

# Netherhall School

An Ambitious, Caring Community



**Ofsted rated as 'GOOD' - February 2018**

**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 2022-23

*"Pupils love coming to school"*

*Ofsted*



*"Pupils are proud of their school"*

*Ofsted*



*"Relationships throughout the school are excellent"*

*Ofsted*



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Head Teacher: Mr. David Tromans BA(Hons), PGCE, NPQH, MEd  
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## Netherhall School 2022-23

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 career 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 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'. As you all know, we absolutely look forward to every day at school, 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 and in 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 and the full breadth and depth of National Curriculum subjects, building toward the English Baccalaureate. In key stage 4, students can study the full range of the arts, humanities, languages, information technology, computer science, business studies, design and technology subjects, an extensive range of vocational subjects that run concurrently to the impressive academic core curriculum and 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 and language, French, history, geography, RS, 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 and dramatic 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 in its most recent report: '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 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, fully supported by the Archdeacon for Cumberland; there are regular school visits 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 Maryport In-shore Rescue; we work in partnership with local charities, like the amazing Mary Graves Trust and the brilliant 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.

## **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 in their school 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:

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

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

## Student Profiles

### Ben Lambert

From the outset of my time at Netherhall School I knew that I wanted to attend the school's sixth form, as I knew it would allow me to continue my studies surrounded by both hard-working students and teachers, and that it would provide me with further opportunities to enable me to fulfil my career ambitions. I have always been passionate about art, which is why I was so happy when I was able to take both A level art and photography along with IT as my subjects in the sixth form, enabling me to achieve the grades I will need to achieve my dream. It is my ambition to secure the opportunity to become an



undergraduate student at Liverpool John Moores University next year to read for a degree in graphic design, before going on to complete the PGCE that will allow me to become an art teacher in the future.

During my time at Netherhall School, I have always taken up any opportunities provided to enrich my experience at school and have also been keen to support the work of the school with younger students, most recently by helping out with the summer school provided for our new year 7 students. This experience gave me a fantastic experience in taking charge of small groups of students and has cemented my ambition of becoming a future art teacher myself.

I feel very honoured and am extremely proud to have been appointed to the role of Head Boy of Netherhall School for the current academic year; I intend to represent my school with distinction, supporting the work of all students at the school, from year 7-13, while also representing the school in the wider community, highlighting what a fantastic school we have in Maryport.

### **Ellie Rowley**

I have always been highly ambitious for my future and am grateful to all my teachers at Netherhall School who have helped to give me the platform and opportunities to develop both personally and academically over the last 6 years. I have thoroughly enjoyed my time at Netherhall School, both in lower school and now in the sixth form and believe it is essential to support the work of the school as one of its student leaders. I enjoy being involved in a wide range of school activities and always offer my help to younger year groups, such as organising various inter-tutor sporting events alongside my fellow peers and by helping to organise sporting competitions for local primary school students. In addition to this, I have recently become a Young Health Champion for our community; I believe this is a significant role and something I aim to support our school to continue to be involved with.



After completing my GCSEs, I knew I wanted to continue my studies at Netherhall School Sixth Form to develop my knowledge and enable me to achieve my future ambitions. I chose A level English language, along with IT and PE. I believe that with this combination of subjects and my own personal interests in the dramatic arts that I will be able to win a place at drama school on the completion of my sixth form studies, so I am able to realise my ambition of becoming a musical theatre performer.

I am extremely honoured to be appointed to the position of Head Girl at Netherhall School for the current academic year and plan to use this position to not only support my peers but to also support the younger students of the school. I will strive to inspire and become a role model to all students of our brilliant school and help express to our community how very special our school is.

## Rhys Tyson

Although I only arrived at Netherhall School at the start of year 12, I am honoured to have been given the role as Deputy Head Boy for the current year. Since joining Netherhall in September 2021, I have been welcomed by both the students and teachers of the school who have supported me fantastically, and I am extremely grateful that my time in the sixth form has provided me with the pathway to help enhance my future career ambitions.

I am currently studying for A levels in biology, geography and PE, and it my great ambition to win a place at Manchester University to read for a degree in sports management next year. I believe the wider enrichment opportunities I have been provided with at Netherhall School have aided my personal development and harnessed my confident and outgoing personality, and I have greatly enjoyed assisting with numerous extracurricular activities and school trips and various sporting events which will aid my application to university and have given me the chance to give something back to the school as it has given me so much.

I plan to use my time in the role of Deputy Head Boy of Netherhall School to share my ideas with the school and to help make the school even more fantastic. Even though I have not been at this excellent school for long, I do believe that Netherhall School would be the perfect place for your child to be.



## Saffron Maxwell

I have always been a hard-working and resilient person, but my time at Netherhall School has helped me to fully develop these skills, as well as helping me become more confident in myself as a person. Netherhall is a school that has offered both myself and all the other students support, opportunities and experiences to better ourselves, either academically or in our own personal lives.

My time at Netherhall School has transformed me in many ways, gaining me the skills, knowledge and qualifications that will benefit me in later life. In the past year I have become a Young Health Champion, which I believe is an important role, as it has helped educate other student on serious topics. I also had the amazing opportunity to visit Cambridge University in July with school; it was an experience which I found extremely helpful as it gave me more information on university life and the application process, not just for Cambridge University but for all other universities.



After completing my GCSEs, the decision to stay on at Netherhall School Sixth Form was an easy one. I chose to study A levels in chemistry, maths and photography, as they are subjects I thoroughly enjoyed at GCSE level. I also chose them as they offer me a range of new knowledge and skills, as chemistry and maths are very academic subjects that require a lot of problem solving, but photography allows me to be creative and has also helped me develop my analytical skills.

Once I have finished my A levels, I hope to study international business management at university, or to potentially secure a degree apprenticeship in project management.

Being appointed to the role of Deputy Head Girl at Netherhall School is a great honour for me and I am proud to represent the student body of the school in the wider community, promoting the fantastic opportunities that are available to all of Netherhall School's students.

## 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 into 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 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 uniform can be purchased at West Lakes Embroidery, 69 Senhouse Street, Maryport. Tel: 01900 817799.

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

West Lakes Embroidery recommends 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 and/or blazer\*.
- White shirt.
- Tie.
- Black trousers for boys / Black trousers or skirt for girls. Trousers must be loose fitting (denim/ leggings/ combat-type trousers or any other variation are not acceptable).

- 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 must not be worn in lessons.
- 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.

**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.

**PE Uniform**

- Burgundy polo shirt\*.
- Burgundy multi sports top (outdoors).
- Burgundy hoodie for girls (optional).
- Black shorts\* / skorts\* (over black leggings for certain activities as advised by the PE Department).
- Black plain tracksuit bottoms\* (optional).
- Black socks with Netherhall lettering.
- Trainers (or boots for rugby/football) – no black pumps (they leave marks on the sports hall floor).
- Leggings\* (optional).

**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	Guidance	Physical Education	ICT	Drama
Music		Art	Design & Technology	

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	Guidance	PE
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Combined Science	
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The Key Stage 4 option subjects are:

French	Geography	History	IT	Computer Science
Triple Science	Religious Studies	Photography	Food & Nutrition	
Art	Child Care	Health & Social Care	PE (GCSE and Vocational) Award	Drama
Business Studies	Music	Graphics	Design & Technology	

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

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

## 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
- Warhammer Club
- Tycoon 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 helps us to reflect upon who we are, where we belong and how we can improve ourselves and the lives of our fellow citizens.

## Guidance

Guidance 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 & 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 8: 10.50am – 11.40am
- Period 4: Lunch sixth form & year 11: 11.40am – 12.30pm
- Period 5: Lunch year 9 and 10: 12.30pm – 1.20pm
- Period 6: 1.20pm – 2.10pm
- Period 7: Staggered finishing times:
  - Years 7, 8 & 9 – 3.00pm
  - Years 10, 11, 12 & 13 – 3.05pm

## Term Dates 2022/2023

### Autumn Term 2022

- Starts – Wednesday, 7th September. Ends - Tuesday, 20th December.
- **Half-Term Holiday:** Monday, 24th October to Friday, 28th October.

### Spring Term 2023

- Starts – Wednesday, 4th January. Ends – Friday, 31st March.
- **Half-Term Holiday:** Monday, 20th February to Friday, 24th February.

### Summer Term 2023

- Starts – Monday, 17th April. Ends – Wednesday, 19th July.
- Good Friday - 7th April.
- Easter Sunday - 9th April.
- Early May Bank Holiday – Monday, 1st May.
- **Half-Term Holiday:** Monday, 29th May to Friday, 2nd June.

## 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



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