

#TNHA WAY



The
Nicholas Hamond
Academy



Summer News 2025

 TeamNHA

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PROUDLY
SHARING
OUR
NEWS

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



PRINCIPAL'S POST

It only feels like a couple of months ago that I was writing a comment in our first newsletter of the year and here I am writing for the last one! When I reflect on the year it feels like it has gone by in a flash, which is probably not surprising with how much happens in the academy every day, week and term. This term, as you will see from the newsletter, is no exception. Year 11s finished their exams well and will be waiting for the 21st August and results day and what that may mean for their futures. Year 10s have already begun the countdown to next summer; undertaking mock exams and exam preparation work as well as thinking about their future destinations. For the rest of the academy the academic work continues alongside the range of opportunities this time of year brings with, performing arts and sports opportunities a plenty to give our young people the most all-round experience that we can.

For me, this time of year is an ideal chance to think about how much our students have achieved and how far they have come this year. I mentioned recently at the Awards Evening that society in general, will only see the negatives in young people, making comments such as 'we were never that badly behaved' or 'we would have not got away with that in my day'. I think what they sometimes society forgets that the world has moved on and young people today are simply being young people in the world they live. I am lucky to work in an academy where we have so many phenomenal students, who will no doubt grow up into be brilliant young adults, and despite all the pressure that they will have put upon them by society and themselves, they continue to make brilliant progress as people. Our students and staff have worked incredibly hard this year, and this newsletter captures a fraction of what they have been doing over the last few months so incredibly well.

I wish all our students and their families a wonderful summer break and I look forward to starting a new academic year in September and seeing our students engage in all the exciting things that are being planned for them already. Have a lovely and restful summer!

Mark Woodhouse

CHAIR'S CORNER

With the weather set fair, I am sure everyone's attention is turning to the summer break, and the end of another school year, and the countdown to results day on the 21st August. In recent weeks the Year 10's have all been sitting mocks, and plans to support them as they embark on their final GCSE year is well in hand.

The Young Carers had another get together, and with numbers growing each time, the academy is making all those who care at home feel included, giving them a real opportunity to share experiences, and take some well-earned time to enjoy themselves. I know there are exciting plans ahead for them in the new academic year, and long may the project run, and be a fitting legacy to Mrs Seaman as she takes her well-earned retirement, I know I speak for all when I say she will be truly missed, and as Chair of Governors, I wish her well.

The new cohort of Year 7 students have been welcomed into the academy recently. This followed two evening parent & carer/student sessions, which were extremely well attended. It was a pleasure to walk around the academy and speak to parents & carers about their motivations for sending their child to TNHA. The resounding feedback was that TNHA is a good school, and one they are happy their child is attending.

Attendance has seen a rise, which is testament again to the hard work of the attendance lead Miss Atkins, ably supported by the attendance officer Mr Sneesby. Increasing attendance has a direct link to attainment, and I am pleased that the hard work being put in by the academy is now beginning to show improvement. I hope you all have a great summer break, and that the students return in September reinvigorated and ready to learn, TNHA continues to provide a calm, supportive and encouraging environment for all, and long may that continue. Enjoy your holidays!

Simon Conner

SEND AT TNHA

What is SEND?

SEND stands for Special Educational Needs and Disability

- Nationally 18% of pupils have SEN, with around 1.2 million receiving SEND Support.
- At TNHA 17% of pupils are SEN (our highest SEN year groups is Year 7, with next Year 7 increasing by trend nationally)
- The gender difference nationally has closed with an increase of girls receiving support in the last few years.
- At our academy we have students diagnosed with neurodiverse learning needs and physical needs such as Autism, ADHD, Dyslexia, Visual Impairment to name a few.

SEND at TNHA:

- We run an inclusive curriculum where by all students have access to all subjects.
- A student does not need to be diagnosed to receive support, but also just because a child has a diagnosed need does not mean that support is needed. Support is based on progress and how a student is progressing academically and with SEMH (social, emotional and mental health) in mind.
- The Graduated Approach is a model followed by all teachers nationally.
- Our first line of support is the 'Universal Support' and most student's needs will be addressed by quality first teaching in every lesson they attend. We will provide adaptations and support through student and parent voice and the majority of needs can be met by this.



The graduated approach

When is a child added to the SEND register?

- A child is added to the SEND register when they are receiving support that is 'additional to and different from' the other cohort of students in the academy.

What can support look like?

- Every child's support can look different at TNHA. The following document highlights our current provisions

<u>In-school assessments</u>	<u>In-school interventions</u>	<u>External Agencies</u>
Speech and Language Language link	Speech & Language Speech and Language link MABLE SALT Therapy Drawing and talking Intervention Morning Check-ins 1:1	<u>Specialist Teacher</u> Providing 1:1 support for students with diagnosed need in certain Neuro divergent areas such as ASD and ADHD. <u>SEND and INCLUSION TEAM Norfolk County Council</u>
Literacy assessments RAPID – dyslexia screener NGRT – termly reading assessment NGST – termly spelling assessment	Literacy Toe by Toe spellings Dyslexia Toolkit Beat Dyslexia (Embedded in AUTUMN 1) Catch-up literacy Small group targeted interventions – fluency reading Thinking Reading programme/Read Write (Embedded in AUTUMN 1) Nessy Reading and Spelling	Referral to SEND and Inclusion specialist to offer .advise and support externally and to advise interventions/support in school <u>SEND and Community TEAM Norfolk County Council</u> Referral made to support to target specifically all areas of need on a small group basis at INDES levels 1 – 4
Numeracy assessments Sandwell numeracy assessment (SNAP)	Numeracy Catch-up Numeracy Plus 1 Maths Times Tables Small group targeted interventions	<u>Educational Psychology Service (EPS)</u> Provides a specialised response to children whose progress in educational settings is presenting concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick children's specific needs and support with targets and provision planning.
SEMH assessments BOXALL PASS- pupil attitudes to school and self	SEMH Zones of Regulation Lego Therapy Anger Management Working Memory ELSA Social stories Comic Strip Conversations Universal emotional-coaching Counselling MABLE Drawing and talking Intervention (SEPT)	<u>NHS services</u> Speech and language therapy (SALT). NHS – Occupational Therapy (OT) Children with fine or gross motor concerns, sensory needs, executive functioning difficulties. NHS Audiology children with hearing needs or auditory processing concerns. Community paediatrician Support children who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. NHS Physiotherapy Support children with physical need.
Other cognitive assessments RECALL – executive function, working memory, processing LASS - cognition CAT-4 - cognition	Other cognitive interventions Improving working memory (Embedded in AUTUMN 1) Motor Skills (Embedded in AUTUMN 1)	
Sensory/motor assessments Sensory Profile Assessment (Embedded in AUTUMN 1)	Sensory/Motor interventions Sensory Circuits (Embedded in AUTUMN 1)	<u>SEMH services</u> Primary Mental Health (CAMHS) services who support children with mental health needs. The Neuro developmental team who assesses for ASD and ADHD.

PSHE & CAREERS

This year has been a very exciting one for PSHE and careers at TNHA, as well as a busy one!

Recently Year 10 took up placements outside school for work experience for a week. We believe this to be of the utmost importance in their career journeys, so they know what the real world of work is like in terms of the expectations of etiquette and skills they will need to display. We had some wonderful placements. The feedback for all was excellent. Through the work experience, some students have gained apprenticeship places for their post-16 options. We hope this experience will help them to drive forwards with their careers, beginning with gaining those important GCSE grades.



We have continued with our strong links with the University of East Anglia. Groups of students in Years 7, 8 and 9 have all had the opportunity to attend the UEA for various sessions. The Year 9s came first in the competition to design a new university. It has become a tradition for us to win this competition, so very well done to this year's cohort for continuing that success. All students of the academy will have had an assembly from the UEA before the academic year ends to help them see that university is something obtainable for all, both academically and financially.

However, we also know it is not just about aspiring to University and have offered our students a variety of visitors to the academy and trips out of school to help them understand all their options. We have worked again this year with The Jon Egging Trust for two Year 8 groups and one Year 9 group. It was the final year for the programme for Year 9 and so the graduation ceremony at Swaffham Assembly Rooms was quite emotional! We are also the first school in Norfolk to have a cohort graduate for a number of years due to interruptions with covid, so it was doubly moving. They have had hugely exciting days out at a variety of venues, such as RAF Marham, Inside Out, East Anglia Air Ambulance and Anglia Ruskin University in Cambridge, to name but a few. The programme is designed to help students gain leadership and teamwork skills, all vital to the work place.

Curriculum Days have provided the opportunity for further exciting visitors to come in and work with our students' completing workshops, such as Amazing Apprenticeships, RAF Marham, First Aid training and the College of West Anglia. From a PSHE perspective we have been lucky enough to have visitors from The St. Giles trust, Paula Devaux, The Road Safety team, our local police and Gamucare.

Visitors to assemblies always go down well too. We were honoured recently with a visit from Jamie Hall, who is Co-President of Vice studios. He gave a fantastic talk to Year 10s on the industry. From this he offered to meet with any students who are interested in this industry as a career, which many students jumped at the chance of. In the new academic year this looks like it might lead to this group attending the studios themselves!

LOOL lessons continue to drive home the importance of students understanding the reality of the world we live in and how to make conscious decisions about the choices they have in all aspects of life. The students are asked to consider topics such as safer use of the internet, antibullying, drugs, mental health and how to keep themselves healthy. We recently welcomed in Tender Relationships who worked with all of Year 7 on healthy relationships. The session was most informative. The last of our Curriculum days were at the beginning of July, where we hosted a whole range of visitors for every Year Group.



We really hope the students have enjoyed each of the opportunities offered to help them decide what futures they want in the world of work and how they can all achieve whatever it is they want to do, as well as how to take their place morally and socially in today's society.

"The only source of knowledge is experience." – Albert Einstein.

We are delighted to share some of our students' encounters from their work experience week at their various placements:-

"I recently had the incredible opportunity to participate in a work experience day at a primary school, and it was nothing short of amazing! I felt welcomed by the staff and excited to work with the young children. I assisted in various classroom activities, from helping with reading sessions to supporting art projects, which allowed me to apply my skills in a meaningful way. The teachers were incredibly supportive. I truly enjoyed working with the pupils, especially during their Rounders PE session! This experience was valuable, even though this may not be the sector I would like to work in. It was a truly rewarding experience that I will cherish". Navitha

"I did my work experience at Alive Oasis in Hunstanton. Each day meant I undertook a variety of tasks with different people and it was really nice to see how the centre runs on a daily basis. Some of the tasks were to: shadow a lifeguard - clean the drains and check to see if any items were left in the changing rooms; help teach some of school swimming lessons (which was one of the things that I most enjoyed); gym introduction, stock check, count up money at the end of the day, show visitors round the centre, walk round the site to see if anything needed attention, re-stocking; sign people in at reception, help in the café, measure the ph. and chlorine levels in the pool and help with a Zumba class. The staff were all really nice, patient with me and absolutely amazing to work with while I was there for the week. It was lovely to have had such a varied experience that helped me learn many skills for the world of work". Grace

"Before I went to my work experience, I was quite certain I wanted to become a lawyer, however my placement changed that completely. I found a passion in writing stories for everyone to read and it was even more special to write one so personal and related to me. I am eternally grateful for the chance that Lynn News gave me to write a story. I had one of the best experiences a student could ask for at a work experience placement". Abigail

Abigail's article which featured in the Lynn News is below:-

24 | Lynn News Friday

www.lynnnews.co.uk Friday, May 16, 2025

TV studio president's visit leads to exciting Gangs of London trip

BY STUDENT WRITER
ABIGAIL WATSON

Students had a fantastic opportunity to meet and talk to some significant figures in the TV world.

At the beginning of the year, pupils at the Nicholas Hamond Academy in Swaffham were visited by the co-president of Vice Studios, Jamie Hall.

As a part of the 'Speakers for Schools' programme, Mr Hall presented an assembly for Year 10 students and spoke on his job and younger years.

Mr Hall is from Norfolk, and growing up he found that he was not very academic - but he had a passion for the arts.

After the assembly, he suggested that if some students wished to know more about his job then he could host a private video call at some point.

Eleven students expressed interest - and in March, the call happened.

The youngsters got to talk with Mr Hall again, and also got the chance to speak with executive producer Hugh Warren, Emmy-nominated director Tessa Hoffe and actress Pippa Bennet-Warner.

All four people worked together on the popular TV show Gangs of London.

The talk created a big opportunity for the students.

They were able to ask questions, express opinions - and understand more about the creative arts industry.

They also learnt about how everyone's career began and were given some tips that might help them set off.

Nicholas Hamond School drama teacher Steven Hatfield said: "They are creating a legacy to leave behind."

Now, Mr Hall has got in contact with the school once again.

He has offered the students that took part in the call a trip to the Gangs of London set in the capital itself.

Student Bethany Halls said: "I enjoyed it. I thought it was a great chance to learn about other jobs in the industry, rather than just about acting."

"It was interesting learning how their careers began."

"I think a trip to London would be amazing."

"A chance to have a look into my future and something I would love to do."

Fellow student Beth Anderson added: "It is a great opportunity."

"As we live in a small town, we are less likely to be given chances like this and it is harder to make the connections."

"Jamie has provided us with these chances multiple times."

"I think it is great to learn about different jobs in drama and theatre which aren't often talked about and it lets us see if it is the right path for us."

Abigail Watson said: "It is not every day that things like this happen and to meet some established people in the arts is such a great chance."

"People tend to think that those who work with film are stuck up but the four people on the call were the exact opposite, they seemed excited about the next generation and so down to earth."

"Now we have been offered this trip to London. It just proves that people from any place can be given crazy opportunities and it doesn't matter who you are."

Teacher Kate Warnes said: "Jamie has been fantastic at recognising that the youth have an abundance of talent and just need to be steered in the right direction."

"Having this opportunity to talk to someone successful, but a real person, has helped the group see that they can reach their career dreams with hard work and perseverance."



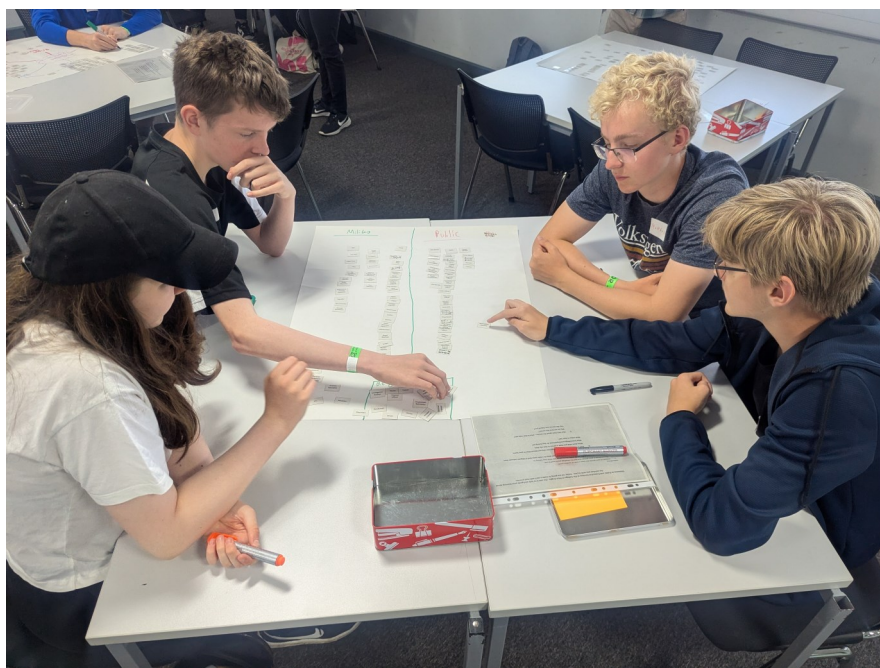
Nicholas Hamond School students have been given a fantastic opportunity

Year 10 'Taster Day'

Year 10 students had the opportunity to visit the College of West Anglia for a taster day in subjects they could take following their GCSEs.

There were a huge range to choose from, from engineering to child care, from hairdressing to computer science. It was a fantastic chance to try out the subject they were interested in and to see what college life is like.

All students very much enjoyed the day which gave them valuable insights into potential future careers.



DAZZLING DESCRIPTIVE WRITING

We are always pleased to show the truly excellent work undertaken by our students and are sure you will agree that the following excerpts of descriptive writing using the images given, certainly fit into that category.



"The world quiets under a thick blanket of snow. Cold air hangs heavy and silence settles over the alpine wilderness like a secret only the Winter knows. Deep in the heart of the mountains, sharp cliffs edge into a narrow valley dusted with white pines stand like frozen sentinels, their branches glaze in frost, their shadows stretching long across the soft snow. Everything feels still – until the whisper of something alive cuts through the quiet."

A red train snakes into view, coiling confidently around the bend of a towering stone viaduct. Its vibrant body slices through the monochrome, like a pulse in a sleep beast. The bridged arches gracefully over a dizzying drip, ancient and unmoved by the height of winters icy breath. The train's windows glint like distant stars, and for a moment, it feels like time folds – technology blending with timeless nature, human movement nestles inside untouched wilderness". (Ava - Year 8)



"Unholy verdant mist, foul and vile by looks alone. It envelops me, crawling into my nostrils, seeping into my mouth, whispering into my ears, only interrupted by the occasional lifeless crackle of some coil beside me, or perhaps the hum of shattered lightbulbs loosely strung unevenly from the roof above. Though on a night so sickly and disturbing as this it did not strike thunder, no, it rained. Dreary and solemn, if it had a face it would weep, a body it would cower. And yet that, through the murky mouldy glass seemed more inviting than the tainted meat hooks glaring at me from clumps lingering above the operating table – if operating table it may be called."

I gently shuffle towards the coffin so many have lost their lives upon. It is stained with not only terror and cries of pain but great blotches of blood, of random shape and colouring from crimson to jet black, likely due to age or perhaps the rusted tools that lay on a small equally rusted shelf standing beside the bed of dissection. In some vain effort to rid myself of such a sight I jolt myself up from a hunch and search for a new object of foul interest that may quench my sickened intrigue. Upon this endeavour I find my gaze fixed on some vat of pestilent slime timidly oozing out of its container, which be no more than the size of a man. I inspect it, fearfully approaching, driven by my curiosity". (Dexter - Year 9)

16 BOOKS TO READ BY 16!



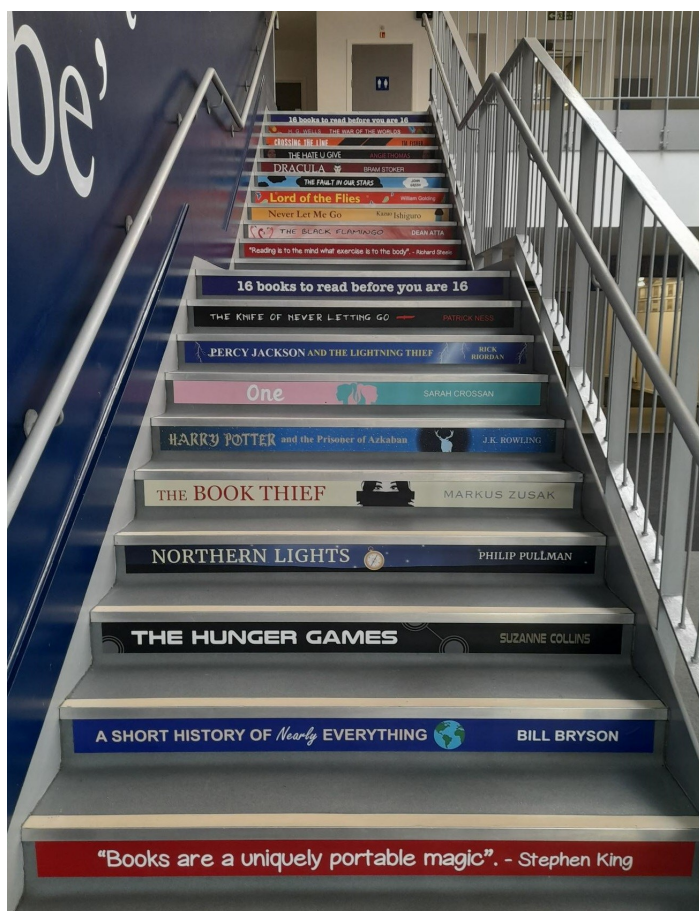
Our '16 books to read by the age of 16' reading promotion started this term.

We have identified 16 exceptional books that we think all children should have the opportunity to read.

Our library is well stocked with these books and students can borrow these to complete their reading passport. Reading passports are available in the LRC and are stamped every time a student finishes one of our 16 books. Our 'Reader Rewards' are available to students completing the challenge.

We would encourage students to collect a book before the summer holidays and get reading!

The title of the books are displayed on our main stairs and we have listed these below:-



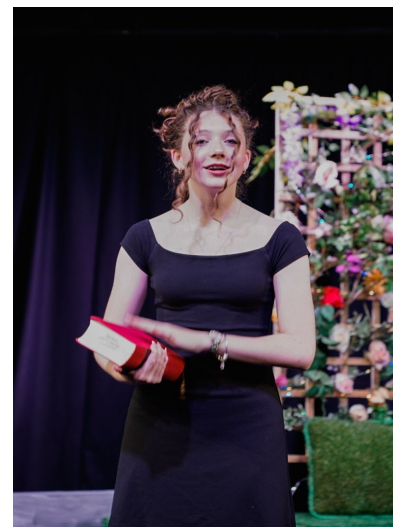
Northern Lights by Phillip Pullman	One by Sarah Crossnan
The Hunger Games by Suzanne Collins	Harry Potter & the Prisoner of Azkaban by J K Rowling
The Book Thief by Marcus Zusak	Lord of the Flies by William Golding
A Short History of Nearly Everything by Bill Bryson	Black Flamingo by Dean Atta
Percy Jackson & the Lightning Thief by Rick Riordan	The Hate U Give by Angie Thomas
The Knife of Never Letting Go by Patrick Ness	Crossing The Line by Tia Fisher
The Fault in Our Stars by John Green	War of the Worlds by HG Wells
Dracula By Bram Stoker	Never let Me Go by Kazuo Ishiguro

TAKING TO THE STAGE

Every summer TNHA drama students look forward to performing at the beautiful West Acre Theatre, and this year was no different.

Our students in Years 7 - 9 took on the challenge of performing multiple plays and extracts from Shakespeare, including abridged versions of 'Twelfth Night' and 'A Midsummer Night's Dream' as well as excerpts from 'The Complete Works of Shakespeare - Abridged', including 'Othello' performed as a rap and a frenetic version of 'Romeo & Juliet' performed by a cast of three! As always, the students were fantastic and produced some amazing performances.

For the first time, alongside the KS3 performances, Year 10 GCSE drama students took the opportunity to use the West Acre venue to perform devised pieces for their GCSE exams. Component 1 is about the process of creating and performing original pieces of theatre and this year's cohort created some truly original plays of great quality. A very 'well done' to all involved!



CELEBRATING SUCCESS

We were delighted to welcome students, friends, family and staff to The Nicholas Hamond Academy Student Awards Evening 2025. Whilst we recognise the day-to-day successes of our students, this evening was an opportunity to highlight the outstanding efforts that our students have made throughout this year.

'Education is the most powerful weapon which you can use to change the world.' —Nelson Mandela



Whilst academic achievement is an important element of what young people in our academy should strive for, they also have opportunities to demonstrate a range of skills, knowledge and talents that go beyond simply what happens in the classroom. Positive attitude, resilience and understanding are qualities and skills that lots of our students demonstrate on a daily basis and some of our awards recognised these qualities too. We want our students to be successful in every aspect of their lives, both academically but also in becoming amazing citizens for the communities they live in and for their futures. 'Determined to be the best that we can be' is the motto by which the academy operates and the young people celebrated embody this notion in abundance. They also demonstrate the values that we hold the highest, such as kindness and determination and we are delighted that our students strive to work to these values every day throughout this year.

Our students are all outstanding representatives for the academy and are fantastic young people who will undoubtedly go on to greater achievements. They should be proud of their achievements and proud of themselves. It is not only what they have accomplished but also, the way they have achieved these awards. I often refer to this quote from the actor Michael J Fox, "Our challenges don't define us, our actions do." Young people in today's society have a number of challenges that they face every day and our award winners and nominees this evening will have had gained their success through overcoming a range of challenges. More importantly, these are young people who recognise doing the right thing is just as important as the successes they achieve. We are incredibly lucky to work with an outstanding group of students in our academy.

M. Woodhouse

Archie Ramshaw Award for Achievement Despite Adversity



Principal's Award for Services to the Community



KS3 & KS4 Outstanding Achievement & Outstanding Progress (Science, Humanities & Creative Arts)

Science



Humanities



Creative Arts



Maths



KS3 & KS4 Outstanding Achievement & Outstanding Progress (English, Vocational, Modern Foreign Languages & Physical Education)

English



Vocational



Modern Foreign Languages

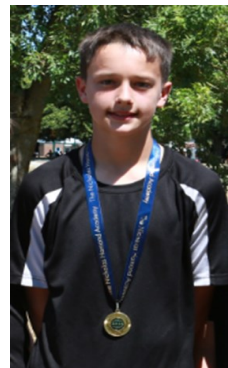


Physical Education



PHYSICAL ACTIVITIES WEEK

Despite the uncommonly warm weather our sports days produced some excellent results and indeed some new sporting records! Congratulations to our record holders below:-



Year 7

Noah, Harry, Thomask, Nia, Alex, Nataniel, Charlie & Hadley - high jump, discuss, javelin, 200m and the 4 x 100m relay



Year 8

Scarlett & Sam - shot putt & most individual event wins.

Year 9

Dexter, Summer, - long jump & 800m



Year 10

Charlie, Theo, Brodie & Cameron - 4 x 400m & discuss.

As part of our physical activities week students across the academy were also given the opportunity of taking part in active trips out.

These included paintballing, 'walking for wellbeing' at Sandringham, indoor laser tag, an assault course, ten pin bowling, water sports & a trip to Banham Zoo.

All students really enjoyed their various events 'having fun whilst staying active!'



CURRICULUM DAY

Our last curriculum day of the academic year took place near the end of term. Our students were taken off their regular timetable to enjoy sessions relating to PHSE and careers.

As always we were delighted to welcome guests from various organisations including: RAF Marham, Tender Education, Amazing Apprenticeships and The Road Safety Team!



A TRIP 'DOWN MEMORY LANE'

We were recently contacted by an ex-student who asked to visit the academy. We were very pleased to welcome him and hear how things had changed since his time in Swaffham.

He has been enough to share his memories with us:-

"Allow me to introduce myself, my name is Basil Figura, I was a pupil at what was then Swaffham Secondary School between 1969 and 1974.... yes I'm that old!

A few weeks ago, I contacted the academy and asked if it would be possible to visit my old school to see how much the place had changed,. Thankfully the Principal gave me an invite where we met and chatted before I had a tour of the old place, the memories came flooding back, the school's main hall had NOT changed a bit, the stage, the curtains, the flooring, the big iron radiators and even the roller shutters on the kitchen were just as I remember it 50 years ago...it felt spooky if I'm honest.

The old gym was as I remember it and at the bottom of the corridor there is still the original staircase which I remember running up and down to get to class, as I walked round, I recalled certain classrooms and the lessons I had and the teachers who taught in them.

I was born in the village of Castle Acre about 3 miles north of Swaffham, so when the time arrived a little bus brought the Castle Acre students to the front doors of the imposing Secondary Modern School (remember academies weren't invented back then)...and being a 'baby boomer' we didn't have visits or taster days at the 'big' school like they do today....no! I finished primary school in July and in September walked straight into a complete new world of hundreds of fellow students and dozens of new teachers with no preparation.

'Standing under the clock' – this happened if you were caught doing something relatively trivial i.e. running in the corridor, being cheeky to the dinner lady etc. in the main entrance there was a large clock on the back wall, you would be sent there and stood under the clock until the headmaster came along and asked you why you were there, depending on what you did - you would dealt out a suitable punishment...usually lines or extra homework.

Looking back at the 50 years since I attended the school...life and society were indeed much simpler, different rules and different expectations back then, but I absolutely loved my time at school, I have good and positive memories and Swaffham Secondary Modern School moulded me into the man I am today.

As someone with 50 years of memories under his belt my one message to you all is this... enjoy every day at school, remember you're not just learning to pass exams, you're learning 'to be you'.. ."



Sometimes you will
never know the value
of a moment until it
becomes a memory.

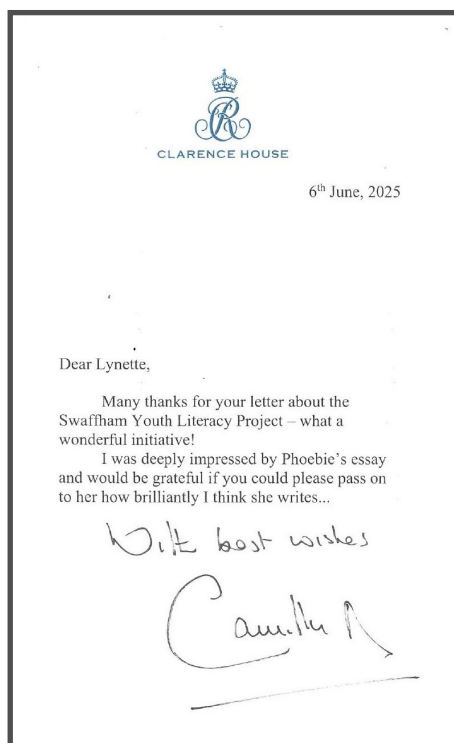
DR. SEUSS

A ROUND UP OF OTHER NEWS

A letter from the Queen

In the last issue of our newsletter, we reported on the Swaffham Youth Project in which students showcased their talents in creative writing around the people of Swaffham during WW1.

Lynette, one of the organisers of this event sent a piece of work to Clarence House and in response received a letter from the Queen praising the work of Phoebe in Year 9. Phoebe's work was entitled 'Shellshock' describing how a soldier must have felt when enduring this terrible condition in the throws of war. What a fantastic accomplishment!



Chess Champion

After a well fought battle, over a series of heats, Theo in Year 9 emerged victorious as the winner of the TNHA Chess Tournament 2005.

A well-earned success Theo!

2025 Prom

Our senior students celebrated at their Prom at Knights Hill, Kings Lynn. After their spectacular arrivals in all manner of transport, the evening continued with music (including a set by our talented TNHA musicians), a photo booth, wonderful food and friendship. What lovely note to end on. We wish them all very best for the future!



DATES FOR YOUR DIARY

Examination results!

Students can collect their GCSE Exam Results on Thursday 21st August 2025 between 9am and 11am in the Main Hall. On the day staff will also be available to support and offer any guidance.

We wish them every success!



Summer Holiday Activities at WestacreTheatre

Not your average Summer Workshops

It's Wild. It's Dramatic. It's Music to their ears.



www.westacretheatre.com

Inspiring audiences since 1999

Patrons: Sir Stephen Fry, Sir Anthony Gormley & Nigel Hastings

Summer Holidays

The academy is closed to students from Monday 21st July 2025

We welcome them back on Wednesday 3rd September 2025

We wish you all a lovely summer!

