



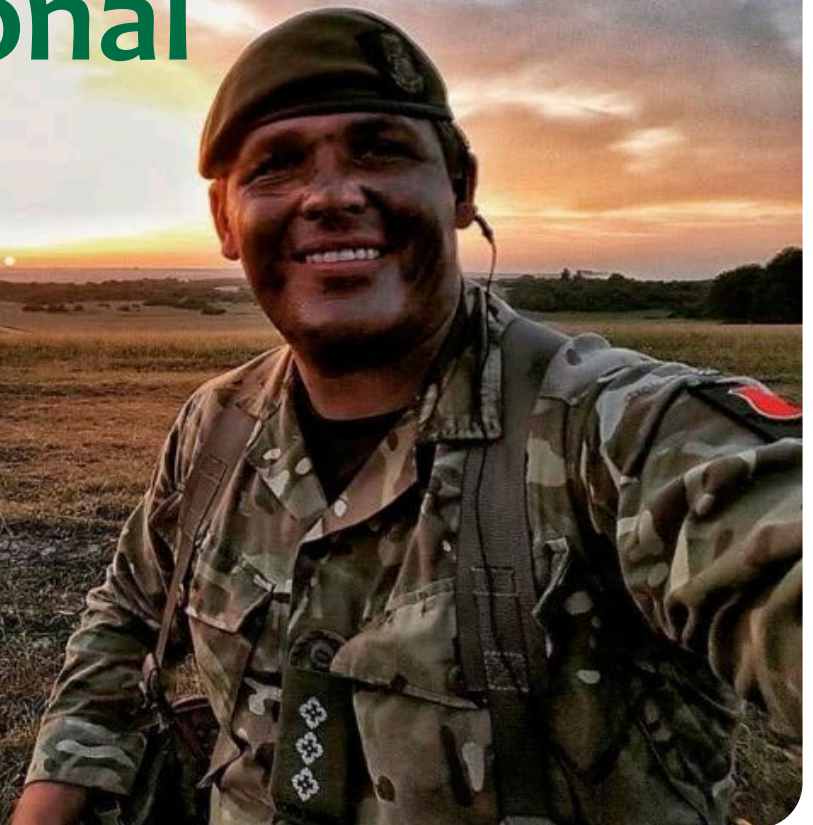
# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER

### Adam Hugill's Inspirational Story

*"I've always  
had an urge  
to challenge  
myself!"*



As we look forward to 2022, our community can reflect with pride on the ways in which we met and overcame the challenges of last year. This week we are delighted to share the inspirational story of Adam Hugill – a former student who lives his life by our school's motto: 'As free make I thee as heart may think or eye may see.'

In the Autumn Term, Longcroft pupils and Sixth Form students earned a fantastic 131,192 rewards for acts of great vision: demonstrating readiness for the future by developing the skills and qualities that will lead to success in life beyond school. We consider here how during his years at Longcroft Adam embodied this particular value and how he continues to do so in adult life.

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Now 33, Adam left Longcroft in 2007 having earned A Levels in Law, Media Studies and PE. He subsequently graduated from the University of Hull with a BSc(Hons) in Sports Coaching and Performance after which he joined the Army, spending eight years as an Infantry Officer earning the rank of Captain.

Adam said, "I remember school very clearly. Mr Smith was the biggest mentor for me growing up and he encouraged us to play rugby. My ability to work with people – all the extra stuff you do beyond your lessons is really valuable and important. We had a really good team with players like James Craig and Phil Duboulay in our year." James enjoyed a double success of Premiership and European Challenge

Cup with Northampton Saints in 2014 and earned a call-up to the England Saxons in 2016, helping the side to a series win in South Africa. After eight years as a professional player James is now on Saints' coaching staff. Adam recalled, "His work-rate in his early 20's was incredible." He added, "Phil was the most talented player. He captained Beverley and turned down professional contracts because he was happy being part of the community." As well as enjoying his sport, Adam worked hard and succeeded academically. He said, "I had aspirations to be in the Army. Mr Twist, my Geography teacher, was an inspiration because he'd been in the Army. I went through the Royal Marines selection and was advised to go in as an officer after doing my A Levels and going to university."

"I joined as an officer – 80% had gone to private schools, which was a very different world to the one I grew up in. My platoon was 50% Oxbridge graduates and I'd been to Hull University." Able to continue his rugby, Adam reflected: "For me growing up it established a lot of foundations and rugby was a big part of my life. I went to South Africa and the USA to play in tournaments."

A graduate of the Royal Military Academy Sandhurst, Adam enjoyed a variety of complex and challenging roles worldwide including Specialist Training Officer, Mortar Division; Military Liaison Officer to the British Embassy, Egypt and Liaison Officer (Afghanistan) ISAF and earned an Operational Service Medal (Afghanistan) and the Queen's Diamond Jubilee Medal. He said, "I went to Afghanistan, but right at the end, and was part of the planning team – it wasn't really what I wanted to do. I wanted to lead soldiers. I've always had an urge to challenge myself."

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## Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART

35,453

THOUGHT

146,749

VISION

133,836

GRAND

TOTAL:

316,038





Adam explained, "In 2018, I left the Army with no clear career plan. I just knew I wanted to do something big, exciting and challenging. The military had given me so many opportunities but the time was right to move on and see what else there was in the world. The biggest and most exciting thing I could think of at the time was to travel the world by bicycle."

"I initially set out to cycle from Singapore to Malaysia and create a videography business that would be self-sustaining. I cycled just under 20,000km through Europe, South East Asia, China, Korea, Japan, and from the top of Alaska to the bottom of the US. I documented the journey in 81 episodes on my YouTube channel. Doing Media Studies at A Level certainly came in handy!" Adam's impressive YouTube channel has 20,000 subscribers and over 1,700,000 views.

Adam returned to the UK in December 2019. He explained, "I'd had the most rewarding and life changing journey of my life but wasn't prepared this next stage after experiencing unrivalled freedom and colour. For many veterans, leaving the military and developing a new identity is tough. My sense of self is built on wanting to be challenged. I've no interest in following the crowd or fitting in for the sake of fitting in. True confidence comes from being comfortable with being yourself."

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Adam is currently working for Hadean Supercomputing. Founded in 2015 to democratise supercomputing resources and empower developers, data scientists and decision-makers to solve the world's most critical issues, Adam's role as a Sales Account Executive involves working with the defence industry to increase scale and performance through next generation distributed cloud technology. Minecraft Chief Technology Officer Michael Weilbacher said, "Hadean's Aether Engine is a game-changer that opens up a range of new design possibilities - not just for games like Minecraft, but for streaming platforms, developer communities, and even enterprise applications."

Adam said, "I have a passion for innovation, technology and how this can be brought to market in the defence industry. I talk to defence companies across the world – we think it's going to be the next area of the Internet. We have the technology to allow 15,000 people into an online world." He added, "The military organisations can save a lot of money by training through simulation – it allows the military to train at scale. For example we could build a full, highly detailed 3D model of a city and simulate evacuating civilians. It's really forward thinking technology. I identify areas of opportunity for defence partners to drastically increase scale and performance in complex synthetic environments and to make better and faster decisions using distributed cloud technology. We have recently started projects working with Cervus as part of the MOD Defence and Security Accelerator program and CAE to develop their

next generation of distributed cloud infrastructure. I am dedicated to partnering with leaders to discover how we can utilise this technology to give military commanders the most advanced simulation and decision support tools available today."

Adam explained, "Living on a bike for 18 months and sleeping in a tent – anyone can do it!" When asked which of the countries he would most like to return to Adam said, "I'd go back to the USA and China. They're huge and I feel like I've only scratched the surface." Looking ahead, he added, "I've set myself the goal in seven years' time of doing it again."

For now, Adam said: "I'm excited to see where this next year takes me. For the relationships I will build and the problems I'm going to solve. To be part of something that is going to change the industry I care deeply about."

Adam can undoubtedly be proud of his extraordinary achievements and his attitude towards life is such that he will always seek out a challenge. It was a pleasure to catch up with Adam and to hear him reflect on how the skills and attributes he developed during his years at Longcroft have served him so well during his adult life.

We are delighted our former student has demonstrated in abundance the qualities we reward in school today, and he is certainly an inspirational role model.



# Welcome from the Headteacher



**I very much hope that you have enjoyed a restful Christmas and New Year, finding time to relax, reset and recharge with loved ones, whilst no doubt reflecting on another extraordinary year. For me, it has certainly been a period filled with seasonal hope and anticipation as I've prepared to join the Longcroft community. Now the time has finally arrived, I have received an extraordinary welcome and would like to thank all those who have contributed to that over recent days.**

It has been a joy to stand alongside colleagues welcoming pupils and students back to school over the course of this week and they have continued to take adjustments in their stride. I would like to thank you for your support with our testing process and the staggered return. Our fabulous team who have operated the onsite test centre throughout the week have praised the conduct and courtesy of our young people at every stage. They have been a genuine credit. You may be aware that the government will review current operational guidance for schools towards the end of January and we will continue to update you with any developments at the earliest.

Never has an experience, protracted as it has been, so vehemently reminded us of the value of our time in school with our young people. Whilst we have made a strong start to the year with excellent levels of attendance, it is without doubt that we remain in tumultuous times and that further challenges will lie ahead. It is perhaps inevitable that on occasion we will need to react quickly to rapidly changing circumstances, and I ask in anticipation for your understanding in this regard. We will need to work together, support one another, and in doing so ensure that the young people in our care receive the very best educational experience possible.

In the newsletter before Christmas I prefaced my arrival to Longcroft with a message introducing myself and articulating my vision and values as a leader in education. Our journey together begins here, and I very much look forward to working with you as we continue to drive the school forward. We will remain uncompromising in our commitment, unwavering in our resolve, and unflinching in our belief in each and every young person that it is our privilege to serve. Let's begin to reimagine what is possible.

**Mr Perry**  
**Headteacher**





# LOWER SCHOOL



## Mr Worthington writes:

**Firstly, a big welcome back to all our pupils. I hope you all had a great Christmas, a good rest and that you are looking forward to what I know will be a fantastic year in 2022.**

I have been really impressed with our pupils on their return to school this week. In lessons, our pupils are organised, focused and eager to learn. There is a calm, purposeful and peaceful atmosphere around the school. At lunchtimes our pupils have enjoyed catching up with their friends after the holidays.

New Year is a great time for our pupils to reflect upon the past year and all their achievements, highlights and best moments. It is also a great time for pupils to think about the opportunities and challenges in the year ahead, and how they can meet these with determination, resilience and ingenuity.

At Longcroft School, we encourage our pupils to constantly assess their own wellbeing and performance, and to set themselves new targets and challenges. At all times, form tutors, teachers and Care & Achievement Coordinators offer their support and advice to ensure our pupils succeed.

This is an exciting term, as our Year 9 children begin the process of choosing their option subjects for GCSE, and begin the transition to Upper School. We will be providing an update about the option selection process in the near future, outlining the process as well as the support available.

I am looking forward to celebrating all our pupils' successes and achievements with you over the next two terms. Happy New Year!

**Mr Worthington**  
Head of Lower School

UPPER  
SCHOOL**Mr Colepio writes:****Welcome back**

**Can I firstly take this opportunity to welcome our pupils and staff back into school. I hope that pupils, staff and parents alike have had a wonderful Christmas and I wish you all a happy New Year.**

Our first wish is that everyone is safe and well as we all embark on this important term for our Upper School pupils as they gear up to either mock exams in summer for Year 10 or, in the case of Year 11, our first set of external exams for 3 years. We have every confidence in you all.

**Year 11 Prom**

We can confirm the date for the Year 11 Prom will be Wednesday 29th June at Lazaat's in Cottingham. We are looking forward to seeing all of our pupils at this event and hope that they can work hard to achieve the passport criteria. Be positive and aim high. Achieve success with hard work and commitment and secure your passport to the Prom.

**Period 6 Intervention**

In this post mock period I am currently liaising with teams about Period 6 provision for this term. We are so grateful to all staff who give up their free time to help ensure pupils meet their full potential and to pupils and parents for this commitment. I will let everyone know of the provision available shortly for this term and am already grateful for those who have offered this in the Autumn term. Please try to attend every session that you can for this term – it will make a significant difference.

**English Language Mock Exam – Exemplar work**

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As you know we always love to share the wonderful work of our pupils and celebrate in their success. Please see some lovely work, including feedback, from one of our Year 11 boys. Brilliant work.

**Mr Colepio**

**Head of Upper School**

Pavement, the vertical mountain face ~~stare~~ stared down upon him. Protruding off the edge, was a jagged rocky crag, on which stood a small cottage. It had been there for years, built about forty years ago for the gamekeepers of the land. Lonely and isolated, hardly a soul had ever reached the ancient building, which nowadays was more of a wreck.

Dangerously, he began to climb with no reinforcement of helmet, gloves or a harness. Powerful and unforgiving winds attacked him with sinister intentions. Then, all of a sudden, a golden bullet of lightning struck the cliff in anger and despair. He fell! Falling at a rapid speed, Gareth, terrified beyond comprehension, crashed upon the rocky, sharp land. What damage could be done?

Dramatically, he thought to himself 'I haven't succeeded. I haven't arrived at that forbidden arrived

up where the wretched murderer of my father lives, without a care in the world about how he destroyed lives! However, at this point the sore groans on his knees and his fractured ankle was the least of his problems. (hold back a bit)

Ticked by the scent of scarlet red, the creature approached. It approached gradually, bearing its blanched teeth, which jutted out like daggers. Dark, matted fur covered its body and sly, beady eyes focused constantly on its prey. Its tail swung like a pendulum in motion, as steady and sophisticated as a watch mechanism. It panted! Vignette

Gareth put out his weak arms, crashed to the ground and screamed. Tearing it out in crimson ribbons, his life destroyed, demolished, dead. This valley had troubled him for thirteen years, thirteen laborious and difficult and horrible and gnawing years. This valley was now going to trouble someone else for thirteen hard and devastating years.

Wednesday 20<sup>th</sup> October 2021

Controlled Conditions 2  
GCSE Language Paper 1  
Q5. Worth 40 marks  
45 minutes allowed

Granite clouds created a patchwork of slate grey, cracked by a wave of dark, gloomy sunlight. Rolling hills, escarpments of glistening rocks and rippling, glittering lakes washed harmoniously throughout the valley. A deepening silence filled the air. The valley forbidden for years. For years nobody had dared venture into this battlefield. Drama!

He remembered it vividly, almost like it was just yesterday. Thirteen years had passed, thirteen laborious and difficult and horrible and gnawing years. He still remembered the metallic noise, whizzing through the air, like a soaring bird, that suddenly stopped. Stopped abruptly. Lodging itself into skin and bone and muscle, that shining metal object, that had ~~been~~ <sup>came and was such a horrible death on</sup> his loving, caring father 13 years ago, still played havoc with his

mind. Amazingly and horribly, that valley had troubled him ever since that Christmas Eve of 1960. Analeptic structure - Good job! Cautiously, Gareth advanced, bearing his weapon, which was silver in color, decorated with an oak handle, into the jaws of death. With a clear intention of what he was going to do, Gareth edged closer and closer to the area where his beloved father had his life ended, it would not happen

again. Gareth was incredibly tall and with muscles as large as you could imagine, Gareth Owl had been preparing for this wretched day. The day which could change him forever. However, he wouldn't have to consider what he would do in return.

Towering trees stood like sentinels on patrol; their wisdom echoed, they had witnessed a lot more than a human could ever witness or see, as we don't have the chance to stare and think because of our hectic lives.

www: filled with high level techniques, precisely paragraphed, good analeptic structure, meaningful plot. Gorgeous SPAG.  
ES1: Go to the 2 highlights. These were patches of 'less effective' writing. DDT is the answer!  
- Include a spot of direct speech to showcase speech marks.  
- The fall needs toning down a bit - I thought he would surely be dead.





## SAFEGUARDING



### Mr Rogers writes:

#### Happier January

Action for Happiness helps people take action for a happier and kinder world.

#### How can we start this new year happier?

Things have certainly not been easy over the last year, and we are still in difficult and uncertain times. The best way to try to handle our difficult emotions and experiences is by focusing on what we can control. This month, we're encouraging everyone to focus on small steps to try to boost happiness, for ourselves and others around us, to spread kindness and hopefully inspire others to do the same.

#### Happier January: daily actions to help you make yourself and others happier.

We can all make a huge difference to other people's lives by taking the time to be considerate. To date this year, our pupils and Sixth Form students have earned an incredible 35,453 rewards for acts of great heart – for showing the human qualities that define an individual. Examples might be demonstrating kindness, offering support or actively engaging with the wider community.

The calendar below offers an idea for each day of the month of January, including writing a list of things you feel grateful for and why, learning something new and sharing it with others and choosing one of your strengths and finding a way to use it.

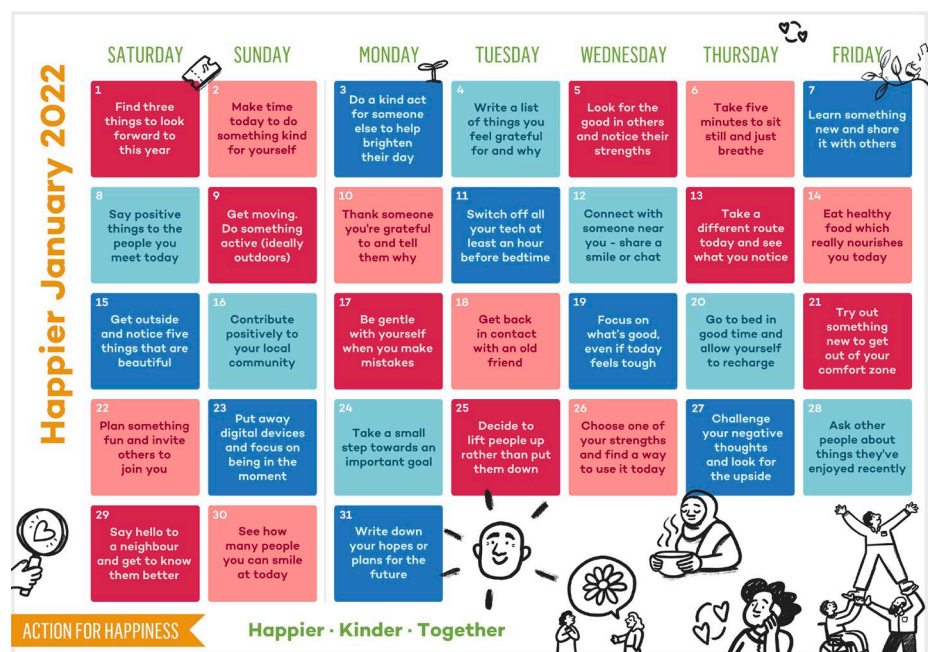
In tutor time next week pupils will be looking at the calendar and thinking about what they can do to make themselves and others happier!

For more information, you can visit:

[www.actionforhappiness.org](http://www.actionforhappiness.org)

**Mr Rogers**

**Deputy Headteacher | Head of Care and Achievement**





## TEACHING &amp; LEARNING



## Mr Taylor writes:

Hello again. Continuing our look at VOICES, the structure we use to look at the effectiveness of the practice in our classrooms, this week we move to “S” which stands for Supporting.

This is where teachers will differentiate work to support the most able, those with a Special Educational Need and Disadvantaged children.

You should see:

- Differentiated lesson objectives that allow pupils/students to be challenged and supported, if they are struggling to access the learning. This is an expectation in all lessons at Longcroft and is a fundamental part of the Longcroft Learning Cycle.
- Differentiated **extension work** is evident for those who are most able or show an aptitude for the subject.
- Differentiated resources and teaching (when appropriate) evidences the use of specialist materials to support learning.

Teaching Assistants' work is evident in the pupil/student book, supporting the teaching with all the 'VOICES' success criteria.

Some examples of what this differentiation might look like in presentation to pupils is shown above.

Mr Taylor

Head of Teaching and Practitioner Development

Challenge

Assassination Attempt.  
What does "assassinate" mean?

AO3: Compare how a writer's ideas and perspectives change within a text.

AO2: Explain how a writer uses language and structure to influence a reader.

AO1: Select evidence from a non-fiction text.

**Evaluate a writer's perspective and consider whether their message is effective.**

Compare how the mood and atmosphere of an extract can change, from the beginning to the end.

Discuss carefully chosen evidence and select the most persuasive.

Identify key words and phrases to compile an evidence bank.

CHALLENGE

05 January 2022

**Fractional Indices**

Context: This is our 7th lesson of 8 on indices

Today's challenge is to consolidate our understanding of fractional indices

Outcomes:

- Recall how to manipulate unit fractional indices
- Evaluate fractional indices
- Solve problems with negative fractional indices





## Memory Lane

This week we feature a Year 7 tutor group from 1997/98 and a Year 9 tutor group from 1999/2000.

English teacher Mr Harrison is pictured with 7E.



### **Back Row:**

Alistair Marshall; James Rayner;  
Richard Holmes; Thomas Newton;  
Richard Parry; Stephen Gill; Lewis Waters;  
Richard Allen and John McGivern.

### **Middle Row:**

Callum Carruthers; Andrew Dadworth;  
Samantha Huzzard; Katie Doe;  
Holly Goforth; Claire Brown; Fiona Harper  
and Philip Dale.

### **Front Row:**

Kirsty Care; Nicola Schofield; Suzanne Tompsett; Rachel Johnson; Katie Adams; Natalie Stellings; Jessica Jeffrey and Rebecca Robson.



Maths teacher Dr Gammon is pictured with 9B.



**Back Row:**

A Donkin; P Jackson; R Parry;  
P Chambers; S French; T Atkinson.

**Middle Row:**

J Ogilvie; R Todd; L Hargreaves;  
S Lowsley; C Allenby; A Gibson; C Horner;  
J Wright; K Whitely.

**Front Row:**

K Phelan; A Gow; A Hutchinson; J Godfrey; A Ritchie; S Ellis;  
F Gibbons; R Mansfield; N Proctor.



Follow us on Twitter to  
see more pictures from  
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &  
Sixth Form College





# IN FOCUS

## ART

**This week we feature some beautiful artwork from Year 11 pupils' mock examination.**

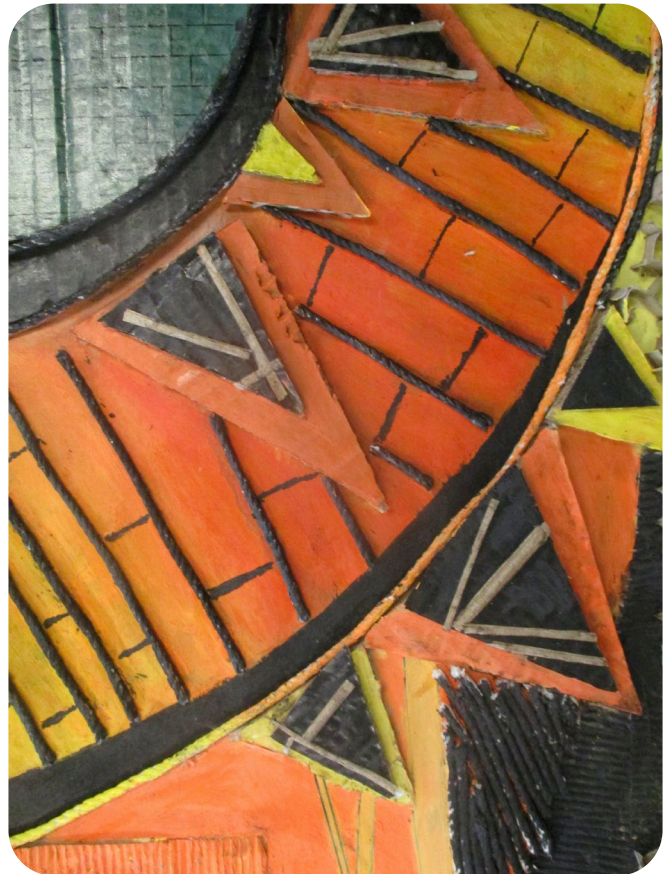
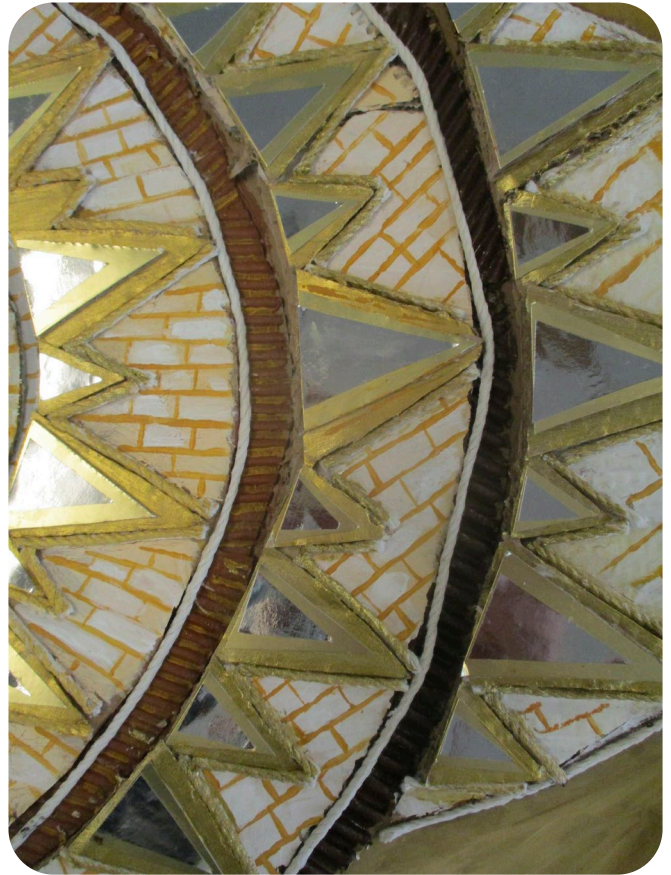
Pupils were asked to produce a mixed-media panel of the stunning Chrysler Building - an Art Deco skyscraper in New York City. The work provided an opportunity for pupils to explore the use of collage media to develop their work.

Pupils are moving on to study the work of American Seth Clark who earned his BFA in Graphic Design focusing primarily on print design and alternative typography. During this time, he discovered collage and his work now focuses on deteriorating architecture.

The work featured here is work in progress - pupils will have the opportunity to return to it and we will certainly be proud to share more examples later in the term.











**LONGCROFT**  
—SCHOOL AND SIXTH FORM COLLEGE—

**NEWS**

**LETTER**





## Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



**Year 7**

**Mrs Brady**

**07388 722751**

[kay.brady@longcroft.eriding.net](mailto:kay.brady@longcroft.eriding.net)



**Year 8**

**Mrs Newsam**

**07827 587483**

[zoe.newsam@longcroft.eriding.net](mailto:zoe.newsam@longcroft.eriding.net)



**Year 9**

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**Years 10 and 11**

**Mrs Ellis**

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