



Swaffham Hamond's High School

A Specialist Maths and Computing College

Prospectus 2011/12

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A Specialist Maths and Computing College

Contents

- * Vision
- * Admissions
- * Attendance and Roll
- * The School Day
- * Home to School Transport
- * School Uniform
- *
Student and Family Support
- * Learning and the Curriculum
- * Assessment and Reporting
- * Extra Curricular Activities
- * Homework
- * Rewards and Credits
- * Behaviour for Learning
- * Religious Education and Collective Worship
- * Special Educational Needs
- * Every Child Matters
- * Safeguarding Students
- *
Examination Results
- * Charges for school activities



Swaffham Hamond's High School

A Specialist Maths and Computing College

Welcome to Swaffham Hamond's High School

Here at Swaffham Hamond's High School we are committed to high quality teaching, a stimulating and relevant curriculum and to working closely with parents, carers and other members of our community to help us all achieve positive outcomes for all of our students.

Our core values are Respect, Learning and Pride. Visitors to the school will see these displayed prominently throughout our school. They are the cornerstones of all of our work.

We support students both academically and personally. We celebrate and build on their individual strengths and talents. We offer many opportunities for student leadership and we promote strong values for behaviour, personal responsibility and relationships with others.

Students learn well and enjoy their education because they have good teachers who know their students well and have high expectations of them. Our teachers work together to continually improve and update their skills and knowledge. Our school invests heavily in their development.

We insist on positive cooperative behaviour in lessons. Our learners are safe in the knowledge that if individuals fall short in this respect, they are held to account and supported in rising to our high expectations. Needless to say we have a robust and rigorous system for maintaining high standards. This is managed through our high quality Student and Family Support team.

All students are required to wear a uniform which includes blazers and ties. We insist on full school uniform at all times and students are supported in ensuring that this is consistent throughout the school at all times. Students wear their uniforms with pride.

Swaffham Hamond's High School is a school with ambition. Over £10 million has been spent on both an upgrade and new design and build for our school. This has resulted in a state of the art learning environment which must now rate as one of the best in the county.

This is an exciting time for the school and community. We are proud of our students and the whole staff team of Swaffham Hamond's High School is committed to their success and to the continuous improvement of all aspects of our school.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Admissions

Swaffham Hamond's High School welcomes applications to the school. In applying for admission to the School the Governors assume that parents and carers are seeking a school which provides an ethos of high standards in teaching and learning, behaviour, commitment to work, responsibility to others, attendance and dress. There is an expectation that parents and carers will sign and support the 'Home School Agreement' and the 'ICT responsible use agreement'.

The transition from primary to secondary school can be a great challenge for children. During the first year of their secondary education a key target is to create a supportive atmosphere for all students, allowing them to quickly build new friendships and become confident, independent workers.

The school invites Year 6 students and their parents/carers to visit the school formally on our open evening, this year taking place on the 4 October. Further visits can be arranged so that the school can be seen on a working day.

The school has a close relationship with the neighbouring RAF base at Marham. The school's Student and Family Support team are experienced in handling mid year admissions and will endeavour to ensure a smooth transfer at any point in the academic year. All requests for in year admissions must first be referred to the Norfolk Admissions Team who can be contacted on 01603 223720 or by email at admissions@norfolk.gov.uk.

The school can admit up to six forms of entry. If there are more requests than places available, the authority will admit children in the following order of priority:

1. Children with a statement of special educational need naming the school.
2. Children in public care who are due to transfer and live in the area served by the school.
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 High school at the time of the admission.
5. Children who are due to transfer who live outside the area served by the school but attend primary schools within the area.
6. 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 door to door, using ordnance survey data.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Attendance and Roll

Good attendance is essential if a student is to be successful at school. Attendance is therefore monitored vigorously. We operate a first day calling system; a member of staff will contact the parents/carers of every absent child on the first day they are away.

Targets for attendance are set and good attendance is celebrated. Parents and carers are reminded that government guidelines now only permit a parent to take their child out of school in exceptional circumstances.

The School Roll:

The High School currently has 558 students on roll, distributed as follows:

Year 7	87 Students
Year 8	87 Students
Year 9	119 Students
Year 10	112 Students
Year 11	129 Students
6th Form	25 Students

Attendance figures for the school year 2010-2011 are as follows:

Authorised absences as a percentage of the total:	6.69% (7.53%)
Unauthorised absences as a percentage of the total:	1.39 % (5.13%)
Percentage attendance rate:	91.93% (90.1%)

Figures for 2009 –2010 are in brackets.



Swaffham Hamond's High School

A Specialist Maths and Computing College

The School Day

Monday to Friday:

Start	08.45		
Lesson One	08.45	-	09.45
Lesson Two	09.45	-	10.45
Break	10.45	-	11.05
Lesson Three	11.05	-	12.05
Lesson Four	12.05	-	13.05
Lunch	13.05	-	13.45
Tutorial	13.45	-	14.10
Lesson Five	14.10	-	15.10
End of school	15.10		

To facilitate a purposeful start to learning, students begin their day by going straight into lessons. Tutorial time is used for students to work on their personal development, Personal, Social and Health Education, private reading and for a weekly assembly for each House.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Home to School Transport

Transport is provided by Norfolk County Council for approximately 45% of the students attending the school. Direct communication to the home by Norfolk passenger transport service will normally be made at the end of the summer term or during the summer holiday giving details of times and bus routes.

Students are expected to be well behaved and to have their bus passes available for inspection at all times. Drivers have the right to refuse access to particular students if they do not carry a bus pass or if there are cases of poor discipline. To ensure that numbers on coaches are within legal guidelines students must travel on their designated coach. Problems and difficulties are best reported to the student's tutor immediately or to Norfolk passenger transport.

On arrival at school students must exit the coach in an orderly manner and enter the school immediately. They are not permitted to leave the site to visit shops or meet other students.



Swaffham Hamond's High School

A Specialist Maths and Computing College

School Uniform

Standard Uniform Items

Blazer - Dark navy with school name in gold.

Jumper (Optional) - Dark navy with gold trim.

Shirt - White, long or short sleeved, plain material with top button fastenable and no logos. If a T-Shirt is worn underneath it must be plain white.

Tie - House colours, no writing or alterations.

Trousers or Skirt - Plain black full length tailored trousers or knee length black skirt.

Footwear - Plain black low heeled shoes with covered toes and heels. No boots, no visible logos.

*Blazers, ties and jumpers may be ordered in store or online from **Birds of Dereham**.*

Uniform Rules

Inside the building blazers must be worn. Non-fitted shirts tucked in and tie done up with second button fastened and tie covering it - minimum pen length tie. We call this '*Ready to Learn*'.

In classrooms blazers may be removed when permission is given by the teacher.

In the dining hall at break and lunchtime blazers may be removed.

In assemblies and other formal occasions, blazers on, top button of shirt fastened and tie done up to top.

Outside, a jacket or coat may only be worn on top of a blazer – never instead of.

Inside school buildings, coats, jackets, hats and scarves should not be worn. Sweat tops and hoodies are not allowed.

From May half term to the end of summer term blazers not compulsory BUT should be worn if any outer wear other than a school jumper is needed. Coats are not to be worn instead of blazers.



Swaffham Hamond's High School

A Specialist Maths and Computing College

School Uniform

P.E. Kit

Girls

Green shorts or green skirt
Plain white polo shirt
White ankle sock and green football socks
Trainers and, if desired, football boots
Plain black fleece top

Boys

Black shorts
Plain black polo shirt
Green rugby shirt
White ankle socks and green football socks
Trainers and, if desired, football boots

Black PE tracksuit bottoms are an optional extra for both boys and girls.

Shin guards and gum shields are strongly recommended for the appropriate sports.

Jewellery Rules

Students may wear:

- One necklace worn underneath shirt
- One ring
- One small stud earring in each ear (no hooped or drop earrings)
- One plain bracelet

In addition:

- No facial piercings are permitted
- No jewellery may be worn in PE lessons



Swaffham Hamond's High School

A Specialist Maths and Computing College

Student and Family Support

Towards the end of the academic year new students will have the opportunity to meet the Student and Family Support [SAFS] team. A day will be arranged for new students to experience secondary school lessons and to meet their new classmates and the school staff.

When students join our school they are placed in mixed age tutor groups of approximately 27 students. Each form has a tutor who is responsible for the welfare and progress of their students. There are twenty four tutor groups arranged into three Houses: Holkham, Oxburgh and Sandringham.

The form tutor is at the heart of the Student and Family Support system and is the teacher who will gain a thorough knowledge of your child by remaining with them throughout their time at the school.

Form tutors are the first point of contact for parents and carers. They meet with the students daily for Tutorial Time. Throughout the year the form tutor will monitor each child's progress in all subjects and will meet with parents and carers at parents' evenings.

In addition, each House is assigned a Student and Family Support Worker. This non-teaching member of staff is available to provide additional support and guidance to students. The team also work with a range of external agencies to ensure students receive appropriate support during their time at our school.

The school works hard to support students in their transition from junior schools. This work is co-ordinated by Assistant Headteacher, Ms Welham.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Learning and the Curriculum

At Swaffham Hamond's High School we are committed to maximising achievement for all and we believe that each student, whatever their age or potential, should experience a broad, balanced and relevant curriculum. We want our students to acquire the essential skills, knowledge, values and attitudes to lead richly rewarding lives.

How do we group our students?

We believe our students work best with others of a broadly similar academic ability for core subjects. Other subjects have the opportunity to teach in mixed ability groups, including English in Years 7 and 8. We test all students using the NFER Cognitive Ability Tests (CATs) so that we have a very clear idea of their broad academic ability and potential. We use this information, together with the Key Stage 2 Standard Assessment Tests, to set our students in teaching groups according to their ability.

How is learning organised?

Swaffham Hamond's High School was the first High School in Norfolk to adopt a two-year Key Stage 3 and three-year Key Stage 4 structure. This is a trend developing nationally amongst leading schools who, like us, share a passion to maximise achievement at 16 to provide students with a platform for greater future success and choice. All students follow the National Curriculum.

In Years 7 and 8 (Key Stage 3) students study English, Mathematics, Science, Design and Technology, a Modern Foreign Language, History, Geography, Cultures and Values, Information Communication Technology (ICT), Art, Music, Drama, Physical Education and Learning Skills.

Specialist Support in Key Stage 3—The Icen Group

Those for whom the transition for Key Stage 2 to 3 is most challenging have the opportunity to join one of our two Icen Groups whose curriculum is a rich blend of Key Skills development and mainstream curriculum. The work of the group is led by a specialist Higher Level Teaching Assistant with a full-time attached Teaching Assistant, both of whom work closely with the small team of mainstream staff for specialist subjects e.g. Music, Science, Design and Technology. In Year 8 upwards, students can either remain in the second Icen Group, or join mainstream lessons according to their individual needs.

Guided Pathways

During Year 8, students will receive guidance about the optional subjects and route ways they should follow for 14 -19 education and undertake Career Planning Activities. Parents and carers are invited to be part of the decision-making process. This stage is important for every student.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Learning and the Curriculum continued

In Years 9, 10 and 11 (Key Stage 4) students will embark on a personalised programme of GCSE courses or equivalent, comprising a core curriculum and access to four optional choices which include a range of vocational courses.

Optional subjects currently comprise:

- History, Geography
- Media Studies
- Art, Music, Drama
- French, German, Spanish
- Business Studies, ICT
- Resistant Materials, Graphics, Food Technology, Textiles
- Certificate of Personal Effectiveness (CoPE)
- Health and Social Care, Child Development
- Other Alternative Curriculum provision

Key Stage 4 Core Curriculum

Students follow a compulsory programme of English, Maths, Science, ICT, PE, and Philosophy and Ethics. Typically most students will study for nine GCSEs.

Over the course of the three years, able students will be offered the opportunity to study for additional qualifications. This enriches their education and enhances their overall future opportunities.

Assessment and Reporting

Staff use a range of Assessment for Learning strategies to support student progress and formal assessments are made and recorded every half term. This data is used to monitor progress and, twice a year, is sent home. The data will also become available through our Parent Portal accessed via the internet. We hold **Parent Consultation Evenings**, where parents and carers can meet with individual teachers.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Assessment and Marking Policy

This policy serves as a 'base line' of expectations at Swaffham Hamond's High School in respect of how and when teachers assess and mark student work. It is mindful of the needs of both students and staff in providing effective feedback in order to promote good learning and teaching and of the pressures of time in implementing its requirements.

Marking and Written feedback

The following is a **minimum** expectation:

Every TWO weeks: Monitoring – *This may be done in class or as part of lessons*

- Ticks, crosses, teacher signature, odd short comments where appropriate
- Verbal comments to students

Twice every Half Term: Light Touch – *Class books collected in and checked*

- Simple, short comments on quality of work and encouragement to correct and improve work where appropriate
- Teacher notes common or specific errors and discusses either with individuals or a whole class where common errors take place
- Teacher signs and dates the book

Every half term: Thorough Assessed Piece of Work – *Often a benchmarked piece, not necessarily done in the class exercise book*

- Thorough marking with attainment grade appropriate to Key Stage at sub level
- Suggestions of how to improve and develop

Assessment Collection:

Every Half Term (Assessment Period, AP 1 to 6)

- The level from one of the assessed pieces is entered onto the MIS
- Attitude to learning
- Home/coursework

Interim Reports:

An Interim report will be sent home each half term which consists of all AP data for that period

Final/Annual Report

The production of Final reports includes:

- Standard half term assessment data
- Summative comment on the year and targets for future improvement



Swaffham Hamond's High School

A Specialist Maths and Computing College

Extra Curricular Activities

Extra Curricular Activities are any activities or learning opportunities outside the standard taught curriculum. We encourage everyone to participate in any possible extra curricular activity including school visits, expeditions and field courses.

In addition, the Mathematics, Modern Languages and History departments have a history of visits to France. Closer to home, we have regular field visits to local sites of importance.

Students have the opportunity to experience famous dance and theatre companies perform both locally and nationally. The internationally acclaimed dance group the Jiving Lindy Hoppers have been regular visitors to the school since 1993. Large numbers of students participate enthusiastically in dance workshops which eventually culminate in an evening performance for the general public.

The school also produces a range of concerts, with 'Rock Nights' being particularly popular and successful with our students. The school is establishing a reputation for highly-acclaimed performances of mainstream musicals including 'High School Musical' (2008), 'Hairspray' (2010) and 'Little Shop of Horrors' (2011). A combined Arts event in the summer term 2009 included performances of the abridged musical 'Joseph' with partner Junior School students.

Swaffham Hamond's has successful hockey, netball, football, rugby and cricket teams with students selected to play in county teams. The teams enjoy considerable success in the West Norfolk League and appear in county finals. The school has several athletes who have reached the Norfolk County Championship qualifying standards and as a result we have representation in the National Schools Athletic Championships, including the current UK under-15 400m record holder. This is linked with our being 'A Norfolk Healthy School'.

In the latter part of the summer term the school offers a Curriculum Enhancement week in which students and staff have the opportunity to learn new skills and engage in exciting projects, trips and residentials.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Homework

Every student is allocated a planner at the beginning of the year to assist with the organisation of homework and meeting of deadlines. Rewards are also recorded and parents and carers are asked to sign the planner each week. The Student Planner presents an ideal opportunity for parents/carers and tutors to share a common understanding of the progress being made.

Homework is a very important part of the learning process for all students at Swaffham Hamond's High School. It is part of the school's overall learning and assessment strategy: assignments are carefully planned as parts of schemes of work. There is a regular programme so that everyone - teachers, students and parents/carers - knows what to expect each week. A variety of tasks will be set to enhance the learning experience.

The homework may be to complete or develop class work, or may require students to do some research or prepare work for the following lesson. Maths will give a short homework after every lesson.

Government guidelines for homework are as follows:

Years 7 and 8:	45 to 90 minutes a day
Year 9:	1 to 2 hours a day
Years 10 and 11:	1.5 to 2.5 hours a day

Students will be increasingly asked to undertake longer extended tasks which require a greater element of independent study.

How can you help your child?

We ask you to show your interest in the standard of your child's homework by encouraging them to check their presentation and spelling. You could also help by testing them on the work that has been set; listen to them read aloud what they have written; and ask them to explain what they are currently studying.

To help your child organise their learning we publish a homework timetable, which you will find in the front of the planner. Students record homework as it is set. We ask you to support us in seeing that it is completed conscientiously and under the best possible conditions. Please read and sign the student planner each week before it is countersigned by the form tutor.

Although many Personal Computers are available in school, a computer at home is a definite aid to learning.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Rewards and Credits

Rewards

At Swaffham Hamond's High School students receive a credit at the end of every lesson, providing they have done the following:

- Arrived on time
- Brought the correct equipment
- Brought their student planner
- Submitted homework on time
- Worked without disturbing anyone else
- Complied with the uniform rules

Students collect credits and are rewarded with a badge and a certificate when they reach certain threshold. Tutor groups compete within their House to see which group can gain the highest number of credits. The three Houses compete with each other to win the end of year House Credit Trophy.

Teachers reward outstanding effort or achievement by logging positive comments on a student's file, sending home a praise postcard or telephoning parents and carers.

We hope that by working together we can support all of our students in achieving in every area of their school career.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Behaviour for Learning

In our school we ensure that in all lessons students can learn in a safe and focused environment free from distraction. We feel that it is important that all students, parents and carers know exactly how we support this and understand our commitment. Our systems and procedures support students whose behaviour is disturbing both their own and others' learning.

A student is firstly issued with a verbal warning. If the student persists in causing disruption the teacher will issue a recorded warning which is formally logged on the child's electronic file.

Should a student continue to cause disruption after the two levels of warning then they are removed from the classroom and sent to work either with another class or in the Inclusion Room. If a student receives a high number of recorded warnings or is involved in a serious incident within school they will be required to complete a successful day within the Inclusion Room. Whilst in the Inclusion Room, students will work in silence whilst working to an individual personalised learning plan.

Where students are placed for a whole day, their break and lunchtime will be spent within the room where cold food will be provided for those who would normally attend the school canteen. Other students should bring a packed lunch with them.

If any student does not successfully complete their inclusion, additional sessions or days will need to be completed. A student who is included for one day will need to successfully complete five successive lessons a break and lunch if they are to return to their normal timetable. If a student shows unacceptable behaviour we will invite their parents/carers to attend a meeting. If a third unsuccessful day occurs then a formal exclusion may be necessary.

At all times the school's behaviour for learning policy aims to ensure all students can work without disruption and those causing disruption are monitored until their behaviour no longer causes concern.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Religious Education and Collective Worship

Swaffham Hamond's High School is a county school and has no affiliation with any religious denomination.

Our key aim is to create an awareness of, and respect for, different religions and moral values.

We have integrated key aspects of the Norfolk agreed syllabus for Religious Education into our Cultures and Values, and Philosophy and Ethics lessons.

The school has a regular programme of assemblies for all years. We choose to vary these in character and approach but they are themed in such a way that social, moral, ethical and religious issues are covered. They are an important means of communication within the school, promoting good behaviour and celebrating achievement within our community.

Acts of collective worship are mainly of a broadly Christian character as required by the Education Reform Act 1988. Ed-

Parents and carers have the right to withdraw their children from both Religious Education lessons and Collective Worship. Please contact the school if you have any questions regarding this subject.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Special Educational Needs

Swaffham Hamond's High School has a whole school approach to meeting special educational needs. It aims to provide the opportunity for all students to reach their potential, achieve success and have it recognised.

The school believes that a student has a special educational need if he/she is experiencing a difficulty with learning that is preventing progress and which needs intervention if it is to be overcome. This applies to children of all abilities, from the most able, who require additional curriculum extension and stimulation, to those who are slow to grasp new concepts and who require a differentiated curriculum and additional time and space. It also includes students whose physical, medical, emotional, social or psychological needs limit their progress and access to the curriculum.

For some students, the school:

- Provides additional individual and/or small group support
- Provides alternative, bespoke curriculum opportunities
- Provides extra resources, interventions and strategies from external providers
- Provides a nurturing environment and approach

For all students, the school:

- Identifies students experiencing difficulty at as early a stage as possible by use of assessment strategies, advice from external agencies and information from feeder schools.
- Monitors and records students' progress and sets measurable targets.
- Recognises the importance of the involvement and support of the parents/carers and fosters this relationship whenever possible.
- Encourages students to become responsible for their own learning and behaviour, and be involved in their planning and evaluation.
- Develops expertise in the teaching and support staff to meet these needs.
- Uses an appropriate and differentiated approach to the National Curriculum.
- Supports the teams whose focus is on provision for individual students.

The Disability Discrimination Act and Disability Equality Scheme (2005) are enacted at Swaffham Hamond's High School. The school has consulted with its students, parents/carers, staff and governors and seeks to meet all the Act's aims.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Every Child Matters

Change for Children is an approach to the well-being of children and young people from birth to age 19. The Government's aim is for all children, whatever their background or their circumstances, to have the support they need to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

At Swaffham Hamond's High School we are committed to these aims through both curricular and extra-curricular activities.

Safeguarding Students

The school is committed to ensuring that it delivers all the aims of the Every Child Matters agenda, including the support of its students to 'Stay safe'.

The school has an established and appropriate policy on Safeguarding. All staff are trained annually in Safeguarding procedures. The Designated Teachers are Mr Simon Franklin and Mrs Denise Chapman.

The Safeguarding Students Policy has been produced in consultation with Norfolk's principal Child Protection Officer and extends the scope of the existing policy to include:

- Confidentiality
- Physical contact
- Abuse of a position of trust

Please contact the Designated Teachers for further advice.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Examination Results 2011

GCSE Results 2011: Results for 2010 are shown in brackets

5 A* - C: **60%** (47%)

5 A* - C including English and Mathematics: **40%** (38%)

Advanced Level Results 2011: Results for 2010 are shown in brackets

A - C pass rate: 50% (44%)

A - E pass rate: 97% (97%)

Future destinations

The destinations of students leaving Swaffham Hamond's High School are available separately.



Swaffham Hamond's High School

A Specialist Maths and Computing College

The Governors' School Policy on Charges for School Activities

Charges will be made in respect of the following:

- Individual tuition in the playing of any musical instrument; currently £10.00 per individual lesson. Fees remain payable should a student fail to attend a lesson without good reason.
- Design Technology - where parents or carers indicate in advance a wish to receive the finished product.
- All non-residential activities which take place wholly, or more than 50% outside school hours where the child's participation has been agreed in advance by the parent.
- Residential visits deemed to have taken place outside school hours.
- Board and lodging in all cases where a school activity involves students in nights away from home.

The Governing Body reaffirms the school's policy of asking the parents or carers to pay the cost where items are broken or defaced as a result of misbehaviour or recklessness.

The Governors support the School in the recovery of examination fees when a student fails to attend an examination without good reason.

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.

This charging policy relates only to charges which may be made by Norfolk County Council or the School's Governing Body, and does not apply to any educational activity for which charges are levied by other persons.

Remissions

Where the parents or carers of a student are in receipt of Income Support or Family Credit, the Governing Body will remit in full the cost of board and lodging for any residential activity that it organises for the student, if the activity is deemed to take place wholly or partly in school hours. Letters specific to such activities will state this.

In other circumstances, there may be cases of family hardship which make it difficult for students to take part in particular activities for which a charge is made. When arranging a chargeable activity, the Governing Body will invite parents and carers to apply in confidence for the remission of charges in part or in full. Authorisation of remission will be made by the Headteacher in consultation with the Chair of Governors.



Swaffham Hamond's High School

A Specialist Maths and Computing College

Further Information

Further information on any of the contents of this prospectus can be obtained by contacting Miss M. Lewis, Headteacher's PA and Clerk to the Governing Body:

Email: office@hamonds.norfolk.sch.uk

Telephone: 01760 721480