

#TNHAAWAY



The
Nicholas Hamond
Academy



April 2022

 TeamNHA

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PROUDLY
SHARING
OUR
NEWS



Determined to be...
'the best that we can be'



PRINCIPAL'S POST

The year certainly is moving on at a pace and the last month has been another really busy one in the academy. There has been lots of focus on Year 11s as they move into the final few weeks before their exams this summer. What has been noticeable though is that the focus and drive to be as prepared as possible has been evident through how they have approached every lesson, every day and this is brilliant to see. This has been supported by some really exceptional course work and practical exams and once again we cannot fault how these students have thrown themselves into these assessments to do as well as they can.

The rest of the academy has been equally busy and there has been lots for all students to get stuck into, from the Year 10 work experience through to student leadership interviews as we prepare for the summer term and what lies beyond. However, what continues to be evident is that the majority of our students are focussed on wanting to achieve and wanting to be the best that they can be, and given all they have been through over the last few years it is great to see them striving for this.

Mark Woodhouse

CHAIR'S CORNER

With the Easter holiday in April, there was very little time this month for Governors to visit the academy since the March newsletter.

The next meeting is scheduled for 6th July and leading up to this the governors will be looking at the effectiveness of the academy policy for reading and literacy across the curriculum. Each visit will also include questions on how SEND students are supported. At the last LGB meeting governors agreed to incorporate questions to evaluate how effective the policy for the well-being of students and staff is being applied. At the July LGB meeting Governors will be asking the Principal to update them on the Trust and TNHA response to the recent Government Education White paper on Opportunities for all and the Government Green Paper concerning SEN.

Phil Anderson

STUDENT LEADERSHIP NEWS

Our student leadership team was re-launched at the beginning of this academic year and has made some great changes to the academy in the short amount of time they have been in post.

These include splitting the outdoor areas at break and lunch, giving a space for Year 7, 8 and 9 and a separate area for Year 10 and 11, and also a Year 11 study room in the run up to exams at lunchtime. They have promoted non-uniform days in which money has been raised for charities, helped to design a new TNHA tie that will be introduced to our incoming Year 6 students and secured £3000 of funding to make the academy more sustainable and eco-friendly.





Over the past 6 weeks students have been interviewed to become part of our student leadership team for the next academic year. We have had an overwhelming number of applications. The candidates were really strong and those interviewed were outstanding.

The positions available included:- Student Principal, Student Head of Year, Form Reps and Prefects. We look forward to announcing our new Team shortly.

CELEBRATING SUCCESS

PRIDE

As you will be aware, we hold the highest of expectations for all our students in their learning, behaviour, conduct and uniform. We thought we would take this opportunity to remind you of how we recognise this:-

Positive Monday: On a Monday morning, students that have: - 100% attendance the previous week, no negative behaviour points the previous week and have attended in full academy uniform with all necessary equipment, are awarded with 5 PRIDE points by their tutor.

"I love getting PRIDE points, it makes me feel special and I like that I have done something really good"
(Ruby - Year 7)

What do we give rewards for in lessons?

Students can receive PRIDE points in lessons for meeting or exceeding our 5 key areas:

Positive
Resilience
Initiative
Determination
Exceed

Positive – making a positive contribution to lesson, examples could include sharing good answers, reading out loud, helping a peer or the teacher. (3 points)

Resilience – when a student completes a piece of work they have found challenging, they have shown resilience and stuck to the task and have been able to complete it. Not giving up. (3 Points)

Initiative – Students have shown initiative by completing all their work, including a challenge task, helping another student or supporting additional learning. (3 Points)

Determination – To show continued determination towards a task, topic or project. (3 Points)

Exceed – Producing an outstanding piece of work or giving an outstanding answer. (3 Points)

*“Receiving a PRIDE point is a real reflection on the work I have done and makes me feel proud”
(Max - Year 10)*

PRIDE Reward Levels:

As students progress through the term and amass PRIDE points they move up the rewards level. At each stage students will receive a TNHA badge and other rewards.

PRIDE points	Awards
100	Bronze certificate and badge
500	Silver certificate and badge. VIP break pass.
750	Gold certificate and badge. Breakfast with the Year team
950	TNHA Pencil case and Palladium certificate. Breakfast with the Principal
1150	Head of Year Award. Lunch pass. Iridium certificate
1350	Senior Leaders Award. Student choice of reward. Ruthenium certificate
1500	Principal Award. Free access to reward trip and Platinum certificate

At the end of our Spring Term, our year groups held celebration assemblies to highlight outstanding achievements. Students received their Bronze, Silver or Gold PRIDE awards, CARTS outstanding achievement certificates and our Students of the Term. It was an amazing opportunity for students to celebrate their success and reflect on all they had accomplished over the last term.



A huge congratulations to our Students of the Term: These students have consistently shown outstanding attributes not just in their lessons but around the academy and have shown our characteristics of PRIDE. We have also celebrated our Challenge Cup winners (each week tutor groups are set a team challenge to complete during a form time, these range from design tasks, to brain teasers and team activities). Our winners, who received doughnuts in form and the golden Challenge Cup trophy were: - Year 7 (DKE), Year 8 (NWA), Year 9 (ABR), Year 10 (BJA), Year 11 (PSE).



*“My greatest achievement this year was being the first student to get my Gold PRIDE Award and receiving the Student of The Term Award at the same time - I was so happy! “
(Yu-xin - Year 7)*

PREPARING FOR THE FUTURE

We place great value on educating our students on all of the various options they have in their future and encourage them to not only be adventurous in their choices, but to also aim high. To that end, we have a careers programme designed to inspire covering all possible options. This starts with 'option choices' at GCSE, possible paths following their GCSEs, and information regarding the varied and diverse amount of careers there are. We educate our students during a dedicated tutor time period once a week, curriculum days, assemblies and any other opportunity we can offer. Our ultimate goal is to ensure that not only are they are both well informed and equipped for the world of work, but also to help them find careers that will see them happy and fulfilled.

Making as many links as we can with outside providers is vital to helping our students learn from a variety of experts what their options are. We are in partnership with NEACO (Network of East Anglian Collaboration Outreach) who are closely affiliated with the University of East Anglia. Each year group have had sessions with NEACO with a different focus. For example, most recently, a group of Year 9s took part in 3 sessions whereby they had to design a new university. The first session introduced them to the challenge and the skills they would need to show and how they are important to the workplace. This was followed by a trip to the University of East Anglia whereby they went into fierce competition with 5 other schools to design their university. The day culminated in them having to pitch their ideas in front of the other schools. Our students were so brilliant at working as a team with innovative ideas, that they won! The last session will link all the skills used in the core subjects of English, Maths and Science, so they are able to understand the value of these subjects in the wider world. A further example of this is a group of Year 7s who have been looking at their future aspirations. This will be followed up with another visit to the University of East Anglia where they will take part in lecture/seminar style sessions (and be allowed a go at the climbing walls in the Sports park!). The last session will see them film a presentation for their Year group on the importance of recognising their skills and applying these to their chosen career path.

We are delighted to have formed a partnership with The Jon Egging Trust. This programme aims to inspire students to realise their aspirations and inspire ambition, as well as develop vital skills, such as teamwork, communication, resilience, problem solving, leadership skills, planning and organisation and time management (all vital skills for the workplace). These sessions have seen students carrying out exciting activities such as flying their own virtual aircraft.



We also have a wide and varied branch of organisations we work with, Inzpire, Air Traffic Control at RAF Marham, Amazing Apprenticeships, The College of West Anglia, RAF Marham and of course we must not forget our own independent career advisor from Beacon East, who works with all of our students to guide them at the different points of their education to future careers.

Of course, it is not just about outside providers. The weekly tutor time activities see them working on topics as wide ranging as knowing themselves and their skill set, being enterprising, budgeting, writing CVs and interview skills, Health and Safety in the workplace and understanding a pay slip and pensions.

The week commencing 25th April sees our Year 10 students heading out into the real world of work as they embark on Work Experience. This is a fantastic opportunity to put into practice the skills and knowledge gained and to see first-hand what it takes to be successful in the work environment. It also allows them to gain a placement in a sector of interest to them to see if this is the path they would like to follow.

We wish our Year 10s well during this week and look forward to hearing about their experiences when they return.



AROUND THE ACADEMY

We are always proud to show off the work of our students:-

Culinary Creations : We think we can safely say that we have some absolutely outstanding young chefs here at TNHA. This is just a small sample of the wonderful dishes produced by our GCSE group.



Carpentry Skills: Our TNHA carpenters have been busy designing and making chairs as part of their exam course and we are astounded at the standard of skills shown.

We were delighted to receive an invitation from the NSPCC asking that the TNHA Safeguarding & Pastoral Teams, together with a selection of students, take part in the filming of an NSPCC eLearning Course on Mental Health & Emotional Wellbeing.



LOOKING TO NEXT MONTH!



Lastly, as we welcome the month of May upon return after the Bank Holiday we take the opportunity to mention a few forthcoming dates in our May calendar which may be of interest: -

- 4th May :** Drama Trip – Curious Incident of the Dog in the Night
- 5th May :** Year 7 Parents Evening
- 6th May :** Kayaking Assessment - Cambridge Nationals Water Sports Trip, Whitlingham
- 6th - 8th May:** Duke of Edinburgh Silver Award Expedition
- 9th May :** SENCO Surgery (appointments booked via Main Reception),
- 10th May:** Mental Health Awareness Week
- 12th May:** National Limerick Day - a perfect opportunity for a little ‘fun’ poetry.
- 17th May:** Primary Schools’ Sports Fun Run
- 18th May :** Year 8 Parents Evening ,
- 23rd May:** Humanities Workshop – Years 7 & 8
- 30th May:** Rehearsals and set painting - ‘Hunting of the Snark’
- 1st - 31st May:** National Share-a-Story Month created in response to parents desires to learn more about children’s books and how to encourage their own children to read