



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Emily Inspires a Day to Remember

“With the help and support of many teachers and Sixth Form students my goal has been achieved.”



Friday saw staff and Sixth Form students, inspired by Year 13 student and Senior Student Leader Emily Duncan Mawdsley, wear red and bake a range of delicious treats on REDS4VEDS Day. Started by Annabelle's Challenge, an organisation doing incredible work for the VEDS community in the UK, REDS4VEDS is a global campaign which takes place on the third Friday of May each year. The aim of the campaign is to help raise the profile of Vascular Ehlers-Danlos Syndrome (Vascular EDS), a rare life-limiting genetic disorder.

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on, I am proud of how far she has come during her time at Longcroft; to help her raise awareness for the charity so close to her heart was a lovely way to finish her time with us." Reflecting on the day she added, "It was much busier than we had anticipated and we could not get the cakes out fast enough. Our Sixth Form students really stepped up and helped alongside staff. The support from our school community was amazing. The standard of baking and contributions Emily received blew us away."

In September Mrs Newsam will travel to Newcastle to take part in the Great North Run and in doing so hopes to raise awareness and funds for Ehlers Danlos Syndrome Support UK. She said, "Emily is an inspirational student and I have enjoyed supporting and working with her. The challenge of the half-marathon is one I am looking forward to and I am training hard. I hope I can raise awareness of the condition and encourage others to support this worthy cause."

Emily added, "I have been with Longcroft since the age of 11, starting in Year 7. I am amazed to say that we have yet to have a serious emergency and this is in large part due to the support of staff that help me when I need them. These include many of the Teaching Assistant staff, particularly Mrs Mills, my Head of Year and now Deputy Head of Sixth Form Mr Wilson and all my subject teachers - especially Mr Thomson, allowing me to be the drama queen I am by enabling me to act and be included in school productions and pushing me to be the best dramatist I can be."

"Sharing REDS4VEDS Day with Longcroft has truly been amazing and I can't put into words how thankful I am for the school supporting and helping me to achieve this amazing day after many years of giving back to the school myself, including being part of the Sixth Form Senior Student Team. It has been my absolute pleasure to put The East Yorkshire and Longcroft School's Sixth Form College on the map through sharing photos of our successful day online with #reds4veds and raising global awareness for REDS4VEDS Day 2022!"

Mr Perry said, "We are incredibly proud of Emily and all she has achieved in her time at Longcroft. Today was another great example of her exceptional contribution."

Emily lives with this condition. She explained, "I have a health condition called vascular Ehlers Danlos Syndrome (vEDS) - a rare life-threatening condition that affects my vascular organs and makes me very fragile. Each year on the third Friday of May, this year being Friday 20th, is the global awareness day for VEDS. With the help and support of many teachers and Sixth Form students my goal has been achieved - to spread awareness and raise money in the hope of one day being able to find a cure for the vascular side to my condition and not have to live in the fear that my organs could spontaneously rupture at any moment."

Mrs Mills said, "After working with Emily for the past seven years, it was a pleasure to celebrate REDS4VEDS day. Emily has faced many obstacles during her time at Longcroft and has always come out the other side stronger. Emily is an inspirational young lady who tackles everything head







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

84,954

THOUGHT

352,346

VISION

340,322

GRAND

TOTAL:

777,622



Headteacher's Welcome



As we reach the end of a short but incredibly busy half term, and with examination halls filled with young people, we are drawn to reflect on how the last few weeks, months and indeed years have brought us to our current lived experience.

The legacy of the COVID-19 pandemic continues to challenge us as a society and as a sector in so many and profound ways, and the experience of those currently sitting examinations serves apposite example. I have been struggling for superlatives to capture the resilience, commitment and ambition our Year 11 and 13 students have demonstrated over recent months, and it has been with great pride that we have watched them take on their assessments so far. Half term will provide an opportunity to rest, as well as to continue the necessary preparation for the final part of the examination series before we can all celebrate together.

Attendance is another issue that nationally remains a high 'post pandemic' priority, reflected by emerging government policy. It has been wonderful to see Longcroft pupils this week stepping up to our latest 100% attendance challenge and enjoying their well-deserved 'ice lolly' rewards at lunchtime. We know the value of every moment our young people spend with us and will continue to promote the highest possible levels of attendance, seeking to support families at all stages with any barriers that they may experience.

It has been wonderful to receive a number of communications praising the presentation and conduct of Longcroft pupils in our community over recent weeks. Standards are important to us and they will remain a focus of our daily work in school. Behaviour, attendance, punctuality, uniform, are all significant in representing our culture, our identity and our ambition for ourselves and each other. I would like to thank you for your continued support in all of these regards, and I welcome you to review the letter recently sent with some useful reminders as you prepare for our return after the break.

This half term has brought us so many memorable moments and successes to celebrate, from charity initiatives to sporting success, performances to academic milestones, our community bring us inspiration and joy through each and every day.

We are very much looking forward to welcoming pupils and students back to school on June 6th, rested and ready for another important 7 weeks of learning. In the meantime, I wish you a jubilant Jubilee Bank Holiday.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

At Longcroft we have a history of celebrating the Arts. From impressive painting, collages and drawings by pupils in the Art department to grand plays, musical performances and recitals in our Performing Arts department, children enjoy fantastic opportunities and high quality teaching.

One of the best developments of this year has been the ability to throw open our doors to parents and families again, putting on live shows for our community. It has been a great pleasure to showcase the work of our children live in our theatre, with both the school production of "Oliver!" and the recent Performing Arts Night drawing appreciative audiences. All pupils have the opportunity to get involved in our performing arts events, whether they audition for a lead role or a more minor part while several join the backstage crew. A lot of credit must go to those pupils who work behind the scenes – they make very important contributions and both develop and demonstrate a wide range of valuable skills; their assistance helps to ensure that the performances run smoothly. Opportunities include working on lighting and sound as well as props and stage management.

This week our Lower School pupils have been developing their musical skills in lessons, forming small bands and rehearsing different pieces to share with their classmates.





It is joyous to witness our children getting involved, developing their talents further and trying out new activities. As part of our broad and balanced curriculum, all children study Art, Drama and Music throughout their years in the Lower School. Rocco said that he had particularly enjoyed Music this year, learning to play swing.

Last week we featured pupils' success in local football and we were delighted to hear that several more pupils representing two more teams had enjoyed victories in cup finals on Sunday.

AFC Tickton Eagles won the Hull and District Under 14 Cup final beating Hedon Rangers on penalties. Longcroft pupils in the Eagles line up were Alex Goldberg, Charlie Haw, Finlay Addinall, Henry Vickerman, James Bucknall, Lewis Cunningham, Max Berry and Seth Hamson.

Beverley Town Under 13's won Jubilee Cup with a convincing 4-1 victory against Hessle Sporting Titans. Longcroft pupils in the Beverley Town team were Jayden Dixon, Jacob Grady and Luke Hancock.

The previous day Year 9 pupils Edward Brock, James Bucknall and Alex Goldberg played for the East Riding Schools' Under 14 football team in the final of the Yorkshire Cup. In a match played at Hillsborough, home of Sheffield Wednesday, the East Riding team narrowly lost 3-4 in extra time to Rotherham District.

Congratulations to everyone involved in these fantastic achievements.

Mr Worthington
Head of Lower School





UPPER SCHOOL



Mr Colepio writes:

Firstly, congratulations to Ethan Daintith and Owen Bruton who have been selected to represent England in ice hockey. The Year 11 pupils, who are on the England Ice Hockey Association's elite player pathway, will make the trip to Dumfries in Scotland this weekend to take part in an Under 17's Tournament. The tournament will enable England teams to play Scotland at both Under 15 and Under 17 levels.

As exams are well under way, Year 11 pupils will be welcoming a well-deserved week's break this half term - a time for us to reflect on the incredible journey the class of 2022 has been on. They have been working extremely hard over the last months to make sure they were fully prepared for their GCSE exams. Mrs Barry said, "To all our pupils and their families, I take this opportunity to wish everyone a restful week. It is essential that pupils enjoy time to relax with family and friends as well as do some work also. With planning both can be achieved."

After half term, Year 11 students will be on study leave. Please make sure to familiarise yourself with the subject specific support sessions that will take place the day before every exam. A timetable of those sessions was emailed to all parents and carers last week. Do not hesitate to contact Mrs Ellis, our Care and Achievement Coordinator for Year 11, should you require more information regarding the time of these sessions.

Once exams are completed, we will be looking forward to celebrating our Year 11's hard work at our Prom. This year's Prom will take place at Lazaat's in Cottingham on Wednesday 29th June at 7pm. Tickets are on sale on ParentPay.

Finally, if your son or daughter would like a Leavers' Hoodie, they are available to purchase following the link below until Monday 6th June.

<https://www.leavershoodies.com/longcroft-2022-leavers>

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Mr Thomson is extremely proud of Year 10 pupils studying GCSE Music. The pupils have been working as bands, preparing performances which they rehearsed and gave in front of an audience. Mr Thomson said, "The pupils worked well together, utilising their talents to create memorable performances that were enjoyed by an appreciative audience."

I am delighted and proud that our Upper School pupils are demonstrating their ability across the curriculum, setting a positive example to younger pupils and making the most of the wide variety and increasing number of opportunities on offer. This half-term we have seen commitment, improvement and excellence across all aspects of school life as pupils demonstrate great heart, thought and vision and prepare for their futures.

Mr Colepio
Head of Upper School





SIXTH FORM



Mr Henderson writes:

We have been watching the Year 13 students sit their first exams this week, feeling prepared yet a little nervous. The Sixth Form Study Area has a sense of real focus with every conversation being around checking understanding and the practise of examination questions. With the exam season upon us, Year 13 students only have to be in for lessons, exam prep sessions or their exams, so it has been wonderful to see so many coming into the Study Area and using our resources. Students have also welcomed the exam preparation sessions, allowing them a few hours to ask questions and be finely tuned by their teachers, as is happening at GCSE.

A big congratulations from the whole of the Sixth Form community to Emily who created a fantastic event last Friday, and raised awareness and money for REDS4VEDS – details are in our cover story.

Year 12 Parents' Evening is on Wednesday 8th June and staff will be discussing the fantastic progress being made. Also being discussed is the preparation for each subject for the Year 12 Mock Exams starting the week beginning the 27th June. Alongside this will be our Year 12 Parent Update which will share key dates and information regarding the mocks. In assembly this week, the Year 12 students have been creating outlines of their subjects that have been taught this year. With early planning and understanding of expectations, each student should be able to maximise progress for this year.

Mr Henderson
Head of Sixth Form



TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. We have made great gains in the consistency of our lesson delivery using the Longcroft Learning Cycle. Pupils know what to expect within a lesson, and I have shared with you each lesson phase with examples of work for you to see.

We now feel it is the right time to apply that consistency to the quality of marking and particularly feedback that the pupils receive from teachers.

A common format for feedback creates clarity for pupils and ensures a high level of quality feedback for them to use and act upon to improve.

Evidence trails for all pupils regarding effort grades entered on a PU update will also be present. You, as a parent/carer, will be able to see therefore that evidence trail. Pupils will be clear on where their effort grade currently sits, with clear targets for improvement given for the next block of lessons. This will be re-assessed the next time their books are marked. There are therefore no surprises when it comes to PU updates, and pupils will have a very clear idea on how to improve.

We are introducing a common marking sticker for feedback to all pupils across all years in all subjects. You will begin to see these appearing in your child's books between now and the end of the academic year. We hope you see the benefits of these, and we will be evaluating their effectiveness moving forward. Please see below for an example of the sticker we will be using, and an example of what it looks like in practice:

Mr Taylor

Head of Teaching and Practitioner Development

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Attitude to Learning: Classwork: 1 2 3 4 Presentation [] Completion [] Contribution [] Homework: 1 2 3 4 (Since last sticker)	TARGET:	Spellings / key words to practise: (x5 in purple pen) 1. 2. 3.
What went well (WWW):		Even better if (EBI):



Attitude to Learning: Classwork: 1 2 3 4 Presentation [] Completion [] Contribution [] Homework: 1 2 3 4 (Since last sticker)	TARGET:	Spellings / key words to practise: (x5 in purple pen) 1. 2. 3.
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What went well (WWW):		Even better if (EBI):



Attitude to Learning: Classwork: 1 2 3 4 Presentation [] Completion [] Contribution [] Homework: 1 2 3 4 (Since last sticker)	TARGET: Make sure you underline all dates and titles	Spellings / key words to practise: (x5 in purple pen) 1. Shakespeare 2. Situation 3. Marriage
What went well (WWW): Well done ___Amy: 1. Excellent choice of quotations to support your points for some paragraphs. 2. You show a clear understanding of how the character is presented to the audience by Shakespeare.		Even better if (EBI): Even Better If: 1. Make sure that you always add a quotation to support each point you make. 2. You should always try to write an introductory paragraph, before you make your first point – try below in purple. 3. Try to include a comment on context – how does the character reflect society at the time?





IN FOCUS

ENGLISH

This week we feature the work of Year 7 pupils in English. Pupils recently completed a writing assessment and Mr Baker enjoyed reading their work. Poppy Cooper reflected on her work, saying: "I think I've added some interesting words and funny parts to my story." Aidan Clayton wrote, "I used a lot more punctuation in this story." Aidan's mini-gothic story impressed Mrs Smith who commented on his development of characters and tension before writing, "Wow! Well done! A delightful story!"

Ava Harris's story began: "The deserted park swings looked eerie in the moonlight. Anne sat on the bench staring at the gravel driveway leading up to Mildew Manor. She had heard that there was a vampire living inside. Curiosity took over her and so she walked up the driveway to the door. It opened with a creak and swung back into the dark hallway." Mr Baker said, "Ava managed to create a tense atmosphere and I really enjoyed her story."

Gracie Ferne's story was based on 'The Curse of Cogston House'. 'The Spell of Sitrice Hall' ended on a note of tension as she wrote, "Walking in further, more distorted sounds came from behind her...an ear piercing scream was upon her." Scarlett Wells also created tension when she wrote, "The next day, as usual Lucy arrived at the park and waited for Lilly, but she never came. She was going to go home until she noticed a familiar face in the window of Cogston House..."

Teach

What is a sentence fragment

- A fragment is a word, phrase or clause that is NOT a sentence.
- However, it is punctuated as if it were a sentence.
- It has capital letters and full stops.

Writers use them to:

- Highlight an important idea.

Teach

Gothic word bank for atmosphere

- sketchy.
- dark.
- creepy.
- unknown.
- mysterious.
- scary oval picture.
- ghostly figures.
- shadows.
- unknown lady blinks in picture.

Type of Gothic Endings

- epitaphic ending: the ending returns to the b

eb add a better sentence starter.

9th May 2022

It was a normal Thursday night. ^{evening} go home, get changed, go to park while waiting for tea. Except, Lilly had been dared by one of the older kids to enter the menacing building across from the park (Cogston house). Instantly, ^{and meet exactly} she knew she didn't want to enter but Lilly had other ideas after they mentioned money-£10! Lilly wasn't very scared but Lucy still didn't think she would go in. No-one ever dared to go in after the story of a young girl who went in and ^{had been} never been seen since. Surely, she



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS

LETTER

Mr Baker said, "The pupils have worked hard on their stories and it was a pleasure to spend time reading them. Literacy is a real focus and our Librarian and Literacy Coordinator Ms Carvill has put together a programme that is delivered in form time. Hopefully next year pupils will again have the opportunity to contribute to an anthology and they don't have to look far for inspiration as Year 13 student Adam Kerrison has already seen his novels published while other Sixth Form students including Tom Kelly and Tegan Blake-Barnard have had their work celebrated in local and national competitions."

Pupils are now studying language, and learned about dead and endangered languages. Poppy wrote, "An endangered language is one at risk of not being spoken by anyone any longer. This can happen because the people who speak it die out or begin speaking another language as their main form of communication." Aidan wrote, "When a language has no native speakers, it is known as a dead language." Gracie wrote, "It is believed that the Basque language existed before in Indo-European languages took over the areas around the Basque country. It may be a pre-Indo-European language." She added, "We may lose 50-90% of languages because our ancestors are dying so unless they teach the generations to come then that might happen."

Story: Tuesday 10th May 2022

The deserted park swings looked eerie in the moonlight. Anne sat on the bench staring at the gravel driveway leading up to Milburn Manor. She had heard that there was a vampire living inside. Curiosity took over her and so she walked up the driveway to the door. It opened with a creak and swung back into the dark hallway.

She bravely walked inside flashing her torch around the immaculate room. A velvet armchair, a glass coffee table and a tall bottle filled with a red substance. The next room had nothing but a wooden frame holding a mattress spotted with blood.

25th April 2022

starter
ending two because it links up better with the story.

Prove
how should 'The curse of cogston house' end?
with Luca finding out what happens to Jack and maybe finding where he is if they ever do (end 2)

what would make this an effective ending?
the parent / Police getting involved and searching the house full of mysteries.

what type of narrative ending is this?
a tragic ending. (Jack also enters the clock) so they get Eliza involved as her friend also went missing there.

Monday 9th May

Writing assessment
The Spell Of Sitrice Hall

add in more (characterisation)

"Hey Lilly, wanna go play on the swings?" Millie asked.
"No. How about we share some spooky stories," Lilly replied.
"Oh okay. You go first." Millie said disappointed.
The twins walked past the swings and over to the park bench. Millie glanced at her watch.
"5 o'clock," she muttered. — PM - tense

Lilly began her story.
how? (adverb)

"So two boys walked over to Sitrice Hall. One was a bit uneasy (he was called Jake) and the other was really excited to be exploring. He was called Oliver. Jake tried to edge away from the door but Oliver pushed him in and called him a baby."

UPG
"Lilly, I'd much rather play on the swings than do this," Millie said groaned.

10/5/22
"Fine! But I'll continue telling my story on the swings. Lilly said hoping that Millie would listen. The two twins made their way over to the swings.

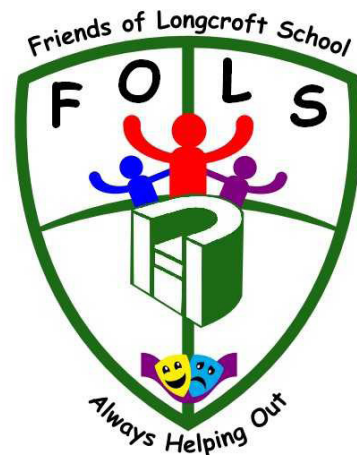
use of adjectives to help build character and tension

A few minutes later, Lilly had gotten to the end of her story.
"How good story! Lils!" Millie exclaimed. — lost story

"Yeah, I know. I have an idea! How about we go over to Sitrice Hall? It is only over there. Lilly was really hoping that Millie would say yes. It was all silent for a bit; the only sounds was the old, rusty swings.



The Friends' Corner



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

fols@longcroft.eriding.net

Charity Reg No. 515674

We run a monthly cash draw, which costs £1 per month (paid annually). This is usually drawn on a quarterly basis, 50% of which goes into our funds for supporting our school, 50% of which is paid out in prize money to the winning number. The more that join, the bigger the prize money is.

Support the cash draw!

Cash Draw numbers can be purchased through the school Parentpay app, or can be purchased directly from FOLS, so you don't even need to be a parent! Members of staff, grandparents and our extended community can also join – just contact us at fols@longcroft.eriding.net for further information on how to pay.

Help us raise funds while you shop!



**Booking a holiday? Need to renew your insurance?
Planning a purchase or just ordering a takeaway?**

Copy the link below in to your address bar to join easyfundraising, and log in to do your normal shopping and raise funds for the Friends of Longcroft School. Thousands of retailers are signed up to donate when you go through their app.

<https://www.easyfundraising.org.uk/causes/friendsoflongcroft/>

Memory Lane

This week we feature a Year 7 tutor group from 1998 and a more recent picture of a Year 11 tutor group from 2012 – it's unbelievably ten years ago that these pupils sat their GCSE examinations!

7T are pictured in 1998 with the form tutor, English teacher Mr Gardham.



Back row:

Rowan Barker; Christian Gardner; Chris Holwell; Mark Radford;
Andy Fowler and Adrian Templeman.

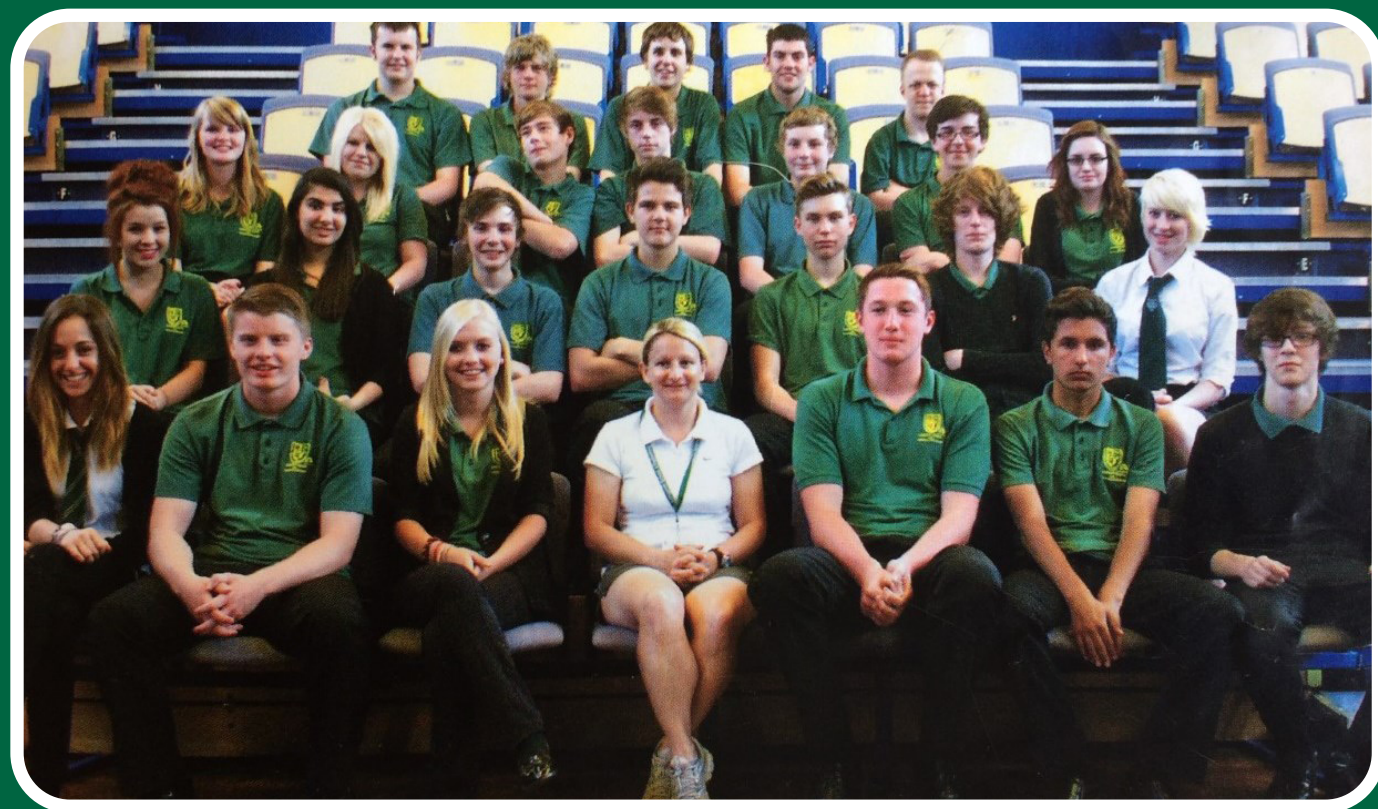
Middle row:

Jack Arksey; Mike Robson; Chico Hawksley; Pat Crease; Rio Thomas-Osbourne;
Emma Hussey; Peter Walford; Robert Talbot and Tim Winepress.

Front row:

Penny Darby; Sammy Bolton; Sara Cousins; Gemma Elgey; Mr Gardham;
Sarah Linaker; Vivienne Bennie; Bekki Burnett and Anna Chisholm.

PE teacher Mrs Moon is pictured with 11R in 2012.



Back row:

Tom Ellis; Chris Gosling; Thomas Wilkinson;
Tom Norris and Billy Dixon.

Third row:

Sophie Wilkinson; Abbie Featherstone; Sam Fatkin; Callum Elm;
Rob Middleton; Isaac Marin-Andrew and Danielle Franklin.

Second row:

Laura Day; Natasha Monfared; Adam Jenkins; Floyd Norton; Stephen Angell;
Liam Yates and Amber Ward.

Front row:

Danielle Haywood; Liam Wardell; Ellie Dobson; Mrs Moon; Dan Preston-Routledge;
Harry Thistleton and Liam Van Rijn.



Athletes enjoy success

We had a fabulous evening at the Athletics 'Quad Kids' event!

Pupils got the opportunity to compete in four events: 100m, 800m, long jump and a vortex throw. All sixteen pupils gave it their all, with some outstanding individual performances. Points were awarded for each pupil's event and then accumulated as a team.

The evening, which was organised and led by our fabulous School Sports Partnership team, brought together the top athletes from local schools. We were therefore immensely proud to finish 4th in the Year 9 & 10 competition and 2nd in the Year 7 & 8 event. Well done to all who competed!



Extra-curricular Sport

Pupils can enjoy participating and further develop their skills at our extra-curricular clubs. The programme is below:

	After School 15:10 – 16:10
Monday	Tennis – Year 7 & 8 (JHE)
Tuesday	Rounders – Year 7 & 8 (ARU / ECA) Cricket – All Years (CMT & JCS)
Wednesday	Athletics – All Years (ECA & CMT)
Thursday	Rounders – Year 9, 10 & 11 (AHO) Tennis – Year 9, 10, & 11 (JCS)
Friday	Table Tennis – (MHE)



LIBRARY NEWS

How to find the right book

If you don't like to read, you haven't found the right book

J.K. Rowling

Finding the right book can be a challenge for some pupils. It's not always easy to decide which one to pick. We are all familiar with the idiom '*don't judge a book by its cover*', but many of us do just that!

Here are some tips to help pupils make the right selection.

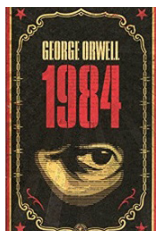
- Get suggestions from the Librarian or your teachers
- Ask friends or family about their favourite reads
- Head for obvious classics
- Read the blurb on the back
- Read the first few pages to get a flavour of the book
- Consider which genres appeal to you
- Think about an emotion or mood you'd like to experience while you read
- Look at best ever lists
- Research books that have been nominated for or received an award
- Look at book displays in the library and in book shops
- Ask the Librarian for a reading list

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Many readers enjoy exploring a range of genres, and are eager to try new authors, but not everyone is so enthusiastic. We are all different. The most important thing, especially for evolving readers, is to read what you like. Reading should always be a positive.

The best writers can grab your attention straightaway. Their opening lines set the tone, and can even foreshadow what is to come. Below are some of the finest first lines ever written, each one casts a special spell. Please encourage your children to sample these amazing books.



It was bright cold day in April, and the clocks were striking thirteen.

Nineteen Eight-Four by George Orwell

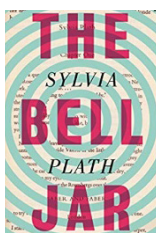


When Mary Lennox was sent to Misslethwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. — *The Secret Garden by Frances Hodgson Burnett*



124 was spiteful. Full of Baby venom.

Beloved by Toni Morrison



It was a queer, sultry summer they electrocuted the Rosenbergs, and I didn't know what I was doing in New York.

The Bell Jar by Sylvia Plath

Last night I dreamt I went to Manderley again. It seemed to me I stood by the iron gate leading to the drive, and for a while I could not enter, for the way was barred to me. There was a padlock and a chain upon the gate.

Rebecca by Daphne Du Maurier

"You know you've read a good book when you turn the last page and feel a little as if you have lost a friend."

Paul Sweeney

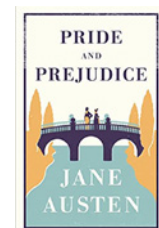


The Metamorphosis by Frank Kafka



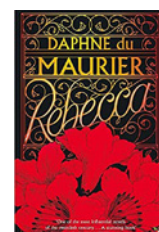
I write this sitting in the sink.

I Capture the Castle by Dodie Smith



It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a wife.

Pride and Prejudice by Jane Austen





Care and Achievement Co-ordinators

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

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

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



Year 7

Mrs Brady

07342 342858

kay.brady@longcroft.eriding.net



Years 8 and 9

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 10 and 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net