



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



## Food, Glorious Food!

**Each year pupils in Year 11 produce exceptional dishes as part their GCSE Food and Nutrition studies.**

Ms George said, "The pupils are really stepping up to the mark, pushing themselves with the skills they're showing and the presentation of their work is impressive. They're working with real purpose and I'm really proud of them."

Abigail said, "I was very well prepared and I'm delighted with my cheesecake. I really enjoyed doing it."

Eleanor said, "I chose cheesecake because it fitted with my theme of Valentine's Day. I was pleased with how it went."

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Mr Baker said, "The pupils have worked really hard and shown both tremendous creativity and great organisational skills. It is always a pleasure to visit Ms George's lessons and I am sure both her and the pupils' commitment will be rewarded. They can certainly be very proud of their fantastic dishes."







## 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

<b>HEART</b>	<b>58,278</b>
<b>THOUGHT</b>	<b>246,902</b>
<b>VISION</b>	<b>232,421</b>



**GRAND  
TOTAL:  
537,601**



# Welcome from the Headteacher



**A significant number of Lower School pupils have really set the standard this week in terms of their behaviour, with records being repeatedly broken for the number of positive comments achieved. Several pupils in Year 7 were recognised for over a hundred acts of Great Heart, Thought and Vision in a single week! A wonderful achievement and celebration of our values.**

It has also been fabulous to see a vast increase in engagement with our sports clubs across the lower school this academic year. Pupils have responded brilliantly as more opportunities to get involved have been made available. It has been particularly heartening to see our Girls football teams flourish, not least after listening to an interview with Baroness Campbell CBE, Director of Women's football at the FA this week as part of an International Women's Day broadcast. A fascinating reminder of how far we have come, but how much further there is to travel in addressing equality, not least within sport and the many high profile organisations that govern it.

In the spirit of promoting opportunity, we have been raising awareness of different careers, employment sectors and job roles with our National Careers Week presentations taking place every day. We have welcomed a range of local professionals and school alumni to share insights, explain their journeys and inspire the next generation. As a flavour, there have been representatives from chemical engineering, aviation, construction, performing arts, healthcare, law, science, environmental management and many more. I have really enjoyed observing our children's reaction to the experiences and the conversations they have stimulated, particularly in Year 9 and Year 11 who are in the midst of important transitions.

Please enjoy reading more about recent events in this week's newsletter and I wish all in our Longcroft community a restful weekend.

**Mr Perry**  
**Headteacher**





## LOWER SCHOOL



### Mr Worthington writes:

Every week, I drop into a range of different lessons to see how our Lower School pupils are getting on with their learning. It is clear that, in every lesson, our pupils are developing essential knowledge and skills that will help them to succeed in future careers. Throughout Years 7, 8 and 9, our Lower School pupils learn a huge range of different subjects, practise new skills and develop their understanding of the world they live in. They thrive on the challenges presented by learning such a rich and varied curriculum, and it is always rewarding to see our pupils face these challenges with confidence and enthusiasm.

Furthermore, it is fascinating to watch our pupils grow and mature in self-confidence, understanding and skill over the three years of Lower School. It is also clearly evident that the understanding, skill and habits they develop and refine in Lower School has an enormous impact on their progress and achievement in later years. Each day our Lower School pupils spend at school is, therefore, a crucial building block in their future, arming them with

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Dobell presents war as traumatising and bad. She makes it seem horrible and she shows the impacts of how much the war affected the men physically and mentally. "crippled for life at seventeen" this quotation shows so many young men who were too young to be at war were killed or seriously injured. Dobell may have used this because it adds affect and then people can see how bad war actually was and feel emotion towards the poem. This may relate to the context of the poem as Dobell's point of the poem was talking about how seriously injured and affected by war.

Pope presents war as amazing and good. She makes it sound happy and like it's a good experience. Pope shows war as a thing where you should go and if you don't you're a coward. "who'll stand and bite his thumbs" this quotation suggests that if you don't go to war you're like a child and scared that's why she used "bite his thumbs" because it's childish. Pope creates the impression of being quite patronising and forceful because she's listing the good things you'll get from going to war and you'll be the odd one out if you don't. Pope may have used this because it will make the men feel like they have to go to war and that's her aim. This may relate to the context of the poem as Pope's goal of writing the poem was to make men want to sign up for war.





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essential knowledge and skills to ensure they succeed within any career they choose. Attendance coupled with effort ensures our pupils are well prepared for the next stages in their education.

Year 9 are turning their focus to our Longcroft School options process, considering their GCSE options, and how their own strengths and interests and future plans influence these. In addition, pupils will be looking towards future education and career goals, and how their GCSE options fit in with these. Pupils are able to pick three courses to study alongside their core subjects. All pupils have received a copy of the Options Booklet and need to submit their choices via the online Options Form by Thursday 31st March.

Of course, it is vital during this academic year that they continue to invest their time and energy in all their current Year 9 subjects, as in each area they will be utilising key skills and building a broad foundation for further study.

Last week, I focused on the core subject of Mathematics; now I turn my focus to the English GCSEs studied. The English course includes the study of English Literature and English Language and pupils will earn qualification in both. We feature impressive work from Miss Meek's Year 9 English class who are studying War Poetry.

GCSE English Language is designed on the basis that pupils should read, comprehend and be assessed on their understanding of high-quality, challenging texts. Studying English Literature helps to sharpen your analytical skills through the in-depth study of set texts, poetry and unseen materials. Pupils develop their planning and research skills as well as gaining knowledge of history, culture, philosophy and human behaviour. Like Mathematics, English GCSEs are often used as a minimum requirement for many further and higher education courses and to apply for many jobs. Employers often say that one of the most valuable things they look for in the people who work for them is good communication skills and this means writing and presentation as well as speaking.

I look forward to having further conversations with our young people about their futures and discussing the support we will be putting in place to help them to become successful young adults.

**Mr Worthington**  
Head of Lower School

How does Sassoon present war in 'The Hero'?

Sassoon presents war in 'The Hero' as traumatizing, gruesome and depressing. Using quotations such as 'cold-footed, useless swine', 'Blown to small bits', 'had no one seemed to care.' These quotations show how brutal war actually is and how it changes so many people. They also show how people were shown to be 'useless' if they were scared. **EBI** - Maybe say about how they were young and untrained so were scared. Sassoon was given a medal for heroism but threw it in the river as he thought about how badly people felt in war and how it was not portrayed that way. He wrote an article for 'The Times' explaining how war actually was when he experienced it. The government, still wanting to conceal the brutal truth, deemed him as 'insane' sending him to a mental hospital ~~treating~~ treating him for shellshock, later dubbed as PTSD.

How does Sassoon present war in 'The Hero'?

Sassoon presents war in 'The Hero' as really bad and not enjoyable. Sassoon shows this by saying Jack 'cold-footed-useless swine'. This quotation shows that ~~because~~ Jack was a coward and he didn't die a hero as his mum thought. The word swine ~~means~~ suggests he was a pig. This means that he wasn't very helpful and he just ran everytime a gun shot he ran. Another reason Sassoon presents war in 'The Hero' as a Hero. This is in the first stanza when the officer is handing the letter over to Jack's mother. She opens the letter and sees that he has died a "hero" when actually he was a coward. Here is a quotation to show Jack's mother's emotion 'we mothers are so proud of our dead soldiers.' Another reason that Sassoon shows the war as cruel is by using the quotation 'blown to small bits.' This quotation suggests that it shows he tried to get injured but instead got blown up to small bits and his limbs had been blown off. He also presents war in 'The Hero' as upsetting and destructive as many people suffer. A quotation that shows this is 'something broke in the tired voice that quavered to a choke.' This suggests that his mother was very upset.

WWW: explained the quotes and used PEAS  
EBI: you describe Sassoon and give some background of the poem

Both poems contain emotive language but in very different ways. Doobell makes the reader feel sorry for the soldier by saying 'crippled for life at seventeen' in the opening line of the poem, it shows how badly war has affected this poor teenager and how young he was to sign up. The phrase 'for life' shows that his injuries are so bad that it will ~~definitely~~ affect him for the rest of his life, making the reader feel more sorrow for him.

Pope wrote 'who'll stand and bite his thumb?' 'will you my laddie' directly addressing the reader making them feel extremely guilty if they do not sign up for war.

UPPER  
SCHOOL**Mr Colepio writes:****Year 11 Science Support****Booklets**

All Year 11 pupils studying Combined Science will be provided with structured revision booklets to guide them through all topics up to their final exam. It is a fantastic resource provided by our Science team and we hope pupils will benefit greatly from it with the correct application. These booklets will also be used in intervention sessions specifically to support those in need of more detailed feedback and help.

**Combined Science Revision**

Booklets on all topics listed as key information will be the focus of Combined Science lessons following the mock exams.

Make sure you check SMHW for up to date exams information once the mocks are complete.



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**Our “Pledge” and Support Assemblies**

Last week I outlined our pledge and support for Year 11 pupils in four areas – academic support, care and well-being, careers guidance/ next steps and celebrating success. Our assemblies will focus on these areas and will be uploaded to the appropriate Sharepoint tile for all pupils to access advice given. Various senior leaders will be taking assemblies and offering different perspectives around key support strategies linked to our pledge.

**Period 6 lessons**

A huge thank you to all our pupils and staff who regularly attend extra sessions after school and over lunchtime. Attendance is good and it is important that this continues up to the summer exam series. There are just 4 weeks remaining to the Easter break and this is now the time where pupils step up their revision in earnest. The sessions to support are there; please make the most of them as we all want the same thing – for pupils to achieve as good a set of results as possible. Engaging with Period 6 is part of the “**Passport to the Prom**” and attendance is a requirement. Tutors will be updating us on pupils not attending and whilst we will remind them regularly it is, ultimately, their responsibility to attend. A final thank you to all parents and carers helping out with lifts and ensuring pupils can attend where possible – it is appreciated.

**Mr Colepio****Head of Upper School**



## Period 6 and Lunchtime Provision

### Year 11 Spring Term

Subject	When?	Who?	Where?	Target Group
English	Mon 3.15 – 4.00pm	Mrs Clegg	Room 9	Sets 1
English	Mon 3.15 – 4.00pm	Mr Deer	Room 4	Open to all
English	Wed 3.15 – 4.00pm	Mrs Foster	Room 10	Open to all
English	Thursday 3.15 – 4.00pm	Mrs Thomas	Room 6	Open to all
Maths	Tuesday 3.15 – 4.00pm	Mr Ita	Room 17	Foundation Maths
Maths	Thursday 3.15 – 4.00pm	Mrs Low	Room 18	Further Maths
Maths	Tuesday 3.15 – 4.00pm	Mrs Wilson	Room 16	Higher Maths
Maths	Tuesday 3.15 – 4.00pm	Mrs Woolner	Room 15	Foundation Maths
Science	Wednesday	Miss Sinclair	B1	Chemistry / Biology
Science	Friday 8.00 – 8.40am	Mrs Scott	B7	Physics
Geography	Wed 3.15 – 4.15pm	Mr Bull	C6	Open to all
Geography	Thurs 3.15 -4.00pm	Miss Brown	C8	Open to all
French	Thursday 1.35 – 2.05pm	Mrs Barry	A4	Open to all
Spanish	Wednesday Higher 1.35 – 2.05pm	Mrs Lear	A1	Open to all
Spanish	Tuesday 3.15 – 4.00pm	Mrs Shepherd / Mrs Drew	A2/3	Foundation Spanish
History	Tues 3.15 – 4.15pm	Mr Pearson	C1	Open to all
Art	Mon 3.15 – 4.15pm	Mrs Gibson / Mrs Holmes	Room 51 / 53	Open to all
Art	Mon-Thurs 1.30 – 2.05pm	Mrs Gibson / Mrs Holmes	Room 51 / 53	Open to all
Product Design	Tues / Wed / Thurs 3.15 – 4.15pm	Mr Dyson	Room 32	Open to all
PE GCSE	Tues 3.15 – 4.15pm	Mr Martin	Sports Hall Classroom	Open to all
PE Courseworkk	Mon 3.15 – 4.00pm	Miss Calam	A7	Open to all
Food	Wed 3.15 – 4.15	Ms George	Room 22	Open to all – NEA catch-up





## SIXTH FORM



### *Mr Henderson writes:*

As we move into the second half of the academic year, our students are really picking up the pace and purpose in their approach to supported self study. Year 13 students are now involved in their second round of mock examinations this week and it has been inspiring to see how they have developed into resilient, independent learners capable of accurate self-evaluation who are able to structure their own revision to meet their learning needs.

A willingness to work hard is an essential quality for all our students, but I want to mention Imogen, Emily, Tom, Nell, Daisy, Liam and Sienna for their dedication to their studies. This group of students have set themselves challenging targets relating to their university choices and career aspirations, but they are responding to those challenges with clear determination to succeed.

It is also a big week for our Year 12 as they prepare to take over the role of senior students when the final exams begin in May. The group have been discussing roles on our Senior Student Team (SST) and they have completed a week of UCAS personal statement writing seminars with Mr Wilson. Following the success our Year 13 students have had with their applications and the great feedback from universities, we are starting earlier to ensure our Year 12 students' applications are equally impressive. We hope our motto 'Be Ambitious' will help to inspire them and it will be interesting to see where they apply over the coming year. This week Liv has applied to join the University of Nottingham Summer School and is hopeful of gaining a place on their Biosciences Course.

The University of Nottingham Summer Schools offer Year 12 students the opportunity to explore the university experience in depth, while developing the skills and knowledge required to progress onto the country's top universities. Students spend five

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days at the University enjoying a varied program of activities, both academic and social. Students who successfully complete the Nottingham Summer School are then eligible for an enhanced contextual offer, which may be up to two grades lower, and the Nottingham Potential Bursary worth £1000 for each year of undergraduate study.

We can also announce that our new Instagram account is going live next week. This offers another way for us to communicate with our community and celebrate the achievements of our students and our college.

On Monday morning I will be promoting our new Instagram content with our future students in the Year 11 assembly, along with more news on what we have planned for next year. This includes both national and international trips including the skiing trip, and innovative programmes such as our MED6 course.

**Mr Henderson**  
Head of Sixth Form



@EYSixthForm



eysixthform

Issue 105 March 2022

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## SAFEGUARDING

**Mr Rogers writes:**

International  
Women's Day  
8 March

## International Women's Day 2022

### #Breakthebias

**International Women's Day provides an important opportunity for teachers, parents and caregivers to educate and inspire children and Sixth Form students about gender equality. From celebrating women's achievements to challenging gender stereotypes and bias, effectively educating future generations about gender equality is of critical import..**

This week we have utilised assemblies to discuss the importance and values associated with this day. We have highlighted inequality and addressed how we can all take steps to make the world a better place. It therefore goes without saying that we continue to award pupils with Great Heart merits when we have seen examples of these principles being demonstrated.

In addition to highlighting this day our PSCE programme continues to deliver exciting opportunities for our pupils to continue to celebrate and learn more about diversity and equality.

#### IWD 2022 campaign theme: #BreakTheBias

Imagine a gender equal world.

A world free of bias, stereotypes, and discrimination.

A world that is diverse, equitable, and inclusive.

A world where difference is valued and celebrated.

Together we can forge women's equality.

Collectively we can all **#BreakTheBias**.

Individually, we're all responsible for our own thoughts and actions – all day, every day.

We can break the bias in our communities.

We can break the bias in our workplaces.

We can break the bias in our schools, colleges and universities.

Together, we can all **break the bias** – on International Women's Day (IWD) and beyond.

For more information visit **International Women's Day 2022 ([internationalwomensday.com](https://internationalwomensday.com))**

**Mr Rogers**  
Deputy Headteacher  
Head of Care and Achievement



## TEACHING & LEARNING



### Mr Taylor writes:

**Hello again.**

**I thought I would share some ideas around exam performance on the day as mocks once again loom next week for Year 11.**

#### Exam Day

After all of your hard work and revision, it is finally Exam Day. Having spent days, weeks, even months revising day and night, brushing up on what you need to know, it comes down to this. Everyone's worst nightmare is to have put all their effort into revising only to fail on Exam Day.

#### Double check the exam time and venue

Possibly the most important of all the tips - double check the exam details. The night before the exam, check what time it starts, what time you need to be there and where you need to go. Turning up at the wrong venue or being late is definitely not the best start to your exam.

#### Prepare the night before.

Not by cramming, not by panicking but by having a decent meal and an early night. Reread your flashcards, listen to one of your home-made recordings, try to relax.

Remember, there is no such thing as failure. If you don't pass this time then you have learned what not to do next time.

And if you have tried your best with your revision and you can honestly say you did the best you could, pat yourself on the back and tell yourself this is just one step towards success.

#### Pack your bag the night before

You get to your exam, you sit down feeling confident you're going to get 100%, the paper gets placed in front of you and you realise you've forgotten your pen! The night before your exams, look through which exams you'll be sitting and organise what equipment you're going to need for all of them. Pens, pencils, rulers, rubbers, calculators, make sure you gather all of these items and pack them in your bag the night before.

#### Wake up nice and early

Now you know where you need to go and what time to be there, make sure you set an alarm nice and early! You want to make sure you wake up and have enough time to get ready, have breakfast and get to the venue. The last thing you want is to be in a mad rush on the morning of the exam.

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## Eat Breakfast

Ah, the age old advice that you've undoubtedly heard thousands of times.

However research has shown that pupils who ate breakfast before exams performed better. The best breakfast before an exam should include slow-release carbohydrates. These help keep your blood sugar levels more stable during meals and won't make you feel full or stodgy. Some examples of slow-release carbohydrates are whole grain bread, oat bran, rolled oats and apples. This will also stop you feeling hungry during the exam. No-one wants to get hungry during an exam, it makes it incredibly hard to concentrate.

## Stay Hydrated

Similarly to making sure you eat your breakfast, staying hydrated is really important before and during an exam. Dehydration can make you feel tired, make it difficult to concentrate and give you headaches, and none of these things are what you want while you're solving equations!

If it's allowed, take a bottle of water into the exam with you. If you get nervous it's easy to start getting dehydrated.

## Try to stay calm

Naturally lots of people get nervous before exams; it's an understandable reaction as exams are important. Finding the perfect way to de-stress and stay calm can be vital in ensuring you do your best on exam day.

## Don't get caught up on one question

However hard you revise for a subject there will always be that one question that crops up and throws you!

The key is not to panic when you come across a tough question. If you have read it through a few times and it is really stumping you, leave it and move on to the next one.

## Check, Check and Check again

We've all experienced those exams where you finish with loads of time spare. Use this spare time you have to check your answers, then check again and then check again. Don't just check the answers, re-read the questions and make sure you've actually answered what it's asking! You may stumble across a few incorrect answers you missed or might find something extra to add on to another answer.

Checking through your exam gives you the best chance of making sure you get the best grade possible, making all your revision effort worthwhile.

**Mr Taylor**

**Head of Teaching and Practitioner Development**





## PSHE & CAREERS EDUCATION

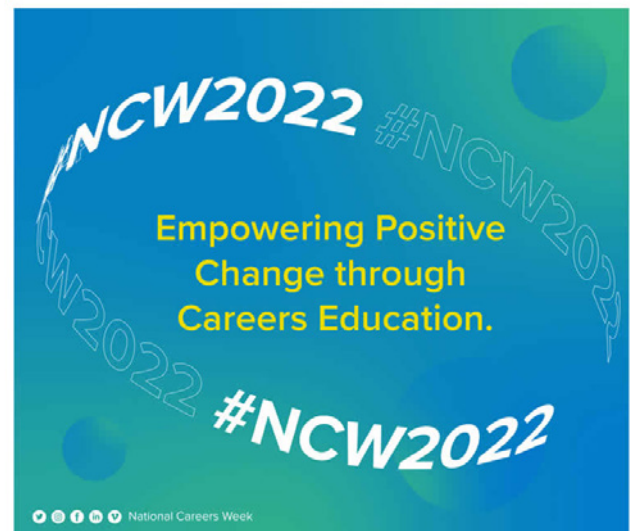


### Mr Coupe writes:

**This week is National Careers Week and I've been very pleased to be able to organise a series of presentations for pupils from a range of people about their careers and industry.**

These presentations took place during form period and focused on the presenter's own career journey, the company they work for, the sector they work in and the possible routes to employment in that sector. Whilst it wasn't, of course, possible to have someone from every pupil's future career aspirations, we used a range of speakers from across a number of sectors. For example, on Tuesday Year 9 met Brendon Smurthwaite from PBS Construction to talk about his interesting career in sports journalism and how a career change sees him now working in community liaison for this important local company.

Later in the week we had presenters from the performing arts sector, healthcare, environmental science, law and chemical engineering all talking about their careers and industries. Even where a pupil is not thinking about a career in that particular sector, to be able to hear from people in a range of professions about the world of work was an invaluable experience. It's great to be able to help our young people learn more about the world beyond Longcroft.



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This term, our attention in PSHE has shifted to the topic of health and wellbeing. Year 7 have this week been looking at the importance of healthy eating, whilst Year 8 are looking at the importance of emotional wellbeing. After a break this week for the National Careers Week presentations discussed above, Year 9 and 10 are going to be looking at body image and drugs and alcohol respectively. Just as a reminder, we have built our PSHE curriculum around our three core values of Great Heart, Great Thought and Great Vision. Great Heart is linked to the Relationships element of the curriculum, Great Thought is linked to Health aspects and Great Vision is linked to Careers and Citizenship. With these three strands, which pupils study in increasing depth as they move through the school, we hope to prepare them for entering the adult world as citizens who can make a positive contribution to the world. This aim is captured in our PSHE Mission Statement, which we adopted at the start of this academic year:

PSHE stands for Personal, Social, Health and Economic Education. At Longcroft School, PSHE Education gives us the skills, understanding and values we need to develop and grow as individuals. Through the work we do in this lesson, we learn more about what it means to have the values of Great Heart, Great Thought & Great Vision. We learn how to stay safe and healthy and to have respectful, enjoyable relationships. Together, we build a school culture that is truly inclusive and that celebrates diversity and equality. PSHE Education helps us build a stronger school community based on our core values and gives us the foundation we need to thrive in the world outside school.

To end this week, in our final analysis of local employment sectors, we will have a look at the importance of the Visitor Economy to our local economy. This sector covers catering, hospitality, hotels, pubs, bars, nightclubs, restaurants, holiday parks and visitor attractions. Over 33,000 people are employed in this sector locally, constituting 8% of employment in the region. The majority of the tourism workforce are aged 20-29 years old and the sector is predicted to grow at an annual rate of 3.8% over the next 6 years. In fact, the hospitality and tourism industry needs to recruit an average of 135,000 nationally to meet the growing demands of the industry. This means there are great opportunities for our young people to move into this sector.

**Mr A Coupe**

**Head of PSHE and Careers Education**



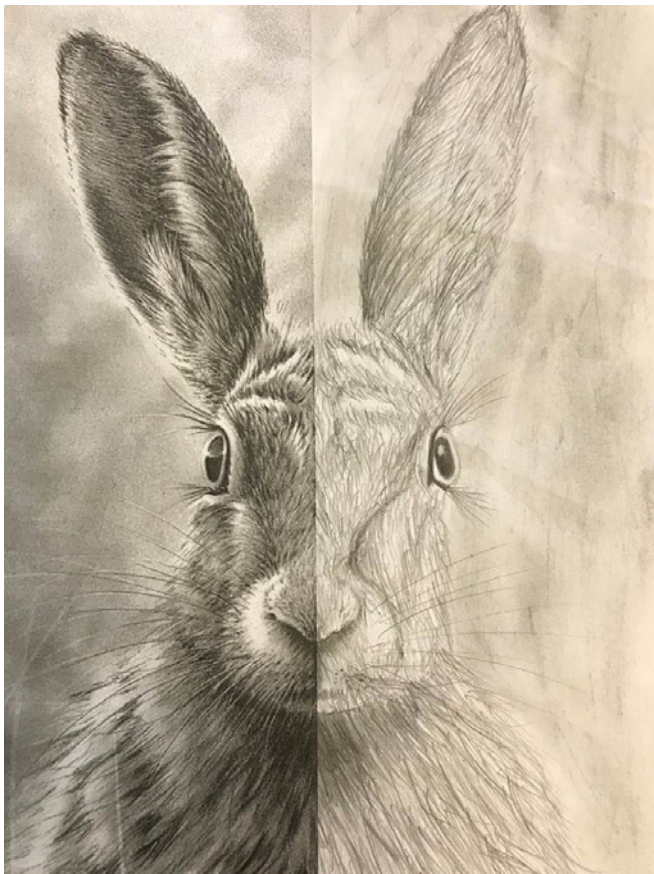
# IN FOCUS

## ART

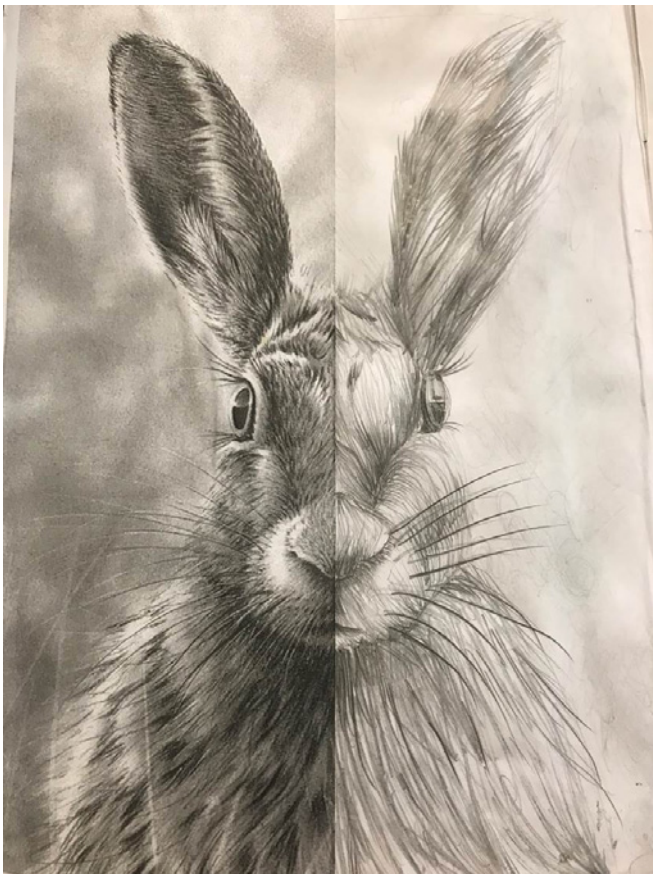
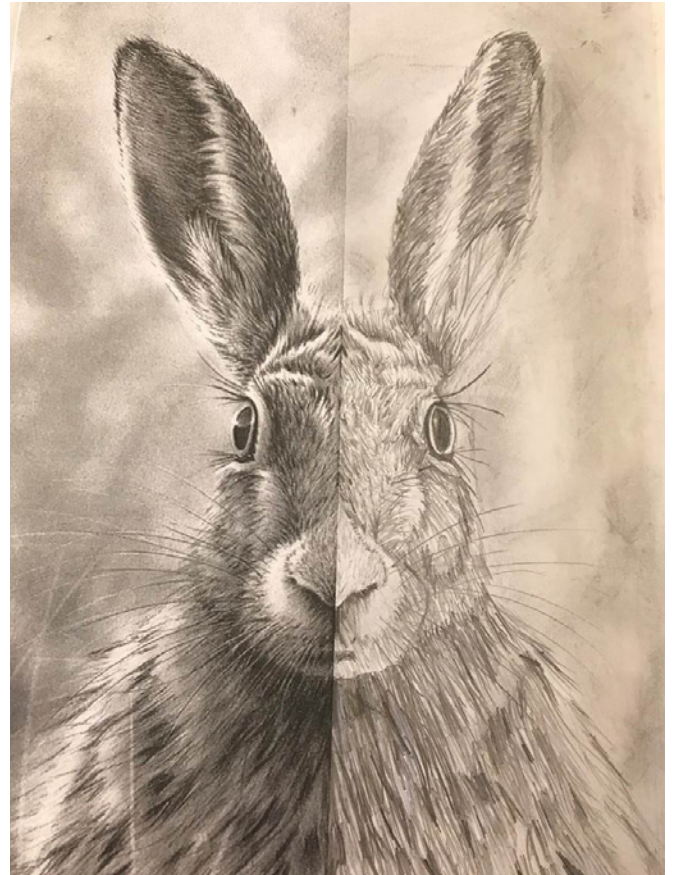
Year 8 artists have been exploring animals.

Mrs Holmes explained,

*"In the examples of work featured here pupils were given a sheet with half a tonal hare on it. They have worked hard with their drawing skills to draw the other half and have achieved some spectacular results."*









# Owen earns GB Call-up



**We are proud that ice hockey player Owen Bruton has earned a place in the Great Britain Under-16s team for a forthcoming international tournament in Latvia. The 22-player roster will take part in the Riga Hockey Cup which will feature teams from across Europe and is scheduled to run from 22nd to 24th April.**

Owen is one of 14 English players in the squad which also includes 6 Scots and 2 Welsh players. He said, "I've played for England but this was my first time trialling for Great Britain as the youngest age group is Under 16. I put 100% in and I was over the moon when I found out!"

Owen has been playing ice hockey since he was four years old, and plays for Hull's Kingston Sharks. A forward, Owen played defence until the age of twelve when one of the England coaches suggested a change of position.

Great Britain Head Coach Jamie Elson said: "The process of selecting the team started last June in Sheffield and in that time there have been some very tough decisions for us as a coaching team, which is a great place to be. This year group is a very deep and exciting group, plus we were impressed by the players that we had join us through the process who really increased the competition for places."

He added, "There is a buzz around this group and we really feel we have a bit of everything. In our forward pool, we have some really exciting offensive talents but I also feel we have players who will be hard-working and help us at both ends of the ice. Most importantly, we really liked the character and attitude amongst these players. We really wanted a group who will be playing for the shirt and know that they need to come and battle, giving everything they have."

When asked about his future Owen, who already trains with Kingston Jets, said: "I'm hoping to play my best in Latvia and then I want to play in England as an adult from September for either one or two years then go abroad. I'd prefer to go to America or Canada, but anywhere where the hockey is a high standard."

Owen explained how he first became interested in ice hockey: "My dad started watching, and he took me when I was really young. I just got into it. My inspirations include Auston Matthews who plays for the Toronto Maple Leafs in the National Hockey League – I like his style of play."

While he also plays football for AFC Tickton, Owen explained: "I like the tempo of ice hockey and being part of a team. It's a very fast-paced, aggressive sport and you can make friends from different places." Owen added, "I'm most looking forward to the experience of playing at a high level."

Mr Baker said, "Owen thoroughly deserves his success. He is dedicated and clearly extremely talented, and as a Year 11 pupil he sets a great example for younger pupils in all aspects of school life. I hope to be able to follow his career in sport for many years to come."

We wish Owen well for his Great Britain debut and look forward to featuring the tournament in our Newsletter after Easter.



## GREAT BRITAIN UNDER-16S

### GOALTENDERS

Dominik Jaglar Alfie Jefferis

### DEFENCE

Ethan Hadden  
Brodie Kay  
Emil Oksanen

Archie Salisbury  
Preston Tombs

Oliver Turner  
Cameron Wilkie  
Euan Williams

### FORWARDS

Owen Bruton  
Kyle Carruth  
Ben Cutts  
Alfie Druett

Andrew Heath  
Sam Keeling  
Connor Lee  
Joe Lynch

Gregor Mills  
Bobby Ragan  
Oliver Wagg  
Magnus Wrottesley





## Memory Lane

This week we feature two 2nd Year or Year 8 tutor groups from 1979.

Members of 2AS were pictured without their form tutor.



### **Back Row:**

David Jones; David Smith; Paul McNicholas; Michael Andrew; Nicholas Craggs; William Reffell; Alun Jones; Peter Parnaby and Robert Townend.

### **Third Row:**

Katherine Redfern; Sarah Croker; Simon Alsop; Richard Ankrett; Steven Metcalf; Paula Exley and Helena Stott.

### **Second Row:**

Alison Watson; Susan Ellis; Susan Gilliland; Philippa Jennison; Julie Fielding; Katie McGrath; Samantha Webster and Barbara Jones.

### **Front Row:**

Helen Needham; Kathryn Burnham; Sandra Griffin; Sandra Angell; Jane Brabiner; Gillian Turner; Jane Aldred; Fiona Lunn and Louise Marshall.



Form tutor Mrs Carter is pictured with 2AW.



**Back Row:**

Paul Etherington; Michael Boyle;  
Michael Harris; Neil Fox; Robert Guy; Nigel  
Sparkes; Mark Shingles; Richard Stoddart;  
Stephen Skinner and Simon Stokes.

**Middle Row:**

Philip Williamson; Jonathan Hall;  
Sally Elvidge; Andrew Bennett;  
Elizabeth Jones; Paul Huggins;  
Tracy Groom and David Grant.

**Front Row:**

Rachel Leason; Helen Smith; Susan Worrell; Helen Baron; Mrs Carter; Carol Garbutt;  
Victoria Smith; Tracy Hodges and Sarah Woledge.



Follow us on Twitter to  
see more pictures from  
Memory Lane

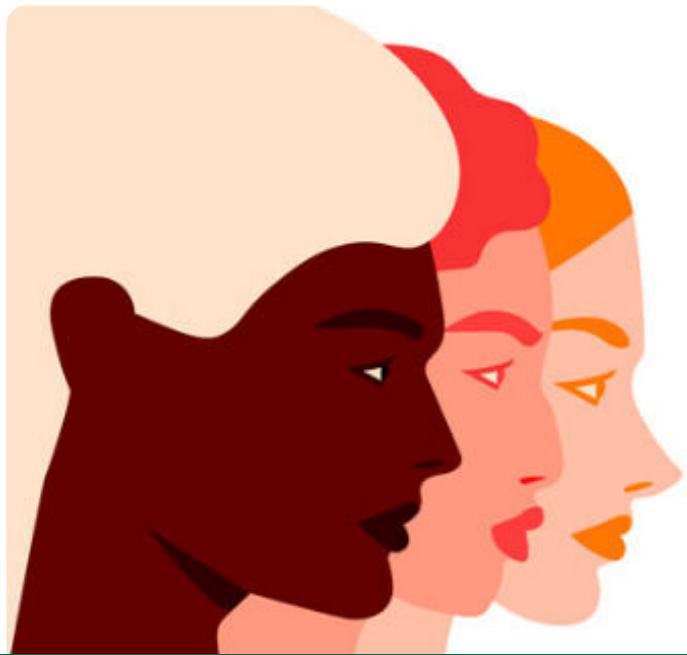
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Sixth Form College





INTERNATIONAL  
WOMEN'S  
DAY  
#BreakTheBias

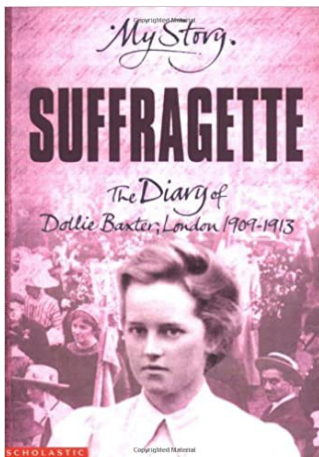
## LIBRARY NEWS

### *Celebrating International Women's Day 2022*

Tuesday March 8th 2022 marked International Women's Day, a day to celebrate women's achievements, and raise awareness against bias, stereotypes and discrimination.

Gloria Steinem, world-renowned feminist, journalist and activist once explained "The story of women's struggle for equality belongs to no single feminist nor to any one organization but to the collective efforts of all who care about human rights."

In the Library we have a large display of books celebrating IWD 2022. Below are just a small selection of the excellent reads available. Do encourage your children to visit.



#### **Suffragette: The Diary of Dollie Baxter, London 1909-1913 Fiction**

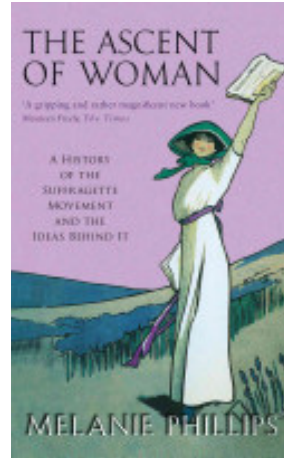
Part of the My Story series, this is the fictionalised diary of a young woman taking part in the Suffragette movement. It captures the spirit of the rallies, the horror of imprisonment, and the camaraderie that existed between women of all social classes fighting for the cause. A realistic portrait of the politics of the time.

Hundreds who have been imprisoned for our Cause marched together in a powerful band. It was all very rousing of spirit. I felt proud to be a woman, proud to be alive, proud to be a part of a movement that is fighting to make a difference.



## **Hidden Figures by Margot Lee Shetterly – Non-fiction**

This New York Times bestseller details the phenomenal true story of the female mathematicians at NASA whose calculations helped fuel some of America's greatest achievements in space.



## **The Ascent of Woman by Melanie Phillips – Non-fiction**

This riveting account of the passions behind the female suffrage movement details how the splits and the violence of the militants both hampered and helped the cause; and how it was the role women played in the First World War that was so crucial in securing the vote for women. A wonderfully detailed history.

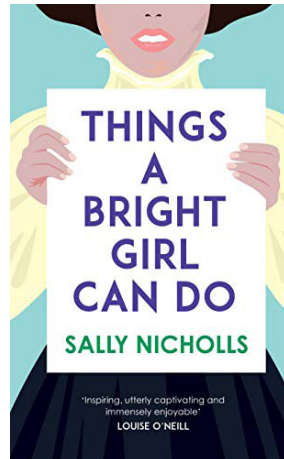


## **Adele by Sean Smith – Biography**

In Adele, bestselling biographer Sean Smith talks to those close to her as he follows her astonishing journey to fame that began on the gritty streets of Tottenham.

Adele touches the hearts of millions of people who love her for her music and share

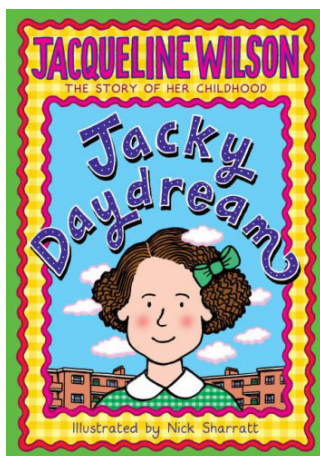
the real and honest emotion she brings to each and every song. In a cynical age, she is a phenomenon. A marvellous biography.



## **Things A Bright Girl Can Do – Sally Nicholls – Fiction**

Through rallies and marches, in polite drawing rooms and freezing prison cells and the poverty-stricken slums of the East End, three courageous young women join the fight for the vote.

This novel was shortlisted for the CILIP Carnegie Medal 2019. An inspiring read.



## **Jacky Daydream – Jacqueline Wilson- the Story of Her Childhood – Autobiography**

Jacqueline Wilson, a former Britain's Children's Laureate, takes a look back at her own childhood in this captivating story of friendships, loneliness, books, toys, parents and much more. With photographs and new illustrations by Nick Sharratt,

this autobiography will delight all of Jacky's fans — and be a treat for new readers too.

‘There is no limit to what we, as women, can accomplish’.  
Michelle Obama

## **New Beginnings Updates**

Well done to all those pupils who entered the Longcroft English Department & Library Short Story Writing Competition. Our English teachers and Librarians were thrilled to read your stories. Prize winners will be announced next week once the judging is completed.





## 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.



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