



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



"Remembrance is important because I've learnt a lot about World War 2 and I've got an incredible amount of respect for the soldiers who fought and died."

On 11th November 1919, one year after the end of World War One, King George V asked the public to observe a silence at 11am. He made the request so "the thoughts of everyone may be concentrated on reverent remembrance of the glorious dead". The anniversary is used to remember all the people who have died in wars - not just World War One. This includes World War Two, the Falklands War, the Gulf War, and conflicts in Afghanistan and Iraq.

Today our school community stood as one to observe a two minute silence at 11.00am.

Many current and former Longcroft pupils enjoy a link to our armed forces. At this time we can reflect with pride on the life of our former pupil Sergeant Michael Lockett, who lost his life aged 29 years old in an explosion while on

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foot patrol in Afghanistan in 2009. Michael was the first holder of the Military Cross to die in battle since the Second World War.

Michael, who was presented with the Military Cross in 2008 by the Queen for “extraordinary bravery”, left Longcroft in 1996 and joined 1st Battalion the Worcester and Sherwood Foresters Regiment. Michael served in the Balkans and Northern Ireland and while he spent the majority of his career as a machine-gunner he also held many other qualifications, including Jungle Warfare Instructor and Military Tracking Instructor.

One day Michael was stopped in a street by two ladies who wanted to tell him how proud they felt of his sacrifice. One of them described how she despaired of her son’s bad behaviour and failure to get a job. Michael gave her his telephone number and said: “If I didn’t have the Army, I’d probably be like him. It’s my best friend, it provides me with friendships that will last for ever. It’s not easy but its qualities will last with me for ever. If he wants, tell him to call me and I’ll have a chat.”

He won his Military Cross after a face-to-face firefight with the Taliban in September 2007 for his “leadership, command, control and supreme courage”. Speaking outside Buckingham Palace after the Queen awarded him the medal, Michael said: “There were so many emotions - it was horrible. But you have to

show the lads you are in control, they’re looking to you for inspiration. It gets to the point that you’ve got guys out there and you’re not leaving them. I promised them I’d bring them all back and I think anyone would have done the same.” At the time his mum April said she was “overwhelmed with pride”, adding: “I was in tears when I heard. I’m over the moon and so proud of him.”

His Commanding Officer Lieutenant Colonel Simon Banton paid a glowing tribute, saying: “The Mercian Regiment has lost one of its brightest and best. Sergeant Lockett MC was one of the most impressive soldiers I have ever met. He maintained consistently high standards and was a brave man, no stranger to battle. Lockett was a natural leader in whatever situation he found himself and was admired for his commitment and selfless behaviour. In every aspect of his military bearing, he set an example that others would wish to match - fit, smart, intelligent, compassionate and brave. He was a loving family man and we pray that his family take comfort from knowing the exceptionally high esteem in which he was held by all who had the honour to serve alongside him. We miss him desperately and there is now a gap in our ranks that will be so very difficult to fill.”

An inspirational former pupil – we are proud to share his story.



Year 9 pupil Logan is one of many Longcroft pupils for whom Remembrance Day is of particular importance. He explained, “My dad served in Afghanistan – we’ve moved around, including spending time living in Germany, and now we’re at DST Leconfield.” Logan added, “My Grandfather was captured during World War 2 and detained as a Prisoner of War. Therefore the two minute silence is an opportunity for me to remember him and to think about what he went through.”

Remembrance Sunday is also important to Logan. He said, “My dad leaves quite early to get ready for the parade and our family dress smartly to watch it.” He explained, “Remembrance is important because I’ve learnt a lot about World War 2 and I’ve got an incredible amount of respect for the soldiers who fought and died. I’m glad that I speak English now.”

Lest we forget.



THEY SHALL GROW NOT OLD, AS WE THAT ARE LEFT GROW OLD:
 AGE SHALL NOT WEARY THEM,
 NOR THE YEARS CONDEMN.
 AT THE GOING DOWN OF THE SUN AND IN THE MORNING,
 WE WILL REMEMBER THEM.
 LEST WE FORGET.



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

23,444

THOUGHT

119,753

VISION

99,365

GRAND

TOTAL:

242,562



Headteacher's Welcome

It has been another incredibly busy week at Longcroft but also of course a poignant one, as we pause to reflect on those lost to war and conflict on Remembrance Day.

As the nights draw in, the first round of inter school fixtures for many sports are now nearing completion, but the positive results have kept coming. Notable this week has been the 1-0 win for our Year 9 Girls Football team in the local derby against Beverley High School! Clubs and opportunities to engage with our sports offer will continue, with in house competition also up and running; and it is always great to see so many pupils from across the school getting involved.

Being able to provide a range of experiences is important to us at Longcroft and is a key part of our personal development curriculum. Through this we seek to prepare our young people for the future, develop their understanding of relevant issues and promote their social and cultural capital. This week we have had theatre experiences both in school with visiting drama group The Riot Act, and with a visit to Hull Truck for the John Godber play Shakers. In both cases pupils and students have provided some great feedback and I've enjoyed hearing all about the highlights in my discussions with many of them.

The future has been a particular focus for our Year 11 pupils with our post 16 taster day taking place on Tuesday. A huge number of pupils opted to spend the day undertaking taster courses in our East Yorkshire Sixth Form and were treated to the 'student experience' with access to our social and work areas as well as the Sixth Form canteen and outdoor spaces. Others enjoyed presentations from the military, local apprenticeship providers and further education colleges, spending the afternoon at East Riding College to consider the range of courses offered through other providers in the locality. It has been wonderful to hear just how many of our young people are planning to return to Longcroft for their post 16 study and listen to how much they enjoyed the day.

Whilst the school has been full of activity, November is of course the month of remembrance and in preparing for Remembrance Day there has been time to pause and be still, including through assemblies for each year group and in observing our two-minute silence together as a community. We have reflected on the sacrifices made by so many, and pupils with family involvement in the military have shared their experiences and challenges. We know that for many of our young people the concept of war feels abstract and hard to imagine - only seen through images, stories handed down through the generations or seen through the media. Current world affairs bring issues of war and conflict in to sharp relief, and reinforce the importance of our role in education to maintain a living and robust knowledge and understanding of relevant history, and to promote respect, tolerance and peace. Through our curriculum and through our values, lived in to being each and every day, we humbly seek to do just that.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

We were delighted to welcome drama group The Riot Act, who performed for our Year 7 pupils in their assembly. The team of dynamic and experienced education providers develop and deliver innovative and memorable learning experiences. With over a decade of experience, The Riot Act has been responsible for award winning educational projects. Their energetic, entertaining and powerful performance covered topics including keeping each other safe, peer pressure and peer influencing.

Mrs Brady said, "The actors commented on how respectful and wonderful our Year 7 pupils were, saying they were a real pleasure to perform for. They are looking forward to returning to perform for other year groups." Thank you to East Riding Council and Safer Roads Humber who made the opportunity possible.



Walking around the school, it is fantastic to see our children engaging with lessons that have high expectations for everybody to achieve and succeed. The Longcroft Learning Cycle provides clarity of purpose for each stage of the lesson, highlighted by my visits to Science lessons this week.

Our Year 9 pupils, in their final year of Key Stage 3, are now getting to grips with learning in Science designed to set them up for success at GCSE. Pupils have built on their past learning of Cell Biology, looking at concepts in greater depth, such



Teach-Relative Atomic Mass

The relative atomic mass is the mean mass of an element, taking the isotopes into account

Chlorine

75% of chlorine isotopes are Cl-35
25% of chlorine isotopes are Cl-37

The relative atomic mass is 35.5

$$\frac{75 \times 35 + (25 \times 37)}{100} = 35.5$$

as electron microscopes and active transport in exchange surfaces. Currently Year 9 pupils are delving deep into Atomic Structure and the concepts around elements and compounds in their Chemistry topic.

This week, the children have gained a greater appreciation of the history of the atomic model and how our ideas about nuclear chemistry have developed over time. This greater depth and understanding is key to mastering a subject; every day, we see high expectations set in lessons and the children rising to the challenge.

Katy said: "Looking at concepts in more depth is really satisfying; I feel I understand even more about Science and why models are the way they are and where they come from." Sam stated that he had ambitions to study Chemistry and Physics at A-Level, saying: "Our learning has given me a window into what Key Stage 5 looks like and I've enjoyed conducting further research into the topics, such as Rutherford Scattering and the Bohr Model."

At the end of this academic year, our Year 9 pupils will know which Option subjects they will be pursuing into Year 10. In addition to this, the children will know whether they are completing the three separate GCSEs, in Biology, Chemistry

and Physics, or completing the two GCSE dual award known as Trilogy Science. The dual award still contains content from the three Sciences, but at a reduced amount, counting towards two qualifications rather than three.

The children will need to be working at a high grade in order to gain access to the three separate GCSEs, and will need to have discussed their preferences with their teacher. More information about this process will be released from the Science Department in the Summer Term. Triple Science does not count as an option choice; the additional content is completed alongside core timetabled lessons.

Strong performance by Year 9 Girls' Football Team

The Year 9 girls' football team played Beverley High School and put in a strong performance, winning the game 1-0.

The team linked their passes and Anna created good attacking play from the midfield. This was a good all round performance by all players, well done. Thank you to Alex for volunteering his time to referee the game.

There is a real buzz around the Year 9 group as a whole at present, whilst they discuss amongst peers and friends, as well as with their tutors and teachers, about what choices they are going to make going forward. I look forward talking to pupils and parents about this in more detail over the course of the academic year.

Mr Worthington
Head of Lower School

UPPER
SCHOOL**Mr Henderson writes:****GCSE Drama pupils experience live theatre**

On Thursday evening Year 11 pupils attended the Hull Truck Theatre for a special performance of John Godber's play *Shakers*. The play, which has been modernised for 2022, tells the story of three girls working in a local bar who meet an array of customers as the night unfolds. The talented cast played a variety of roles, giving high energy performances as well as an insight into Hull's nightlife. Experiencing live theatre is an important aspect of the GCSE course and for many years pupils have performed excerpts from *Shakers* at our Performing Arts Evening. Year 11 pupils undoubtedly gained a great deal from their experience and will use the entertaining evening when writing live theatre reviews later in their course.

GCSEPod Update

Pupils have now spent almost 150 hours watching Pods in preparation for the forthcoming mock examinations.

25 pupils have already watched the minimum number of Pods expected and are doubling this figure in many cases.

Expert, bespoke English tuition continues this week with some of our Year 11 pupils working in small groups. The pupils have been chosen based on performance in the Year 10 mocks, which highlighted to their subject teachers specific areas for development. Having seen pupils working in these sessions, it is great to see how pupils are motivated in these small groups to work on the specific skills highlighted.

Pupils' taste of the future

Conversations this week in Year 11 have been around pupils' futures. I was delighted to see pupils in Year 11 discussing their job aspirations and the associated academic requirements. This has been instigated by The East Yorkshire Sixth Form taster day, when over 100 pupils got to experience the subjects they are considering studying next year. In addition, almost 60 pupils got to experience seminars from the RAF and local colleges before spending the afternoon at East Riding College's Beverley campus. Every pupil I spoke to could tell me of positive outcomes from the day, from learning more about an A level course such as Psychology or Media Studies, to how they will now bolster an application to join the Armed Services.

Mr Henderson
Head of Upper School



SIXTH FORM



Mr Chapman writes:

Sixth Form Ambassadors

In the first few weeks of the school year, I asked Year 12 and Year 13 to nominate Ambassadors who would represent the student body and help me to shape and develop their Sixth Form.

We have met and had some superb conversations this year. They have attended several corporate events with me, interviewed staff for new appointments and are making a positive difference to the students that they represent.

I'm very proud to introduce some of our Sixth Form Ambassadors to you today...

My name is [Matthew](#), and in the Sixth Form I study Politics, Psychology and Business. My favourite subject I study is Business as throughout the course it has made me interested and curious about how the day to day world around us functions. I decided that the Sixth Form was the best place to study my A levels because of factors such as already knowing and liking the teachers that were teaching my subjects, knowing I wouldn't have to get a bus every morning and evening and also the smaller class sizes offering a more one to one experience. After the Sixth Form I would ideally like to go to university to study Business and Marketing which would allow me to achieve a related career. When describing the Sixth Form to a member of my family I sum it up by saying the Sixth Form is a relaxing, friendly environment to study with strong enriching learning. Outside the Sixth Form I have found a passion for anything music related such as headphones, CDs and most importantly records! Finally, as an ambassador I hope to be part of creating a new positive attitude to Sixth Form life, and altering people's minds to what they might not realise is a valuable future opportunity.



Hi, my name is [Grace](#). I chose to study Psychology, Criminology and Sociology. I opted to stay at Longcroft because it is very close to home and seemed to be the best option for me. My favourite subject is definitely Criminology as I find a great interest in the criminal mind and cases we learn about. At the minute I'm definitely looking into going to university, however



things could always change. I'm not sure on what I definitely want to do, however I imagine it to be something along the lines of criminology. My ideal career would be to work with criminals and criminal minds to see how they are wired and work. I would describe the Sixth Form as very relaxed and enjoyable. I feel able to act and dress and even express myself freely and not judged by anyone, which makes school life that much easier. I don't have many hobbies as I work at a bar and kitchen in the majority of my free time giving me great people skills and the skill of teamwork. The best thing I would say about the Sixth Form is that there is a lot of freedom and support which will enable me to develop the independence that I will later need at university. As an ambassador I hope to contribute ideas to further develop and make the Sixth Form more understood by young people. In 10 years I ideally will have the career in criminology I wish to have now and be happy with who I have grown to be.

Hi I'm **Jack**. I study Maths, Physics, Geography, and Further Maths. Out of the three my favourite subject is Physics while my best performing subject is Maths.

I decided to stay in the Sixth Form due to two main reasons. For the subjects I wanted the teachers were good and Longcroft was one of the few Sixth Form Colleges that would offer transport for me.

The best thing about this Sixth Form has to be the small size of it.

After the Sixth Form I wish to go to university (the dream place would be the University of Bath). For a career I want to be an environment engineer, which in all honesty is a more niche sector of engineering but I want to pursue it as I have a love for the environment and the process of making things.

I have a wide range of hobbies, including gaming, reading, prop-making, drumming, table-top games and Cosplay.

As an ambassador the difference I want to make is to have clear idea of what state the school is in on a social level. For example I am currently conducting an anonymous interview with all the teachers and pastoral staff to seek their opinion on how severe they think toxic masculinity is with the student body and the staff and also how well implemented the mental health support is in the school for both students and staff.

Taster Day

On Tuesday over 100 prospective students from Year 11 enjoyed a taste of life as a Sixth Form student at Longcroft.

Pupils enjoyed our fantastic facilities and refreshments during break and lunchtime and spent their day with teachers of a range of subjects we offer in our Sixth Form.

In 10 years' time hopefully I'll be done with university and I'll be working as an environment engineer trying to help solve the never ending problems that are stacking up against the environment.

I will introduce more of our Ambassadors to you in my article next week.

Earlier this term a number of our Sixth Form students took part in the UK Mathematics Trust Senior Challenge.

15 students earned certificates including 'Best in School' award winner Jack Kirkup and Subeedshan Prahalathan who both received prestigious Silver certificates.

Some participating students are pictured here.

Mr Chapman
Head of Sixth Form





PERSONAL DEVELOPMENT



Mr Coupe writes:

As usual, there has been a huge amount of exciting work going on in our PSHE, Careers and Personal Development programmes since my last update.

It has been really pleasing to be able to arrange an appointment with a qualified Careers Advisor for all our Year 11 pupils and in the last couple of weeks we have seen these appointments get underway. At present, we are prioritising appointments for those pupils who have indicated that they need that early support, but throughout the year, all pupils will have an opportunity to explore their options in a one to one interview.



Following their visit to Leeds University, last week saw the first of our Scholars Programme tutorials. A number of pupils in Year 9 began working in school with a PHD tutor on this programme which is designed to introduce them to university-style teaching, and to stretch and challenge them academically. The programme runs for several weeks and culminates in the pupils writing a 2,000-word essay. Their topic is based around coastal erosion and mitigation measures that might be used in addressing rising sea levels, so is certainly relevant in these weeks of the COP27 Conference.

Sticking with the environmental theme, this week is Green Careers Week. In addition to a Careers Corner presentation based around the theme of green jobs, on Thursday pupils in Years 7 and 8 had the opportunity to mark Protect Our Planet Day



at lunchtime on Thursday by watching a live, online seminar featuring a range of scientists and others talking about their careers in the environmental sector and how pupils could follow such a career path in the future. With its focus on the future and on broadening and opening horizons, an event such as this helps to nurture our Longcroft value of Great Vision.

Another exciting event this week was our Year 11 Post-16 Taster Day which took place on Tuesday. The majority of our Year 11 pupils had a really exciting day here at Longcroft sampling Sixth Form life. This involved being able to attend in non-uniform,

presentations, taster lessons, access to the Sixth Form Social Area and the opportunity to experience a typical day for a Sixth Form student here at Longcroft. Some pupils in Year 11 had a slightly different day where they learnt more about the FE College/ BTEC/T-Level/Apprenticeship routes. This involved presentations in the morning from the RAF, Ask Apprenticeships, Bishop Burton College and HETA who provide engineering apprenticeships. In the afternoon, these pupils went to visit East Riding College's Flemingate site, where they learnt about the range of options available through this more vocational route. The pupils got a huge amount out of the visit and the college commented on how focused, attentive and well-behaved our Year 11 pupils were. The feedback from pupils who enjoyed the Sixth Form sessions was equally positive, so an excellent day was had by all.



Days like that are so important in helping our pupils make the right choices for their post-16 education. Whether they are considering the A-level route and staying at Longcroft, or the vocational route and looking elsewhere, it is vital that pupils have time to reflect on the options available to them as they make their applications. To support them in making these, we are very grateful to the team from LogOnMoveOn, the platform our pupils use for our applications, for speaking to our Year 11s on Thursday morning this week, setting out how to go about the process of applying for the Sixth Form, apprenticeships and college. This last couple of weeks has really set the imaginations of our young people alight as they consider their next steps!

Mr A Coupe
Head of PSHE and Careers Education





SAFEGUARDING



**Mr Rogers
writes:**

As the nights draw in and our young people are potentially spending less time outside and more time on their devices, I thought it timely to provide some information that has been shared by Internet Matters. This will support their national campaign to raise awareness of the aid and advice available to parents.

If you have any concerns regarding your child's use of devices or if you think they have been exposed to inappropriate material please speak to their Care and Achievement Co-ordinator who will support you in taking appropriate actions.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement

Online Safety Guide

Children's use of the internet is becoming more mobile and interactive offering young people more opportunities to interact and meet new people, so it's never been more important to make sure you are helping your child stay safe in the digital world.



**15 hours
a week**

Children's internet use has reached record highs, 5-15 year olds spend 15 hours a week online



The number of children with a social media profile doubles between the age of 10 and 11. 43% of 11 year olds have a social profile



44% of 5-15 year olds have their own tablet and together with smartphones are the most popular for going online.

Get in control of parental controls



If using a smartphone, check content lock is set



Set parental controls on your home broadband



Control app downloads and purchases



Make the games console safe and secure



Use safety mode on YouTube and Google



If using social networks, check privacy settings

Go to internetmatters.org/controls for step-by-step guides

Managing privacy settings on apps

11-15 year olds use on average 5 different websites and apps to communicate with friends at home, the most popular being Instagram (60%).



Whatsapp Snapchat Instagram YouTube

If your child is using these networking sites and respective apps, get up to speed on how they can manage their privacy settings with our "How to guides".

Go to internetmatters.org/back-to-school to download our "How to guides".

Helping parents keep
their children safe online.

[internet
matters.org](https://internetmatters.org)



TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. Pupils in Years 7, 8 and 9 have taken their STAR assessments at the end of last term. These tests have given us a numerical figure for every child's reading age. We are introducing the Accelerated Reader scheme to Year 7 and continuing the programme for Year 8 and 9 as part of our commitment to improving the standards of reading at Longcroft, and we are working with both Woldgate and Primary Schools in the Trust on long term strategies to meet this commitment.

What is Accelerated Reader?

Accelerated Reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his or her own level and reads it at their own pace. When finished, your child takes a short quiz on the computer. Passing the quiz is an indication that your child understood what was read. Accelerated Reader gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct on-going reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers and librarians help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.

If your child does not do well on the quiz, the teacher or librarian may help your child:

- Choose another book that is more appropriate.
- Ask more probing questions as your child reads and before your child takes a quiz.
- Pair up with another pupil, or even have the book read to them.

In most cases, children really enjoy taking the quizzes. Since they're reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.

Mr Taylor
Head of Teaching and Practitioner Development

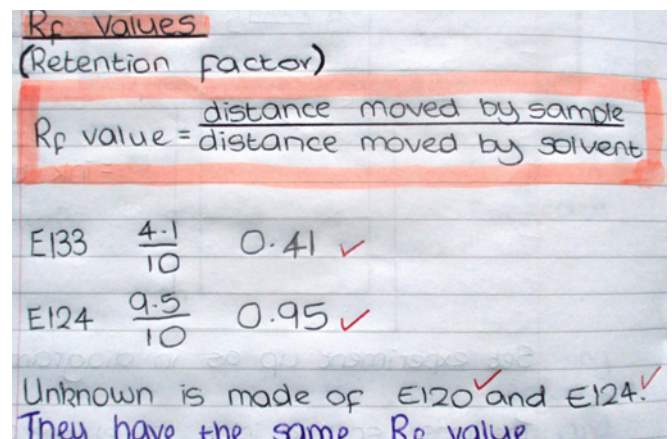
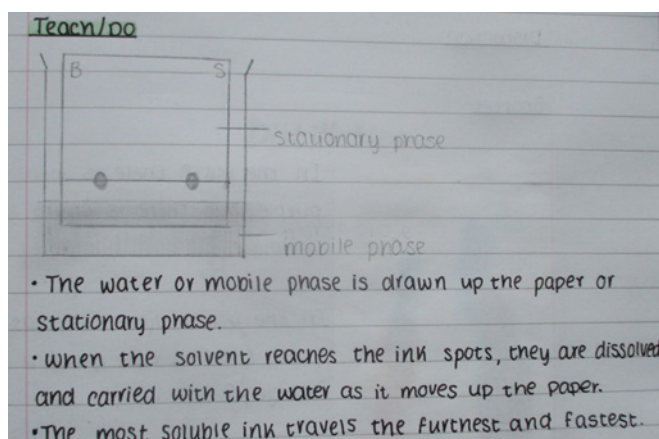
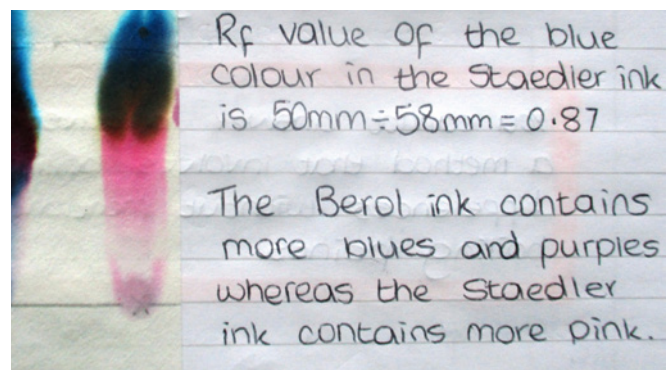
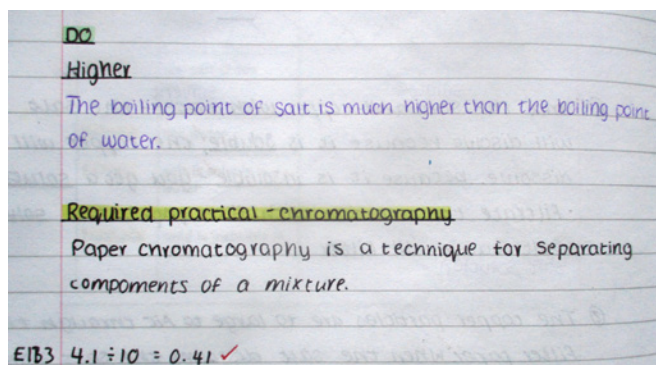
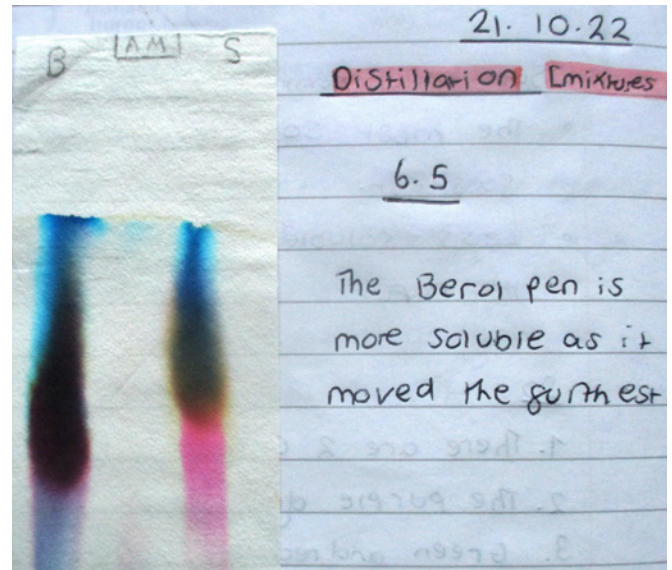


IN FOCUS SCIENCE

Mrs Cadwaladr's Year 9 Science class completed a required practical – investigating the composition of inks.

The aim was to investigate how paper chromatography can be used to separate and tell the difference between coloured substances.

Pupils drew a pencil line across the chromatography paper, 1 - 2 cm from the bottom before using a pipette to add small spots of each ink to the line on the paper. They then placed the paper into a container with a solvent in the bottom and allowed the solvent to move through the paper. After removing the chromatogram before the solvent reached the top, the chromatogram was allowed to dry before pupils measured the distance travelled by each spot and by the solvent.





Required Practical - Chromatography

Evaporation

What apparatus is used for evaporating substances?

Labels in diagram: evaporating dish, gauze, tripod, heatproof mat, Bunsen burner.

Middle:
A liquid is being evaporated in the evaporating dish to separate the solvent and solute.

Higher:
The water has a much lower boiling point than the salt which allows the to be separated. The water boils and

Rf value

formula = $\frac{\text{distance moved by sample}}{\text{distance moved by solvent}}$

The answer is never greater than one.

Dye number	Distance moved by sample (cm)	Distance moved by solvent front (cm)	Rf
E120	7.2	10	0.72
E133	4.1	10	0.41
E124	9.5	10	0.95

Unknown: E120, E124

In the ink B there is loads of blue, + purple, but there is only a bit of yellow.

In the ink S there is loads of blue + pink, there is also quite a bit of orange.

$Rf = \frac{5.3cm}{10} = 0.53$

$B = 0.21$

8cm - 7cm

$7 \div 8 = 0.875$ (B)

$6 \div 8 = 0.75$ (S)

The B pen was more Soluable than pens as it moved higher up the paper.

distillation





Memory Lane

This week we feature Mr Smith's Year 7 tutor group from 1995.



Back row:

M Brackenbury; C Duerden;
G Berriman; H Davies; M
Urbanski; S Hall; B Jones; S
Abel; G Henderson.

Middle row:

P Dooner; A Wood; J
Gadie; S Tomblin; S Smith;
R Lintern; G Mearns; L
Robinson; G Mist.

Front row:

L Knox; K Humphrey; D
Smith; A Johnson; Mr
Smith; L Scott; C Rycroft; A
Mason; V Capes.

Seated:

O Brown; A Jennison.



Follow us on Twitter to
see more pictures from
Memory Lane
@SchoolLongcroft



Find us on Facebook
Longcroft School &
Sixth Form College



Intra-School Competition

Before half term pupils played their first intra-school sporting competitions of the year. Mrs Henderson explained, "Girls played netball and boys played football. All pupils are split across the teams and play in a round robin style tournament."

Mrs Henderson added, "I really enjoy the event and it gives pupils an opportunity to apply the game skills and rules they have learnt within lessons in a competitive environment. We have a variety of competitions to follow throughout the year."

Netball

	Adams	Ennis	Grainger	Trott
Year 7	2nd=	1st	2nd=	4th
Year 8	2nd	3rd	1st	4th
Year 9	3rd	2nd	4th	1st
Year 10	3rd=	1st	3rd=	2nd

Football

	Campbell	Farrah	Ainslie	Wiggins
Year 7	4th	2nd	1st	3rd
Year 8	3rd	2nd	1st	4th
Year 9	3rd	1st	2nd	4th
Year 10	4th	3rd	1st=	1st=



LIBRARY NEWS

Sabrina Pace-Humphreys is a powerhouse. Aspirational, articulate, and assiduous, she has the personality and passion to inspire.

Last week she visited Longcroft Library and was interviewed by author and broadcaster Jeffrey Boakye.

"Hand's up! Who's got a story to tell?" asked Jeffrey enthusiastically.

Sabrina certainly has. She spoke at length about her autobiography **Black Sheep - A Story of Rural Racism, Identity and Hope**, and what had motivated her to write it.

A child in the 1980s, she grew up in a small rural community in the Cotswolds, where she was the only person of colour and was subjected to frequent bullying.

"I was the diversity and because of that I experienced physical and verbal abuse.... All I wanted was to be as small as I could be. I didn't want to stand out. I felt I didn't deserve to be seen."

The daughter of a white Scottish Roman Catholic woman and a black Church of England man, who was mainly absent, Sabrina felt confused about her





identity. Her sister presented as white and didn't experience any racism. Sabrina was a constant target. Yet, despite the trauma she endured, she had the self-awareness to see that change was possible:

"The only person that was going to save me was myself."

A trip to an Afro-Caribbean hairdresser in Gloucester changed things. Recognising Sabrina's confusion over her identity and lack of self-esteem, the hairdresser was able to put the vulnerable teenager at ease.

"I see you" she said. "I SEE YOU."

It was a turning point. With acceptance came change.

Despite subsequent challenges, including finding herself a single mother with two small mouths to feed, and being written off by many family members and friends she didn't give up. Instead, she fought hard to land a job with a PR company.

"My energy and motivation were to provide for my children."

Sabrina struggled at first to learn the skills she needed in a highly competitive field, but she was persistent and incredibly hard working. Eventually, she felt confident.

"I loved that world. I had found something that I was really good at. Don't let anyone tell you that you can't do something. Go for the thing that's going to light you up. Take ownership of yourself."

Sabrina went on to found her own award-winning PR company, building it up from scratch. Its success provided her with all the material benefits and kudos she had lacked as a child, but increasingly it became stressful. The huge workload and level of responsibility led her to experience depression and anxiety.

Never one to give in to life's challenges, Sabrina re-evaluated her situation and closed her company. To manage her mental health, she began running:

"Running gave me freedom and space in my mind. It allows me to manage my mental health. The freedom it gives me is like a holiday."

Sabrina took up running in 2009 and nine years later completed the toughest footrace on earth, a 250km multi-stage ultra-marathon across the Sahara Desert. Known as the Marathon des Sables, she is the eleventh British woman to complete it. She is also the co-founder and trustee of the fast-growing community and charity Black Trail Runners and is a well-known ultra-marathon runner.

Our pupils and students were all moved by Sabrina and the interview Jeffrey conducted:

"The talk gave me inspiration. When she was young, she was picked on and bullied and she thought she couldn't do anything great. Now she's the type of person the world needs."

—Oliver Sysum 9JDY

"She was a really strong and inspiring woman."

—Angeles Westphal 9EDN

I found the talk eye-opening, especially about race. It really touched me and helped me understand."

—Amelia Dale 9EDN

"Even though it was a one-on-one interview, it always felt like we were part of the conversation. I thought the way she re-invented herself constantly was so inspiring."

—Ciaran Larter 13CEI

A huge thank you to Sabrina and Jeffrey for visiting our school, to Tracey Booth and East Riding Libraries for supporting the event and Ms George and 10AO7 in Food Technology for providing our guests with a wonderful lunch. Our guests were very appreciative. As Tracey Booth commented:

"Thanks to the pupils who took the time to put together such a lovely lunch – it was most welcome."

Jeffrey & Sabrina were delighted at the welcome from Longcroft staff and pupils, and it has really fired them up to do more work with young people. The pupils were amazing - so engaged and interested."

Copies of Sabrina's autobiography *Black Sheep – A Story of Rural Racism, Identity and Hope* are available in the School Library.



Thank You BookTrust

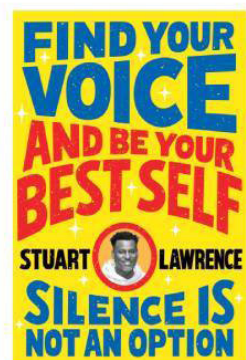
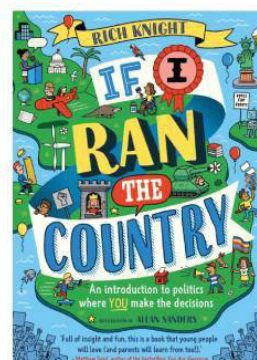
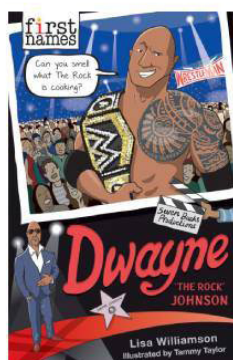
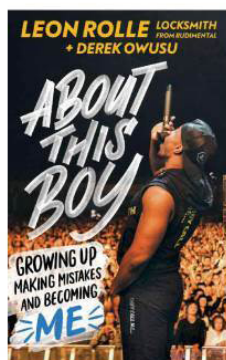
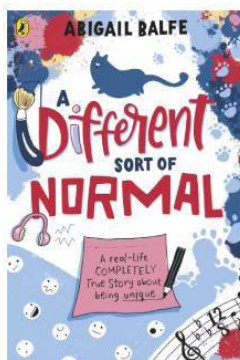
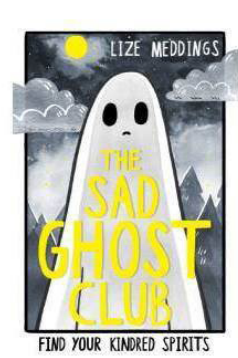
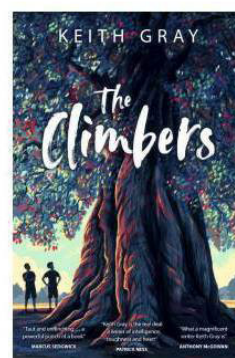
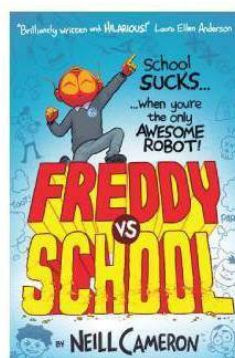
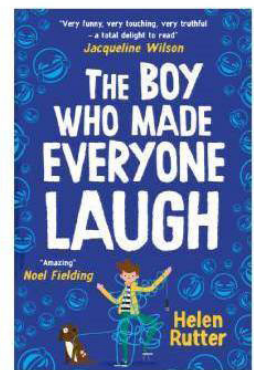
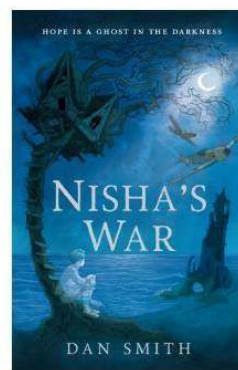
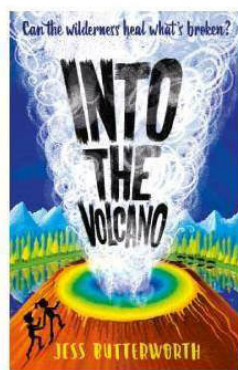
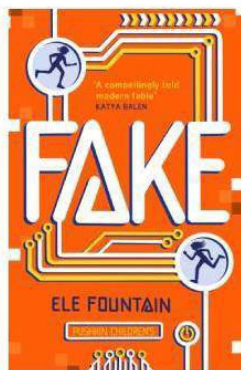
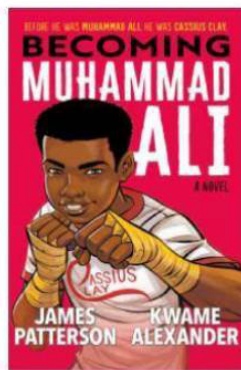
A huge thank you to BookTrust, the UK's largest children's reading charity. Every year Longcroft library receives a free pack of 40 outstanding books for 11–14-year-olds. The donation includes a variety of formats: fiction, non-fiction, graphic novels, verse, and accessible titles for reluctant readers.



Five of the available titles come with six copies and are great for paired reading, reading groups and promoting sociable reading experiences. There really is something to cater for all tastes and abilities, wherever pupils are on their reading journey. Please visit the library where you will find all the new books on display and ready to loan.

"Reading is a discount ticket to everywhere."

—Mary Schmich





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

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Years 10 and 11

Mrs Ellis

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annette.ellis@longcroft.eriding.net