

#TNHA WAY



December 2025

 TeamNHA

 TeamNHA

PROUDLY
SHARING
OUR
NEWS



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



PRINCIPAL'S POST

Reading through this edition of the newsletter is a brilliant reminder of all the great things that have happened in the academy over the last few months. Whilst the weather turns from summer to winter, and the days get shorter, there is still lots for our students to experience in the academy. That said the last few months have not been without their challenges. If you are a family that has been hit by any of the illnesses, colds and flus that have been doing the rounds in recent weeks, you will understand how difficult this can be, and we have certainly seen our fair share of illness in the academy. However, what has been pleasing to see is the determination that lots of our young people have demonstrated to get through this and if they have needed to take some time to recover their positive willingness to want to catch up on their return to the academy.

Amongst all the things that have been highlighted in this edition of the newsletter, one of the things that has really stood out this term is the focus on learning that our students have shown and their want to learn. This might sound like an odd thing to say as we are a school, but with all the distractions that young people are faced with today, learning and their academic progress is not always at the forefront of their thoughts. What has been great to see and what has been commented on by various visitors that we have had in the academy over the last few months is how committed our students are to their learning in class and how they want to see improvements in what they are doing. Walking through the academy this is clear in lots of lessons and from Year 7 through to Year 11 with students understanding how important their academic studies can be in helping to progress onto the next stages of their lives. This is particularly clear with our Year 11 students who have recently received their mock exam results alongside considering their pathways for next September. Developing a culture of learning both in and out of the academy is something that we will continue to reinforce as we go forward into the New Year.

As you will see from the newsletter it has been a busy few months and as we head towards the end of the term I want to thank the community for their ongoing support of our students and wish you and your families, a restful, peaceful and safe Christmas and New Year. We look forward to continuing our work with and supporting our students when we return in 2026.

Mark Woodhouse

CHRISTMAS HOLIDAYS

*We are closed from
Monday 22nd December 2025
to Friday 2nd January 2026.*

*Students return on
Monday 5th January 2026
to Week B of the timetable.*

*TNHA wish you all a
Merry Christmas and a Happy New Year!*

*Bethany in Year 10 has won the
competition to
design our Christmas Card this year
showing her undoubted artistic skill.*

*The electronic version is
available on the front page of our
website.*



FACULTY FOCUS



Year 7

Year 7 began the academic year reading Simon Armitage's version of the Odyssey, using this as a stimulus for their own pieces of creative writing. In the second half term students have been reading the novel 'Where the World Ends' by Geraldine Mcaughrean and learning how to analyse the writer's use of language. Next half term Year 7 will be reading the Sherlock Homes short story 'The Adventure of the Speckled Band'.

Year 8

Year 8 began the year reading extracts from 19th Century gothic horror stories and using these as inspiration to write their own gothic descriptions. This half term they have been reading the novel 'Sawbones' by Catherine Johnson and learning how to construct an English Literature essay. Next half term they will be studying a modern play 'Refugee Boy' by Lemn Sissay, based on the novel by Benjamin Zephaniah.

Excerpts of student work on creative writing:-

"Fog flooded in from all angles with the gloomy light of the moon getting consumed in the charcoal fog. The desolate floor of the valley had black ash trees that shattered when the wind blew. The moon lit the sky with its ghost like whiteness. The high pitch howl of a wolf filled the forest's thin cold air".

"In the distance, the ruins of the castle stood glowing over the deserted forest. Moonlight dropped over the castle lighting up the cracks deepening beneath its walls. Light soon died away leaving a melancholy blue tint looming over the night. Darkness. Mouldering rocks barricaded the door keeping it tightly shut away. Boards - broken and ragged - crossed the door nailed down to the bone. Window lights flickered as a mysterious shadow swept from window to window. One window boarded off with ivy - had smashed glass crumbling on the bricks beneath it".

Year 9

Students started off with 'Boys Don't Cry' by Malorie Blackman, exploring themes of prejudice, toxic masculinity, teenage pregnancy and homophobia. This half term they have been reading the science fiction classic 'Frankenstein' by Mary Shelley. In the Spring they will studying Shakespeare's 'Julius Caesar'.

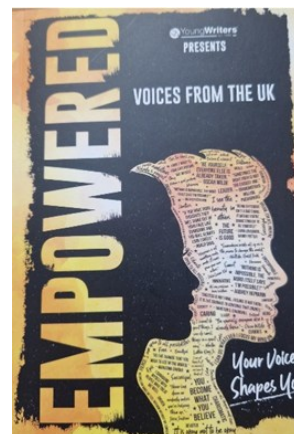
Year 10

Year 10 have made an excellent start on their GCSE study of English, beginning with Stevenson's 'The Strange Case of Dr Jekyll and Mr Hyde'. This half term they have been studying poetry from the 'Power and Conflict' anthology and in Spring will begin reading 'Macbeth'.

Published Writers

We are delighted to report that several of our youngest students are now published authors having their work featured in a Young Writers Book 'Empowered – Voices from the UK'.

Shared below is a sample of their work: -



An Act of Kindness

*I sit alone, my hands on my head
I'm spiralling down, I'm stuck in my head.
I'm stupid, worthless, words keep coming,
But try as I might I can't do nothing.
I close my eyes and think of something nice,
But it's taken over by sadness and fright.
I'm breaking down, a tear rolls down my cheek,
I try and think happy, but I'm too weak.
So, before you go hurting someone else,
Think of them, think of their health.
You don't know what goes on behind closed doors,
So next time, take a pause,
And think of the impact you can have,
Because kindness is a better act.
And just even a smile or a simple wave
Can brighten up someone's day.*

(Olivia)

Love in Different Ways

*Love can be a dream you once believed, but a whole new ending
Love can wash away like an ocean
Love can be a screw which can't find its hole
Love can feel like a monster inside, but lovely on the outside
Love can run away, just like you ran away from a shark
Love is finding yourself thinking you have found the person
Love can come back but never go back
Love can take you on adventures but not being normal.*

(Amelia)



There are many different and exciting careers arising from studying English. A few of these along with some Labour Market Information (LMI) which is important to know if students are considering a career in this field. LMI indicates the likely salary and if the career is 'on the rise' in terms of how many jobs there are available.

Publisher:

This career means you oversee making sure what is published (be it a book, magazine, website or newspaper) is of good quality and fit for the public to read. You would be in charge of one part of the publication, such as sports, who checks texts for spelling and consistency of style. You would also make sure the production runs smoothly, and that the publication is printed on time. You might also recruit staff and communicate with the advertising and production departments.

Most publishers have a degree in English, having taken a minimum of 2 A Levels and gained 5 GCSE grades 9-4 or higher. Some publishing houses run graduate training schemes and internships. Pearson Internship Programme is a 3-month paid placement scheme for recent graduates from a Black, Asian and Minority Ethnic background and for graduates with disabilities.

Hours worked a week: 37.5 hours

Growth: +17% (19.3 % in E Anglia)

Number of jobs available: 145, 748 (1,337 in Norfolk)

Salary per year: £44,534

Script Editor:

In this career you would work with screenwriters and producers to create film and television scripts. The screenwriter will have a vision for their script and the producer a vision of what they want it to look like on TV and the script editor helps them to reach a middle ground. Other jobs you may do include taking notes from the producer and using them throughout the scripting process and give constructive criticism to writers and help them come up with new story lines and ideas. You will also deal with the cast for any questions they have about the script.

A script editor will often get experience in the industry at an entry level, such as: a script reader, where you read scripts for a production company and produce a script report; a researcher, where you will make sure scripts and dialogue are factually accurate or a production runner, where you will help the whole production team with small jobs. There are no fixed entry requirements, but a degree in a relevant subject would help, such as screenwriting or creative writing.

Hours worked a week: 37.5 hours

Growth: + 0.2% (Nationally)

Number of jobs available: 342,899 (4,343 in Norfolk)

Salary per year: £39,459

Media Researcher:

Media researchers look up locations and details and find interviewees or performers for TV, Film and Radio. They will discuss ideas and their research with a producer. They will also have to check information is factual. They will search media libraries and archives and find studio audiences and locations.

There are no set entry requirements again, but the right contacts and work experience is valued, such as working at a radio station, local newspaper or student publications. You don't need a degree to work this job, but it can help.

Hours worked a week: 36.9 hours

Growth: + 17% (+19.3% in E Anglia)

Number of jobs available: 343,154 (3,113 in Norfolk)

Salary a year: £41,128

Speech and Language therapist:

They support people who have difficulties communicating verbally, eating, drinking or swallowing. They will talk to clients, observe them and use tests to assess specific problems. They will plan and deliver therapy programmes and support the client through treatment. They will show parents and carers how to continue the programme at home and keep records of all treatments and progress.

You will need a degree in speech and language therapy or human communication OR a degree in a Science or a Language based subject. You will need to be able to drive as you will visit some patients in their home.

Hours worked a week: 36.5 hours

Growth: + 7.2% (+11.3% in E Anglia)

Number of jobs available: 169, 927 (2,602 in Norfolk)

Salary per year: £45, 511

Court reporter:

They use different methods to create different records or pre-trial and trial proceedings in court, or other information. They will use recording equipment to create precise records of court proceedings. They will use shorthand to write, file and store notes from the court sessions.

There are no set requirements in terms of academic qualifications, but being able to use IT and typing skills will be essential. Other skills that will help is reaching a shorthand speed of 160 words per minute.

Hours worked a week: 37 hours

Growth: -29% (-35.5% in E Anglia)

Number of jobs available: 564,141 (8,971 in Norfolk)

Salary per year: £27, 170

SAFEGUARDING UPDATE

"I'm delighted to reintroduce myself as part of The Nicholas Hamond Academy team. Some of you may remember me from my previous time here in 2020–2021, and I'm thrilled to be back - it truly feels like I've never been away! As the Designated Safeguarding Lead, my priority is ensuring the safety and wellbeing of all our students. If you need to get in touch, my contact details are available on the academy website. I look forward to working with you all and supporting our young people together.

Wishing you and your families a very Merry Christmas and a restful holiday period!"

Best regards,

Charlie Willcox - Designated Safeguarding Lead

Keeping Your Child Safe While Enjoying Time in the Community – sent on behalf of the Norfolk Community Safety Partnership

Having fun and hanging out with friends is an important part of growing up. We want all children and young people in Norfolk to feel safe and confident about spending time in the community without parental/adult supervision when the time is right for them.

As parents and carers, it can feel challenging to give them independence while ensuring their wellbeing. Here are some helpful tips to consider:

Know the basics: Do you know where your child is spending time and with who? Encourage them to stick together and look out for each other in a place they feel safe.

Spot the signs: Talk about recognising red flags in other people's behaviour and what to do if something feels wrong. You can find out more on our dedicated website: [Home | Know the Signs \(https://knowthesigns.info/\)](https://knowthesigns.info/)

Plan for support: Make sure they know how to seek help for themselves or a friend if needed. It is also important for you as a parent or carer to ensure that your child has safe transport to and from places, and if this is by public transport to make sure, they have enough money for their return trip.

Stay connected: Is their mobile phone charged to ensure they could contact you if they needed any help? Consider using a location-sharing app like 'Life 360' or check your phone provider's safety features.

Open conversations: Regularly talk about online and offline risks, including grooming and exploitation, and reassure them they can come to you without fear of getting into trouble.

A little preparation goes a long way in helping your child enjoy their independence while staying safe. As a parent or carer, it is important for you to talk to your children about all potential risks that could be posed to them when out in the community, to ensure they are able to make informed choices around their own and their peers' safety.

You can find lots of further information and websites under the support section of our website: [Support | Know the Signs \(https://knowthesigns.info/help-and-support/support/\)](https://knowthesigns.info/help-and-support/support/).

The following organisations are available throughout the holiday should you need support:

Just One Number – 0300 300 0123 - If you have a parenting question or a worry about your child's physical or emotional health. Open Mondays-Fridays 8am-6pm and Saturdays 9am to 1pm. www.justonenorfolk.nhs.uk

Parentline - 07520 631590 - Parentline is a text service for parents and carers to get in touch about any parenting questions or concerns.

ChildLine - 0800 1111 - Open from 9am – 3.30am. <https://www.childline.org.uk>

LET'S GET READING!



Research shows that, children who read books often at age 10, and more than once a week at age 16, gain higher results in maths, vocabulary and spelling tests at age 16, than those who read less often. For this reason, we believe that it is important to encourage students at TNHA to read regularly for pleasure. To promote further reading amongst our youngest cohort, all students in Year 7 have received a free book of their choice as part of the Bookbuzz programme, which aims to 'get children reading'. Bookbuzz is run by BookTrust, the UK's largest children's reading charity, which aims to transform lives by getting children and families reading.

Our '16 books to read before 16' programme continues to gain popularity and is aimed at encouraging our students to read a wide ranging and engaging selection of books.

Students comments included:-

"It was great that the school gave us books and I love the one that I received, and I am encouraged to read more books"

"There were so many genres to chose from – I love reading".

WELCOMING AN ACCOMPLISHED AUTHOR

Recently we had the pleasure of welcoming Tia Fisher to hold a workshop with our students. Tia is the author of 'Crossing the Line', one of our '16 to read by 16 books', which is about 'County lines' and how bad decisions can spiral. This book won the Shadower's Choice Carnegie Award in 2024.

Tia spoke to the Year 9 students about being an author, writing verse novels, the inspiration behind her book and the importance of telling this story particularly to young people who may experience 'County Lines' within their communities.



The students were very engaged in her talk and asked a variety of questions at the end these included: -

Why did you write County Lines and how did you feel when writing it?

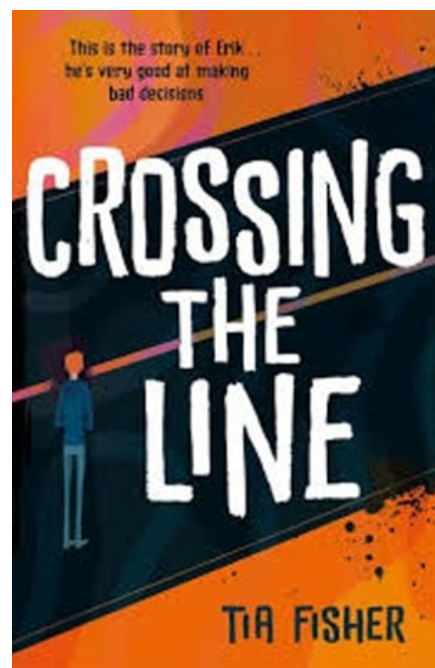
"Rather guilty at times that I had not realised how Erik was affected or helped him at the time. I felt it necessary to 'get the word out' about this issue which faces many young people. It was a huge responsibility, and I encountered a mixture of different emotions".

How did you research it?

"Speaking to the real Erik, (a friend of my son) reading police reports, the Children's Society, liaising with parents, carers and young people who have been affected by county lines".

What made you want to write

"A love of words – when I was at school one of my teachers put a poem of mine up on the board and it gave me encouragement. (English Teachers rock)".



CELEBRATING THE END OF YEAR 11 MOCKS

Our senior students have completed their mock examinations. Their hard work, dedication, and commitment to revision has truly shone through, and we are incredibly proud of the focus and determination they have shown. Many students also took full advantage of intervention sessions, and this extra effort will undoubtedly make a difference as they move toward the final exams. A special 'thank you' goes to our fantastic canteen staff, who generously provided a free breakfast each morning. Their support helped set our students up for success and created a positive, encouraging atmosphere throughout the exam period. We celebrated with hot chocolate, cake and cookies for the whole year group. A wonderful way to finish!



CHAMPIONS INDEED!



Congratulations go to our Year 8 Girls Team who competed against 7 other local schools, winning every match to be crowned West Norfolk champions!

The girls not only scored 40 baskets in the competition, but they only conceded 3 baskets in total.

A fantastic achievement.

Congratulations!

We are always delighted to hear about our students' achievements outside school and were delighted to hear that Ellie (Year 8) won both the British Championship in Ballroom and Latin American Dance recently at the Winter Gardens in Blackpool.

What amazing talent and dedication she has demonstrated. We are very proud of her phenomenal success!



POSITIVELY MEDIEVAL!

Our Year 7 students had a fantastic day out on their recent trip to Norwich Castle. From the moment they arrived, they were full of excitement as they explored the historic castle and discovered what life was really like in medieval times. They enjoyed asking brilliant questions and sharing plenty of “wow” moments along the way.

One of the highlights was taking in the stunning views across Norwich from the castle walls. Students were a real credit to the academy showing excellent behaviour, curiosity and enthusiasm throughout the day, which was commented on positively by both castle staff and members of the public.



POWERFUL PRESENTATIONS

Year 11 Enterprise students have been completing their presentations for their Component 2 'Setting up and Presenting an Enterprise Assignment'. Students were judged on the quality of the PowerPoint, their business terminology and their presentation skills.

All students overcame their nerves to produce some outstanding presentations which goes towards their final grade of their Business Enterprise course. An example of one student's work is shown here.



DUKE OF EDINBURGH AWARD



The Duke of Edinburgh expedition training is well under way with students completing sessions on teambuilding and tent pitching. Team building activities focussed on communication and working together as well as problem solving.

Students are also enjoying completing other sections of the award which include supporting local businesses and charities, caring for our community with litter picking and nature work, whilst improving their baking and language skills alongside physical activities of cycling, martial arts, football and tennis, to name only a few.

LOCAL COMMUNITY LINKS

Planting for Polio Awareness

Our students have been busy planting crocus corms donated by the Swaffham Rotary Club. The beautiful purple flowers should appear in the Spring as a visible reminder of the global fight to end polio.

The colour of the purple crocus symbolises the fact that in endemic countries, purple ink is used to mark the fingers of those children immunised against the paralysing disease which is still present in some parts of the world.



Swaffham Lions Christmas Party for Senior Citizens

We were delighted to once again welcome those who attended the Annual Swaffham Lions Christmas Lunch at the academy.

As in previous years our canteen staff donated their time and were on hand to cook. Our minibus drivers were also happy to lend a hand by transporting guests to and from the party.

This is always a great event organised and hosted by the Swaffham Lions and attended by many who would otherwise miss out on festivities this season.



Waitrose Green Token Campaign

The Swaffham Waitrose store has kindly included us in their 'green token' appeal to take place in the New Year, with funds going towards improving our outdoor space for students.

A significant element in supporting our young people and their development is ensuring that we have ways to help them manage and account for their own well-being. These more emotional-based aspects are often brought about by the challenges that our world puts on young people and is something that we are conscious that we need to support them with.

To support their mental health and well-being we have considered several ways to improve how we help students manage these pressures including how they can use their non-structured times in the academy to support themselves with dealing with these aspects. Whilst we have a few staff and people who can help with this part, what we wish to do is improve our outdoor spaces for our students so that they have areas where they can reflect and utilise their unstructured and social times in the day.

We are aware that this would add to their opportunities to recharge and in turn improve focus, enhance memory and problem-solving skills when they return to class. Additionally, research has shown that enjoyment of the outdoors reduces symptoms of anxiety, relieves exam stress and supports long term emotional wellbeing.

We would be grateful if you would pop your token in our box when you shop at your local branch from 2nd January 2026.

SALVATION ARMY CHRISTMAS APPEAL

Each Christmas, our students choose a charity they would like to support. This year they chose The Salvation Army. Tutor Groups were set the challenge of making a container in which to put their donations and the results were excellent. The winning tutor group was 8-ODA who made a brilliant nutcracker to hold their gifts, and they were rewarded with hot chocolate and marshmallows.



We were truly humbled by the number of toys and the amount of food items that arrived each day, along with an anonymous donation of £250 from a local firm. Representatives from the Salvation Army arrived to receive the contributions and meet some of our students. The many boxes were then loaded into one of our academy minibuses and taken to the local distribution centre in Dereham.



On behalf of the Salvation Army and ourselves we would like to thank everyone involved in helping the cause which helps so many in need at this time of year.

COMMUNITY GOVERNOR VACANCIES



The Nicholas Hamond Academy is looking for new Community Governors to join their local governing body.

Being a governor is a very rewarding experience. You will be part of a team who work to improve the life chances of children, some of whom come from very challenging backgrounds. No experience is needed, and you will learn new skills whilst giving something back to the community you live and work in.

We welcome a conversation with anyone who is interested in finding out more about school governance and what a difference you could make to young lives. Governance is enhanced by a team made up from a diverse range of ages, professions and social and cultural backgrounds, full training and support is given.



The Nicholas Hamond Academy, Brandon Road, Swaffham. PE37 7DZ

Would you like to shape the future for the next generation?

Are you interested in contributing to your local community? No previous experience is needed.

Can you help us build new relationships and links within our community, growing the support we can give to our local area?

If you think you may be interested in becoming a local governor, please get in touch via our governance email: governance@attrust.org.uk for more information about the role.

If you know someone else who might be interested, please pass on our details to them.

Please note that any parent who may be interested can join the Local Governing Body as a Community Governor - the only difference being that a Parent Governor is voted onto the LGB whereas a Community Governor is appointed by the Trust.