



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



"I was really happy to qualify and I was proud of where I came."

### Contents

Headteacher's Welcome

Page 3

Lower School

Page 4

Upper School

Page 6

Sixth Form

Page 8

PSHE & Careers Education

Page 10

Safeguarding

Page 11

Teaching & Learning

Page 12

Memory Lane

Page 14

The Friends' Corner

Page 16

In Focus: English

Page 17

Sport in Our Community

Page 19

Extra Curricular Sport

Page 20

Library News

Page 21

## Ella and Millie take on England's best!

CONT. OVER >



Year 9 pupil Ella Harris-Smith and Millie Berry who is in Year 8 represented Humberside in the prestigious English Schools' Cross Country Championships in Kent at the weekend. Both girls thoroughly enjoyed the experience, and finished strongly with smiles on their faces!

One of the most eagerly anticipated events of the sporting year for young athletes, the Championships brings together the best runners from each of England's 46 counties.

This year's event was the 53rd Championships, and the first since 2019. Previous champions include Olympians Paula Radcliffe who represented Bedfordshire in 1992 and Christina Boxer who won twice while representing Hampshire in 1971 and 1973. More recently, Olympians Alistair Brownlee and Mo Farah have enjoyed success in the boys' events. Longcroft has a long history of pupils

competing at this level, and recently Becky Briggs did so on four successive occasions between 2015 and 2018 before earning international honours.

Ella said, "It was a really good experience. The course was alright, but the competition was really hard." She added, "I've never represented Humberside before and it was exciting. I was quite pleased with my performance. I'm mainly a netball player, but I recently joined Beverley AC juniors because I enjoy running."

Millie said, "I enjoyed it. The course was flat and it was a nice day, but really hot for running. I prefer cool weather." Millie is also a member of Beverley AC, having joined just over a year ago. She added, "I was really happy to qualify and I was proud of where I came – I was the sixth Humberside runner to finish and it was Under 15's so I was one of the youngest there."

Mr Baker said, "To have qualified to compete in these championships is an outstanding achievement and we are very proud of both Millie and Ella. Both girls are committed to their sport and are progressing rapidly through the PE team's system of extra-curricular loyalty cards. This attitude is mirrored in other aspects of school life and they are both a credit to our school. We look forward to following their progress and this experience will undoubtedly prove valuable in the future."

## 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**

**64,281**

**THOUGHT**

**272,779**

**VISION**

**260,211**

**GRAND**

**TOTAL:**

**597,271**



# Welcome from the Headteacher



**Spring is a season that draws our attention to the future, to brighter skies; and whilst the sunshine has provided a welcome backdrop, what has been truly uplifting this week has been the many pupils engaging in the increasing range of sport and wider enrichment available across the school. Seeing our pupils representing Longcroft at the highest levels of their disciplines makes us incredibly proud, but equally as fulfilling are the high levels of attendance at school clubs and activities which do not involve competition beyond our boundary.**

This Wednesday, 23rd March, marked the two-year anniversary of the first nationwide Covid-19 lockdown in the UK, and the legacy of the pandemic remains a feature of our lived experience each day. It is encouraging to see our opportunities for trips, visits and experiences incrementally return and for our attendance to be making sustained improvement week on week. Our A-Level students enjoying their residential fieldwork at the highly regarded Cranedale Centre, North Yorkshire yet another sign that access to all aspects of our study programmes is again becoming the norm. All of this said, we recognise the scale of the task we continue to face, and are committed to addressing the challenges that exist for our young people following the discontinuity of their last 24 months.

Our curriculum, the school experience we set out to provide for all young people, is a relentless focus of our work at Longcroft. It is underpinned by our values and our absolute ambition for each and every individual we serve. Inevitably given the circumstances we have had to find efficiencies and adjust to meet the challenges faced, not least in preparing pupils and students for examinations; and I would like to thank you for your continued support in this regard. We have plans over the coming weeks to further empower those in affected cohorts with training, resources and guidance so that revision outside of school can be productive, evidence informed and impactful. For all of our children, the positive partnership between home and school remains critical in us providing the best possible education that we can, together.

**Mr Perry**  
Headteacher





## LOWER SCHOOL



### Mr Worthington writes:

**Everyone likes to feel rewarded for their work, effort and achievements. It has been particularly pleasing this week to walk around the school, seeing our pupils in classrooms eager to learn, eager to impress. It has been great to have positive and warm discussions with pupils about their good work and wider interests, and to use the ClassCharts application to reward pupils for their endeavours.**

This week I would like to celebrate the work and effort seen from Year 7 pupils in Art. Featured here are some fabulous drawings from pupils in 7ARU. Pupils have been exploring mark-making in Van Gogh's paintings. For homework they were asked to draw Van Gogh's postman (Joseph Roulin). In Van Gogh's study the paper is aged. Mrs Holmes said, "I'm impressed by the way in which the pupils have used tea stains to make their drawings look old. They have also used very careful and detailed mark-making. Well done Year Seven!"

At Longcroft, we ensure that all our pupils are regularly recognised and celebrated for acts of great heart, thought and vision through our rewards system.

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# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

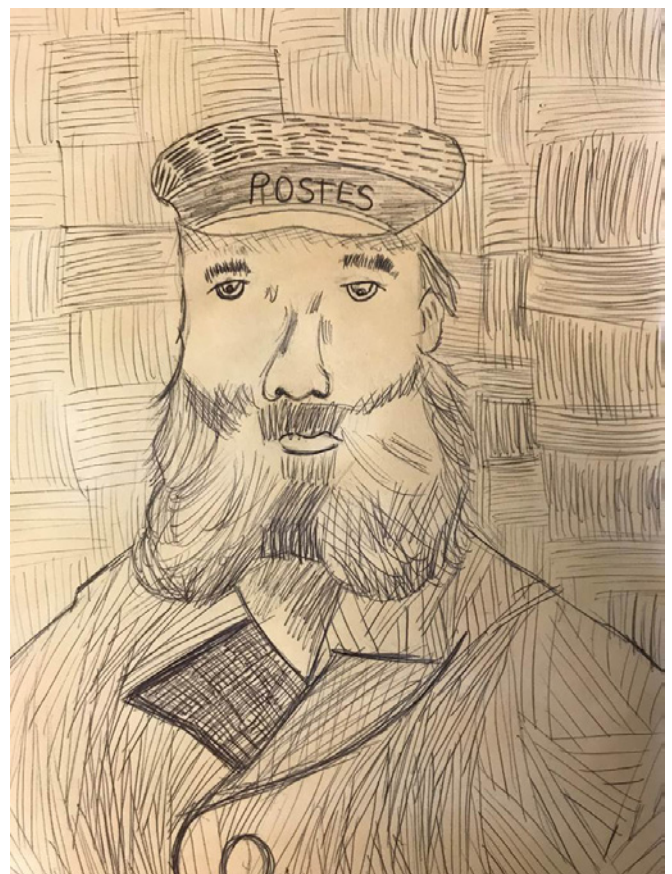
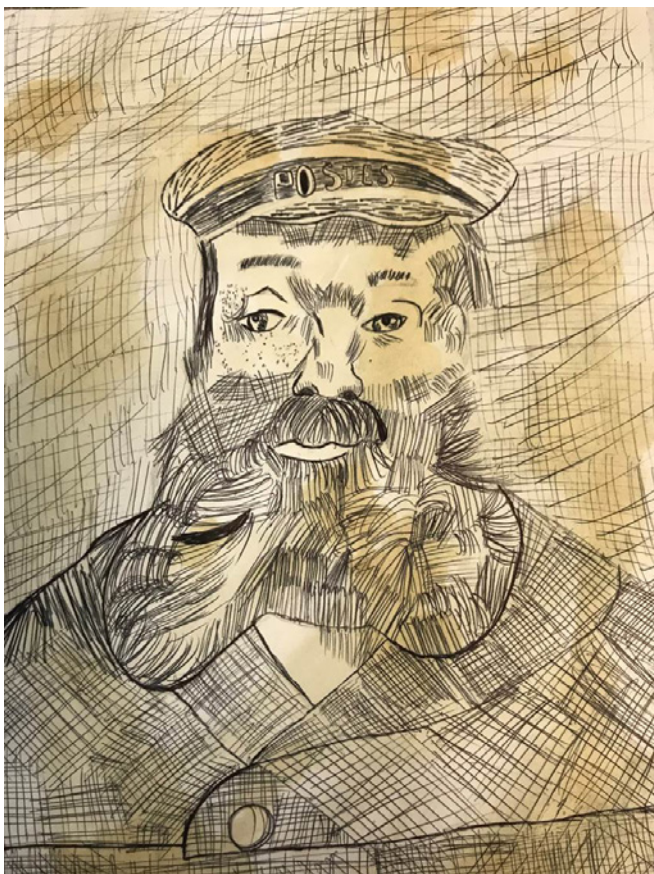
## NEWS LETTER

Throughout all aspects of the school day, Lower School pupils are rewarded for the quality of their work, their effort, attitude and achievements through our ClassCharts system, which records exactly how many rewards they have received. This enables pupils and parents to keep track of the number of rewards they have received each week, each term and throughout the year.

These rewards are then counted each week and pupils with the highest number of rewards in each year group are awarded with certificates by their Care & Achievement Co-ordinator.

We strongly believe that parents and carers have a crucial role in recognising and rewarding our pupils' achievements. We therefore encourage parents and carers to download the free ClassCharts Parent App from either iStore or Google Play. If you require any more information on how to access ClassCharts from home to monitor your child's ClassCharts tally, please contact their Care and Achievement Co-ordinator via the number on the final page of this Newsletter.

**Mr Worthington**  
**Head of Lower School**





UPPER  
SCHOOL**Mr Colepio writes:****Year 11 Mocks**

All Year 11 pupils will now have completed their final set of mock examinations before the summer series of external GCSE examinations. Combined with completed coursework we are now in the final stages of preparation and all pupils should be engaging in serious revision efforts including GCSEpod and p6 lessons.

**Coping with Exam stress**

Please see link below from the NHS kindly shared with us by a Year 11 parent. It is from the NHS app and gives some valuable and sensible advice about how parents can support their child at this time.

<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/>

**Revision tips**

Over the last year we have given a number of revision tips to pupils, and shared these in assemblies recently. Whilst each pupil may revise in a different way, these tips are evidence based and it is important that pupils choose effective revision methods. Within this guidance, can we please stress one important aspect – *mobile phones hinder effective revision*.

**"The mere presence of a mobile phone may be distracting"**

Thornton – research

**Results of 2 studies provide strong evidence that even having the phone within reach distracts and diminishes attention, especially where greater attention is demanded, eg. revision.**

**P6**

A huge thank you as always to our staff and parents for supporting after school and lunchtime period 6 lessons. These have proved a valuable and effective provision not just to extend and develop skills and knowledge, but also to build added confidence in subjects. Well done to all those pupils committed to attending.

The offer is regularly updated and Mr Wilson will be offering classes in Science every Wednesday in B7 from 3.25 – 4.30.

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## Top Ten Revision Tips

1. Short bursts of revision (30 – 40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5 – 10 minutes).
2. Find a quiet place to revise – your bedroom, school, the library – and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
4. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them everyday.
5. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
6. Use different techniques. Make your own learning maps, use post it notes to write key words on, create flash cards. Record your notes on tape and listen to them back on your phone. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.
7. Practise on past exam papers or revision tests available on the web. Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, ask parents, older brothers and sisters, teachers or friends. Use websites specifically designed for revision.
9. **Don't get stressed out!** Eat properly and get lots of sleep!
10. **Believe in yourself and stay positive.** If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.

Mr Colepio  
Head of Upper School



## SIXTH FORM



### *Mr Henderson writes:*

The opportunity to participate in new experiences both inside and outside of the classroom is a key aspect of our Sixth Form offer. These opportunities help enable our young adults to develop their independence and help to shape their choices, decisions and aspirations for the future. As part of our student experience, we are thrilled to be proposing a Sixth Form tour to New York. This trip will provide our students with the opportunity to visit some must-see tourist destinations, watch a Broadway show and experience free time in Manhattan with their friends. This trip is open to both current Year 11 and Year 12 students from both the Longcroft and Woldgate campuses.

The tour will leave school on Monday 26th June 2023 and return to school on Friday 30th June.

It includes flights from Manchester to New York, including airport transfers and a 3-night stay with breakfast at the Holiday Inn Express, Manhattan Midtown West.

Also included in the price of our trip are:

- Entrance to the 9/11 Memorial Museum
- Tickets to a Broadway Show

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- Ascent of the Empire State Building
- Visit to Central Park
- Guided Walking Tour of New York
- Entrance to MOMA - The Museum of Modern Art
- A river cruise to the Statue of Liberty
- 3 evening meals in local restaurants

Although this trip is quite an expense, we hope that by spreading the cost over 13 months will make it more manageable.



We also encourage EYSF and Longcroft students to take some responsibility for the cost by

- Taking on summer work and part time jobs
- Using money from birthday and Christmas presents
- Taking on roles at the college, such as Lunchtime Patroller.

Please contact the school for the parental introductory letter if you are interested in this opportunity.

On Friday last week, our students held another of their 'legendary' bake sales. This time, star baker Nell and her friends

were raising money for Comic Relief and for the Disasters Emergency Committee Ukraine appeal. Nell's cakes have a huge fan base amongst the EYSF students, so it was not surprising that they were also a massive hit with Longcroft pupils and any staff who managed to get there before they all sold out.

Congratulations to Nell and thank you to everyone who helped out and who bought cakes. The sale raised an amazing £305!

**Mr Henderson**  
Head of Sixth Form



## PSHE & CAREERS EDUCATION



### Mr Coupe writes:

**Welcome to your fortnightly careers and PSHE update. This week Year 11 pupils have been indicating their first and second choices for September 2022. It has been great to get a snapshot of their future plans, seeing the range of options they are considering. Whilst it is particularly pleasing to see how many pupils are considering staying at Longcroft to attend the East Yorkshire Sixth Form, our primary motivation is to support all pupils to find a place appropriate for them, whether it is here or elsewhere. It really is pleasing to reflect on the growing levels of self-confidence among our Year 11 pupils as they turn their attention to their next steps.**

In addition, we have also been asking Year 11 pupils about their possible future careers so that we can build up a picture of the future career intentions of our pupils. With choices ranging from Prime Minister (Labour) to palaeontologist and from costume designer to civil engineer, our pupils are demonstrating the high aspirations that form the heart of our value of Great Vision. It's so important that pupils think ahead to consider their future paths. To this end, I would recommend that pupils visit the 'Explore Careers' section of the National Careers Service website, which can be found [here](#). On this website there is a wealth of information about different careers including pathways into the career, qualifications required, expected salaries and career progression. It is never too early to start with such planning and so I would encourage you to have a look at that website alongside your child, whatever their age.

This week also sees the fifth session of our Year 10 Women into Manufacturing & Engineering Programme. This programme involves a small group of young people learning from industry mentors from this sector, and we are very pleased to be working with Jenny Harrison (Sales & Marketing Director at CB Solutions), Ashleigh Davidson

(R&D Senior Chemist at Ansell) and Gemma Southwell (Permanent Recruitment & Executive Search at Bostonair). This session is an opportunity for our pupils to hear from the mentors about their company's recruitment process, what they look for in job applications and how to interview well. To supplement this, I'd like to draw your attention to an upcoming opportunity to take part in a workshop about applications, CVs and cover letters that is being hosted by one of our partner organisations, Pathway CTM. This free workshop runs on 16th April at 10am. To register for the event [click here](#).

Finally, I wanted to let you know that we have set up a dedicated email address for any contact regarding careers. If you have any questions or comments about careers at Longcroft, please feel free to email me at [careers.leader@longcroft.eriding.net](mailto:careers.leader@longcroft.eriding.net). In addition, as we are expanding and developing our careers programme, we are always looking for new partnerships with employers and businesses so if you feel that you could offer guidance and support for our pupils please do not hesitate to email me at that address.

**Mr A Coupe**  
**Head of PSHE and Careers Education**





# SAFEGUARDING



**Mr Rogers writes:**

## Advice for parents

**Last week in Assembly pupils were given advice regarding how to look after their mental health and develop their relationship with resilience.**

It is sometimes hard to find the right advice that suits a certain situation. There are many useful websites that we have used and shared in recent years, but a reference point we are increasingly signposting is the page specifically devoted to mental health support on the NHS website.

The link can be found below and we encourage you to explore it. On this page of the website, there is a section designated for parents as well as one for young people.

Although the link is primarily to support young people who are struggling with their mental health the website also offers advice for lots of areas around parenting and supporting young people.

<https://www.nhs.uk/mental-health/children-and-young-adults/>

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



## TEACHING & LEARNING



**Mr Taylor writes:**

Hello again.

This week I thought I would share some information with you on creating Mind Maps to aid the revision process, giving you another tactic to use when encouraging your child to revise outside of the classroom.

### Mind Maps

Make mind maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain—creative and logical.

### How to mind map:

1. Start with the theme in the middle of the page.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written along the branches.
6. Printing your key words makes them more memorable.

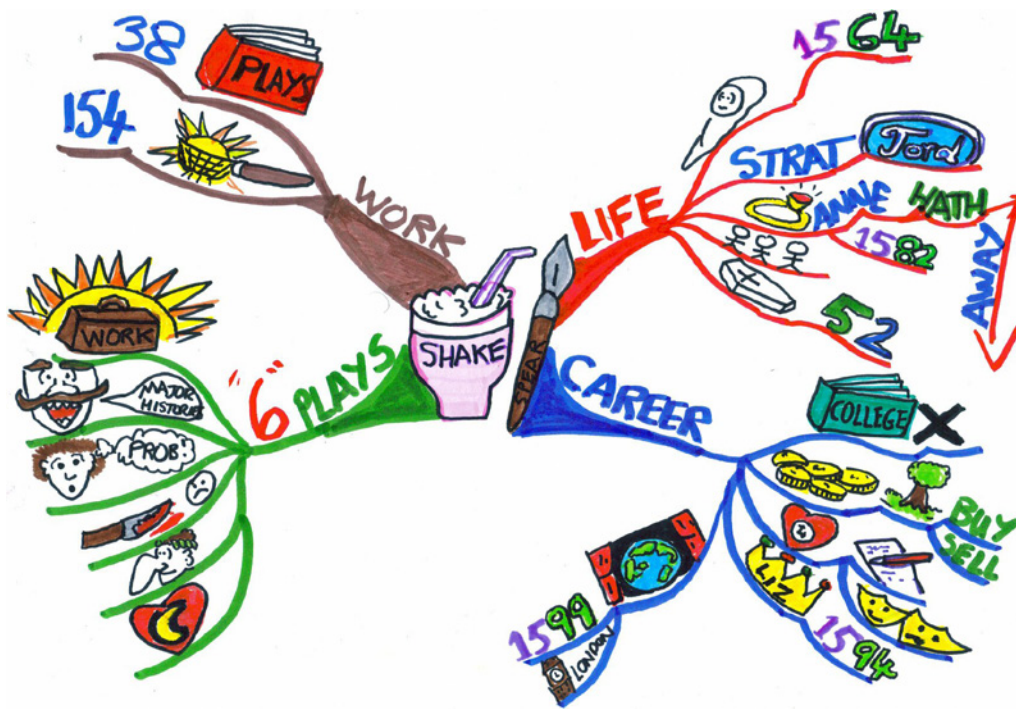


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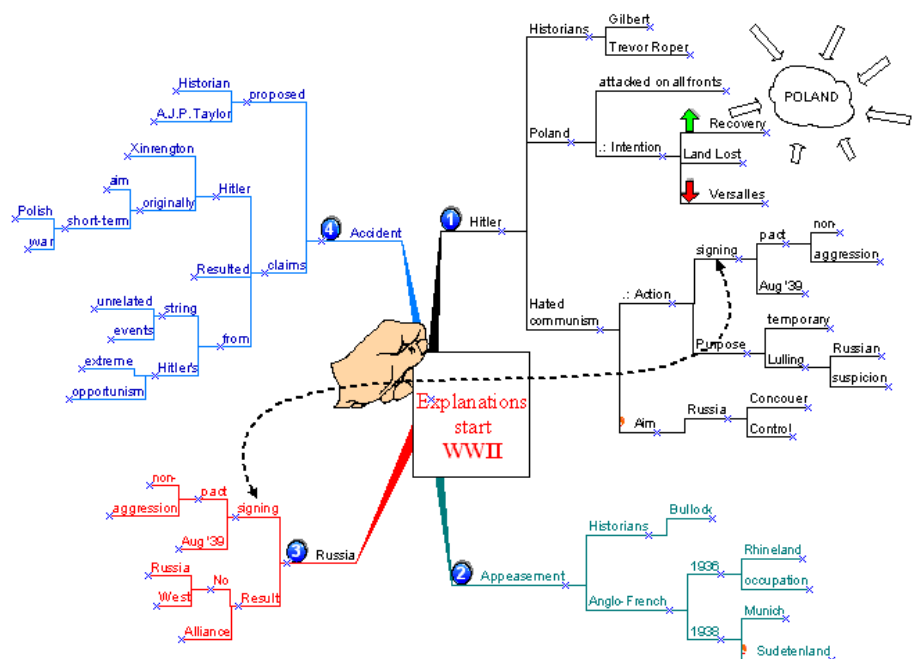


7. Use highlighters and coloured markers to colour code branches.
8. Make things stand out on the page so they stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub-branches)
9. Brainstorm ideas. Be creative.
10. Design images you can relate to which will help you remember key information.



Mindmaps can be mostly text...

Or they can include more images (much easier to remember!) Look at this one summarising William Shakespeare's life.....



Mr Taylor  
Head of Teaching and Practitioner  
Development



## Memory Lane

This week we feature two of our successful sports teams from years gone by.

While we celebrate the success of our current Year 11 rugby team elsewhere in this week's Newsletter, our first picture shows a team who enjoyed great success in both Rugby League and Rugby Union during their five years together between 2005 and 2010.

Mr Cassidy is pictured with the team.



### **Back row:**

Nick Payne, Matthew Lee, Jake Rigby, Michael Hall; Saul Beavis; Ryan Watkin; George Burnett; George Mason and Joe Morley.

### **Front row:**

Sam Dewsbury; Dominic Harrison; Rob Langthorp; Bobby Howdle; Jack Howdle; Craig Spivey; Jack Bell and Sam Roe.



Captain Jack Howdle is pictured with the Hull Schools' Rugby League trophy.





Our second picture shows the netball team from the 2009/10 season.



**Back row:**

*Kirsty Kerman; Imogen Ryan;  
Alex Stimpson and Lucy Dore.*

**Front row:**

*Lizzy Doyle; Kirsten Todd; Josie Squire  
and Nathalie Prescott.*



Follow us on Twitter to  
see more pictures from  
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &  
Sixth Form College



# The Friends' Corner



**Do you want to help but do not have the time?**

[fols@longcroft.eriding.net](mailto:fols@longcroft.eriding.net)

Charity Reg No. 515674

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**1. JOIN**

Your cause gets FREE donations



**2. SHOP**

Visit retailers and then shop online as normal



**3. RAISE**

Your cause then receives free funds

**Thousands of retailers will donate for free**

Join these sites, and log in, to do your normal shopping and raise funds for the Friends of Longcroft School.

Join up today and take the chance to enter the Mother's Day giveaway!







## IN FOCUS

## ENGLISH

This week we feature the work of pupils in Years 8 and 9. Year 8 pupils studied 'Of Mice and Men' earlier in the year, and completed an assessed task on the writer's use of language. Moving on to Shakespeare's 'A Midsummer Night's Dream', they learned about life in Elizabethan England which enabled pupils to understand some of the context. Freya Dolan, who is in 8PDR, perceptively wrote: "I think Shakespeare shows Hermia refusing to do what she is being told because there was a strong woman on the throne who had never married. He wanted her to like his play so it could be bigger." Freya added, "I think that Shakespeare might have been part of the minority of men who are against the patriarchal society and think it's unfair."

Year 9 pupils studied Cormier's 'Heroes'. In a piece of assessed work, Ella Wilson used quotations from the text to justify her opinion that Larry was a 'fake'. Moving on to War Poetry, pupils are developing their analytical skills and considering how poets such as Brittain, McCrae and Owen present emotions.

Work featured here was selected from Year 8 pupils Rachel Harris, Erin Meagher, Anna Bruton and Freya Dolan and Year 9 pupils Chantal Levey, Maisie Turner, Mia Bayliss and Ella Wilson.

Mr Baker said, "I enjoyed reading a selection of pupils' work and was very impressed with the standard of their work. It was also pleasing to note that, while the Year 8 pupils' work was excellent, there was clearly progression in pupils' literacy skills and use of language between Year 8 and Year 9. It was nice to see pupils reflecting on their work, both positively and in terms of possible areas for improvement. For example, Maisie Turner who is in 9EFX reflected: "I could relate to the time period more." They should all be very proud of their work in English!"

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.

Both poems are completely opposite and war is presented so differently. In Pope's it's presented as good and as rewarding and in Dobell's it's presented as so bad and life ruining. A similarity between the poems are they were both written by female women poets Pope who was a Tigress and Dobell who was a nurse on the frontline so they'll have completely different aspects of war. Both poems are also written in a sing song tone ~~of poetry~~ using some rhythm. The poems also have ambiguous titles because from just reading the title you would no idea that the poem was about war.

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.





## Chapter 17: A Redemptive Novel.

### Starters:

Flashbacks would help with a redemption story because it shows and tells you what the redemption is for, what did they do in the past that makes them want to do better.

The advantages of the story not being in chronological order means that if they are talking about something they have done, showing you what that is by going back allows the reader to understand what's going on and to understand the character more.

men come back only with a minor injury.  
This presents war to be easy and not very dangerous.

contrast On the other hand, in the 'DEDE', Owen tells us about how some people died. "As under the green sea, I saw him drowning" presents us with a man who appears to be ~~terminally~~ drowning. This metaphor means drowning in the gas not in water.

"In all my dreams, before my helpless sight, He plunges at me, guttering, choking, drowning" implies that he couldn't help the man he saw dying. It also presents war to be something that comes back to haunt you.

"Your country needs us up to her neck in

### Shakespeare's messing it up

- Shakespeare at this point in the play (the climax) creates the most confusion amongst the lovers, and remember, Titania is in love with bottom who has an ass's head!
- Shakespeare has created confusion where there was a simple answer at the beginning.
- If Demetrius could just find a way to love Helena from the beginning, both couples would be happy.
- Instead, Shakespeare shows that love is not quite so simple and is more complex.

Exposition - Setting the scene / character background

Climax - Key moment or turning point of the story

Denouement - Resolution / Final outcome

How does the writer use language to present Curley's wife and the attitudes of others to her?

Steinbeck's *Of Mice and Men* looks at America in the 1930s at the height of the Great Depression. Women at the time were to stay at home, cook, clean and look after children. The story is based on a ranch. We have the only female character, Curley's wife. She is out of place on the ranch as women are not supposed to work.

To begin with, Steinbeck shows Curley's wife as flirtatious. In the extract it says "She put her hands behind her back and <sup>leaned</sup> against the door frame so that her <sup>body</sup> ~~body~~ was thrown forward." This suggests that she is trying to show the boys her <sup>body</sup> ~~body~~. This action gives the reader the impression that she is available by the way she is ~~standing~~ <sup>standing</sup>.

## Chapters 15 and 16: Francis' Redemption.

### Starters:

Francis might feel like a fake hero because he only did what everyone else was doing but also he might feel like a fake because he killed those two men and nearly killed Larry LaSalle. Finally, he might feel like a fake because the fact that he has suicide thoughts.

He went to war to die and not be a hero ~~so~~ but he accidentally survived it.

Compare the presentation of war in Owen's "Dulce Et Decorum Est" and Pope's "Who's for the Game?"

'Dulce Et Decorum Est' was written by Wilfred Owen who was born in 1893. He joined the war in 1918. Taking the fact that he was in the war into account, we believe this poem may be about a first hand experience. 'Who's for the Game?' on the other hand, was written by Jessie Pope, a woman, who had no input into the war. Taking this information into account we believe this poem is based purely from imagination/news (which ~~was~~ often made war look better than it was).

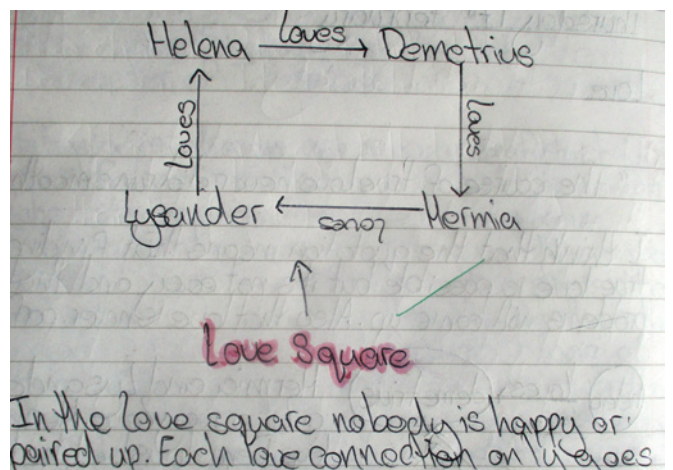
## Theseus

### Starter:

Knowing about Greek mythology before watching the play could be an advantage because you can see if Shakespeare is telling the truth about the character's personality due to the Greek mythology.

In Greek mythology, Theseus treats women badly. He messes up their lives by kidnapping 2 strong women. He also kills a lot of women. However in Shakespeare's play, Shakespeare has made him better. He is trying to support Hermia and solve her problem even if it means marrying Demetrius. He is quite reasonable in the patriarchal society.

Theseus battled the amazons and in both Greek mythology and Shakespeare this is how Theseus won his wife.







## Sport in Our Community

It is always a pleasure to hear about our pupils' success in the activities so many enjoy in their lives beyond school. The area has a range of fantastic sporting clubs, and volunteers give up their time to coach, officiate and support our fortunate young people.

### Meridian Gymnasts Enjoy Success

We are delighted to feature the successes of Ava and Amelia who compete for Beverley's Meridian Gymnastics Club. Last weekend the girls competed in the Hull and District Gymnastics Association 4 piece competition at Wold Gymnastics in Driffield. As well as the hosts, Meridian's gymnasts competed against Grimsby, Bridlington, Fierce Gymnastics Club and Spark Gymnastics.

Ava Moore excelled and achieved a gold medal in her bar routine, gold in her beam routine and a bronze overall at the weekend.

Ava said, *"I do gymnastics twice a week, on Tuesdays and Fridays. I started nearly three years ago. My dad's friend was one of the coaches and I wanted to try it. I liked it, so I kept going and I got asked to go into the competition class."*

Ava added, *"My favourite discipline is either the floor or bars. I like doing backward walkovers."*

Meridian is a popular club, and Ava said: *"I particularly like being in a club. I've made lots of friends."* She continued, *"I enjoyed Sunday's competition. It was my first time getting my whole routine together and I got onto the bars by myself – I also won the gold medal!"*

Ava has previously achieved gold medals in her floor routines and is going from strength to strength at Meridian Gymnastics Club. She explained, *"Next I want to be able to do a round-off flick. I can do it on the air track but not on the floor yet."*



Ava finished by saying, *"I think gymnastics is the best sport because I'm good at most of the things and I have a really bendy back which helps!"*

Amelia Newsam, who is in Year 9, also competed on Sunday. Amelia earned a bronze medal in the beam, bars and vault for the age 14 level 7. She will be competing in Milton Keynes in the national competition in May.



# Extra Curricular Sport

## *Year 11 Rugby team in Quarter Final Victory*

### **Longcroft 54 – Minsthorpe 4**

Alex Argent Moss opened the scoring with a solo effort, racing 40metres to the line. Jack Charles converted giving a 6 – 0 lead. Not long after, Alfie Robinson forced his way over in the corner for his second try in consecutive matches. Jack Charles dummied and stepped his way through the defensive line from close range, converting his own try. Kaahi Koroma is getting a reputation for his try scoring abilities and once again touched down on the left wing. Will Hutchinson, who had an outstanding game at scrum half, put Hayden Todd through who dummied the full back and outpaced the defence on a 50 metre run to the try line. Longcroft went in at the break 28 – 0, and one minute into the second half Jack Charles gave a superb long cut out pass to the right wing for Nick Taylor to touch down. Another great break by Charles led to the supporting Max Sawyers making a great run before Will Turner went over on a barnstorming run. From the kick off Turner went on the rampage with a fantastic kick return, scattering the defenders in his wake. Argent Moss took advantage with a sensational run from inside his own half to score under the posts. This time hooker Max Bayes provided the cut out pass for Nick Taylor to score an action replay version of his previous try. Minsthorpe scored a consolation try before Longcroft regained possession from their own kick off. Hutchinson regathered the ball and sent Alex Argent Moss racing over to complete a hat-trick and a wonderful performance from Longcroft. The boys now travel to Crofton High in Wakefield in the semi-final.



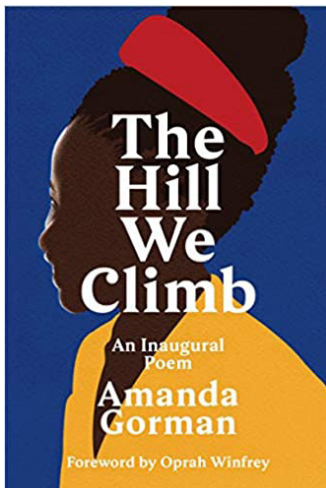


## LIBRARY NEWS

### Marking World Poetry Day with Year 6 Visit

Poetry is the music of being human  
Carol Anne Duffy

Monday 21st March marked World Poetry Day 2022, a time to recognize the impact and art of poetry globally. To help us celebrate, we welcomed Year 6 pupils from St Mary's C E Primary School in Beverley. Pupils were delighted to visit our school and library and enjoy a range of activities. Many wrote acrostic poems inspired by memorable holidays abroad, or based on countries they wished to explore in the future, aided by a selection of books to stimulate their imaginations and knowledge.



Pupils also learnt about why reading is so important, how a library works, and took part in a quiz to test their knowledge. It was fabulous to watch the pupils show such enthusiasm and we look forward to welcoming many of them again in September.

Below are some favourite poetry books to explore. Please visit the display in the Library.

#### The Hill We Climb – An Inaugural Poem by Amanda Gorman

On January 20, 2021, Amanda Gorman became the sixth and youngest poet to deliver a poetry reading at a presidential inauguration. Taking the stage after the 46th president of the United States, Joe Biden, Gorman captivated America and brought hope to viewers around the globe. Her poem "The Hill We Climb: An Inaugural Poem for the Country" reached across the world.

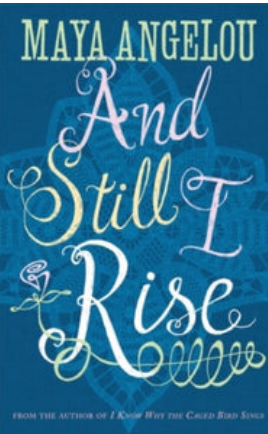
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## Sylvia Plath Collected Poems

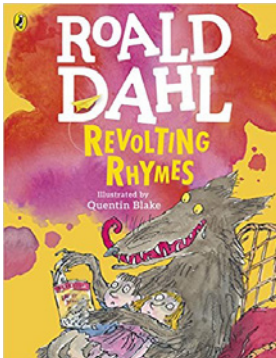
### Sylvia Plath Collected Poems

This collection was awarded the 1981 Pulitzer Prize for poetry. 'For me, the most important literary event of 1981 has been the publication, eighteen years after her death, of Sylvia Plath's Collected Poems, confirming her as one of the most powerful and lavishly gifted poets of our time.' A. Alvarez in the Observer. An exceptional poet who is frequently studied by our Sixth Formers.



### And Still I Rise by Maya Angelou

An inspirational collection of poems that portray the human spirit, its strength and courage. Lyrical, exuberant and playful, it speaks of love, longings, and partings, the smell and sounds of Southern cities; of freedom and shattered dreams.



### Revolting Rhymes by Roald Dahl

Popular with children and adults, Dahl's fabulous collection is inspired by six of the best known nursery tales, retold, with some astonishing twists. Hilarious and blood-curdling. A joy to read at any age.

Poetry is what in a poem makes you laugh, cry,  
prickle, be silent, makes your toe nails twinkle,  
makes you want to do this or that or nothing,  
makes you know that you are alone in the  
unknown world, that your bliss and suffering is  
forever shared and forever all your own.

Dylan Thomas





## 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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