines, parents and students can effectively and safely benefit from AI tools.

**Thank you Galit. This is such an interesting area and your thoughts on the matter provides much to contemplate. Thank you also for hosting a trip to your university LSE. They had a fantastic day.**

## WESPA Wednesdays

At the end of last term we launched our first WESPA Wednesday.

Following some great ideas from this month's Spotlight guest Lee Harris, parents got together to bake some cakes and other goodies for the staff on the last Wednesday of term and also in the spring break for the amazing staff members in school supporting our Y11s in the preparation for exams.

If anybody would like to contribute to a WESPA Wednesday, we are running them on the last Wednesday of every half term.



## Dates for the Diary

**WESPA Meeting** – May 20th, School Library, Everyone welcome!

**New parents uniform sizing and interview day** – 8th and 11th May, 26th June

**International Evening (as part of WES Culture Day)** – 20th June at WES, 5pm

**Year 11 Leavers' Presentation Evening and Celebration Event** – 27th June at WES

**New Year 7 Parents' Evening** – July tbc

**WESPA Meeting** – July tbc

**WES Summer Concert** – July tbc

**WESPA Awards** – July tbc at WES

**Working Weekend at The Mill** – Fri 26 – Sun 28th July. Let the Warden of The Mill know if you would like to volunteer:  
[themillforestgreen.co.uk/volunteers](http://themillforestgreen.co.uk/volunteers)

## 6 ways to support WESPA

### ■ COME AND JOIN IN! –

It is always great to meet up with fellow parents and carers and meet new ones too.

### ■ SHARE YOUR IDEAS –

WESPA is run by parents for our boys and each other. All thoughts and ideas are very welcome. Just email [williamellispa@gmail.com](mailto:williamellispa@gmail.com)

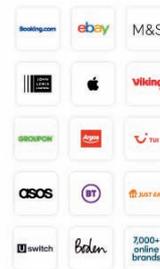
■ **VOLUNTEER** – The WES community is huge and diverse. Whether lending a hand at an event, joining a working weekend at The Mill, offering your professional skills to a school project, or covering one of the central WESPA roles, every contribution benefits our community and is hugely appreciated.

■ **RUN A FUNDRAISER** – If you have any previous experience or want to

easyfundraising

See your favourite brands donate to us whenever you spend with them

Find out more



team up with a fellow parent and create something new, this is a great way to raise funds for the school.

■ **DONATE** – Donations to WESPA are very welcome. You can donate using the fundraising platform GIVEY at <https://www.givey.com/williamellispa@schoolparentsassociation>. If your son has outgrown his uniform please consider donating these items to our regular uniform sales. Good condition uniform can be dropped at the

school office.

■ **SHOP THROUGH EasyFundraising** – If you haven't signed up yet, it's easy and completely FREE! 7,400 brands will donate to us when you use EasyFundraising to do your everyday online shopping – at no extra cost to you! Sign up here: [https://www.easyfundraising.org.uk/causes/williamellispa/?invite=1KH7PM%26referral-campaign=c2s%26utm\\_campaign=admin-trigger%26utm\\_content=srt](https://www.easyfundraising.org.uk/causes/williamellispa/?invite=1KH7PM%26referral-campaign=c2s%26utm_campaign=admin-trigger%26utm_content=srt)

## What is WESPA?

WESPA is a charity (no. 1158812), run by parents, carers and friends of William Ellis School.

WESPA is open to all in our school community, and is a fun way to get involved in school life.

- We help raise extra funding for the school, to provide resources for the boys.
- We run social events for parents and children, to help facilitate the growth of our school community.

- We encourage as many people as we can to get involved, to create stronger bonds and ties between home and school.

■ If you haven't been to a WESPA meeting yet, if you think it's not for you, or you're just not sure how you can help, you can always email [williamellispa@gmail.com](mailto:williamellispa@gmail.com) to find out more about us and how you can get involved.

WESPA

William Ellis  
School  
Parents  
Association