



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER

### Geographers Enjoy Icelandic Experience!

**A group of 30 GCSE and A Level geographers spent half-term exploring Iceland in the company of Mr Davies, Mr Worthington and Miss Brown.**

Year 13 student James, who is studying A Level Geography, said: "It was a good experience – a great opportunity to see things I'd been learning about."

Day 1 saw our party visit Reykjanes Peninsula in the island's south west. One of the more densely populated areas, Reykjanes Peninsula is characterised by immense lava fields, volcanoes, and heightened geothermal activity. A visit to Gunnuhver's geothermal springs in the heart of the Reykjanes UNESCO Global Geopark saw our party experience the colourful geothermal field of mud pools and fumaroles.

“  
“It was epic.  
The snow was  
amazing!”

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Following an overnight stay in Iceland's capital and largest city Reykjavik, the second day involved a visit to the Golden Circle to see spectacular geysers, the Gullfoss waterfall and Thingvellir National Park – the Golden Circle's largest attraction. A visit to the Secret Lagoon, known locally as Gamla Laugin, the oldest swimming pool in Iceland where rich natural resources of warm water come from hot springs, was followed by an overnight stay in Hveragerdi. The pool water flows continuously. Warm, clean and rich in sulphur it stays at 38-40 Celsius all year round.

Luke said, "Swimming in the naturally heated pool was really good. The tour guide was great – they knew lots of places to stop and see interesting things."

On Day 3 a walk along Reynishverfi Black Beach offered views of magnificent basalt cliffs and caves. This was followed by a visit to the impressive Solheimajokull 'sun house glacier'. Sadly, like all the glaciers in Iceland bar one, Sólheimajökull



is shrinking rapidly. A glacier lagoon at its base reveals how quickly it is receding – the length of an Olympic swimming pool every year. It seems like this change is already an irreversible consequence of climate change, and it may be gone within decades.

Following their overnight stay in Hveragerdi our party spent Day 4 travelling to Reykjavik via several fascinating landmarks including the village of Borgarnes. Hraunfossar, a series of beautiful waterfalls formed by rivulets streaming out of the Hallmundarhraun lava field, was a spectacular sight as was the Grabrok Crater, formed over 3,000 years ago.

Adam said, "Swimming in the geothermal pool was unbelievable—so cold and so warm at the same time."





The party enjoyed a tremendous range of unforgettable sights and experiences throughout their visit to this incredible country.

Harry said, "I wanted to go to see the nature. The waterfalls were good and I was particularly impressed by the glaciers." Amelie added, "It was a once in a lifetime experience!"

Thank you to Mr Davies, Mr Worthington and Miss Brown for making such an amazing opportunity possible for our pupils and Sixth Form students.







## 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**

**54,978**

**THOUGHT**

**249,692**

**VISION**

**228,563**

**GRAND**

**TOTAL:**

**533,233**





# Headteacher's Welcome

**Back to school with a bang this week!  
Our Newsletter is packed with amazing  
activity that our young people have  
enjoyed including our incredible trip to  
Iceland over half term.**

It has been wonderful as ever to welcome pupils and students back in to school and hear all about their experiences over the half term break. I have been particularly captivated by the stories of our school visit to Iceland which is a feature article this week. After the extraordinary challenges of the Covid-19 pandemic, this marked the first overseas trip from Longcroft for several years and the experience for our Geographers was truly inspiring. I have been regaled with many a favourite memory, from glacial exploration to the geothermal springs and of course the opportunity to see the Northern Lights is quite exceptional - many people travel from around the world in the hope of that experience and are all too often disappointed. We are incredibly proud of all those involved and the excellent way they represented the school and themselves throughout. A special thank you to those staff who gave up their break to support the trip and without whom such opportunities would not be possible.

Back in school, I have really enjoyed seeing pupils and students focused in our classrooms and producing some excellent work. A highlight has been some amazing Food Technology creations, with a raft of different dishes on display and some impressive technical application demonstrated. Year 10 for example have been producing vegan menus and I've been treated to a range of delights by our very proud pupils, some surprised by their own superb achievements.

We have ended the week with a morning of orchestral performance from the East Riding Music Service in our Theatre. It was quite the extraordinary event with staff pupils alike transfixed throughout. Those who have had the privilege to enjoy listening to a full orchestra will appreciate the level of sensory experience and we are hugely grateful to all involved in providing the opportunity for our community. If your child has been inspired to explore an instrument, or perhaps rekindle an interest in music, please encourage them to speak to Mrs Harris and Mr Chapman who can provide details of the wide range of opportunities and peripatetic teaching available in school.

Please enjoy reading about the many other exciting things that have been happening in school this week and the various celebrations of our pupils and students.

**Mr Perry**  
**Headteacher**





## LOWER SCHOOL



### Mr Worthington writes:

**I hope that the children all had a restful and enjoyable half-term. During the break, I enjoyed joining 30 of our pupils and students on our trip to Iceland, one of the many trips that our children can look forward to in Key Stage 4. I would encourage all our Lower School pupils to watch this space in terms of upcoming trip announcements, and to get involved should the opportunity present itself. It really was the trip of a lifetime, and I look forward to sharing my experiences with our children in further conversations. I know that some of our Lower School pupils are indeed looking forward to our France Trip, as well as our Ski Trip to Italy.**

This week, we launched the Options Booklet to our Year 9 pupils. The children are excited, and there has been a real buzz around the process with pupils discussing their potential choices and looking ahead to the future. Alongside Mr Wilson, Head of Year 9, we formally introduced the process to pupils as part of Wednesday's assembly presentation.

Dates for your diary include our on-site Options Evening, taking place on Thursday 2nd March. The follow up Parents' Consultation Evening takes place on Wednesday 8th March virtually, and all Option Selection Forms need to be completed by Friday 31st March.

Nationally, all children will be supplementing their core subjects with a range of different options. Looking at the core subjects further, all pupils must study English Language, English Literature, Mathematics and Science. The Combined Science course, known as Trilogy, is a dual award and accounts for two GCSEs. Some of our pupils will study the three separate Science courses as Biology, Chemistry and Physics GCSE.

For the options process, pupils have a wide range of subjects to select from and they can draw upon support from a variety of different places. We actively encourage the children to talk to their families for guidance. Parents know their children best, and are a good source of knowledge, guidance and empathy in terms of helping them navigate these next steps. Pupils will rightly have turned their thoughts to careers, next steps in education and making sure they keep their choices wide and broad to keep pathways open for the future.



The children have had guidance related to careers every week in school as part of our tutor programme. Pupils' teachers are an invaluable source of information and can freely talk about how their subject might lend itself to future vocations. We actively encourage pupils to seek support and discuss their thoughts and dreams as we move towards the deadline of submission for the options form.

It is expected that most of the children will select a language. Our pupils represent the UK's next generation, playing a meaningful role in the global economy and in an increasingly networked world. The ability to communicate in more than one language is central to this. Speaking another language is not just about facilitating a basic transaction; it deepens cultural understanding and opens doors to international experience and opportunity.

Should any pupil require further guidance in the coming weeks, they should not hesitate in talking to their teachers and the subject's leaders. Staff will be able to provide the children with much needed support in this process in what is an important month for a child in Year 9, reflecting on their education as a whole.

Of course, it is vital during this academic year, that Year 9 pupils continue to invest their time and energy in all their current subjects, as in each area they will be utilising key skills and building a broad foundation for further study.

Finally, last week I congratulated our Year 9 pupils who took on the Intermediate UK Mathematics Trust Challenge. There were some outstanding results which will feature in next week's Newsletter.

**Mr Worthington**  
Head of Lower School





*Congratulations to our Lower School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.*



## Year 7

Lily Curtis  
Samuel Collin  
Annabel Shepherd  
Sarah Shrimpton  
Kiara De Kock  
Evie Sugdon  
Charlotte Sutcliffe  
Daniel Kemp  
Dominic Crawford  
Oscar Gill

## Year 8

Joel Dyason  
Jack Allport  
Charlie Wyeth  
Phoebe Haw  
Mason David  
Gracie Ferne  
Ava Harris  
Aidan Clayton  
Ava Bryce  
Lexie Burke

## Year 9

Evie Claxton  
Matilda Smith  
Charlotte Skilbeck  
Elise Jenkinson  
Megan Drage  
George Tatton  
George Chambers  
Freya Kelly  
Annie Mason  
Gracie-Mae Jan

Every Monday, a pupil who attended every single day in the previous week is chosen at random to receive a £5 receive an Amazon voucher.

## Last week's winners were:

Year 7: Ollie Bayes

Year 8: Melody Smith

Year 9: Grace Crook



UPPER  
SCHOOL*Mr Henderson writes:*

**Our Year 11 pupils have shown excellent commitment so far to the Longcroft Period 6 and lunch time sessions - over 500 pupil hours. Each week they receive information about the sessions and topics being covered so they can make choices between subjects. They have also now watched nearly 10,000 GCSEPods as part of independent study this academic year.**

Formal GCSE examinations will begin on the week commencing 15th May—10 school weeks!

With preparations well underway in Year 11, I felt it would be really useful to share some revision advice. For pupils in Year 10, it is never too early to begin revision as many are already using GCSEPod alongside homework to make sure they understand the material covered in lessons.

### Strategies to Support Your Child's Revision

The secret to doing well in exams lies in planning. You can help your child by discussing the revision plan they started in school and methods of studying that will make them feel in control of their work.

#### Tips for Revision Planning

- » Work out a revision timetable for each subject. Your child should be revising for at least two hours each evening, and more at weekends.
- » Break revision time into small chunks – half an hour sessions with short breaks at the end of each session often work well.
- » Make sure your child has all the essential books and materials.
- » Buy stationery, highlighters and pens to make revision more interesting.
- » Go through classwork with your child or listen while they explain a topic they have revised.
- » Test your child on key terms, names or definitions using revision cards.
- » Time your child's attempts at practice papers and talk through their responses with them using actual answers.



## Revision Ideas

- » Use GCSEPod: All pupils have access to GCSEPod - a website of short revision videos on a wide range of GCSE subjects and topics. Each video is usually 3 or 4 minutes long, and covers a key aspect of the course, from History to Maths. Pupils can log onto [www.gcsepod.com](http://www.gcsepod.com) or the GCSEPod App with their school username and password. GCSEPod is available on our website and can be accessed via this link: <https://www.longcroftschoo.co.uk/page/?title=Portals&pid=49>
- » Use Mind Maps to connect ideas: If you find it difficult to remember lots of terms, dates, names etc, Mind Maps may be the key to improving your memory. The theory behind mind mapping explains that making associations by connecting ideas supports pupils in their efforts to memorise information easily and effectively.
- » Practise, Practise, Practise: One of the strategies frequently recommended by successful former pupils is to do as many GCSE past papers as you can. Practising past papers will help pupils familiarise themselves with the exam format and question styles and help with time management. Pupils should ask their teacher if they need help obtaining past papers.
- » Variation of revision activities: Pupils should vary their revision methods by listening to podcasts, watching videos or documentaries (particularly GCSEPod), moving to new study area or using different colours for their study notes.
- » Flashcards are an ideal study aid to help pupils prepare for subjects such as Science where they need to remember key definitions, while Mind Maps are ideal for revising English Literature.
- » Above all, praise the effort they put in. Treats will reward success for short-term goals. Everyone loves to feel they are doing well.







*Congratulations to our Upper School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.*

## Year 10

Lewis Kitchin  
Alissia d'Andilly  
Ed Brock  
George Steele  
Maisie Turner  
Lydia Curley  
Megan Ulph  
Max Berry  
Libby Wood  
Jake Curtis

## Year 11

Olivia Hides  
Kate Harling  
William Seddon  
Toby Mowforth  
Phoebe Flanagan  
Amelia Irvine  
Emma McDowall  
Sally Foster



Last week I congratulated a number of pupils in Years 10 and 11 who took part in the Intermediate UK Mathematics Trust Challenge. Their results will feature in next week's Newsletter, and several pupils did extremely well.

I have enjoyed discussing the trip to Iceland that several Upper School pupils enjoyed over half-term. This was an incredible experience – one I am sure they will never forget.

**Mr Henderson**  
Head of Upper School

Every Monday, a pupil who attended every single day in the previous week is chosen at random to receive a £5 receive an Amazon voucher.



**gcsepod**  
education on demand

## Most watched GSCEPods

### Year 10 Winners

Kripa Gurung  
Alissia d'Andilly

### Year 11 Winners

Emma McDowell  
Layla Robinson  
Ashton Moulson  
Toby Mowforth  
Amelia Cuthbert

Nathanial Cooper  
Phoebe Wilson  
Sam Drew  
Harley Claxton  
Jasmine Brown



## YEAR 11 STAR OF THE WEEK

Each week a Year 11 pupil will be named as the Year 11 Star of the Week. This is an opportunity to recognise the hard work and efforts of a member of the year group—an Upper School pupil who makes a significant contribution to school life and through their endeavours provides an exceptional role model for both their peers and younger pupils.



*This week the award went to Harrison Adams, Luke Foreman and Ben Shrimpton.*

As well as working hard towards their examinations, the boys are looking forward to playing for Hull KR's Under 16 Scholarship Team this season. They will take on opponents such as Leeds Rhinos, Warrington Wolves and local rivals Hull FC. Paula Cullen, Head of Well-being and Development at Hull KR, said: "All three boys are a credit to the school and are currently doing well with us here at Hull KR."

Harrison said, "It's great to win! I'm looking forward to the season."

Mr Thomson said, "I am proud that three boys from our year group have achieved such an exceptional level in their sport. I look forward to hearing about their achievements once the season starts."

Mrs Ellis said, "All three boys are fantastic role models."

Congratulations Harrison, Luke and Ben!







## SIXTH FORM



### *Mr Chapman writes:*

**This week Year 12 Biologists have been studying the Respiration of Fish. Mrs Scott provided the students with a variety of fish and the students dissected them to uncover how the fish respire.**

Initially the students followed a guide which showed them the details of how to dissect the gill and other parts but later on in the lesson they were allowed to explore the inner workings of the fish themselves.

Year 12 student Ben said, "It was a rewarding experience but not the most pleasant of smells!"

Mrs Scott said, "I've been extremely impressed with the students' approach to all aspects of their studies. They regularly apply their knowledge and learn through a range of practical activities and certainly seemed to enjoy this one!"

Mrs Scott added, "Our A Level scientists definitely benefit from the smaller Sixth Form class sizes and our fantastic facilities."

**Mr Chapman**  
Head of Sixth Form





## PERSONAL DEVELOPMENT



### Mr Coupe writes:

**This week I have had the pleasure of accompanying our Scholars Programme Graduates to their Graduation Ceremony in Sheffield. Facilitated by The Brilliant Club, the Scholars Programme helps pupils develop the knowledge, skills and confidence to progress to the most competitive universities.**

The programme involves a launch event followed by a series of tutorials with a PhD tutor to look in detail at the PhD tutor's area of research. In our case, we offered the programme to a select group of Year 9 pupils, who are undoubtedly among those pupils in the year group demonstrating the potential to consider the university route. These pupils visited Leeds University back in November for the programme launch event, where they learnt about the programme, met with student ambassadors to learn more about university life and went on a campus tour.

This has been followed by several months of study, working with their PhD Tutor Marijke, studying the STEM topic of 'Disappearing coasts: accept or can we save our land?' This has involved a number of tutorials, including water and sediment-based research experiments to reflect the research that Marijke herself has been doing at Hull University. Through these tutorials, the pupils involved have been able to gain an insight to university teaching methods, as well as the cutting-edge research that is happening in university right now. They have worked with an expert and become experts themselves.

CONT. OVER >







At the end of their programme of tutorials, the pupils were set a 2,000-word university assignment to complete, which was graded according to the university grading system leading to pupils graduating with an award at either first class, 2:1 class, 2:2 class or third class. Pupils were enthused and delighted to receive their grade in a recent feedback session, leading up to Tuesday's graduation ceremony.



For this ceremony, we went to Sheffield University, where we once again had an opportunity to meet with students and have a tour of a prestigious, research-led Russell Group university. Following the tour, pupils assembled for the ceremony itself, where their award was bestowed, by a handshake and the receipt of their Brilliant Club certificates. Two of our pupils gave speeches at the ceremony, one of whom quoted Martin Luther King, whilst the second pupil provided insight from Audrey Hepburn!

Angeles said, "This experience thoroughly benefitted me for now and for my future endeavours, and I have nothing but gratitude to this programme and the peers I have gone through this with." Amelia said of her experience, "There have been times where I have found the coursework challenging...but I have found that the key to all challenges you may find is perseverance."

We are very proud of the young people who took part in this programme and it was a real pleasure to be able to share this experience with them.

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



TEACHING AND  
LEARNING**Mr Taylor writes:**

**Around intense revision periods and exam times, pupils and students face challenges and pressures most do not meet in everyday life. For example, the need to manage their time and to prioritise.**

Some children may be reluctant to talk about the way they are feeling, how it is truly affecting them, or why they feel that way. For the most part they may not even realise that they are feeling a certain way.

Here are some symptoms to look out for if you think your child might be finding it difficult to meet the challenges:

- » Sleep issues
- » Difficulty concentrating (or revising)
- » Negative behaviour changes, e.g increased anger
- » Increased irritability

Rachel Dodge, an expert in well-being and the Psychology Subject Officer for GCSE exam board WJEC warns about other potential signs of stress:

"You might find that your child is behaving differently from usual. Signs could include lack of concentration, avoiding people, being more sensitive, changes in eating habits,

changes in sleep patterns. Get to know your child's stress signs and try to take action when they appear."

Parental support is one of the most important factors in a child's success. You don't have to become a 'super parent'; you just need to be supportive.

Try to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

When a pupil shows any of these symptoms, it's important you work with them to help them. Of course, you might not get total transparency straight away. Being forceful for an explanation is unlikely to help.

A great place to start is a hug and the assurance that it is okay to not be okay...Once you've done this, you can help get to the bottom of what it is making them feel anxious. A way to help a child stuck in a stressful rut is by making key alterations that will allow them to deal with their feelings more effectively.





## Alter the routine

If you've noticed your teenager comes home and does one particularly unhelpful habit (e.g. turns on the TV without getting changed), prompt that they switch up the day by making one positive change (e.g. getting some comfy clean clothes on so they can relax).

If your child is on their phone between certain hours in the day, offer an alternative activity that they can do with you instead.

Natural lighting does wonders for your mood; make sure you allow as much light into your living spaces as possible.

Keep fresh fruit bowls regularly topped up with your teenager's favourite fruit, to limit the temptation to reach for sugary or processed foods.

Hopefully there may be something here you find useful in supporting your child.

Have a good week,

**Mr Taylor**

**Head of Teaching and Practitioner Development**





## Memory Lane

This week we take a trip back to 2012 and feature Ms Elmes'

Year 11 tutor group – 11F.



**Back row:**

Leigh Holmes; Ashlee Matthews

**Forth row:**

Sean Elder; Jacob Burch; Callum Warrener;  
Ben Brown; Michael Fulton;  
Michael Whitton.

**Third row:**

Sophie Haywood; Jessica  
Tennant; Rebecca  
Shephard; Lauren Senior;  
Emily Render; Cadie Yeats;  
Debbie Witherington.

**Second row:**

Eleanor Thresh; Sophie  
Cox; Ellie Calam; Becka  
Carroll; Tom Astell; Sophie  
Hardy; Charlie Dawson.

**Front row:**

James Grainger; Nick  
Lount; Freddie Wilkinson;  
Ms Elmes; Jake Tucker;  
Ryan Norman; Alex Maitra.





# Percussionist Laura to Grace Hull City Hall

**We were delighted and proud to hear that former student Laura Bradford, who left Longcroft in 2013 having earned A Levels in English, Geography and Music to study at the Royal Academy of Music was returning to the area to perform with the Hull Philharmonic Orchestra.**

Laura, who featured in many fantastic performances throughout her seven years at Longcroft, joined the Hull Philharmonic at the age of 13. Now 28, she is an accomplished professional musician playing with leading organisations including the London Philharmonic Orchestra and the Royal Opera House.



On Saturday Laura will perform Séjourné's Concerto for Marimba and Orchestra in the beautiful setting of Hull's City Hall. The nine-foot marimba instrument, which is similar to a xylophone, offers the perfect showcase for her technique and musicality.

The concert will be conducted by guest artist Simon Chalk and also includes Rachmaninov's Symphony No 2 and Kabalevsky's Overture to Colas Breugnon.

Laura said returning to play felt special. "The Hull Phil was a big part of my formative musical education. Many of the pieces I now play as a professional, I performed first with them." She added, "Concertos for percussionists don't come along very often, so this feels like a once in a lifetime opportunity and a big challenge, but I will be amongst old friends. I am also very much looking forward to working with Simon Chalk."

Describing the five-octave marimba, Laura said: "It is beautifully mellow and I can make many different sounds by alternating the sticks I use."

The concert starts at 7.30pm and is preceded by a pre-concert talk which is free to ticket holders. Tickets are priced from £10 to £28.50. Concessions are available. Anyone interested in enjoying what promises to be an unforgettable evening of music should visit Hull Box Office for tickets.





# Girls prepare for Tournament

**Longcroft's Year 7 and 8 girls' football team warmed up for their forthcoming tournament with a match against Beverley High School.**

Mrs Henderson said, "The girls defended well against a couple of strong players from BHS. The team started to link play towards the end of the game with a good midfield performance from Martha but BHS were the stronger team on the evening. Well done to all the players—it was a good warm up match for the tournament after half term."

Mrs Henderson added, "A massive thank you to Emily Stevens for being a referee at the game on Wednesday—she did an amazing job."



## LIBRARY NEWS



**Ms Carvill writes:**

### The Art of Reading

**Recently, the library team have been working closely with curriculum leaders to source books that encourage reading across all the subjects studied in school.**

Promoting books that relate to a favourite subject, or a subject that may be challenging, can encourage the most reluctant reader and inspire the most advanced, compounding knowledge and developing ideas, beliefs, and opinions.

Books that are personally recommended by staff or family and friends often have the most impact, allowing follow up conversations and discussions. Sharing your knowledge about a book that has meant something to you is not just the prerequisite of an English teacher or a librarian. At Longcroft we understand that reading must be a whole school focus. Not only will this benefit our pupils and students but also all departments and subjects. We are also grateful for the continued encouragement that parents and carers give to their children.

Displays of curriculum connected books will be seen in department areas shortly. Below is a list of some favourite titles, suggested for each Year Group, relating to Art. Do encourage your children to sample them.

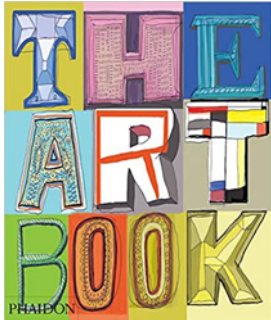


#### Year 7

#### The Guggenheim Mystery by Robin Stevens

A fabulous mystery set in the Guggenheim Museum in New York. A painting is stolen, and it's left for Ted Spark to discover who really has taken it. Fascinating characters and a brilliant plot.



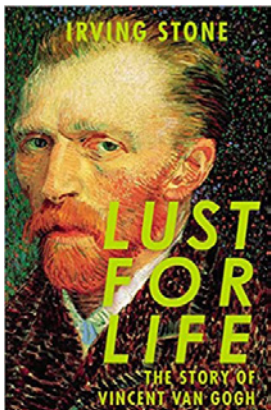
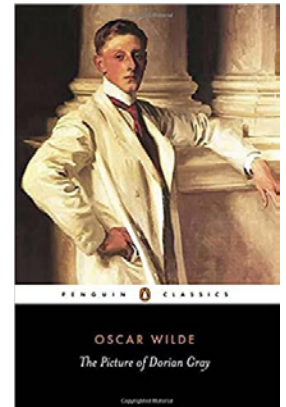


## Year 8 The Art Book by Phaidon Editors

Introducing 100 new artists selected from all periods and from across the globe, the new edition includes for the first time leading figures from the fields of photography and performance art. An excellent reference book designed to inspire.

## Year 9 The Picture of Dorian Gray by Oscar Wilde

The story revolves around a portrait of Dorian Gray painted by Basil Hallward, a friend of Dorian's and an artist infatuated with Dorian's beauty. As Dorian Gray sinks into a life of crime and gross sensuality, his body retains perfect youth and vigour while his recently painted portrait grows day by day into a hideous record of evil, which he must keep hidden from the world.

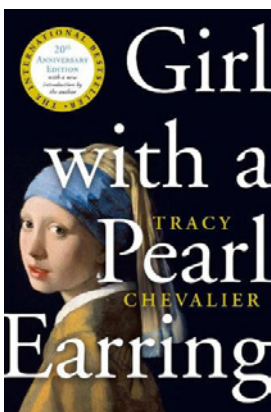
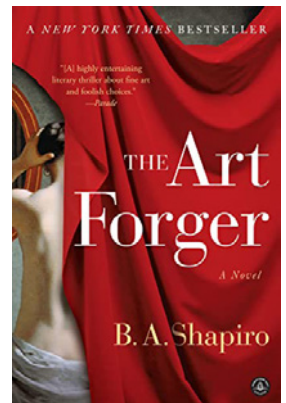


## Year 10 Lust for Life by Irving Stone

The classic re-telling of the incredible life of Vincent Van Gogh. Follow his journey from struggling artist to one of the world's most celebrated artists. This biographical novel follows Vincent through his tormented life and creative journey. An emotional work, blessed with true insight.

## Year 11 The Art Forger by B.A. Shapiro

On March 18, 1990, thirteen works of art worth today over \$500 million were stolen from the Isabella Stewart Gardner Museum in Boston. It remains the largest unsolved art heist in history, and Claire Roth, a struggling young artist, is about to discover that there's more to this crime than meets the eye. A tour de force.



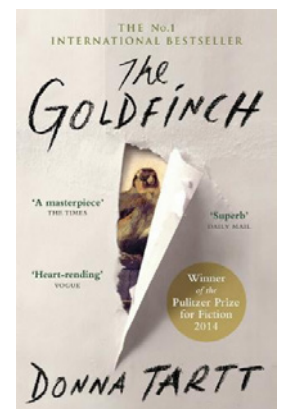
## Year 12 Girl with a Pearl Earring by Tracy Chevalier

Vermeer's portrait *Girl with A Pearl Earring* has fascinated art lovers for centuries and lies at the very heart of Chevalier's fascinating novel.

Girl with a Pearl Earring centres on Vermeer's prosperous Delft household during the 1660s. When Griet, the novel's quietly perceptive heroine, is hired as a servant, turmoil follows.

## Year 13 The Goldfinch by Donna Tartt

'You can look at a picture for a week and never think of it again. You can also look at a picture for a second and think of it all your life.' Tartt's masterpiece is a profound meditation on loss and belonging that doubles as a compelling psychological thriller. A truly superb read.







## 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**

**Miss Fox**

**07342 342858**

[vicky.fox@longcroft.eriding.net](mailto:vicky.fox@longcroft.eriding.net)



**Years 8 and 9**

**Mrs Newsam**

**07827 587483**

[zoe.newsam@longcroft.eriding.net](mailto:zoe.newsam@longcroft.eriding.net)



**Year 10**

**Miss Harsley**

**07810 416081**

[katie.harsley@longcroft.eriding.net](mailto:katie.harsley@longcroft.eriding.net)



**Year 11**

**Mrs Ellis**

**07900 394085**

[annette.ellis@longcroft.eriding.net](mailto:annette.ellis@longcroft.eriding.net)



**Sixth Form**

**Miss Taylor**

**01482 862171 ext. 1338**

[emily.taylor@longcroft.eriding.net](mailto:emily.taylor@longcroft.eriding.net)