

# Netherhall School

An Ambitious, Caring Community



**Ofsted rated as 'GOOD' - February 2018 & March 2023**

**Cumbrian Golden Apple Awards: Secondary School of the Year 2018**

**Best Student and Best Teaching Professional 2019**

**Pearson National Teaching Awards - Silver Award for Teacher of the Year in a Secondary School 2021**

## Prospectus 2024-25

"Pupils love coming to school"

Ofsted



"Pupils are proud of their school"

Ofsted



"Relationships throughout the school are excellent"

Ofsted



Netherhall Road, Maryport, Cumbria, CA15 6NT

Tel: 01900 813434 Ext. 0 (Main Reception) | Email: [office@netherhall.cumbria.sch.uk](mailto:office@netherhall.cumbria.sch.uk)

Head Teacher: **Mr. David Tromans BA(Hons), PGCE, NPQH, MEd**

[www.netherhall.cumbria.sch.uk](http://www.netherhall.cumbria.sch.uk) | [www.facebook.com/NetherhallSch](https://www.facebook.com/NetherhallSch)

## Netherhall School 2024-25

This is a school that fervently believes in the abilities of all our students, staff, parents / carers and community. A school that is governed by values and one that works to the highest ideals. Our values are faithfully applied to the facts before us: all young people want to succeed, feel confident, capable, in control, proud of their achievements and well prepared for their challenges. All teachers want to make a difference, be respected by their students and colleagues, want their students to attain the best results, progress in their careers and achieve professional fulfilment. Every parent and carer would like their child to be happy, fulfilled, well-educated and successful at school. Each



and every school governor is committed to supporting the school in its aspiration to become outstanding. Our community fully understands and appreciates the benefits for everyone of having a superb school that actively engages with other community groups, plays its part, makes a full contribution and helps to build a cohesive, friendly, caring and supportive community. This is a relationship based on mutual respect, in which everyone benefits, built on an understanding that we rise and fall together.

When Netherhall School received its momentous Ofsted judgement of 'Good' in 2018 – the first time in the school's history that it had ever attained an overall rating of 'Good', because of the significance of the judgement (the only primary or secondary school in the entire northern region to move from an Ofsted judgement of Inadequate to Good – this was achieved in 18 months – and to subsequently have its directive academy order revoked, earning special commendation from the regional schools' commissioner) the HMI - Mr Neil McKenzie, asked me, the chair of governors and governing body, the deputy headteacher, the senior management team, all teaching colleagues and all of the school staff to give an assurance that we 'would not take our foot off the gas', which is exactly what we haven't done. We have honoured our commitment and none of us, for one moment 'have taken our foot off the gas'; despite the challenges of Covid-19, we have continued to drive the school forward, improve and to make exceptional progress. This is clearly known and understood by the community we serve, as more and more students, parents and carers place their trust in us, which is demonstrated in the record numbers joining the school in successive years, both in year 7, to our superb sixth form and by students joining the school in-year.

So, let's look in a bit more detail about our school's values of Ambition, Care and Community, how they're cashed out for all of our young people and how our actions match our values:

### Ambition

We are a school that aims to provide the absolute best for every single student, which you will clearly see as you walk around the buildings, look in on classes, experience learning taking place, view the facilities, the resources in every classroom, from the sports fields, to music, art, design and technology, IT and science to the school cafeteria. We have the highest aspirations for each and every student and we want every single student to endeavour to be the best in all aspects of their schooling, whatever discipline they apply themselves to, whether they want to go to the top universities, secure an apprenticeship with a leading firm or begin their working career with the job of their choice. We are a school where students are actively encouraged to be in control of their own futures and through their own agency to fulfil their considerable potential.

We work extremely hard to provide as many opportunities as possible for all our young people to learn, across our rich, varied, challenging and superb curriculum offer. We aim to make learning as interesting and enjoyable as possible, where students have successive opportunities to apply their learning in practical activities. At key stage 3, all students study at least two modern foreign languages; we follow the highly ambitious British Council recommended curriculum offer for modern foreign languages, whereby students at the end of year 8 have the choice to study one modern foreign language in greater depth and detail. In conjunction with this, the full breadth and depth of National Curriculum subjects build toward the English Baccalaureate. In key stage 4, students can study the full range of the arts, humanities, languages, information technology, computer science and business studies, alongside an extensive range of vocational subjects that run concurrently to the impressive academic core curriculum. In addition to this, we relentlessly support students in the development of their literacy and numeracy skills. At key stage 5, students can study a full academic suite of qualifications, which includes A level biology, chemistry, physics, maths, English literature, French, history, geography, religious studies, art, photography and music, alongside a suite of vocational subjects, complemented by additional qualifications, which include the highly regarded extended project qualification, core maths, sports leadership awards and the Duke of Edinburgh Gold Award.

At every year group age level there is a raft of extensive extracurricular and enrichment activities that complement and enhance the curriculum, which provide our young people with seminal and inspirational experiences from playing for some of the best sports teams in the county, winning multiple county cups in a range of different sports, musical performance, rich and varied local and national cultural experiences, including live theatre, live performance and overseas travel. In short, whatever aspiration or ambition all of our young people have, this is a school that will encourage and nurture all of their dreams in a friendly, caring and supportive environment. Importantly, these aspirations and ambitions apply to every single young person; we are an institution founded on equality, which believes that all of these opportunities and experiences should be available to all.

## Care

We know and fully appreciate that education is a unique and precious experience for every individual student, that every moment in school is an opportunity, that every interaction with teachers, school staff and peers is a personal interaction that is known, understood, interpreted and internalised by each student, and that each interaction has unlimited potential for positive reinforcement and positive change.

We are a fully inclusive school that has excellent pastoral care, we work extremely hard to get to know every single student, to know and understand each young person's character, strengths and areas for development; you will see this in all aspects of the school, from the pictures on the walls, in the interactions between the students and school staff, in the expressions on the students' faces, in the way they conduct themselves and in the way they represent themselves and their school. As Ofsted rightly cited: *'students are proud of their school...students love coming to school...there is great mutual respect between teachers and students, as students rightly believe that their teachers are doing an excellent job.'* These are just a few of the many exceptional highlights detailed in the school's most recent full Ofsted report.

At every level, we encourage constructive attitudes, positive behaviour and the development of good character, helping our students to make active and productive choices, to learn the values of honesty, kindness, courtesy, compassion and a great work ethic. Like any good parent or carer, we know that young people need good people around them, who care about them, lead by example and help them make productive decisions and to learn. We fully appreciate that if we

want our young people to have higher expectations, we need to have higher expectations of ourselves.

We nurture courage and passion and cultivate an environment in which our young people are fearless and not afraid to get involved and to have a go. We aim to develop young people who are resilient, determined and who are not deterred by failure, who see it as part of the learning process and who use it as a positive learning experience with which to spur themselves on to greater achievements. A school, that in partnership with our parents and carers, creates an ethos where our young people are honest with themselves and with others, learn positive lessons from their choices, in an environment in which they embrace and accept responsibility; understanding that ultimately, it is the student themselves who is in charge and has both the power and the authority to make their own decisions to determine their future.

## Community

We are a learning community where each person understands their individual responsibility to the collective and that their actions matter to themselves and to everyone in our school community, that we are all inter-linked and that our futures, our happiness and our successes are all inter-dependent and that we are reliant on each other. A community in which we all understand that we have far more in common that binds us together than what divides us.

We are a school that actively works to engage with our local and wider community, creating interfaces for our young people to work with as many community groups as possible, working to the principle that communities are built through shared enterprise, shared experience, understanding, respect and that in reality, we all want the best, and to be part of something truly worthwhile that makes a positive difference. That we create kinship and the bonds that bind us together, which will help to define our young people, sustain them through their challenges and establish strong foundations for each and every one of our young people to aspire and to grow.

For example, at Christmas and at the end of the summer term, there is a whole school celebration at the fabulous St Mary's Church in Maryport, there are regular school visits to the Maryport Aquarium for biology, the internationally renowned Senhouse Museum for history, art galleries, live dramatic performances, a full contribution to war memorial events, honouring the commitment of current and previous generations; we support the Army Cadet unit, the Sea Scout unit and the in-shore lifeboat; we work in partnership with local charities, like the amazing Mary Graves Trust and Cumbria Community Foundation to provide opportunities for all of our students, the excellent Maryport Town Council, participating and performing in public events, like the Christmas lights switch-on, supporting local initiatives, litter-picking, beach tidy up, fundraising for good causes, supporting environmental programmes, carol singing in care homes at Christmas and sharing school facilities with superb community groups, from Maryport Operatic and Amateur Dramatic Society to Maryport Athletic Football Club, Netherhall RUFC to Maryport Tennis Club, to name but a few, and operating the brilliant Netherhall Community Sports Centre, which provides vital and superb community leisure, recreation and sports facilities and classes in support of the local community.

In summary, this is a great school that is constantly looking to improve and better serve each and every student. Netherhall School boasts the best attendance in all of the seventeen secondary schools in Cumberland because students look forward and enjoy coming to school every day; parents / carers know that this is a school where their children are known and cared for as an individual and it is a place where they can thrive, succeed and achieve their ambitions.



# Netherhall School

I, the deputy headteacher and the senior leadership team spend our time collaborating, working in partnership, in school, in lessons, in the corridors, around the school at breaktime, lunchtime, supporting after school activities, sports fixtures, school performances, local community events, welcoming students to school at the start of the day, on bus duty at the close of the day making sure that students safely get their transport home, listening to students at school council, listening to school staff, participating in enrichment trips and activities with students, I encourage all of my staff to do exactly the same. The reason for this is that it absolutely helps the school to stay grounded, relevant and focused on the most important aspects of the school: the quality of education, the day-to-day experience of all of our students and staff, what works, what is needed and what really matters – listening, collaborating, sharing, developing positive, constructive relationships and working with everyone to make our school the best it can possibly be.

This is a school that prides itself on its honesty and authenticity: we work hard to ensure there's no gap between what we say and what we do, that we match our words with our deeds, and if there is a gap, we'll listen and work with you to address whatever the issue is for the benefit of our young people. We believe in partnership, shared enterprise, the collective and working for the common good. I know this, because I see this in all aspects of school life, in school council, in registration, paired reading, assemblies, in lessons from first thing on Monday morning to last thing on Friday afternoon, at after school fixtures and in enrichment trips in this country and overseas.

We fully understand that this is a relationship founded on trust, in which parents and carers actively place their trust in us to care for and nurture the dreams, aspirations and ambitions of their children. That we, as their teachers, are in the exceptionally privileged position to have a profound and immeasurably positive impact on the lives and futures of generations of our young people.

If anyone would like to see this in action, please come and have a look around the school whilst it is in session, you'll see everything I've just spoken about first-hand.

## Principles:

The five principles that guide Netherhall School are:

- Students first: every decision is founded on the best interests of the students.
- Aspiration: to be fiercely ambitious for all students.
- Quality: to provide the highest quality education possible.
- Opportunity: to provide enjoyable and relevant opportunities.
- Community: to be an active part of the local community.

**Mr David W. Tromans.**  
**Headteacher.**

# Student Profiles

## Mitchell Larg

I joined Netherhall School as a student in 2018 and I am proud of the person that I have become throughout the years. At Netherhall School I have had the opportunity to work closely with my peers and teachers and have definitely gained many life skills and attributes that help me to be successful in my studies and in my wider life. Netherhall School has an amazingly positive working environment where staff and students get on well. This has given me the confidence to try my best. In school, I have made memories that I will cherish for years to come. I love sport, and some of my greatest experiences have come when participating and representing the school in extra-curricular events, football, rugby and tennis, for example. There are loads of opportunities to get involved in so many different activities, which is great for students who have a real passion for sport.



My decision to join the sixth form was made very early on upon completing my GCSEs and leaving year 11, as I knew it would be a place where I would succeed and thrive. Not only this, but I knew that the encouragement from my teachers would benefit me as a person and prepare me for working life. After my first year in the sixth form studying geography, IT and PE. I am confident that I have made the correct decision, and I am committed to strive in my next year of sixth form to become the best version of myself and achieve the best possible grades I can.

I am also very proud to have been elected Head Boy by my peers. It is a role that I am delighted to take on in year 13. I hope that in the next year I can use this platform to represent the school, and act as a first-class role model for not only other sixth formers, but also younger students in the school.

## Macie Crellin

I am extremely grateful to Netherhall School for the array of opportunities I have been provided with and the support I have received along the way. Since year 7, I have developed skills which will prove to be essential in my future career. I have built on this in sixth form, where I have developed my leadership and communication skills by working closely with not only the younger students at Netherhall School, but also the pupils of Ewanrigg Junior School as a part of the school's paired reading scheme. It has been great to get involved in helping the local community, which is something I take great pride in.

I am currently studying English literature, English language and religious education. My passion for writing within these subjects has only been enhanced by the reciprocated passion and support of my teachers. Alongside my studies, I have a great passion for dance,



which the school has supported, and I have represented the school in other sports including rugby and netball. I will always be grateful for the support of the school in my endeavours, both inside and outside of school time.

I am honoured to have been appointed as Head Girl of Netherhall School and am looking forward to representing the school in my final year. This role will allow me to act as a role model for the younger years and support any student where possible. Alongside this in my role as Head Girl, I am able to promote the school's values and reflect not only the work ethic and dedication of the students, but the love they have for their school. Netherhall School has come a long way since I enrolled in 2017 and I am honoured to be part of this process.

## **Leighton Almond**

During my time at Netherhall School I have always been encouraged to develop as a student and as an individual, and to strive to be the best that I can be.

I am grateful for the many opportunities given to me to represent the school both academically and in sports, enabling me to put my knowledge and skills to the test. I believe that it is an achievement and honour to have represented the school, along with my team mates and peers, at football, rugby, badminton and tennis. I believe that the inclusivity that the school encourages is an important aspect in the development of its pupils.

Following the completion of my GCSEs, I chose to continue with my studies and further my education in the sixth form at Netherhall School. I have chosen to study A levels in geography, IT and PE, which are all subjects that I enjoy. With the qualifications that I hope to achieve and the knowledge that I am gaining in my studies, it is my ambition to secure a degree level apprenticeship in IT. Apprenticeship roles like this are highly competitive, but I feel with the support of my teachers I will achieve an excellent set of grades. I have also been given several work placement opportunities which have given me important skills and experience.

Being chosen by my peers to be the Deputy Head Boy of Netherhall School is a privilege, and I look forward to fulfilling the expectations that come with the role, becoming a role model to not only the other students in the sixth form, but also the younger students in the school.



## Emma Needham

Since joining Netherhall School in year 7, I have been provided with many opportunities which have shaped me into the person I am today. I have thoroughly enjoyed my years at the school, as the staff have helped me become a more confident version of myself and have provided me with skills that I will be able to use in the future. At the end of year 11 I made the decision to continue into sixth form, as I knew this was the best option to further develop the vital skills that I will require when I enter the world of work. Being in sixth form has really benefited me, as the opportunities provided to me have helped me make a decision on the career path I wish to follow.

I am currently studying A levels in English literature, ICT and RE, all of which I find intriguing and enjoyable subjects. I believe each subject has provided me with different skills, all of which will be beneficial for my life after sixth form. At the end of this academic year, I hope to be successful in securing a degree apprenticeship in project management.

During my first year of sixth form, I took part in extracurricular activities such as the school's paired reading programme, where I was able to work closely with younger students and help them develop their reading skills, and also their confidence. I take great satisfaction from knowing I have helped improve younger students' reading ages. During year 12, I also had the chance to undertake work experience with two local employers, which has solidified my decision to apply to complete a project management apprenticeship. These opportunities would not have been available to me without the school and the help of my teachers.

I am incredibly honoured to have been offered the position of Deputy Head Girl of Netherhall School, as it allows me to be a role model for the younger pupils. I am also proud to represent Netherhall school in the wider community, so I am able to show the dedication each pupil has to our school.



## Your Contact with Netherhall School

The first point of contact for parents is the tutor, who has academic and pastoral oversight for each student in their tutor group.

The school office will help with enquiries and the attendance officer should be informed as soon as possible if your child is going to be absent from school. We welcome parents in to school to discuss any matter relating to their child's education, but it is recommended that you phone to make an appointment first. You can talk to the Headteacher over the telephone, but again, contact should be made through the school office. It is our policy to involve parents quickly if we have any concerns about a student's progress or wellbeing.

Every student uses Edulink One, our online resource to record homework. We ask you, as parents, to check your Edulink One account regularly. Every half-term a newsletter is produced and uploaded onto the Netherhall School website: [www.netherhall.cumbria.sch.uk](http://www.netherhall.cumbria.sch.uk). This contains important dates, messages and information about school activities and achievements. Please do make an effort to log on and have a look at it.



We operate a regular system of target-setting and data reports, with the opportunity for parents to come in to school to discuss progress with their child's teachers and their tutor. We believe very strongly in building a partnership between home and school, and encourage you to show an active interest in your child's life at our school. We hope that you will contact us if you have any questions or concerns.

## Uniform and Equipment

We are grateful to parents and students for their support in this matter, which helps us to maintain our high standards of appearance and readiness for work.

All school uniforms can be purchased at Giff and Stitch, 40 King Street, Aspatria. Tel: 016973 20443.

You can also order uniform via the website: [www.giftandstitch.co.uk](http://www.giftandstitch.co.uk)

Giff and Stitch recommend that you try on all items before you buy, as labelled sizes may vary.

The following items are the school's uniform requirements (items marked with a \* are embroidered with the school logo):

### Academic Uniform (Students in Years 7 - 11).

- Burgundy jumper, cardigan (girls) and/or blazer\*.
- White collared shirt.
- Tie.
- Black trousers for boys or girls. Trousers must be loose fitting (denim/leggings/combat-type trousers or any other variation are not acceptable).
- Black Trutex senior stitch down 20 inches pleated skirt.
- Black tights for girls wearing skirts.
- Completely black shoes or trainers.
- Plain black boots can be worn, but only if trousers can be worn over the boots.
- Jewellery, including studs and sleepers, must not be worn, but watches and medical discs are allowed.
- Outdoor coats are not to be worn inside of the school buildings.
- Hair colour must be within the normal range of natural hair colours. Any attachments to hair that cannot be removed immediately should not be worn.

### PE Uniform

PE uniform for Netherhall School students can be ordered via our online store on the school's website and is manufactured by the Halbro Sportswear Company.

#### The following items of PE uniform are compulsory:

- Universal playing shirt (unisex) or girls' fit games top.
- Games shorts or games skirt.
- Performance socks.
- Trainers – no black soled pumps as they leave marks on the sports hall floor.
- Boots for rugby/football (if preferred over trainers).

#### The following items of PE uniform are optional:

- Champion hoodie.
- Champion rain jacket.
- Evo full zip mid layer.

- Girls' Netherhall School sports leggings (no other leggings can be worn).
- Infinity track pants.

**Students should come to school every day with the basic equipment required for all lessons in an appropriately sized bag which contains their:**

- Exercise books.
- Fully equipped pencil case (pen, pencil, ruler, rubber, etc.).
- Calculator.

Departments will generally provide additional equipment for specific lessons.

## Curriculum Overview

Netherhall School provides a broad and balanced curriculum that offers a superb foundation to learning in Key Stage 3.

English Language	English Literature	Mathematics	French*	Spanish*
History	Religious Studies	Geography	Biology	Chemistry
Physics	Personal Development	Physical Education	ICT	
Music		Art	Design & Technology	

\* Students select French or Spanish to study during year 9

Netherhall School has a two-year Key Stage 4, where students study their GCSE and Level 2 qualifications. The Key Stage 4 curriculum provides a strong, traditional core curriculum which supports attainment, combined with the opportunity to study three option choices.

In Key Stage 4, the core curriculum is:

English Language	English Literature	Mathematics	Personal Development	PE
Science (Combined/Triple)				

The Key Stage 4 option subjects are:

French	Geography	History	IT	Computer Science
Business Studies	Religious Studies	Music	Food & Nutrition	
Art	Child Care	Health & Social Care	PE (GCSE and Vocational) Award	
Additional Mathematics				

The Key Stage 5 (A level and Level 3) subject choices are:

English Literature	Mathematics	French	Geography	History
Religious Studies	Art/Photography	Health & Social Care - Single Award	Biology	Chemistry
Physics	Sports Studies	Physical Education	Applied Science	IT
Music	Extended Project Qualification	Sports Leader	Core Mathematics	

## Enrichment, Leadership & Extracurricular Activities

### Enrichment and Leadership

We believe that a big part of school life is for students to have access to a wide range of extracurricular and enrichment activities.

Students are provided with a full timetable of all activities available to them via Edulink One, so they are aware of what activities are on offer, when and where activities will take place, and who is responsible for each activity.

### Extracurricular Activities

At Netherhall School, we encourage all students to take an active part in the life of the school, for each and every child to get involved in extracurricular activities and to take full advantage of the extensive range of enrichment opportunities available. The enrichment activities, extracurricular clubs and sports fixtures for the following week are emailed to all parents / carers and students. In addition to this, the document is posted on the school's Facebook page to ensure all persons are aware and actively involved.

Throughout the course of the academic year, the extracurricular and enrichment activities normally include:

- Duke of Edinburgh Bronze, Silver and Gold Awards.
- Drama Club.
- Belgium Battlefields Trip.
- School Ski Trip.
- Wimbledon.
- World Challenge.
- Edinburgh Art Trip to the Scottish Portrait Gallery.
- London Art Trip to the Tate Modern and the National Gallery.
- Geography Field Trips to Maryport, Buttermere, St Bees and the Isle of Arran.
- Outdoor and Adventurous Activities Trip.
- Art Club.
- History 'Lessons from Auschwitz' Trip.
- React Programme.
- University Visits.
- Oxford and Cambridge University Access Programme.

- Durham University Supported Progression Programme.
- Go-Ride / Bike Club.
- Lego Engineering Club.
- History Club.
- Rotary Youth Leadership Award.
- French Residential Trip to Normandy.
- Rotary Technology Competition.
- Science Roadshow.
- Hadrian's Wall Cycling Trip.
- Work Experience for Years 10 and 12.
- Sports Clubs (football, rugby, cricket, netball, tennis, cross-country, athletics and rounders).
- Music Clubs (guitar, bass, ukulele, performance and instrumental, theory, choir).
- Science Club.
- Book Club.
- Current Affairs / Philosophy Debate Club.
- ICT and Computer Science Clubs.
- French and Spanish Support Clubs.
- GCSE Art and Photography Support Clubs.
- Eco-School Club.

This list is not definitive, and in addition to the activities named above, there are a considerable number of activities which add genuine interest and inspiration to students' learning.



# School Council

At Netherhall School we value the opinions and ideas of all our students, and to this end, we run a school council that consists of elected representatives from all year groups.

To ensure that every students' voice is heard, each year group has its own year council; this is run by the Deputy Headteacher, and there are two representatives from each tutor group.

The whole school council meets every half term, with the Deputy Headteacher meeting each year group council prior to this; this enables students to bring issues and ideas to the whole school forum. The agenda is set by each year groups' students, with the Deputy Headteacher acting as the facilitator, who is responsible for the issues and ideas being addressed by the appropriate area of school management.

## Personal, Social and Health Education

### Spiritual, Moral, Social and Cultural Education

Spiritual, Moral, Social and Cultural (SMSC) education is integral to life at Netherhall School. Our students experience it in lessons, assemblies, registration, clubs, trips and visits, special events, rewards systems and in every aspect of our school community. It supports an increasing awareness of ourselves, the world around us and of the positive impact we can all have on each other. SMSC promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those who may hold different faiths and beliefs to those of our own. At Netherhall School, SMSC education helps us to reflect upon who we are, where we belong and how we can improve ourselves and the lives of our fellow citizens.

### Personal Development

Personal development lessons engender an understanding of the moral implications of one's behaviour, an awareness of relationships, the importance of personal hygiene, the physical and emotional changes of adolescence, the importance of a good self-concept, the acceptance of personal responsibility, contraception and an awareness of sexually transmitted diseases.

### Religious Education

In Key Stage 3, students explore the six major religions and will consider religious beliefs, teachings and practices: comparing and contrasting these with actions within their own and others' religious lives. Students will spend time gaining an understanding of how Christians can learn from sacred texts and how teachings can be influential in their daily lives. Students carry out work on topics such as 'Who am I?', Faith Stories, The Five Pillars of Islam, Beliefs, Actions and the Life of the Buddha.

In Key Stage 4, students study Christianity and Islam in greater depth. They will evaluate their religious beliefs, religious teachings and apply their own and others' views towards their understanding. In addition to this, students will gain an understanding of religion in the modern world and explore how it has developed over time. They will look at religious festivals and practices, comparing and contrasting how these affect their own lives. Students will study a range of religious, philosophical and ethical studies from the modern world, considering topics of Relationships, Life and Death, Human Rights and the Concepts of Good and Evil.

# The School Day

## Important Information

- Registration and Assembly: 8.30am – 8.55am.
- Period 1: 8.55am – 9.45am.
- Morning Break: 9.45am -10.00am.
- Period 2: 10.00am – 10.50am.
- Period 3: Lunch year 7 and 9: 10.50am – 11.40am.
- Period 4: Lunch year 8 and 10: 11.40am – 12.30pm.
- Period 5: Lunch year 11 and sixth form: 12.30pm – 1.20pm.
- Period 6: 1.20pm – 2.10pm.
- Period 7: Staggered finishing times:
  - Years 7, 8 and 9 – 3.00pm.
  - Years 10, 11, 12 and 13 – 3.05pm.



## Term Dates 2024/2025

### Autumn Term 2024

- Starts – Wednesday, 4<sup>th</sup> September. Ends - Friday, 20<sup>th</sup> December.
- Half-Term Holiday: Monday, 28<sup>th</sup> October to Friday, 1<sup>st</sup> November.

### Spring Term 2025

- Starts – Tuesday, 7<sup>th</sup> January. Ends – Friday, 4<sup>th</sup> April.
- Half-Term Holiday: Monday, 17<sup>th</sup> February to Friday, 21<sup>st</sup> February.

### Summer Term 2025

- Starts – Tuesday, 22<sup>nd</sup> April. Ends – Friday, 18<sup>th</sup> July.
- Good Friday – 18<sup>th</sup> April.
- Easter Monday – 21<sup>st</sup> April.
- Early May Bank Holiday – Monday, 5<sup>th</sup> May.
- Half-Term Holiday: Monday, 26<sup>th</sup> May to Friday, 30<sup>th</sup> May.

## Closing Remarks from the Headteacher

This is a brilliant school with great opportunities and the highest aspiration for each and every young person. I sincerely hope you choose to send your child to Netherhall School and I look forward to meeting you in person.

If there is anything further you would like to know, please do not hesitate to get in contact with the school reception - 01900 813434.

**Mr David W. Tromans.**

**Headteacher.**

## Useful Information

School Address: Netherhall School, Netherhall Road, Maryport, Cumbria, CA15 6NT.

Main School Reception: 01900 813434.

Email: [office@netherhall.cumbria.sch.uk](mailto:office@netherhall.cumbria.sch.uk)



School Website: [www.netherhall.cumbria.sch.uk](http://www.netherhall.cumbria.sch.uk)



# Netherhall School

An Ambitious, Caring Community



Netherhall Road, Maryport, Cumbria, CA15 6NT

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Head Teacher: Mr. David Tromans BA(Hons), PGCE, NPQH, MEd

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