

MILLOM SCHOOL



Fulfil
your potential.
Realise
your ambitions.
Enjoy
yourself.

Achieve at Millom

Millom School is a great place to come and learn, work and play. My commitment to you is to ensure that your child feels safe, happy and secure and able to make good personal and academic progress during their time with us.

The size of the school allows us to get to know our students well and to develop our students' confidence to ensure that they achieve as well as they possibly can. At Millom School we have high expectations of behaviour and academic effort and are focused on providing the best possible learning environment and opportunities for your child. Millom School is a great school at the heart of its community and I am proud to be its Headteacher.

What we want to achieve

We aim to:

- Improve educational outcomes for all learners
- Improve the performance of every subject department
- Train and develop our staff to be the best they can be
- Develop the school site and facilities, buildings and classroom equipment
- Maintain and develop a positive, outward facing and inclusive school
- Ensure school leavers know right from wrong, have respect for themselves and others, are well-skilled (particularly in literacy and numeracy) and employable.

Matt Savidge Headteacher



“School has helped me believe in myself and my dreams.”

Student

Fulfil your potential Realise your ambitions. Enjoy yourself.

Learn at Millom



Our Key Stage 3, 4 and 5 curricula are exceptionally varied for a small school. We firmly believe in providing a wide range of learning opportunities (both formal and extra-curricular) for our young people to engage in, allowing them to explore their creativity; to become independent lifelong learners and to leave school having developed the key skills required in order to thrive as members of society.

Our curriculum prepares students for success in a variety of progression pathways including further and higher education, apprenticeships and technical routes.

Millom School recognises the importance of allowing students to explore and develop their creativity and their capacity to express themselves, whether that be in mathematics or music. We recognise the importance of student choice at Key Stage 4 and Key Stage 5, and as such, we have developed a large range of vocational and academic courses to ensure that our students can access the appropriate progression pathways post-16 and post-18, accounting for their aspirations, interests and achievements.

We are always concerned to offer the best possible curriculum arrangements for our students, and the school curriculum comes under annual review.

Subjects taught are:

KEY STAGE 3

- English
- Mathematics
- Science
- Information Technology, including Computer Science
- Technology
- Art
- Drama
- Geography
- History
- French
- Music
- PE & Games
- Personal Development (Inc. PSHE, careers and RE)

KEY STAGE 4

Currently all students are required to take the following subjects:

- English Language and English Literature
 - Mathematics
 - Combined Science – 2 GCSEs (or Triple Science, which is three GCSEs)
 - Personal Development (including personal, social and health education and religious education) – non-examined
 - Games – non-examined
- Students also have a choice of up to 4 option subjects from the following:
- Triple Science
 - Art / Art Photography
 - Performing Arts (vocational)
 - Sport (vocational)
 - Media (vocational)
 - Music
 - Design and Technology
 - Hospitality and Catering (vocational)
 - Information Technology (vocational)

- Computer Science
- Health and Social Care (Vocational)
- French
- History
- Geography
- ASDAN Certificate of Personal Effectiveness

KEY STAGE 5

At KS5, students are able to opt for the following subjects:

Academic qualifications

- A-Level English Literature
- A-Level Mathematics
- A-Level Biology
- A-Level Chemistry
- A-Level Physics
- A-Level History
- A-Level Geography
- A-Level Fine Art/Art Photography
- A-Level Product Design
- A-Level Media

Vocational qualifications

- Certificate/Extended Certificate in Applied Science
 - Certificate /Extended Certificate in Business
 - Certificate / Extended Certificate In Information Technology
 - Certificate / Extended Certificate Information Technology
 - Certificate / Extended Certificate in Health and Social Care
 - Extended Certificate Sport
- Students who do not gain a grade 4 in GCSE English or Mathematics (equivalent to a grade C) at Key Stage 4 are required to re-sit at Key Stage 5.

You can also download our subject rationales and roadmaps from our website.

“The staff are willing to go the extra mile and my child has achieved wonderful things as a result”

Year 11 Parent

Welcome to Millom

Careers, Education, Advice and Guidance

We understand that the transition from primary school to secondary school can be stressful for parents and children.

At Millom School we ensure that the move to secondary education is as smooth and stress free as possible.

We have an established transition programme to support students as they move from primary to secondary school. This begins with a visit from the Director of Learning & Standards for Key Stage 3 to each feeder primary school and includes an invitation to attend a personal meeting between a senior member of staff, parents/carers and students. All students will be invited to a taster day in Year 5 and 6 and have the opportunity to meet their form tutor. The SENDCo also makes personal visits to those students with SEND in their primary schools. Furthermore, TAs and Learning Mentors make visits to primary schools to aid the transition process.

Millom School works to ensure early identification of students with particular special needs and/or gifts and talents.

A close working relationship between our school (Director of Special Needs/SENDCo) and feeder primary schools has been long established. We offer an enhanced transition programme for children with significant needs. Students with SEND may need more time, whereby staff members from Millom School visit the primary School and the child also visits Millom School on a more regular basis before the transfer.

Careers advice and guidance is part of the curriculum for all students and is taught as part of Personal Development Studies. Careers education begins in Year 7 and increases in Year 9 prior to the Information Evening when students choose their subjects for Key Stage 4. Students in KS4 & 5 are able to utilise their Careers education to help them make informed choices about their next steps post 16 and post 18.

All Year 10 and 12 students have one week of work experience. Each student in Year 11 has an individual career plan, and takes part in a mock interview process. Students are also provided with a range of career talks from various organisations and occupations, both within and outside the local community. In addition, students have the opportunity to discuss careers directly with local and national employers through many interactions during their time at Millom School. Careers interactions start in year 7 to give students the chance to start to think about their progression after school. These interactions include trips and visits to employers, careers fairs, college talks, university open days and workshops to promote careers in a range of fields.

We also use an online careers platform called 'Unifrog', this allows students to explore for themselves a range of HE and apprenticeship options. The platform has a range of tools to help support students through their career's education journey. We have close links with local colleges, training agencies and apprenticeship providers. Students are able to explore all the options available to them. To encourage students to look towards higher education, we arrange visits to and from universities both locally, including Lancaster and the University of Cumbria, and further afield, to advise and inform students when making their choices. Working with Inspira, and our network of employers, our students also have access to impartial advice and guidance, including the presentation of information about potential progressions pathways, which is free from bias.

"The best things about Millom School is the independence and the teachers are nice and willing to help."

Student



Express yourself and grow at Millom



We believe that it is essential that our students develop as individuals and it is our aim to help them to discover their own interests and talents at school.

Our Personal Development programme is taught to all Key Stage 3 and Key Stage 4 students. The programme consists of

- **PSHE (including personal well-being and economic well-being)**
- **Citizenship**
- **Careers**
- **RSE – Relationship and sex education, including health education**
- **Religious Education.**

This is non-sectarian and within the context of Christianity, the following religions are covered: Islam, Judaism, Hinduism, Sikhism, and Buddhism. Parents/carers may exercise their rights to withdraw their son or daughter from the Religious Education units of work and from Acts of Collective Worship. To do so they should write to the Chair of Governors.

Peripatetic Music

Students are given the opportunity to learn a musical instrument during the school day. Peripatetic music lessons last for 30 minutes once per week. Playing an instrument also allows the students to participate in performances and concerts organised by the school if they wish.

There is a small charge per lesson and parents will be notified of the total costs and where and how to pay these charges. Details are available from the Music Department or the Finance Office.



Sport

Millom School has always had an excellent record of success in sporting activities. The PE department offers a variety of extra-curricular activities, and aims to develop in students a sense of fair play, team spirit, and co-operation. There are numerous opportunities for students to compete against other schools, and also through inter-tutor competitions. The school holds an annual Sports Day.

Enrichment

Activities are run by teachers, support staff and by visiting agencies and companies who are experts in their fields.

The programme has been designed to broaden students experiences and develop skills and qualities, that universities and employers find attractive in potential candidates. The Millom Learner is a student who is determined, positive and an excellent communicator. They are an independent investigator who can collaborate with others and is keen to develop their understanding across a range of different areas.

Enrichment offers students the chance to develop through a range of different experiences and provides staff the chance to foster environments that promote and instil these in students.

“All the teachers are really supportive and helpful.”

Student

Care at Millom

Our commitment is to encourage and guide students, dependent upon their individual needs, to reach their potential and to strengthen their belief in themselves, and their ability to work with others.

We like to feel we strike a balance between promoting a nurturing environment, whilst at the same time aiming to gain the very best progress from our students academically, socially and emotionally.

Tutor Groups

When students first enter the school, they join a Tutor Group which usually remains the same throughout their school life until they enter the 6th Form.

The Tutor is the first point of contact for parents/carers who have any concerns about their child at school, including any pastoral issues that arise.

Safeguarding

Students who are experiencing some difficulty in school may be referred to a member of the Student Support Team. The team includes specialists in Special Educational Needs and Disabilities, Learning Mentors, Directors of Learning & Standards, a SENCo, and the Assistant Headteacher in charge of Safeguarding.

Special Educational Needs and Disabilities

Our belief at Millom School is that every child is capable of offering their own unique character to their school experience. We are committed to a person-centred approach when planning classroom provision and learning.

The staff in general and the Learning Support Teams have a wide range of expertise in the field of Special Educational Needs and Disabilities and inclusive working practices, where appropriate.

We welcome external specialist advice in the planning and delivery of students' learning to explore the most effective ways students can access the curriculum.



"The school has many ways to help you develop and figure out what you want to do when you leave school."

Student



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"I like that the teachers are very creative about what we get to do in lessons."

Student

