



LITCHAM
SCHOOL

Secondary Phase Prospectus

2024/25







Welcome from the Head of School

We are a well-respected and highly successful all-through school for children aged 4-16, serving a large rural community.

We are a small school with around 770 pupils on roll across both phases. Our size enables us to get to know our young people very well and to focus on their individual needs. The phrase 'every child known' is often used by schools to highlight their commitment to pastoral care. At Litcham, this is genuinely the case. Some pupils join us directly in our reception class, whilst others join us in Year 7 from within the catchment area and further afield.

We want every pupil to achieve the highest possible results and to achieve their full potential. This is our number one priority, and we know that this will only happen by providing the highest standards of teaching every day. Highly effective pastoral care from our teachers and pupil support team are also a particular feature of the school.

Our aim is to see all of our pupils acquire the skills, knowledge, maturity and confidence they need to become successful members of their community. Opportunities to engage in sport, music, drama and many other extra-curricular activities help them develop the communication skills, the leadership qualities and the breadth of experience they need to make the transition into adult life.

Our pupils are exceptionally proud of their school and visitors frequently comment on the calm and purposeful atmosphere. Our teachers and support staff are extraordinarily hard working and committed to bringing out the best in our young people. Together, they are the vital ingredients of what makes us such a happy and successful school.

With very best wishes.

Stuart Wilson
Head of School

"We are a Good school....."

Ofsted reports are shorter than previously, and our report highlights several strengths as follows:

Pupils thrive at Litcham School.

Pupils feel safe.

Pupils experience a well-thought-out curriculum.

Children in the early years are taught to read right from the start.

Pupils achieve well throughout the school.

Careers education is a strength of the school.

Pupils experience a high-quality personal, social and health education programme.

The local governing body supports the governance of trustees well.

Safeguarding practice in the school is of a very high standard.

Synergy Trust

We became an academy in 2018 and are proud to be part of the Synergy Multi-Academy Trust.

The Trust comprises fifteen Norfolk schools serving children between the ages of 2 and 18. We work closely together to raise standards and provide education of the highest possible standard. Working with these schools also allows us to offer the best of opportunities for pupils.

Further information about the Trust can be found at <http://www.synergymat.org.uk/>

Our Mission

We are committed to helping every young person achieve their potential by providing the very best all-round education that we possibly can. This means that we seek to provide:

- Expert teaching.
- A broad, balanced, well-structured and well-sequenced knowledge rich curriculum.
- A broad range of opportunities and experiences.
- A stimulating, friendly and hard-working environment.

We aim to prepare our pupils for the challenges and opportunities of the next phase of their lives. All are encouraged to achieve their full potential in the different aspects of school life and to develop moral and spiritual values, and an unprejudiced view of other races, religions and cultures.

Our Values and Aspirations

We are a community where:

- All pupils are valued equally.
- We have the highest expectations for every child.
- We expect hard work, care, consideration and courtesy.
- Effort and achievement are celebrated.
- All we do is based on mutual trust and respect.



Admission Arrangements

Admissions in Reception Year

Children may start school during the year in which they become five. All children will be offered a full time place from September but parents may defer their admission or request a part time place, providing the child is in full time education by the term after their fifth birthday and by the beginning of the summer term at the latest. In the case of over-subscription, places will be offered in the following order of priority:

Published admission limit: 25

Children who are due to start school and:

1. Have an Education Health and Care Plan naming the school;
2. Children in public care and those previously in public care who have been adopted or are subject to a residence order or special guardianship order who are due to transfer;
3. Live in the area served by the school and who have a sibling attending the school at the time of their admission;
4. Have a disability and live in the area served by the school (appropriate professional evidence will be required to confirm the disability);
5. Live outside the area served by the school who have a brother or sister with an Education Health and Care Plan attending the school at the time of their admission;
6. Live outside the area served by the school who have a brother or sister attending the school at the time of their admission;
7. Children of staff in either or both of the following circumstances:
 - a) Where a member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
 - b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;
8. Have a disability and live outside the area served by the school (appropriate professional evidence will be required to confirm the disability);
9. Children who are due to start school, living outside the area served by the school who have no brother or sister at the school



Admission Arrangements at Year 7

Published admission limit: 87 (for pupils who do not attend Litcham School Primary Phase)

Parents of children in Year 6 (the last year of primary school) are issued with a preference form and other information by the Local Authority. This form must be completed and returned by the specified date. ***Children already in Year 6 at Litcham School will automatically progress to the secondary phase at the start of Year 7.***

If there are more requests for places than places available, the Local Authority will admit children in the following order of priority:

1. Children with an Education Health and Care Plan needs naming the school;
2. Children in public care and those previously in public care who have been adopted or are subject to a residence order or special guardianship order who are due to transfer;
3. Children who are due to transfer and live in the area served by the school;
4. Children who are due to transfer and live outside the area served by the school who have an older brother or sister attending the school at the time of admission;
5. Children of staff;
 - a) Where a member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
 - b) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;
6. Children who are due to transfer and live outside the area served by the school but are attending a feeder primary school at the opening date of the admission round;
7. Children who are due to transfer and live outside the area served by the school.

If all children within any of the above rules cannot be offered a place, the highest priority will be given to children living nearest to the school within that rule. To determine who lives nearest, distance will be measured on a straight line 'crow fly' basis, using Ordnance Survey data. If following the application of admission rules and distance, two applicants cannot be separated for a final place at a school, the Local Authority will use random allocation to determine the priority for the remaining place. Arrangements for admission in all other years are managed by the Local Authority (Telephone: 0344 800 8020).



Induction Programme

The move from primary to secondary school is a major step in a child's education. Our induction programme for Year 6 pupils is designed to help them to become more familiar with the secondary phase and its work. The programme includes a two-day induction into Year 7 in the final week of July. Pupils start their lessons, meet their new class and generally familiarise themselves with secondary education. Parents and carers are also invited to a family interview with a member of staff.

All children in their final term at primary school complete a personal profile about themselves, their primary school, interests and leisure activities. These profiles are the starting point for discussion at the family interview and provide useful information to help smooth the transition to secondary school.

The School Day

8.55am – 9am	Morning Registration
9am – 9.20am	Tutor Time/Assembly
9.20am – 10.20am	Period 1
10.20am – 10.40am	Morning Break
10.40am – 11.40am	Period 2
11.40am – 12.40pm	Period 3
12.40pm – 1.30pm	Lunch
1.30pm – 2.30pm	Period 4 including registration between 1.30pm and 1.35pm
2.30pm – 3.30pm	Period 5
3.30pm	End of school day



Key Staff

Senior Leadership Team

Mr Stuart Wilson	Head of School
Ms Kelly Chambers	Assistant Headteacher
Miss Madeleine Gough	Assistant Headteacher
Mr Dan Kennedy	Associate Assistant Headteacher
Mrs Jade Taylor	Primary Phase Acting Head
Mr Peter Taylor	Assistant Headteacher
Ms Linda Timblin	Secondment

Pupil Support

Mrs Eileen Pavey	Year 7 & 8 Co-ordinator and Senior Pastoral Manager
Miss Ellis Dillnutt	Assistant Year 7 Co-ordinator
Mrs Eleanor Townsend	Assistant Year 8 Co-ordinator
Mr Luke Wolsey	Head of Year 9
Mr Neil Ryan	Key Stage 4 Co-ordinator
Mr Graham White	Assistant Key Stage 4 Co-ordinator
Mrs Louise Alston	Children Looked After Advocate & Pastoral Officer
Mr Henry Gray	SENDCo
Mrs Emily Howling	Deputy SENDCo
Mrs Jo Viner	Parent Support Advisor
Mr Dan Kennedy	Designated Safeguarding Lead and Attendance
Mrs Michaela Mattless	Pastoral Officer

The school is organised into five year groups. Heads of Year and Key Stage Co-ordinators have overall responsibility for pupils' welfare and academic progress, and our pastoral support staff provide day-to-day help for pupils, dealing with any issues and liaising with outside agencies.

Each year group is sub-divided into tutor groups that reflect the full range of interests and ability. Working closely with the Heads of Year and Key Stage Co-ordinators, form tutors help to meet the individual needs of each pupil and they build up a close relationship with the group.

Safeguarding Young People

The school follows Local Authority guidelines relating to safeguarding. The 'Named Person' for child protection, and who co-ordinates our response on any such issues, is Mr Kennedy, Safeguarding Lead. The school is fully committed to the principles that underpin child protection guidelines and our policy is regularly reviewed.



Contact with Parents and Carers

We want to forge strong links with parents and carers and encourage them to become involved with the work of their child and the school. There is a Parents' Consultation Evening each year, where parents have the opportunity to discuss their child's progress with tutors and individual subject teachers. For Year 7 pupils, there is also an introduction evening early in the first term where parents will be able to meet their child's tutor.

Parents receive a report during the year, which gives details of progress in each subject, as well as comments on overall involvement in the life of the school. In addition, parents will receive interim reports in the autumn and spring terms.

Form Tutors, pastoral managers and pastoral support staff will always be available to meet parents, although the tutor will normally be the first point of contact.

Our main method of communication is through a website and App called Arbor. This enables parents and pupils to see a wealth of information, including attendance, rewards, reports, examination timetables and all homework. For all non-urgent matters and information, parents receive an email. Parents also receive details of school events and other information through our electronic weekly newsletter, *'The Word'*.

For more urgent matters, we also have a texting system. In the event of an emergency, such as school closure due to severe weather, we will use this service, and information will also be available on the school website and the Norfolk County Council website: www.schoolclosures.norfolk.gov.uk/

Friends' Association

All parents and staff are invited to join the Litcham School Friends' Association. This is a very active group who support a range of school activities and raise funds that enables the school to purchase equipment which it could not otherwise afford. They are an integral and valued part of the school.

Ethos and Behaviour

Visitors universally comment on the school's positive friendly atmosphere and strong sense of purpose. We aim to create an environment in which work and study are valued and enjoyed. Good behaviour and relationships, built on mutual respect and trust, are essential for effective teaching and learning to take place. We expect high standards of behaviour and self-discipline and we will contact parents and carers if we have concerns about their child's behaviour.

We monitor pupils closely, celebrating success and rewarding good behaviour. If a pupils' behaviour falls short of expectations, we have a graduated system to support the child. Restorative conversations with staff and the use of positive narration throughout all lessons and interactions ensure that students feel supported and cared for. We use classroom entry and exit routines to improve consistency for students. Parents, carers and pupils are asked to sign a home-school agreement which sets out our expectations on behaviour.



Student Expectations

We have high expectations of all our students. They are:

Work Hard

Do your best and let others do the same.

Respect

Listen to your teacher and your classmates,
cooperating at all times.

Appropriate Language

Use language with no swearing or
offensive words/terms.

Punctuality

Arrive on time with the correct equipment. Lateness not accepted, no excuses.

Uniform

Wear uniform correctly at all times.

Policies

Policies on a range of issues, including safeguarding, behaviour and anti-bullying are available on our website and through the school office.

Mobile Phones and Other ICT Devices

The internet and communication technologies are essential for learning, but they can be misused. We recognise that there are sound reasons why pupils might need to have access to a mobile phone before and after school. However, whilst pupils are on the school site, mobile phones and other electronic and communication devices must be switched off, out of sight and not used. Pupils and parents are required to sign an internet use agreement and any device brought into school is at the owners' risk.


Assemblies

Assemblies take place at least once a week for all year groups, and are used to raise topical issues and moral themes, as well as dealing with day-to-day matters.

Insurance & Personal Property

Pupils' personal possessions – mobile phones, coats, P.E. kit, calculators, etc., are not insured by the school. Occasionally pupils do lose such equipment but very rarely is it stolen. The school cannot accept responsibility for loss or theft. We recommend all pupils should obtain a locker to store their possessions. It is inadvisable to bring expensive items to school.

If your child brings a musical instrument/mobile phone to school we strongly advise you to check it is on your house contents insurance. The school is not insured for loss or damage to any privately owned items.



The Curriculum

We are proud of our curriculum.

The development and implementation of an all-through, knowledge-driven curriculum has been at the heart of our school for the past six years. Consequently, outcomes are good and pupils are well prepared for the next stage of their lives.

We believe that all young people have the capacity to learn, grow and develop, and that they are entitled to equality of access and opportunity. We aim to support and motivate every pupil to achieve his or her fullest potential.

In Years 7, 8 and 9, pupils follow a broad curriculum taught by specialists within separate subject departments. We place much emphasis on the core areas of literacy and numeracy, as these are the basis of success in all subjects. Within Science, pupils study elements of Physics, Chemistry and Biology. In Modern Foreign Languages (MFL), pupils study French Year 7. From Year 8, students study either French and Spanish or French and German. Computing is taught as a separate subject in Years 7, 8 and 9.

The school-based learning programme is enhanced by visits to places such as Norwich Castle and London. A 'chocolate day' is a very effective part of the Year 7 programme! A range of visits to other countries have included German Christmas markets, as well as the annual ski trip and a water activities week to the Ardèche in France.

In Years 10 and 11, pupils can choose subjects from a broad range of GCSE, and some vocational courses. In the upper school, specialist visits are made in connection with GCSE and other study programmes. Pupils have the opportunity to take part in the Duke of Edinburgh award scheme and work experience is part of the curriculum.



Years 7 and 8 Curriculum

Year 7		Year 8	
Subject	No. of 60 minute lessons per fortnight	Subject	No. of 60 minute lessons per fortnight
English	8	English	8
Mathematics	7	Mathematics	7
Science	7	Science	7
MFL	6	MFL	6
Technology	3	Technology	3
Geography	3	PE	4
History	3	Art	2
Religious Studies	2	Music	2
PE	4	History	3
Art	2	Geography	3
Music	2	Religious Studies	2
Computer Science	2	Computer Science	2
PSHE	1	PSHE	1

Year 9 Curriculum

Subject	No. of 60 minute lessons per fortnight	Subject	No. of 60 minute lessons per fortnight
English	8	Mathematics	7
Science	8	MFL	6
Technology	3	Geography	3
History	3	PE	4
Art	2	Music	2
Religious Studies	2	Computer Science	2

Years 10 and 11 Curriculum

In accordance with the National Curriculum, the following subjects are currently compulsory or entitlements:

Subject	No. of 60 minute lessons per fortnight	
	Year 10	Year 11
English*	8	8
Science**	9	9
Mathematics***	9	9
Physical Education	4	4

* All pupils study English and English Literature.

** Over a third of pupils take the three separate sciences of Biology, Chemistry and Physics, with most pupils taking the double GCSE award in science.

*** All pupils study Mathematics and Statistics



Pupils complete their timetables with four further subjects (five lessons/fortnight). We currently offer:

- *Art*
Art Textiles
- *Child Development*
- *Computer Science*
- *Drama*
- *Geography*
- *History*
- *Modern Foreign Languages (French, Spanish and German)*
- *Music*
- *Personal and Social Development*
- *Physical Education*
- *Religious Studies*
- *Technology (Food Preparation and Nutrition, Design Technology Textiles Design & Product Design).*

Examinations Entry Policy

The school's policy is to enter every pupil capable of achieving a grade 1 or better in the relevant GCSE examinations or equivalent.

PSHE

Personal, Social and Health Education is delivered in discreet lessons in Years 7 and 8. In addition to this, one or two tutor times per week for all year groups to study PSHE Topics. The topics covered include life skills such as financial awareness, philosophical and ethical issues and aspects of health and relationships and sex education. Our PSHE programme is compliant with DfE statutory guidance and curriculum overview as well as lesson resources are available for parents to view on request.

Homework

Homework is an important part of each pupil's work, as a means of extending classroom study, consolidating or supplementing that learning. Homework is set online and both parents and pupils can access this both at home and in school. Pupils can also record the assignments in their planner. The planners are checked regularly by the group tutor and are an important means of monitoring the progress of each individual pupil.

As pupils progress through the school, homework demands will increase. GCSE courses require a high degree of independent study and homework assignments will often involve sustained and prolonged tasks that need to be completed over a number of weeks. Pupils will receive advice and guidance on organisational and planning skills from their teachers and tutors.

Parents play a vital role in encouraging young people to value homework by creating conditions at home where homework can be undertaken, without distraction. As an approximate guide, we would expect Year 7 pupils to spend around 30 minutes on a piece of homework. Of course, the time taken will vary a good deal and it is therefore important for pupils to complete homework the day it is given, whenever possible, to avoid a build-up of work. Naturally, we expect pupils to devote more time to tasks as they move up the school.



PE and Sport

Physical Education is a very important part of our curriculum. We aim to equip all pupils with the knowledge, skills and enthusiasm to maintain a healthy lifestyle into adulthood, regardless of their physical abilities. Activities are designed to develop skills, teach pupils to work as part of a team and as individuals and to reach their full potential.

Pupils are encouraged to join extra-curricular sports clubs and to participate in competitive sport. Those with particular ability have opportunities to develop their skills through regular extra coaching and inter-school sport matches and competitions.

In Years 10 and 11, pupils with a particular interest in sport can opt for the GCSE course.

A balance to the team games is offered through dance, gymnastics, athletics and cross-country. We enter school athletics teams and cross-country teams in both area and county events.

Facilities include a superb seven acre playing field with pavilion and a large multi-jumping area for athletics. Pupils also enjoy using our gymnasium, multi-purpose playing area and a state-of-the-art dance studio.

The curriculum is delivered exclusively by specialist trained Physical Education teachers. Specialist coaches are also involved in delivering extra-curricular sport and we have strong links with local sports clubs.

Music Provision

Pupils who have particular musical ability are well provided for. Expert tuition is offered by peripatetic music specialists who visit the school regularly. There is an annual summer concert in addition to other performances. We encourage the full range of musical activity from classical quartets, through choir to rock bands. There are strong links with the West Norfolk Jubilee Youth Orchestra. Individual instrumental tuition is available on string, woodwind, guitar, brass and percussion instruments. Arrangements are possible for tuition on other instruments too. The department has a range of sophisticated electronic support equipment.


A charge is made per term to help cover the costs of individual instrumental tuition except where it forms part of the national curriculum. This is heavily subsidised by the school to encourage maximum participation. Pupils eligible for Free School Meals can access music tuition at no cost.

Careers Guidance (IAG)

The school employs an independent careers advisor who works with pupils to help them prepare for study and work in the next phase of their life. Our careers programme includes careers education, guidance on choosing optional subjects in Years 10 and 11 and post-16 choices. Much of the work takes place in the Personal, Social and Health Education (PSHE) lessons from Year 7. Students have access to a Unifrog account which provides them with Labour Market information and further guidance on post 16 and careers that they are interested in.

Special Educational Needs

Pupils who have special educational needs receive additional support. This is provided through support in classes, small group work, counselling or adapted timetables. We prefer pupils to be included in all their lessons with their peer group although occasionally pupils are withdrawn for a specific purpose.



Most Able Pupils

Most able pupils are encouraged to develop their abilities through extension work and through extra-curricular activities such as drama workshops; theatre visits; mathematics enrichment activities, university enrichment programmes etc. We are also part of The Brilliant Club, where pupils visit Cambridge University, work with a PhD tutor on a specialist subject project, produce a dissertation and then graduate from the UEA. A number of pupils from this programme have been invited to speak at International Conferences and have had their work published in International Journals.

Relationships and Sex Education

Relationships and Sex Education is covered sensitively and broadly at appropriate stages in pupils' physical and emotional development. Aspects of personal relationships and sex education are integrated into the Personal, Social and Health Education programme for all pupils and subjects such as Science, Religious Studies and English contribute to the programme. Our RSHE programme is compliant with DfE statutory guidance and curriculum overview as well as lesson resources are available for parents to view on request. There is an agreed Relationships and Sex Education policy which is available to parents.

Religious Education

Religious Education is delivered in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request. Religious Education is taught to all pupils up to the end of Year 9 as a separate subject. Any parent considering withdrawing their child from Religious Education should contact the Headteacher.



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