



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



### Jack's commitment rewarded with Hull FC debut

Year 10 pupil Jack Charles made his debut for Hull FC's Under 16 team on Wednesday evening against Newcastle Thunder at their Kingston Park stadium.

Jack has been training with Hull FC under 15s and was selected to play at full back for the Under 16s – a fantastic achievement. He has been playing club rugby for Beverley Braves and is an exceptionally talented all-round sportsman who works hard continuously to achieve his goals and has featured in Longcroft's teams since Year 7. As well as his success in rugby league, Jack has earned representative honours in cricket and rugby union. Mr Taylor said, "Jack is versatile, talented and dedicated. He is totally committed with an absolute determination to succeed."

While the Hull team were beaten 34-20 they can now look forward to further matches including a derby against local rivals Hull Kingston Rovers.



Jack said,

*"It was a great experience and it felt like a relief to put on a Hull FC shirt and play. I know I've still got a lot to learn but was a dream come true."*

Jack played at full-back. He explained, *"I prefer full-back as you get more space and time on the ball and I can be more dangerous."*

Looking towards the team's next game Jack added, *"It would be great to play in a derby."*

We are delighted to congratulate Jack on this tremendous achievement and fitting reward for his dedication. Jack was joined on his debut by Longcroft Year 11 pupil Beau English. Another pupil with an excellent attitude towards all aspects of school life, we will feature Beau's achievements in a forthcoming Newsletter.





LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

# JOIN US

Our Sixth Form is a professional learning environment where students are challenged and supported to achieve academically, and to grow personally. It is incredibly important to us that we provide opportunities for our students to develop key transferable skills, fostering independence and a life-long love of learning. We deliver an excellent standard of teaching and learning in a supported, caring environment, ensuring that all our students achieve their full potential. Our enrichment opportunities are second to none, with an enormous range of activities available to students, from volunteering and work experience placements to in-class support and student mentoring. Our students are proud of the community in which they live and study, and it is very important to them to have the opportunity to give something back; an attitude we strongly encourage. We know that Sixth Form is an opportunity for students to develop their whole self and to grow their aspirations. We believe wholeheartedly in the ability and dedication of our students, and encourage self-belief, confidence and ambition.

**To apply for a place, complete our initial application form which can be found here:**

**APPLY HERE**

**Sixth Form Prospectus - Click Here**





LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

**As an Applied General qualification, the Certificate in Financial Studies (CeFS) provides a comprehensive introduction to personal finance. Its purpose is to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.**

Personal Finance CeFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual's circumstances and attitudes. There are two compulsory units that must be taken to achieve the qualification.

Unit 1 is Financial Capability for the Immediate and Short Term. This unit highlights the importance of financial capability in meeting immediate and short-term financial needs. It introduces students to the financial services industry by focusing on the

## Personal Finance

interaction between money, personal finance and the financial services market place. Students will gain an understanding of cash flow to meet immediate and short-term financial needs through balancing income against expenditure and will also gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.

Unit 2 is Financial Capability for the Medium and Long Term. This unit highlights the importance of planning for medium and long-term financial needs, with particular reference to the importance of the need to budget for future aspirations and life events. It introduces students to the features of risks and reward in managing personal finances. Students will understand the features of different types of financial services product, how to make informed choices about these financial services products, and when, where and how they can get financial help and advice whilst gaining an appreciation of the differentiation of financial products for investment and borrowing, and the charges attached to them. Both units are assessed by written exam with a combination of multiple choice questions and longer written responses. The written paper for each unit synoptically assesses the students' ability to integrate the skills, concepts and knowledge from the unit.

The financially related content of this qualification provides a foundation for continued study within the finance sector and a wide range of other business-related disciplines; many students go on to study subjects such as accounting, business, finance and banking at university or through further vocational training.



## Contact info

To visit our new Sixth Form site, read the prospectus, and watch our Sixth Form and subject videos:

Enter the Sixth Form Portal via the school website

[www.longcroftschoool.co.uk](http://www.longcroftschoool.co.uk)

Or phone to speak to the Sixth Form Team

**07423 568558**



@EYSixthForm



eyesixthform

Achieve your  
**FULL  
POTENTIAL**



## Head of School's Welcome



Today we pay tribute to our Year 13, who join us for their final Leavers' Celebrations this afternoon.

Perhaps more than any other year group I have known, Year 13 have had their Sixth Form years affected by the current pandemic; they had been studying their A Levels for only one full term when the country moved into lockdown last Spring and since then their experiences have been impacted by Covid in so many ways. The challenges they have faced have been many and varied, requiring a level of maturity beyond what might normally be expected of sixteen and seventeen year olds. From adapting to mask-wearing, staggered school days, intensive cleaning regimes, further lockdowns and periods of self-isolation, our Year 13s have been truly admirable in the qualities they have demonstrated in such difficult times.

Despite missing out on the usual visits, performances and the social activities that are often such a key part of Sixth Form life, this Year 13 has had a genuinely good spirit and also done so much to support school in keeping the community safe. I thank them all for that they have done.

That they have coped with the last fifteen months and produced the fine work that we have seen of late is a true accomplishment. We know that the grades they achieve will represent their dedication, determination and hard

work. I want them all to know how much we admire their resilience, positivity and also their good humour throughout these times of adversity. I am sure that the strength of character and dedication we have seen will serve them well as they embark on whatever challenges the future may hold.

It has been a great pleasure to have observed them mature into fine young adults, ready to face and conquer the world. They have embodied the school values and proven to be admirable young people who think carefully, are good-hearted and who are well equipped to become the citizens of tomorrow.

We are very proud of them and know that they will go on to do many brilliant things. We send them off today with our very best wishes for a wonderful future in employment, in university and in their lives beyond.

I hope they will always take time to be kind to themselves and others, work hard and do all they can to make themselves, their families and their community proud.

**Ms I Grant**  
Head of School

Please remember to continue with Sunday and Wednesday Lateral Flow Testing throughout the half-term break as we carry on doing all we can to keep our school Covid-safe.

## 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**

**43,094**

**THOUGHT**

**262,355**

**VISION**

**162,149**

**GRAND**

**TOTAL:**

**467,598**



## Executive Headteacher's Welcome



**As the half-term comes to an end, it seems appropriate to reflect on what has been one of the most challenging academic years of my career and to acknowledge those children, parents and especially my colleagues who have, throughout this time, sought to manage the changes to our school and to make a positive contribution, when at times the situation seemed extraordinarily difficult.**

I would particularly like to thank Mr Davies who has, in leading Woldgate School in this interim period, helped myself and colleagues support Longcroft School, during this time of crisis, to keep children and colleagues safe, managing the incidents across schools, setting up testing centres and providing an education for all.

This half-term, though, we have adapted again to teaching in school - safeguards remain in place, with children being taught in bubbles, in their own buildings with specialist facilities. I am hopeful though after the holiday, if Public Health England and the data allows, we'll see our children being able to access the whole wealth of facilities across the school. Colleagues moving back into their own teaching rooms with specialist resources and equipment on hand and children experiencing our school as we intended.

Finally, I promised this week to conclude the series which has been looking at home learning. Over the last few weeks we've looked at many different ways in which we can support our children with learning at home. Initially by focusing on encouraging our children to take ownership of their learning – to help them consider how their time alongside completing homework can be best spent.

This week, I would like to look at the information school will provide on a regular basis as classes and schooling returns to a degree of normality. You will know for your child's report, especially if they have studied at Longcroft for a number of years, that it contains information beyond the formal academic progress measure. This information I have always believed provides the best insight to parents as it indicates potential barriers that may exist for your child in being able to achieve their desired outcomes.

The first is reading and as mentioned last week, knowing the reading age of your child is essential. If you are unsure then please do email your child's Care and Achievement Co-ordinator. We already have children in Year 7 who have a reading

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age equivalent to a 16 year old. As a parent, being able to continue to offer choices of books, both fiction and non-fiction, will help your child access more complex GCSE and A Level texts. As they progress through school it will certainly help with their long-extended writing tests that form part of most GCSE subjects.

Second is rewards which are important in ascertaining if your child is participating in learning. The number of rewards issued, can be really helpful in supporting your child. Last week, I was fortunate to look through the books of one young man whose rewards total was one of the highest in the year. A hardworking, polite and dedicated pupil, who preferred his accomplishments to remain secret, but needed to recognise his own achievements and accomplishments to build his confidence. The differences between subjects can also be a 'tell' and one the ClassCharts app can help you to monitor – just to ensure the recognition is consistent along with the effort.

Third is the progress data itself. Understanding your child's academic performance is key, the post-it note leader board on the kitchen or bedroom wall (as mentioned previously) may be helpful in letting your child see their overall academic progress and, therefore, where they need to invest energy. It is human, to invest more time where we see success and those conversations with your son or daughter are so important in refocusing their energies. Looking through their books in those subjects and identifying those key areas they need to focus on, is an important first step. Don't let the report be filed away, keep the information part of your weekly conversations. Make comparisons using their books and focus on the basics – is the presentation the same, the quality of the work and the detail given in answers? We don't, as parents, need to be subject experts – simply understanding how our child is investing their time and ensuring they are applying the same effort across the board. Finally I would like to wish our Year 13 the very best in the next stage of their journey – do keep in contact.

Do have a great weekend.

**Mr J Britton**  
Executive Headteacher







## LOWER SCHOOL



**Mr Worthington writes:**

**Mathematics is a crucial, life skill. As a whole staff team, we are keen to promote and encourage good numeracy and try to accommodate strategies into all subjects where possible. Whether it be our pupils applying the concept of expanding lines and curves in Modigliani-style portraits in Art, knowing the difference in beats for a breve or semi-breve in Music, or drawing accurate contour lines in Geography, maths features widely across programmes of study.**

Mathematics helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Reasoning is our ability to think logically about a situation. Analytical and reasoning skills are important because they help us solve problems and look for solutions. Taking steps to solve any mathematical problem can be a very important strategy that can be applied to other problems in life.

The UK Mathematics Trust was founded in 1996 with the charitable aim of advancing the education of young people in mathematics. The Trust's biggest competitions are the Junior, Intermediate and Senior Mathematical Challenges, which have over 700 000 entries each year, and are the UK's most popular school competitions.

The Junior Mathematical Challenge is a 60-minute, multiple-choice competition aimed at pupils across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

6. What is the value of  $(2 - \frac{1}{2})(3 - \frac{1}{3})(4 - \frac{1}{4})$ ?

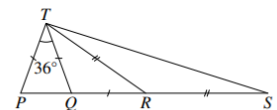
- A 16      B 15      C 14      D 13      E 12

7. In the diagram shown,  $PT = QT = QR$ .

Also,  $RT = RS$  and  $\angle PTQ = 36^\circ$ .

What is  $\angle PTS$ ?

- A  $72^\circ$       B  $80^\circ$       C  $90^\circ$       D  $100^\circ$   
E  $108^\circ$



The pupils in my class work very quickly. Jasleen answers four questions every 30 seconds and Ella answers five questions every 40 seconds.

Last week, Jasleen took exactly 1 hour to answer a large set of questions.

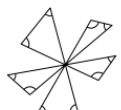
How many minutes more than Jasleen did Ella take to answer the same set of questions?

- A 2      B  $2\frac{1}{2}$       C  $3\frac{1}{4}$       D 4      E  $4\frac{1}{2}$

Five line segments coincide at a point as shown.

What is the sum of the marked angles?

- A  $900^\circ$       B  $720^\circ$       C  $540^\circ$       D  $360^\circ$       E  $180^\circ$

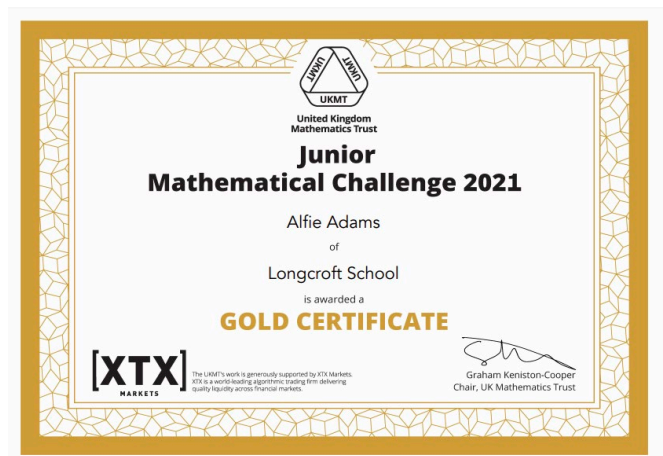


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The problems on the Junior Mathematical Challenge are designed to make pupils think. Most are accessible, yet still challenge those with more experience.

We are delighted that this year through Mr Ita a group of pupils in Years 7 and 8 were able to take the challenge, and extremely proud of their fantastic results. To recognize the highest performers in the Challenge, the UKMT awards the top-scoring 40% of participants Bronze, Silver and Gold certificates in the ratio 3:2:1. This demonstrates both the level of competition and our pupils' achievements. In addition, as a result of their exceptional performances the four pupils who earned Gold certificates have qualified for the "Junior Kangaroo" competition, which is an elite competition for the top performers nationally.



I have spent time this week discussing the challenge with some of our pupils and am really pleased to see them recognised for their abilities and effort. Alfie, a pupil in Year 7, was one of the Gold Certificate winners in our challenge. In talking to him he said, "I was really pleased to get the opportunity to complete the challenge, I have always enjoyed Maths since Primary. I am over the moon to get a Gold Certificate and to try my best against other students in the country." I also caught up with Olivia, Harry and Eloise to celebrate their achievements. Olivia said "I did quite a bit of preparation and practiced with my sister Maddie, who is in Year 11. It's so nice to receive this kind of award."

## Pupils succeeded in earning the following certificates:

### Gold:

Alfie Adams (also 'Best in Year 7'); Olivia Langdon, Eloise McNamara and Harry Walker (also 'Best in School').

### Silver:

Samuel Smedley; Charlotte Britt; Harry Drake; Libby Muralee; Amelia Purchon; Hannah Woodhouse; Ben Hughes-O'Brien; Max Berry and Lewis Kitchin.

### Bronze:

Mollie Coates; Chloe Featherstone; Luke Hancock; Ashie Elliott; Orlaith Brown; Grace Newton; Tristan Carlo-Pineda; Libby Wood and Dominic Freeman.

### Certificate of Participation:

Rachel Harris; Joe Dawson; Elise Forster; Evie Barwick; Summer Mulvana; Adam Calvert; Evie Gresswell and Hazel Jones.

Mrs Low, Deputy Curriculum Leader, said: *"The Maths Department is extremely proud of the pupils' achievement in this prestigious and extremely challenging national competition."*

I echo this sentiment. I am proud of all our pupils who participated and it's great to have the opportunity to recognise their hard work and achievements.

Take care,

Mr Worthington

Head of Lower School

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

A final newsletter farewell (for now!) to our Year 11 pupils. The schedule imposed on schools and therefore pupils, parents and staff has been extremely demanding. Everyone has been magnificent in helping and supporting each other throughout this term. You should all be very rightly proud of what you have achieved and we have all developed as individuals. We hope to see many of you in September – you are all part of our community and events this term have shown the support of those around us at home and in school is priceless.

**Year 10 mocks**

As our Year 10 pupils enter half-term I complete my series on exam revision tips which supplements our revision booklet. A number of pupils have commented on how useful they have found the booklet and demand for revision guides have gone through the roof! This is a huge positive as pupils go into Year 11 in September.

All pupils have received a powerpoint instruction in Monday's KS4 Bulletin about where to go, what to bring and general regulations around exam practice. It is important that they experience this formal setting ahead of next year. They were outstanding during the December Mock and we are confident the June series will be no different.

**How parents can help – a final Do and Don't list**

All pupils are different and there is no single approach that will work for all but the following guidance outlines a few suggestions in summary.

**Do**

- Keep talking and discussing revision and how you can help. They will probably say I am fine (maybe even stop nagging me!) but privately they want you to show an interest even if they don't know it!
- Environment- somewhere quiet with all the resources they need (might just be small cards to make notes on – we have loads, just ask Mrs Barry / Miss Bridgewater) with interruptions kept to a minimum. Plan activities around their revision where possible.

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- Lots of praise and encouragement where deserved. Always keep calm and if the plan goes out of the window for a day that's fine, it happens.
- They will be more emotional during exam periods so be available just to talk where needed whilst keeping a low profile. You are there if required.
- Keep them well supplied with good foods and drinks. This does aid revision and brain power...but the odd treat is fine as a reward!
- Encourage them to time revision when most effective. The brain is more receptive in short bursts earlier in the day. Studying right up to bedtime is not a good idea. End the day with something relaxing. For me that's a book but that might now be Netflix or videogames! Moderation is the key.



## Don't

- Don't compare to your own experiences, especially if these were negative. They may later use this as an excuse – you weren't any better!
- Compare to other people – siblings, friends etc.
- Get into arguments about whether they listen to music or not, have phones with them etc. It is not ideal but not worth adding to the stress of exam revision (this is someone talking from experience!).
- Expect them to study all the time. Have fun as well and there is nothing wrong with dad jokes!

I hope that you found some useful tips over the past few weeks. I am always open to constructive comments so if there is anything I could have included to help then please let me know by e mailing the school for the attention of Mr Colepio.

Have a wonderful week everyone and I have included the Mock timetable below for your information.

## Year 10 summer term mock examinations

	Monday 7th June	Tuesday 8th June	Wednesday 9th June	Thursday 10th June	Friday 11th June
1 & 2	Biology	English Literature	Chemistry	Physics	English Language
4 & 5	Option C	Option B	Maths	Option A	Absentees

Mr Colepio  
Head of Upper School

### Option A

10A/Fo1  
10A/Dr1  
10A/Gg1  
10A/Hi1  
10A/Mu1  
10A/Pd1  
10A/Re1  
10A/Sp1  
10A/Ar1

### Option B

10B/Fo1  
10B/Gg1  
10B/Hi1  
10B/Pg1 (Sport)  
10B/Pg2  
10B/Pg3 (Sport)  
10B/Sp1  
10B/Tx1  
10B/Ar1

### Option C

10C/Co1  
10C/Dr1  
10C/Fr1  
10C/Gg1  
10C/Hi1  
10C/Hi2  
10C/Hi3  
10C/Ar1



## SIXTH FORM



### *Mr Henderson writes:*

This week we have welcomed Year 11 pupils to the East Yorkshire Sixth Form as they took their first steps as A level students this week. Thursday's taster lessons have helped to create an exciting atmosphere ready for the Transition Programme which starts in June. We welcome all Year 11 pupils who want to make an early start to their courses, not just those returning to the East Yorkshire Sixth. Please discuss these transition lessons with your daughter or son, as we know how valuable they can be in helping to bridge the gap between GCSE and A level/Level 3 BTEC courses.

Our taster sessions also allow students to get a feel for Sixth Form life as they get used to our facilities and learn more about the opportunities that lie ahead in the next two years. Although we are sad to see our Year 13 students go, it is mirrored by the excitement of seeing new students embark on their journey with us.

Mr Henderson  
Head of Sixth Form

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**Sixth Form**

**Mrs Winter**

**07423 568558**

joanne.winter@longcroft.eriding.net



# THE EAST YORKSHIRE SIXTH FORM BE AMBITIOUS

## The Year 11 Transition to Sixth Form Plan

**For all students with plans to join any Sixth Form in September.**

**Wednesdays and Thursdays**

**Starting on the 9th June, find out about your course and what you can do to prepare and excel.**

Block A	Block B	Block C	Block D	Block E
Criminology Ms McHugh	Art Mrs Gibson	History Mr Pearson		Biology Mr Brown
Health & SC Mr Wilson	Chemistry Miss Sinclair	Psychology Mr Baker	Government & Politics Mr Coupe	Business Studies Mrs Woolner
Law Mrs Ellis	Geography Mr Bull		Mathematics Mr Fox	Theatre Studies Mr Thomson
Physics Mr Worthington			Sociology Mrs Ellis	English Literature Mrs Clegg

Block A: Wednesday Period 3 (11.45am to 1pm)

Block B: Wednesday Period 4 (1.30 to 2.45pm) (No Art)

Block C: Wednesday Period 5 (2.45 to 4pm)

Art: Thursday Period 1 (9.00 to 10.15am)

Block D: Thursday Period 2 (10.30 to 11.45am) (No Sociology)

Block E: Thursday Period 3 (11.45 am to 1pm)

Sociology – Thursday Period 4 (1.30- 2.45pm)





## INCLUSION

**Mrs Reilly writes:**

**As we approach half term, there has been no let-up in our progress with the ANP reviews. The first round of surveys has been issued to parents – many thanks to those who have already responded – and Mrs Baxter and Mrs Walker have spent time with many of our pupils to gain their views on their academic progress and ensure their voices are heard. It is essential that we work collaboratively, and all voices are heard when reviewing ongoing SEN provision for our pupils.**

This week I have the pleasure of introducing Mrs Hughes.

Mrs Hughes has been a member of our SEN team for 14 years. Her efforts this year have been within the year seven and eight bubble where she has worked both in the inclusion rooms, on a one to one and small group basis with pupils, as well as within classrooms to aid differentiation and curriculum access for SEN pupils.

Mrs Hughes has an array of skills! She has completed a Level 3 NVQ Children's Care Learning and Development as well as a Level 3 NVQ for Supporting Teaching and Learning in Schools. Furthermore, she has achieved the Certificate in Professional Practice Speech and Language Difficulties which includes work on teaching children talking, English as an additional language as well as social skills support for pupils, amongst other qualifications.

In addition, Mrs Hughes is an ELSA. ELSAs are Emotional Literacy Support Assistants. They have special training from educational psychologists to support the emotional

development of children and young people in schools. She has also recently completed a Level 2 Certificate in Understanding Children and Young Person's Mental Health.

Mrs Hughes enjoys the going to the theatre, reading and keeping fit and healthy by doing exercise classes.

Mrs Hughes states:

*"I love my job as much today as the day I started at Longcroft. I find seeing SEN pupils make progress, as a result of effective intervention, very rewarding."*



Please remember, we are contactable at [sen@longcroft.eriding.net](mailto:sen@longcroft.eriding.net) should you require any support or assistance for your child.

Have a wonderful half term. Here's to some sunshine!

**Mrs Reilly**  
**Head of Inclusion**



## The Big Ask



### Mr Rogers writes:

**This week our children got the opportunity to join in a once in a generation survey. A chance to get their voice heard and make a difference.**

The Children's Commissioner for England, Dame Rachel de Souza, is launching a once-in-a-generation review of children's lives.

It's called '**The Childhood Commission**' and it will identify the barriers preventing children reaching their full potential and propose policy solutions to address them.

At its heart is '**The Big Ask**' – the largest ever consultation held with children.

In this survey the Children's Commissioner is asking children and young people what they think is important for their future and what is holding young people back. The Children's Commissioner will use what children and young people tell her to show the Government what they think and what they need to live happier lives.

It's an exciting opportunity to help us think big and it's a chance for every child in England to have their voice heard.

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

Think **BIG**

Be heard

Take part

# The Big Ask

19 April - 28 May

Be part of the largest ever survey of young people in England!

We will use what you tell us, to show the Government what you need to live happier lives

[thebigask.uk](https://thebigask.uk)

Children's COMMISSIONER



## TEACHING AND LEARNING



*Mr Taylor writes:*

**Hello again. This week I will be exploring reading once more. Within school we are really starting to accelerate our plans to improve reading. The Accelerated Reading Programme is now being established, with children beginning to choose books to read based on their reading ages. They are then tested on these to check for comprehension etc.**

As our children get older, with lots of other activities competing for their time, how can you encourage them to make time for reading?

### *Here are some ideas:*

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops – children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!



- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or A Series of Unfortunate Events.
- Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!

Any reading your child can do at home is going to be of benefit. Encourage them to be ambitious in their reading, to read texts that will challenge them.

Have a good week.

**Mr Taylor**

**Head of Teaching and Practitioner Development**





## LIBRARY NEWS

### Congratulations to Tegan Blake-Barnard

Huge congratulations to Tegan Blake-Barnard in Year 12, who has been short-listed for the national First Story 100-word story competition sponsored by Vintage Books. As a shortlisted winner Tegan will receive two books from Vintage and her story will feature on a set of postcards illustrated by a professional artist. The top three winners will be announced after half term and receive additional prizes. Good luck Tegan. You can read Tegan's wonderful story below:

#### A Melody Lost

An abandoned library rests, buried beneath time, watching another sun rise and another day pass. Heavy shelves echo the shades of a shattered grand piano which sulks, heartbroken, by decomposing windows. Reminiscing of a time when each note it sang echoed the whispering calls of vibrant characters snuggled amongst the shelves, when each note clambered over the other in a desperate attempt to harmonise with the whistling birds through the open window. With its back forever facing its audience, its beam-soaked keys embrace the morning sun, the mighty willow giants and the chorus it will never be able to join.

### Eco Poetry Competition Results

A huge thank you to all those pupils and Sixth Form students who entered the Eco Poetry Competition. It's a great privilege to read your words and watch the on-going development of your writing skills. Thank you also to our committed Science and Geography teachers for educating our pupils about how significant environmental impacts can be, and our wonderful team of English teachers who encourage pupils and Sixth Form students to enter our competitions.

The competition was judged by our writer-in-residence Lee Harrison, who selected 1st, 2nd, and 3rd prizes from across the school, as well as three runners-up. It was an extremely difficult task, but one he greatly enjoyed.

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Lee wrote:

*"It has been a pleasure to read the words of the eco warriors at Longcroft, whose work displayed a real breadth of visions, from tragic dystopias to idyllic havens, through to stirring calls-to-arms. In these entries we saw not only an active compassion for the plight of our world, but some genuinely talented young writers on the rise."*

The winning poems and extracts from the runners-up are here for you to read. Prizes will be awarded on Friday 28th May. If you didn't win this time please do not be disheartened. There were many entries, and all had their own merit. Well done to you all!

## First Prize

### The World We Live In

The world we live in  
 The most remarkable place  
 The filled-up rubbish bin  
 In the corner of space.  
 The entire world, plastic galore  
 From the desolate places  
 To the edge of the shore,  
 Our incredible blue planet needs our help.  
 The world we live in  
 Stacked with life,  
 From the smallest caterpillar to the blue whale  
 Our destructive dominance causes this planet's strife.  
 The world we live in  
 Brown and green  
 All the trees, decimated by the one, selfish race,  
 Demolishing their home for our own space.  
 The whole Earth – the place in this galaxy where we thrive,  
 Before our existence it was calm,  
 But like one, angry hive  
 We seek the world for ourselves in our giant, destructive palm.  
 The oceans, the rivers, the forests, where nature and man clash,  
 Inevitably, unfortunately, we turn this world to ash.  
 But, there is a bright, beaming light  
 At the end of the gloomy tunnel  
 Beyond the humans' blight  
 On the world we live in. We can change,  
 We can change this destruction,  
 Reverse our un-doings,  
 This world we live in can still live its life.  
 We must unite against our crime,  
 Not a moment to lose.  
 Now is the time.

**Stanley Edwards (Year 8)**

## Second Prize

### Call to Action

Starve the people that are eating the world  
 Rip their hunger out  
 Show them what is wrong  
 They'll only make it worse for themselves  
 And everyone  
 Fight them  
 Make them rage  
 Impel them to act and show them the right way  
 You will change the world  
 For the greater good

**Adam Jefferson (Year 8)**

## Third Prize

### Endangered

Those minds are blind. Though they can clearly see:  
 The warm suffering, the hidden monsters,  
 The melting future and the roaring pleads.  
 Though ears can't hear screams, yet they are deafening.  
 Those eyes are numb. They don't look at their bites.  
 Nor their scars. Or their guilt. Engraved into hearts.  
 Then there are other eyes, who feel those wounds  
 And darkness through the barrel of the gun.  
 I wish I could make it stop and pause time  
 But I have not even confessed my crimes.  
 I may chant a mantra in my mind and  
 Hold a sign for those eyes for those against us.  
 But what happens when we realise that  
 We are those monsters. Are you one of us?

**Ella Markillie (Year 12)**



## Runners-up Extracts

### Untitled

Emerald leaves housing ruby lady bugs,  
Azure seas concealing silver scales.  
Chalk-white mountains,  
Ever collecting delicate snowflakes.

**Tristan Carlo Pineda (Year 8)**

### Mummy, What Really Happened?

Mummy -  
Did it really all start with factories,  
Polluting our clean air?  
Or was it the forests being destroyed,  
Making habitats unfair?

**Layla Robinson (Year 9)**

### Peace of Mind

You'll find me there  
In the land of clean water and air  
Where the endangered species live on  
Where nothing is ever gone.

**Isobel Thorpe (Year 7)**



GREAT HEART, THOUGHT AND VISION







## Memory Lane

During the summer of 2000 we were proud to receive a visit from Sir Trevor Brooking, CBE, who congratulated Longcroft's pupils and Sixth Form students on their sporting success. A former England international footballer who now works as director of football development in England, Sir Trevor spent almost his entire career at West Ham United, making 647 appearances for the club. He won the FA Cup in 1975 and 1980, scoring the only goal in the latter success and has a stand at the club's home ground named after him. Sir Trevor played 47 times for England, scoring five goals. He was awarded the MBE in 1981, elevated to CBE in 1999 and knighted in 2004 for his services to sport. Mr Baker said, *"Longcroft was enjoying a really successful period in sport and Sir Trevor was impressed, particularly by the number of players in each squad. Many successful teams at that age rely on one or two outstanding players but we had a squad of players in each sport who were all good enough to represent the school and fit into the team."*

Sir Trevor is pictured with two of our successful Year 10 teams from the 1999/2000 season. Mr Baker reflected, *"That year group were exceptionally talented and several of the boys played football and cricket locally for teams such as Beverley Town and Beverley Cricket Club. The football team developed into one of the best in the East Riding, reaching the semi-final of the East Riding Cup in Year 9 and going one better in Year 10 when they were unfortunate to go down to Wolfreton in the final. Many of the boys also played hockey and that team were unbeatable. The year group's rugby team did well and the cricket team were extremely strong. Several boys played in all four of those teams."*

*"The boys were competitive but they always played in the right spirit. They did have talented individuals in each sport but everyone played their part and they certainly played a lot of sport, regularly representing Longcroft in football, rugby, basketball, hockey, cricket, athletics and tennis. We used to go to Haltemprice Sports Centre to play squash on a Friday because there weren't any fixtures in other sports that evening. With that level of commitment and the success they achieved it was no surprise that many of the boys earned their Sports Ties in Year 11. They were a fantastic group to work with and coach and a number went on to play sport to a good standard for many years."*

Mr Baker added, *"The girls in that year group were similarly committed to their sport and also successful in netball, hockey, cross country and athletics."* We will feature their teams in a future Newsletter.



**Captain Scott Clark is pictured receiving the shield and certificate on behalf of the hockey team as winners of the East Riding Schools' League from Sir Trevor.**





**The Boy's Football Team, from left to right, are:**

Robert Todd; Kieran O'Brian; Steve Charlton; Richard Arkle; Steven Gibson; Stephen Smith; Jonathan Dunn; Nathan Egeh; Andrew Stott; Richard Witty; Joe Riley; captain Paul Wilson; Daryll Wallace and Matthew Barnes.



Several of the boys also featured in the hockey team that won the East Riding League that year.  
The successful team are pictured.



**Back row:**

Robert Todd; Kieran O'Brian; Steve Charlton; Robert Emmerson; Peter Barrett; Paul Maguire; captain Scott Clark; Ben Hawley; Richard Witty; Steven Gibson; Richard Lascelles and Craig Hancock.

**Front row:**

Richard Arkle; Nathan Egeh; Jonathan Dunn; Joe Riley; Simon Duncan and Richard Wynn.



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





## Friends of Longcroft School

The fantastic FOLS continue to offer amazing support to our school. Pupils certainly value the Bookbuzz reading programme which supports our focus on literacy, and this is one of many ways FOLS' work has an impact.

The FOLS Cashdraw is available to join on ParentPay - your



subscription will put you into the draw for a year from the time you enter. There will be winners drawn again in the next month and publicised through the Newsletter.

Anyone interested in joining FOLS and making a difference to the opportunities we are able to offer our pupils and Sixth Form students should email [fols@longcroft.eriding.net](mailto:fols@longcroft.eriding.net) for further details.

## Dates for your Diary

### Parents' Consultation Evenings

#### Year 8

Wednesday 23rd and Wednesday 30th June

#### Year 10

Wednesday 7th and Wednesday 14th July

### GCE A Level Results Day

Tuesday 10th August

### GCSE Results Day

Thursday 12th August

## Pupils demonstrate their skills in Technology

Mr Dyson was delighted with the work produced by our ACE group in their Technology lessons.

Pupils made their own coffee table. Mr Dyson explained,

*"Processes include mortise and tenon joints, boarding material, routing, mitre joints, sanding and adding a stain surface finish. One pupil, Harry, has even etched his favourite football club Sunderland onto the top using the laser cutter."*

Describing the pupils' work as *"amazing"*, Mr Dyson added, *"They have done really well."*

The pupils are pictured proudly displaying their impressive work.







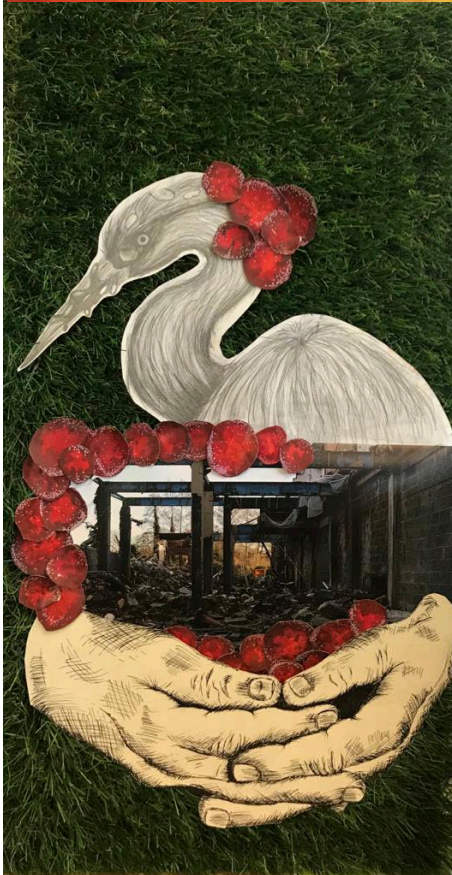
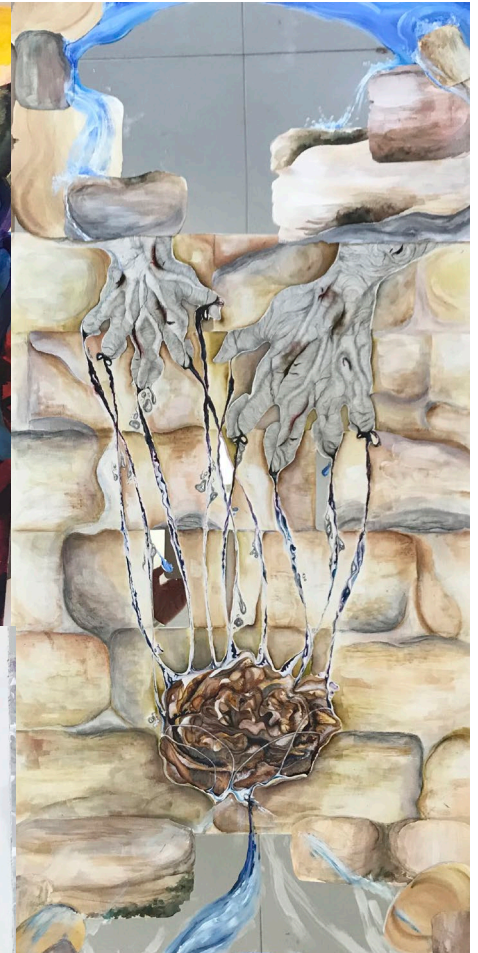
# Year 11 Artists' Potential Realised

Having featured their developing work during this academic year, we are delighted and proud to show pictures of a range of our Year 11 pupils' finished artwork. Their teachers, Mrs Gibson and Mrs Holmes, praised the pupils' hard work during what has been a most challenging year.

Mr Baker said, "It is always a pleasure to visit Art lessons and to see our pupils and Sixth Form students working. They demonstrate such creativity and skill, and Mrs Holmes' and Mrs Gibson's expertise, guidance and support is certainly significant their development. I hope many will continue their Art with us in the Sixth Form – the standards these students aspire to and reach is exceptional and the subject provides a tremendous grounding for Higher Education and a range of careers. This year has been particularly challenging for pupils studying Art as many utilise the resources available in school. I have been fortunate to see their work evolving and they should be so proud of the finished pieces which are amazing!"











## Year 13

### We Wish You Well

This week our Year 13 students leave us, many after seven years at Longcroft, and we thank them for their contribution to school life. They have been a shining example as senior students and it has been a pleasure to see them develop into the wonderful young adults they undoubtedly are. We look forward to hearing their experiences of life at university and in the world of work!

Head of Sixth Form Mr Henderson said, "It has been the strangest and probably the hardest two years for Sixth Form students ever, but this has not stopped our Year 13 students from focusing on their studies, completing their courses and making successful applications to universities across the UK. It has been inspiring to see our students pushing themselves to the limit right up until the final afternoon, even with all the uncertainty that has surrounded them."

He added, "On behalf of the Sixth Form Team and Year 13 teachers I would like to congratulate every one of our wonderful students, for all their achievements and for keeping up the motivation needed to realise their dreams. We wish them the future they deserve and we know that they will keep on supporting each other and always "Be Ambitious".





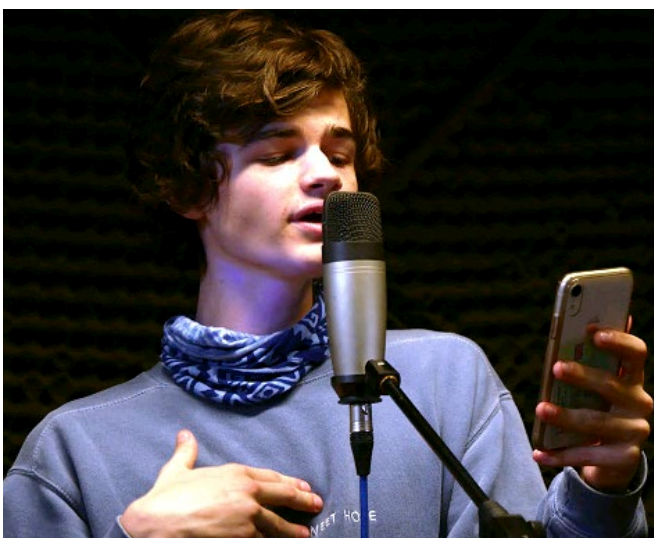


# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS

## LETTER







# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS

## LETTER







# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

# NEWS LETTER







## 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.



**Year 7**

**Miss Keith**

**07425 897509**

[olivia.keith@longcroft.eriding.net](mailto:olivia.keith@longcroft.eriding.net)



**Year 8**

**Mr Tong**

**07810 416081**

[graham.tong@longcroft.eriding.net](mailto:graham.tong@longcroft.eriding.net)

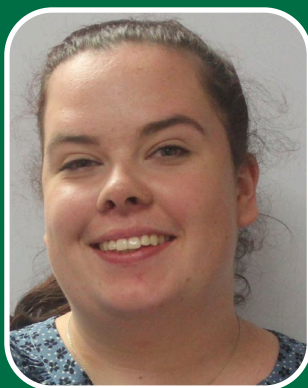


**Year 9**

**Mrs Ellis**

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**Year 10**

**Miss Bridgwater**

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**Year 10**

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**Year 11**

**Mrs Brady**

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