



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Cranedale Residential Offers Geography Students a Different Perspective

"The experience was enriching. I am grateful for the opportunity. It has given me a different perspective of geography as it is more practical and can be applied to the wider world."

A residential visit offered Year 12 Geographers the fantastic opportunity to carry out some fieldwork in different locations around North Yorkshire. The students went on a residential trip to the highly regarded Cranedale Centre, a fieldwork centre near Malton in North Yorkshire, to help prepare their skills for their upcoming Non-Exam Assessment.

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The fieldtrip started in Dalby Forest, looking at the water and carbon cycles. The students investigated how much carbon was contained in the moorland and the trees in the surrounding area. James took charge of measuring the soil moisture, while Georgia measured the infiltration rate of the soil. This was followed by investigations into the carbon content within the local streams where the students got stuck in straight away, measuring the velocity and discharge of the river.



The second day involved a day trip to Scarborough, where the students investigated how the place identity differs from lived experience. We were very lucky with the weather, with highs of 17 degrees! All the students worked extremely hard on this long day; in particular, Liv and Isabelle made excellent contributions to discussions on how the art displayed around the town represents Scarborough's rich history surrounding the fishing industry.

Upon departing Cranedale, the students completed their final day back in Beverley, investigating how the temperature ranges across our town centre whilst learning valuable skills on how to complete transects. A large part of this required students to work independently to collect data from their individual weather stations across the transects. They did an amazing job at collecting the data at each timed interval and also spent time talking to the members of our local community about their fieldwork.



The students were an absolute credit to the school, heading into each day with enthusiasm and ending the day showing sheer resilience, especially when trying to conduct statistical tests on a full stomach after a 3-course meal! The stunning weather and amazing landscape definitely did help!

Geography teacher Miss Brown led the trip and accompanied the students. She said: "The Year 12 students have come away more confident geographers and extremely excited to start their own fieldwork projects in the summer for their NEA. Whilst out in the field, students conducted themselves exceptionally and I am very proud of each and every one of them. Thank you to all of them for making the fieldtrip so enjoyable."



Liv added, "It was an excellent experience that has helped me prepare for my NEA. A particular highlight was measuring the carbon content of a stream; it was something different that I have never done before."

Georgia said, "The trip was really good. The tutors taught me aspects of the NEA that I didn't realise we had to include so that was really helpful."

James concluded, "The experience was enriching. I am grateful for the opportunity. It has given me a different perspective of geography as it is more practical and can be applied to the wider world."

Thank you to Miss Brown for making the opportunity possible and to the staff at the Cranedale Centre for their support, facilities and accommodation.







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

67,065

THOUGHT

286,757

VISION

273,798

GRAND

TOTAL:

627,620



Consultation on the academy conversion of Longcroft School and Sixth Form College



Over the last 3 years with the support of the Local Authority, we have been fortunate to work in partnership with colleagues from a local Trust. As the established arrangement comes to an end, we would like to offer sincere thanks on behalf of all in our community to those colleagues from The Wolds Learning Partnership who have made an invaluable contribution during this period. We know the challenges that have been collectively faced, both personally and professionally; and through all of this, are incredibly grateful to all in our community who have welcomed colleagues and worked hard under their leadership to bring about the changes that are proving vital for the continuing transformation of our school.

The quality and consistency of our teaching, the challenge and depth of our curriculum and the outcomes secured by our children in national examinations are just some of the elements that will come to define this school beyond inspection. It is evident already that huge progress has been made and acknowledged by Ofsted, but fundamentally the journey is long and will require us to build firmly on established foundations. How we harness the current momentum will be critical in shaping our community, school and the quality of education we provide.

Whilst our ambition for the school will not waver and our improvement journey is well underway, we must recognise the distance we still have to travel. Our Local Authority has with the Trust worked hard to support our community to this point, but the partnership in its current form was only ever intended to last three years and we must look to establish a sustainable model moving forward. In doing so we must be realistic in understanding the challenges ahead, be able to source the professional support we need and secure the financial investment we will require.

The decision we are therefore presented with, is whether to remain a Local Authority School or seek to join a Multi Academy Trust ("MAT"). Currently this is something entirely within our control rather than something to be imposed upon us, and we retain a choice with respect to which MAT we join. Although conscious of the great work of our Local Authority, we have

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now directly experienced the benefits of working alongside a local family of schools to drive improvement collegiately with colleagues, who like ourselves are currently working in schools, who are active practitioners and experienced school leaders. Having reflected carefully on all of this, our Governing Body has taken the unanimous decision for us to pursue conversion to become an academy and plan to become part of a MAT at the earliest opportunity. We are therefore launching a consultation with parents and carers to garner their views for enacting such a change for September 2022.

We are acutely aware that not all Multi Academy Trusts are the same, and remain passionate about retaining our values and identity as a proud school with a long history of service to our community. It is therefore our preference to remain in partnership with those we know, and who have demonstrated their investment in all of us and in our school.

Mr Perry
Headteacher

Mr A Marham
Chair of the Governing Body

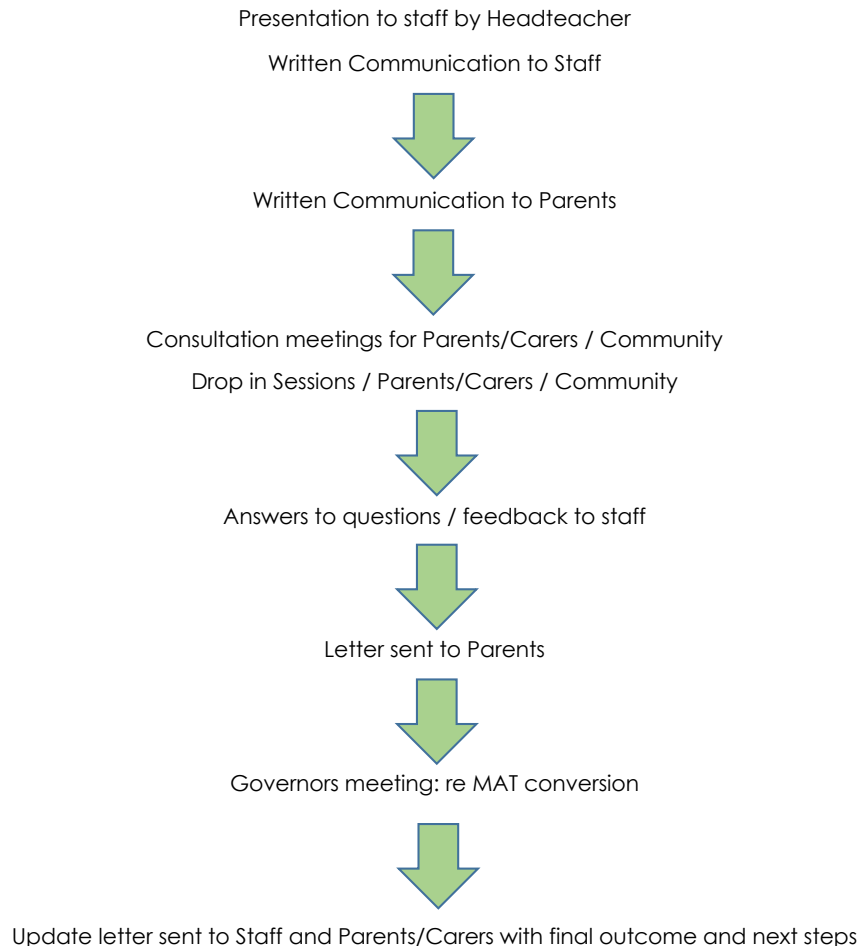
Mr P Marshall
Vice-Chair of the Governing Body

Consultation Timeline for Academy Conversion

Spring/Summer 2022



Details of consultation events will be published in advance. An overview of the timeline for this process is provided below:





LOWER SCHOOL



Mr Worthington writes:

At Longcroft we know and care for every child as an individual. We will celebrate those qualities of a good person who is kind, considerate and respectful of their community and environment. Acts of Great Heart.

We will retain and nurture our commitment to academic success and excellence. For example, the production of an outstanding piece of classwork, homework, an outstanding assessment outcome or an impressive piece of thinking in class. Acts of Great Thought.

We actively encourage our children to demonstrate readiness for the future by developing the skills and qualities that will lead to success in life beyond school, for example good organisation, good timekeeping, great team work or acting on initiative. Acts of Great Vision.

We have seen several records set, and broken, for the amount of rewards achieved in a week. In one week recently, we celebrated our first 100 total; a truly impressive weekly score, setting the bar high for others, which all pupils are now striving to beat.

Here are our top scores for Lower School

	Year 7	Year 8	Year 9
1st	A. Clayton (1313)	L. Pepper (1342)	A. d'Andilly (1674)
2nd	G. Ferne (1307)	An. Bruton (1314)	C. Levey (1637)
3rd	E. Gillett (1304)	J. Lambert (1258)	J. Gresswell (1576)
4th	A. Bryce (1293)	A. Rumford (1258)	E. Barwick (1537)
5th	E. Woad (1269)	Am. Bruton (1213)	K. Myles (1511)

Walking around school, it is a calm, purposeful environment where the children want to learn and work to the best of their ability. At the heart of everything we do, there is a strong culture of praise, rewarding pupils for their hard work and effort. I look forward to sharing the totals again at the end of the year.

Finally, in the run up to the end of Easter, we have set our pupils a 100% Attendance challenge for this remaining fortnight. Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time. Pupils who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable. We will be sharing rewards related to attendance in the final week of this term.

Mr Worthington
Head of Lower School

UPPER
SCHOOL**Mr Colepio writes:****GCSEpod landmark**

A huge well done to all our Year 11 pupils on this fantastic achievement. We are now in the top 20% of users in the North of England and these many hours of revision and hard work can only enhance the chance our pupils have of success this summer. We know that some pupils say that they prefer learning in other ways (that's fine) and that we made it a requirement for the Prom to watch 75 pods this term. That said, our Year 11 pupils have, this year, watched nearly 700 hours of videos. This can only be a good thing given research shows increased viewing leads to improved results when combined with other forms of revision.

Easter Revision sessions

We are currently planning for these sessions over Easter as we look to maximise every opportunity to enhance pupil learning. These sessions are voluntarily run by staff and we are, as always, extremely grateful to all who give their own time over to the pupils. We are also indebted to our pupils who attend to make it worthwhile and parents and carers who transport their child to these sessions. Thank you – together we can make a difference. Once these sessions are confirmed we will of course make pupils and parents aware of the offer.



Congratulations!

This is to certify that your school has reached

10,000

Pods streamed & downloaded so far this academic year



Brought to you by





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Year 11 Hull University Visit

As part of our continuing commitment to support Year 11 in their preparation for the summer examinations, on Wednesday, 6th April we will take the whole year group to Hull University for a Revision / Study Skills Development Day where colleagues will work individually and in small groups with pupils to assess their revision progress, address any emerging barriers and ensure an effective plan is in place as we head towards the Easter break. We will make use of a large lecture theatre and seminar rooms to provide structured training and support, but also expect pupils to spend time independently revising around scheduled sessions.

On Monday every pupil in Year 11 received a revision pack filled with resources including a hard-back revision book, range of blank flash/index cards, post-it-notes, organisation tabs, coloured pens, highlighters etc. They also received a guidance booklet to give them ideas for how to use these resources, based on research and our understanding of cognitive science.

We are extremely proud of our Year 11 pupils and the way that they continue to respond to the challenges they have faced. It is with great confidence that we work with them in preparation for the summer's exams.

Mr Colepio
Head of Upper School



SIXTH FORM



Mr Henderson writes:

Last week, our Year 12 Geographers joined students from six other schools and colleges to carry out some fieldwork in different locations around North Yorkshire. The students went on a residential trip to the Cranedale Centre, a fieldwork Centre near Malton in North Yorkshire, to help develop and extend their skills ready for their upcoming Non-Exam Assessment or NEA.

Meanwhile, students in Year 13 have received the results of their recent mock examinations and are working with Sixth Form leaders to set targets and address areas for improvement in preparation for the forthcoming examinations this summer.

Year 12 students will have their first mock examinations later this year. In the meantime, students are working hard to develop their knowledge, understanding and skills. In Psychology, students are studying Psychopathology – they planned and answered a 16 mark question on Mowrer's two-process model. The model offers the explanation that phobias are learned by classical conditioning then maintained by operant conditioning. Students have also studied and compared systematic desensitisation and flooding as potential treatments for phobias and cognitive approaches to explaining and treating depression.

In Criminology, Year 12 students have completed their Unit 1 controlled assessment and are working towards the summer's Unit 2 examination. Unlike the majority of courses, this course is assessed over four units and the examination will be the first external examination many students have taken since Year 10. In preparation, students have learned the difference between criminal and deviant behaviour and considered how laws change over time and how they differ between cultures. Students have studied a range of examples including high profile crimes such as the murder of Rhys Jones and the Dunblane massacre, which they compared with the events almost a decade earlier at Hungerford.

It is wonderful to see students sharing their learning with each other about topics they are inspired by and deeply interested in. Our broad curriculum offers a range of courses and opportunities which all contribute to the rich experience those who stay with us in the East Yorkshire Sixth enjoy.

Mr Henderson
Head of Sixth Form



SAFEGUARDING



Mr Rogers writes:

Parenting support

Parenting is not easy, and it comes with a unique set of challenges that change and evolve day by day. Just when you think you're on top of some aspect of raising your children, they grow a little and the goal posts may feel like they have changed again.

We speak with many parents/carers each week, and often the conversation turns to how we can further support at home. There are a range of services available to parents and schools which we can draw on in response to new challenges that might arise. It can be helpful to simply read around a particular issue and consider the experiences of others, perhaps explore some practical strategies. Sometimes we just need to be reminded as parents/carers that we are doing the right thing, and to keep going. We would like to signpost some useful websites that might be of interest via the following links:

<https://learning.nspcc.org.uk/research-resources/leaflets/positive-parenting>

<https://kidshealth.org/en/parents/nine-steps.html>

<https://www.familylives.org.uk/advice>

<https://www.parents.com/parenting/better-parenting/advice/>

<https://www.parentingforbrain.com/how-to-be-a-good-parent-10-parenting-tips/>

If you ever have any concerns or worries please do get in touch with us in school. We remain committed to working together with families to address any barriers to education and ensure the very best school experience possible.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



TEACHING & LEARNING



Mr Taylor writes:

Hello again

One of the key ways in which your child will revise is through note taking. Although not the most effective revision method, it can be enhanced by refining the process and being well organised.

Making Your Notes Useful

The purpose of making summary notes on a topic or section is to aid your overall understanding of material, to help you distinguish between what is really important information (depth) and what is merely supporting detail. Reference to the main syllabus topics will help the process of discernment within each subject.

In addition, good summary notes make retrieval of information quicker and easier.

Sort out your filing system

If you haven't already done so, get your subject folders and notes organised immediately. Invest in some ring binders, dividers, plastic pockets, etc. Have a separate folder for each subject (a permanent reference point) and then keep a 'current folder' for managing notes in progress.

Less is always more

When writing notes, remember they should contain a summary, not an extensive repetition of what is in the textbook. Don't crowd the page. Stick to main headings and sub-headings. Use abbreviations where appropriate. Try to reduce what you need to know on the topic down to one A4 sheet. Once you have an overview, it is easier to fill out the detail.

Make your notes visual

Ensure your notes have a memorable appearance so that you can recall them easily. Use illustrations, diagrams, graphs, colours, and boxes ('a picture is worth a thousand words'). Arrange the material in a logical hierarchy (title, sub-point, explanation, example). Ideally, you should be able to close your eyes in an exam and visualise a particular page of notes.

Beware of transcribing and highlighting!

Merely re-writing the text from the book into your notes does not ensure retention. Try to put things in your own words and devise your own examples - this will make the material more meaningful. Only use the highlighter pen AFTER you have previewed and questioned a text, thus ensuring you identify the most important material and you avoid the creation of a fluorescent textbook!

'Save' your notes carefully

Practice following the logic of your computer files, when storing information. Think - "Where does this material best fit (subject, section, topic, sub-topic, etc.)?" In this way, you will ensure that it is efficiently processed and easily retrieved both physically (during revision) and mentally (when you need it in an exam).

Mr Taylor

Head of Teaching and Practitioner Development



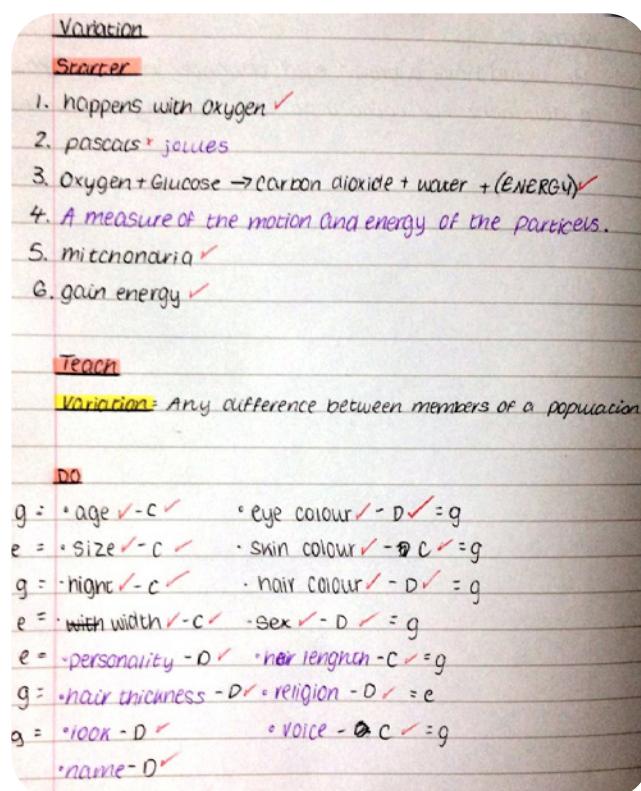
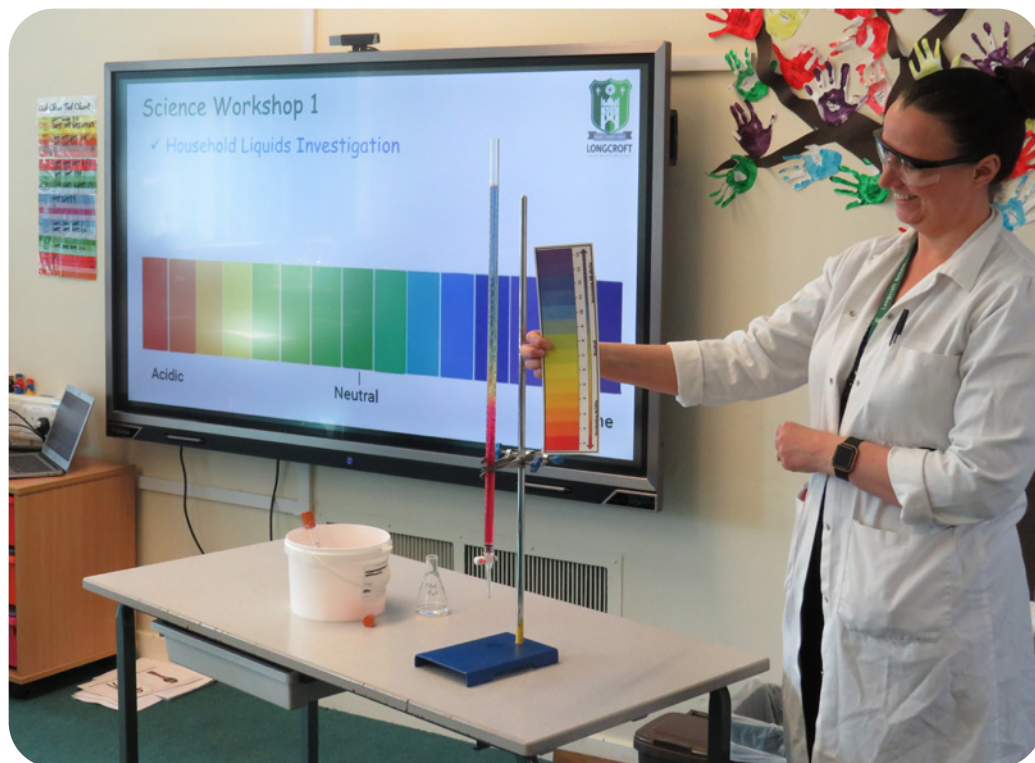
IN FOCUS

SCIENCE

Pupils in Years 7 and 8 have been working hard in Science.

Pupils in Year 7 have been studying healthy eating, nutrition and the cause of diseases such as scurvy, beriberi, osteoporosis and rickets. Pupils have also studied the skeletal system and learned how the skeleton protects internal organs, supports our body and enables movement. Having learned about atoms, elements and compounds, Gracie explained: "The difference between a mixture and a compound is that a compound is chemically bonded whereas a mixture is not." She also demonstrated her ability to write an equation in both word form and using symbols. Pupils in Mr Brown's classes have been learning about Italian Luigi Galvani, who discovered animal electricity and is recognised as the pioneer of bioelectromagnetics. Pupils have also experimented with chromatography.

Year 8 pupils have been learning about inherited characteristics and investigating variation. Pupils in Mr Brown's class measured hand-span and presented their findings in a frequency table. They have been learning about Gregor Mendel, an Augustinian monk who discovered the basic principles of heredity through experiments with pea plants, long before the discovery of DNA and genes. This led to pupils considering whether fetuses should be tested for genetic diseases. Anna considered the risk of miscarriage and wrote, "I don't think we should test fetuses for genetic diseases ...it doesn't matter if your child has a disease or not because they are still your child." Rachel explained, "Some people think testing fetuses is a good thing because you can then plan for the future and doctors can plan treatments ahead of time." Caitlan added, "I agree with testing

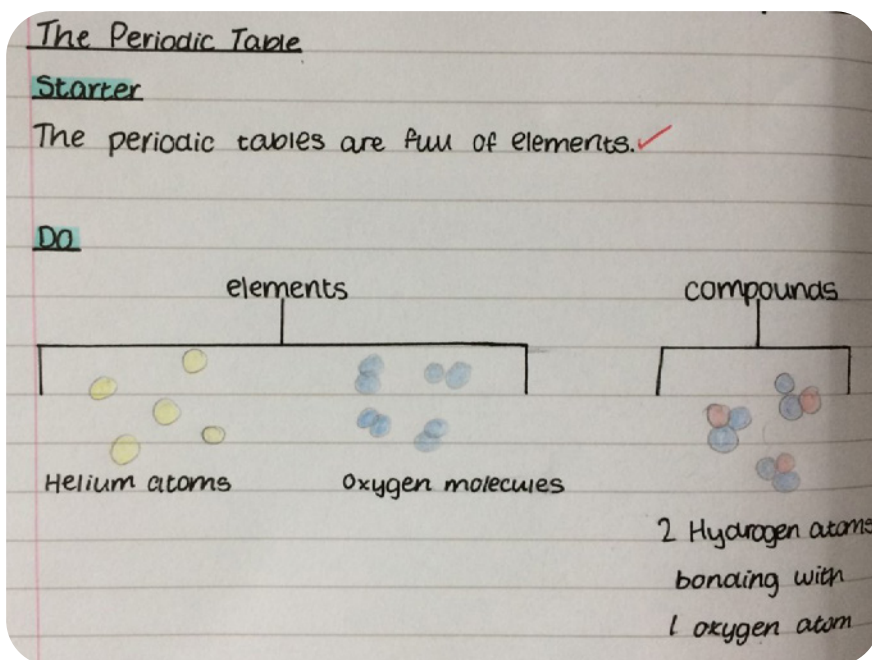
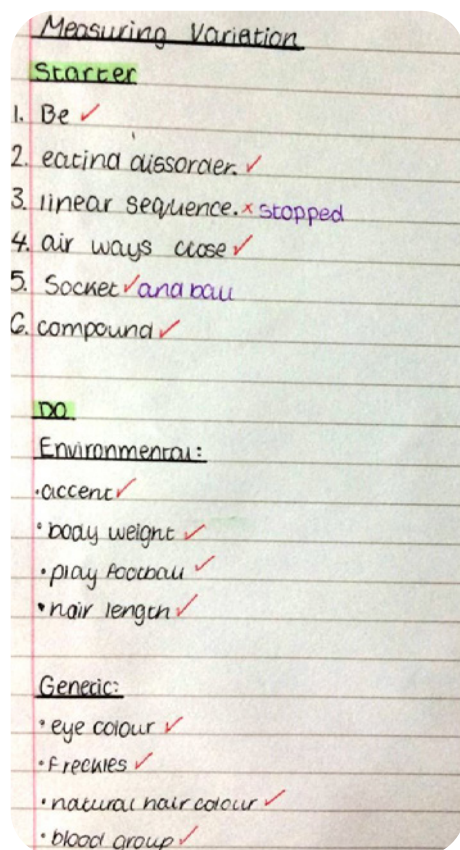




because even though there are risks it is worth it because it makes you more prepared and ready to take care of the baby with the right medication." Pupils are now studying photosynthesis in this fascinating and varied subject.

Work featured here has been selected from Year 7 pupils Gracie Ferne, Ben Smedley, Ava Harris, Keira Lamb and Maisie Monaghan and Year 8 pupils Tilly Dobbs, Ella Curley, Caitlan Skinner, Poppy Riby-French, Rachel Harris and Anna Bruton.

Year 6 pupils also enjoyed time with members of our Science team when Mrs Scott, Miss Sinclair and Mrs Jones visited Leconfield Primary School. Mrs Scott said, "We had an amazing Science workshop at Leconfield Primary School this morning. Pupils made lava lamps, looked at rainbow fizz, did some pH testing and used microscopes. They loved it!"





Memory Lane

This week we feature two successful football teams.

Our first picture shows the Year 7 team from 2014. The team were Humberside Schools' Under 12 Champions and reached the 5th Round of the National Cup. The team won 14 of their 16 matches, scoring 89 goals and conceding only 20.



Back row:

Ryan Elm; Joe Darley; Cody McLaren;
Adam Hunsley; Michael Green; Arran
Naldrett; Daniel Wilson

Front row:

Isaac Reid; Matty Blake; captain Harry
Sadler; George Addison; Daniel Finch;
George Armstrong and Callum Leak.



An outstanding team, these boys also made excellent progress in the National Cup while enjoying success locally during their years together.



Back row:

George Thompson, Jordan Smith, Jamie Spence, Johnny Saltmer, Alex Thurstan, Brad Walker, Ellis Gray Steve Heath and Aidan Fitzgerald.

Front row:

Will Collingwood, Nathan Mist, Alex Stock, Callum Ward, Dan Naldrett, Kieran Simpson, Harry Stanforth and Marc O'Hare



Follow us on Twitter to
see more pictures from
Memory Lane
[@SchoolLongcroft](https://twitter.com/SchoolLongcroft)



Find us on Facebook
Longcroft School &
Sixth Form College



Tiger Louise Earns Her Stripes

We are delighted that after several appearances as substitute this season Year 11 pupil Louise Dealtry-Todd made her full debut for Hull City Ladies' first team on Sunday against AFC Fylde.

Although the team suffered a 1 – 0 defeat in what was described as a hard-fought display, Louise was player of the match.



Louise, who wears the number 44 shirt, is sponsored by Total Workwear - a privately owned company that has been trading since 2002 and supplies workwear, uniform, safety footwear and safety supplies to the public and private sector, industry, business and end users.

Louise said, *"I've enjoyed the taste of first team football I've had so far but to be picked to start was special and something I'll never forget. Now I hope I can earn a regular starting place in the team. It's a great team to play in and I'm really looking forward to the rest of the season."*

Mr Baker said, *"Louise definitely deserves this recognition and her success. She's extremely dedicated and an excellent role model for younger pupils. I'm sure she will become a first team regular."*

The Tigresses can now look forward to an away fixture at Burnley this weekend.



Boys Star in Derby

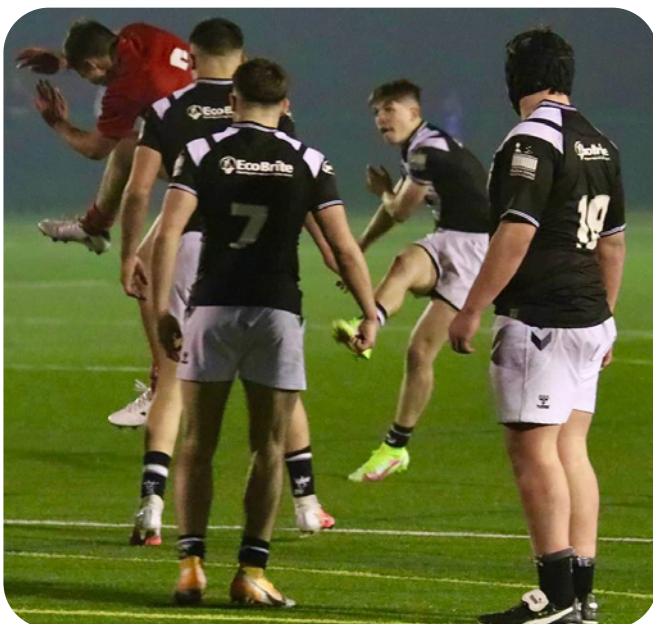
"It was a great experience and something that I'll remember for the rest of my life."

Five Longcroft pupils starred in a pulsating Scholarship derby, the result of which was in doubt until the final seconds when Hull FC captain and full-back Jack Charles calmly dropped a goal from 25 metres to win the game.



While the outcome of the match was a 29-28 victory for the Airlie Birds over their rivals, the occasion was a huge success for Longcroft who provided both captains in Jack Charles and Rovers' Hayden Todd as well as three other players – Hull FC's Will Hutchinson and Hull KR's Tom Rea and Alex Argent-Moss. Four of the boys also play for local community club Beverley Braves, while Alex plays for West Hull.

Jack said, "It's a dream come true to play in a derby." Jack's father Chris is able to count many derby matches among over 200 games in red and white and Jack said, "While I might never have played rugby if it wasn't for my dad, I want to create my own pathway in the game." On scoring the match-winning drop goal, he explained: "I just remember when I kicked it everything felt right. Time seemed to stop." Jack added, "All the kicks in practice set me up for that moment." When asked how it felt to have won Jack said, "The bragging rights are ours. It was a great experience and something that I'll remember for the rest of my life."



While Hayden felt the pain of defeat he was one of his team's try scorers. He said, "It was an honour to not only represent Hull KR but my school and community club Beverley Braves. Being captain is a big first chapter in my rugby career and it helped me to push forward in the game. I knew I was representing all my friends and family." Hayden's father Richard played rugby, football and cricket for Longcroft and is one of an elite group of boys to have scored a century for his school. Hayden explained, "Both my mum and dad play a huge part – they drive me to training twice a week, cook my food so my diet is right and do a lot of little things. The belief my dad gives me really helps." He added, "I felt I played well and it was a good way to start the scholarship season. It's an honour to play at such a high standard." When asked about his aspirations, Hayden said, "To hopefully push forward, to get into the first team and to make dreams a reality."



Tom Rea also played for Hull KR. He said, "It was quite surreal. It felt amazing – like nothing I've experienced before. It was just a shame we couldn't win." Alex Argent-Moss, who plays for West Hull, was also in red and white. He said, "It feels good to play for Hull KR – it's very professional. I felt some pressure playing in front of such a big crowd but I enjoyed it."

Will Hutchinson scored two of Hull FC's five tries either side of half-time. He said, "I felt proud. To score two tries on debut – I couldn't ask for much more."

Mr Baker said, "To have five boys playing in such a prestigious game is fantastic. That both Hull clubs were captained by Longcroft pupils – it's incredible.

They take their rugby seriously and in school they're popular, well-behaved and respectful. All five are a credit to our school and we are proud of them all."

All five boys consistently demonstrate their commitment to Longcroft and are key members of our successful Year 11 team who last week reached the Hull Schools' Cup Final and earlier today took on Wakefield's Crofton Academy in the Yorkshire Plate Semi Final.





Lily and Summer in Black and White Success

Year 9 pupils Lily Gray and Summer Mulvana are enjoying representing Hull FC and pulling on the famous black and white colours as they play for the club's girls' team. Having beaten local rivals Hull KR 36-10 in their opening fixture of 2022, last weekend they took on Oulton Raidettes in their second game of the season and came away with a 26-16 victory.

Lily was playing in her first game of the season having recovered from a broken wrist. She said, "I played on the wing – that's my favourite position. It felt really good to be playing again, and to win."

summer has been playing for about a year. She said, "I love that rugby is a team game, and I enjoy the physical aspects of the sport. It's really good to play for Hull FC."

Samantha's Karate Success

A member of GKR Karate Year 9 pupil Samantha has been enjoying her sport for four years. She recently competed in the North Midlands Regional Tournament in Sheffield against opponents from Bradford and Hull and came away with two medals.

Samantha said, "It was tough and at one point I thought I might lose, but I came through and won the two medals. I felt proud."

Mr Henderson was at the competition. He said, "Samantha showed great resilience to keep going. She did extremely well."

Congratulations Samantha, and good luck for your next championship!



Next weekend the girls are looking forward to taking on Cutsyke.

The girls have excellent role models in former Longcroft students Scott Taylor, who plays in Hull FC's first team, and four current Women's Super League players in Lucy Attree, Carys Marsh, Alex Stimpson and Rachael Woosey. We look forward to hearing more about their success as the season progresses.



Extra Curricular Sport

Netball

Last week saw the Year 8's compete in their End of Season Netball Tournament. The warm, sunny weather made for a lovely evening of netball, with six schools competing for the title. Longcroft finished in 4th position which was a great achievement considering the strength of the other teams. The girls had to dig deep as a result of an injury occurring in the first five minutes, a big thank you to Phoebe Haw in Year 7 who stepped in to help the team! These girls have showed excellent commitment to training this year as well as most of them playing for local teams.

Football

Longcroft hosted a girls' football tournament against Beverley High School. The Year 7/8 girls team played two 5 a side games. Both Longcroft sides started well and dominated possession, despite the warm conditions. Overall, both teams lost one game and won one game, a good result against a strong Beverley High team. Well done to all pupils involved!

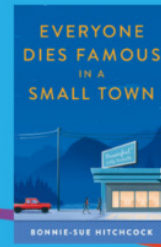
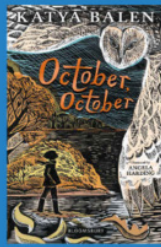


Longcroft host Year 6 Football Competition

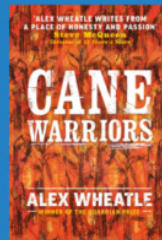
Longcroft hosted a Year 6 football competition over two weeks, Monday 14th and 21st March. It was a great event with over 90 pupils participating from 9 schools, enjoying a school football competition again.

The pupils showed skill development throughout the tournament and enjoyed the level of competition. Well done to St Nicks on their performance, winning the competition. Thank you to Mr Trotter for his organisation of the evening and to the Longcroft pupils volunteering their time to referee the matches.





Yoto Carnegie Medal Shortlist 2022



#CKG22

LIBRARY NEWS

Carnegie Award 2022 Shortlist Announced

The announcement of the Yoto Carnegie Greenway shortlist is an exciting time for libraries, children and young people across the world. This year eight fabulous books have been selected by an expert panel of judges, including fourteen from CILIP's Youth Libraries Group based across the UK.

This is the award that children's writers dream of winning; it's the longest running and most prestigious children's book award in the UK; claiming it can have a huge impact on an author's career, and the finalists will be on tenterhooks until the winner is announced on June 16th.

This year six of the eight Yoto Carnegie shortlisted books are based on real-world events – from Tacky's War to WWII; the legacy of the Troubles to the refugee crisis; the 2011 Japanese tsunami to the Central Park Exonerated Five case. Common themes are the power of friendship and the importance of empathy to help young people overcome challenges and celebrate difference.

Copies of the shortlisted books will be on display in the Library from next week. Do encourage your children to read them. Below are some brief outlines of each book:

Cane Warriors by Alex Wheatle

Set in Jamaica in 1760, this urgent and direct story provides an uncompromising account of Tacky's War, the slave rebellion that took place on a Jamaican sugarcane plantation. Powerful and direct narration from 14-year-old Moa's viewpoint brings history to life in a narrative that is as innovative as it is unforgettable.

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Everyone Dies Famous in a Small Town by Bonnie-Sue Hitchcock

A captivating and lyrical journey told through intertwined short stories that relay the tales of young people in rural America who share the experience of being in the hinterland before adulthood. Each story promotes empathy and understanding and minutely observes the details of individual lives yet whilst combined, paints a broader story of culture and community with impressive brush strokes.

October, October by Katya Balen

October and her dad live in the woods. They know the trees and the rocks and the lake and stars like best friends. Until the year October turns eleven. That's the year she rescues a baby owl. It's the year Dad falls out of the biggest tree in their woods. The year the woman who calls herself October's mother comes back. The year everything changes

Guard Your Heart by Sue Divin

Derry, 2016. Catholic Aidan and Protestant Iona, now eighteen, were both born on the day of the Northern Ireland peace deal. At a post-exam party, Aidan wanders alone across the Peace Bridge and becomes the victim of a brutal sectarian attack, witnessed by Iona. When the two meet, the differences between them seem insurmountable, but despite their differences their friendship grows. But it seems like everything is keeping them apart, when all they want is to be together.

When the Sky Falls by Phil Earle

War is raging. And one angry boy has been sent to the city, where bombers rule the skies. There, Joseph will live with Mrs F, a gruff woman with no fondness for children. Her only loves are the rundown zoo she owns and its mighty silverback gorilla, Adonis. As the weeks pass, bonds deepen and secrets are revealed, but if the bombers set Adonis rampaging free, will either of them be able to end the life of the one thing they truly love?

The Crossing by Manjeet Mann

Natalie's world is falling apart. She's just lost her mum and her brother marches the streets of Dover full of hate and anger. Swimming is her only refuge. Sammy has fled his home and family in Eritrea for the chance of a new life in Europe. Every step he takes on his journey is a step into an unknown and unwelcoming future. A twist of fate brings them together and gives them both hope. But is hope enough to mend a broken world?

Tsunami Girl by Julian Sedgwick

Fifteen-year-old Yuki goes to Japan to stay with her beloved grandfather, a well-known manga artist. But during her visit, a Tsunami occurs – and her beloved Grandpa is lost. Yuki, and her friend Taka, must make sense of the terrible situation and come to terms with immense loss – and see that through renewal and with resilience, they can emerge from this tragedy with optimism for the future.

Punching the Air by Ibi Zoboi and Yusef Salaam

One fateful night, an altercation escalates into tragedy. Suddenly, at just sixteen years old, Amal Shahid's bright future is upended: he is convicted of a crime he didn't commit and sent to prison. Despair and rage almost sink him until he turns to the refuge of his words, his art. This never should have been his story. But can he change it?

"On a personal level, having a research interest in the link between children's literature and empathy, I'm thrilled that our Yoto Carnegie shortlist showcases how friendship can help young people find the strength to navigate a path through challenging times."

Jennifer Horan,
Chair of Judges for the
Yoto Carnegie Greenaway Awards 2022



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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