



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Pupils' Brilliant Graduation!

"I am incredibly proud of the hard work, resilience, and dedication of the pupils who took part."

—Miss Sinclair

We are proud to celebrate the wonderful achievement of a group of Year 9 pupils who undertook the challenge of The Brilliant Club's Scholars Programme. Eight of the pupils visited the prestigious University of Sheffield for their Graduation Ceremony last week – the culmination of weeks of regular tutorials and a challenging final assignment which is marked and moderated using university grades.

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The Brilliant Club works with schools and universities across the UK, mobilising the PhD community to support young people to access the most competitive universities and succeed when they get there.

PhD tutors deliver The Scholars Programme, sharing their subject knowledge and passion for learning.

Scholars take part in a series of seven university-style tutorials, delivered in-school by a PhD tutor throughout the course of an academic term. The tutorials are based on the tutor's area of research expertise, so pupils explore an inspiring, supra-curricular topic whilst developing key academic skills that support their attainment across the curriculum. Scholars receive feedback and support from their PhD tutor to write a final assignment, demonstrating the subject knowledge, written communication and critical thinking skills they have developed throughout the programme.

Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment. Pupils such as ours at Longcroft who do The Scholars Programme in Year 9 were found to be more likely to achieve grades 9-5 in Maths and English than pupils who scored similarly at Key Stage 2 within their schools. While challenging and a significant undertaking, the programme really is a fantastic opportunity and we are delighted our pupils are able to participate.



Scarlett said: "I enjoyed going to Sheffield. I visited Cambridge University last year for the First Story Young Writers' Festival and the two universities are very different. The Scholars Programme work was hard at first, but did become easier. We had to write 2,000 words, putting together everything we'd learned. We chose the topic: 'Populism: friend or foe for political communication'. I thought it was a foe because politicians don't really listen to ideologies people have."

Scarlett added: "I'd recommend The Brilliant Club because once you've done a couple of lessons it's good fun and you are able to visit a university – this year it was Sheffield."



Miss Sinclair, who supported the pupils alongside their mentor Gemma Walker and organised the trip to Sheffield, said: "We enjoyed a successful day, celebrating the graduation of our pupils who completed The Scholars Programme. I am incredibly proud of the hard work, resilience, and dedication of the pupils who took part. Their research focused on 'Populism: friend or foe for political communication'. This involved regular tutorials alongside their usual lessons then completion of a 2000 word final assignment."

Congratulations to pupils involved on taking part in the programme and to our Graduates on their fabulous achievement: Jonathan, Martha, Henrik-bror, Jenson, Devon, Sam, Aaron, Charli, Muireann, Jasmine, Lilly and Scarlett.





Headteacher's Welcome

As we reach the mid-point of the academic year and with the days getting ever longer, we look forward with anticipation to all that the coming months have to offer.

This is a key time for our exam cohorts with revision and exam preparation in full swing. It is also the time when many subjects are completing controlled assessments as part of qualifications and our pupils have been stepping up to the challenge at every opportunity.

I have particularly enjoyed seeing some of the incredible dishes created by our GCSE Food and Nutrition pupils this week. The creativity, technical competence and execution on display has been exceptional and I have every confidence that their hard work will be reflected in the outcomes they receive in the subject. There have been some brilliant performances in music which are being recorded to be sent to exam boards with exceptional outcomes forecast again this year. Throughout the curriculum and beyond our exam groups, I have seen pupils focused and working hard, whether developing vocabulary in French, applying their knowledge of complex compound structures in Science or rehearsing scripted plays in Drama, it has been thoroughly impressive to see children committed to their learning and demonstrating their progress in many and varied ways.

Despite it being the last week of half term, there has been no slowing down of the wider opportunities available to our pupils. Our Key Stage 3 pupils have enjoyed an Artificial Intelligence (AI) roadshow event hosted by BAE Systems. The team explored the dangers of AI known as deep fakes and some of the laws surrounding developments in the technology. They also met a robotic dog – Cobot – called LEXI who navigated a challenge or two better than our Longcroft teachers. There was an AI song made using lyrics generated from student suggestions, as well as a musical accompaniment and music video. There was also lots of learning around routes into a career in engineering and the different types of engineering; mechanical, chemical, civil, aerospace, biomedical, and environmental were all considered.

There have also been trips, including to the Theatre to watch Mary and the Hyenas, a text that features in our English curriculum; charity events including a bake sale hosted by our Sixth Form, and Further guest speakers and curriculum contributors from Year 7 through to Sixth Form. We have also been celebrating our attendance streaks with prizes and sweet treats. Enjoy reading all about it in this Newsletter and those to come after we return from half term.

Finally, I have had the pleasure of interviewing for several new positions this week, as we respond to the growing population and replace some long standing colleagues who are moving on from Longcroft or retiring. It is always an incredibly exciting opportunity, and we have successfully appointed new teachers in Science, Maths and PE. I very much look forward to introducing them all in due course.

Mr D Perry
Headteacher



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 64,027

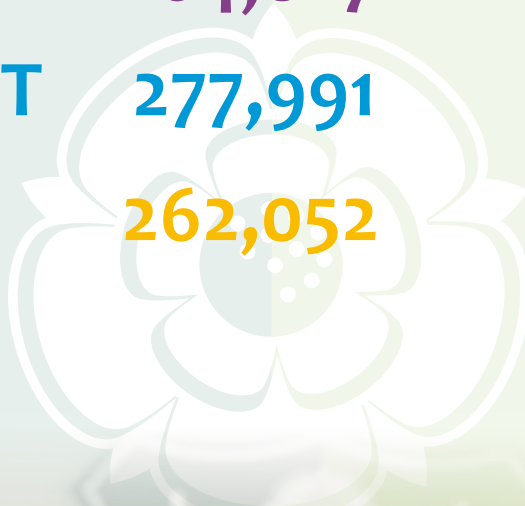
THOUGHT 277,991

VISION 262,052

GRAND

TOTAL:

604,070





Mr Worthington writes:

Footballers Reach Semi-final

Firstly, congratulations to the Year 7 girls' football team who played Hornsea in the Quarter Finals of the Humberside Cup.

Mrs Henderson said: "Longcroft dominated from the start of the game, and solid defence and accurate passes set up the attacking players. The girls put on a strong team display throughout the game, working well together and supporting each other to achieve a convincing 4-0 victory. Well done to the goal scorers, two from Amy, and one each from Imogen and Isla."

Mrs Henderson added: "The girls really are a team as we had some positional changes due to absence and they are happy to work together and create the strongest possible unit to face the opposition - characteristics to be proud of."

Well done girls – it's great to see another of our Lower School teams through to the semi-finals of the Humberside Cup!

More Netball Success!

I was also delighted to hear about some more victories for the Year 7 and 8 netball teams, this time against Hornsea School. The Year 7 team won their game 6-3 and Year 8 won 15-8. Mrs Holt said: "It was great to have more players playing tonight which gave the girls a chance to rotate around some different positions."





The Power of AI

This week we invited Professor Andrew King from the University of Hull to discuss all things involved on the music industry with our Year 9 pupils. Professor King, ably assisted by PhD student Tamara Elmes, discussed how AI can benefit the music industry and performing arts as well as other careers in the creative sector. Pupils were wowed by a quick 20 second demonstration of how the technology works, it even wrote a song about our school! Daniel, who is in Year 9, said: "The AI was so convincing we couldn't tell the difference between the real person and the AI version."

Outside visits and talks such as these are important. Artificial Intelligence is rapidly transforming the world around us, and its impact is increasingly visible in our daily lives. From voice assistants like Siri and Alexa to recommendations on Netflix and Spotify, AI is helping make decisions and improve our experiences.

But what exactly is AI? At its core, AI involves programming computers to perform tasks that typically require human intelligence. This includes things like learning from experience (machine learning), understanding language (natural language processing), and making decisions (reasoning). Last week I discussed coding in my article; the way the future is shaping up, getting our heads around new innovations is key.

AI is being used in many fields, including healthcare, where it can help doctors diagnose diseases more accurately, and in self-driving cars, where it helps vehicles navigate roads safely.

However, with the rise of AI comes important questions. How will it affect jobs? Can we trust AI with decision-making? And How can we ensure it is used ethically? These are all challenges we need to address as AI continues to develop. As part of our PSHE sessions in lessons and in tutor time, we discuss ethics and debates. Ethics also features in our Longcroft Religious Education curriculum.

For pupils, AI presents exciting opportunities. It's shaping future careers in tech, engineering, and the arts too as demonstrated in the presentation. Understanding AI and its implications is essential for anyone preparing for the future job market. As we move forward, one thing is clear: AI will play a significant role in shaping the world we live in. It's an exciting time to be learning about this transformative technology.

Mr Worthington
Head of Lower School

The first Story 100-Word Story Competition 2025

Can you write a captivating story in just 100 words?



Tips

- Read some prize winning 100-word stories.
- Be inventive. Vary your punctuation, sentence length, & vocabulary.
- Imagine you're painting a picture with words, using all the senses.
- Pack an emotional punch, perhaps a life changing moment.
- Measure your words, save them for the climax.
- Select your adjectives with care.
- Imply as much as you can, let the reader do some work.
- Make your ending matter.
- Edit. Edit. Edit.

The deadline is Friday 28th February 2025. Please submit your entry to your English teacher or librarian.

Prizes will be awarded

Books, Sweets, ClassCharts, Certificates



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

Rhys Thompson
Scarlett Pashley
Evie Pardoe
Florence Crabtree
Lottie Johnston
Freddie Wood
Emily Stephenson
Mia Walters
William Battye
Madison Key

Year 8

Pennie Sonley Kilkenny
George Hogg
Leonid Vaskov
Amelia High
Rosie Fitton
Henry Coates
Tymofii Merkulov
Oliver Jameson
Olivia Radley
Oscar Purchon

Year 9

Brenton McKie
Lily Curtis
Jasmine Stephenson
Neve Meagher
Lydia Chapman
Charlotte Sutcliffe
Lily Waiter
Lily Hardman
Holly Ruston
Luke Chadwick

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 7: Milana Shalay

Year 8: Fletcher Dolan

Year 9: Max Lister



UPPER SCHOOL



Mr Henderson writes:

Pupils Explore Their Futures

Firstly, it was great to see a group of Year 11 pupils enjoying a visit from Cambridge University Outreach Officer Ellie Nethaway. Topics discussed included applying to university, student finance, university life and choosing the right A Levels.

Orlaith said: "I enjoyed the opportunity to think about my future. I want to go to university, and I'm considering English or Politics." Amelia added: "It was useful, and interesting to hear about university life and student finance. I want to go to university to study something to do with sport or biology."

Miss Sinclair, who organised the fantastic opportunity, explained: "It is important for pupils and Sixth Form students to have opportunities to consider their options - university being one. We work closely with several universities, and the pupils certainly benefitted from Ellie's visit."



Thackray Museum of Medicine

Mr Charlesworth organised a wonderful opportunity for Year 10 pupils studying History to enhance their understanding of through a visit to Leeds' Thackray Museum of Medicine. Thackray Museum of Medicine is the UK's largest independent medical museum. Pupils are able to immerse themselves in imaginative, realistic galleries based on the streets of Victorian Leeds. Other galleries feature the advances that have shaped the way we look after ourselves, and each other, including Florence Nightingale, the impact of WWI and the science behind modern medicine.



Mr Charlesworth explained: "In support of their recently completed first run-through of the AQA Health and the People course, the first quarter of their GCSE course material, the Year 10 cohort of historians took a trip to Thackray Museum of Medicine in Leeds. Located within a former workhouse and adjoined to the famous 'Jimmy's' hospital, the visit provided the pupils with an opportunity to explore varied interactive displays across two large floors."

"A further development to this year's visit was that Thackray staff hosted a workshop on the developments to surgery during the Industrial period which served to aid revision, embedding and enhancement of learning. We were made aware of some particularly interesting events and local issues, including an example of a doctor who kept a secret through their career which was only revealed at death. The workshop lead, complete with badge-of-honour blood-stained apron, brought Victorian surgery to life for the pupils with an immersive experience of stories, pictures, tools to handle, and even smells. Pupils 'enjoyed' experiencing the noxious stench that those attending the surgical theatre would have tried to mask via cigar smoke."

He added: "Longcroft delegates lunched together in 'The Nerve Centre' and the café and gift shop were also given due attention before the day out was rounded off with a return coach journey sound-tracked by pupils' 'Gary-oke' sing-a-longs in honour of our wonderful bus driver. Now, back to the second of the four courses – 'Elizabethan England' – as we look forward to a likely summer's visit aiding appreciation of 450 year-old architecture and society."

Mrs Ellis, who took the fabulous photos featured here, said: "I really enjoyed the day. It was a fascinating museum and the pupils were fantastic!"





Year 11 Preparations

Full scale revision for pupils is well underway and will carry on all the way to the exams. With Mocks only a week away and the real exams starting in only 8 weeks, pupils are busy ensuring they have the knowledge required and they know how to apply it. Half term revision sessions have been booked up with over 30 in many classes. It has been great to analyse the results of the Academic Reviews. Most pupils now have a plan and the average appears to be 2 hours of revision a night already. Other results showed how most pupils are also benefitting from the most productive strategies for revising, these being using past paper exam questions and active learning through flashcards and mind-maps. These and other methods will be a focus when as a year group we go to the University of Hull Revision Conference, which I will feature after half-term.

Year 11 pupils have also been completing coursework in many subjects. In Music, Mrs Harris has been recording pupils playing their instruments and I enjoyed a great piece by Lydia on her trumpet. In Food, pupils are creating their final dishes supported by Ms George. It was great to see Oliver making curry, Jemima mini apple pies, Angeles making homemade noodles and Grace making carrot cake. Also, pupils studying PE are part way through their 14 hours of written coursework on a particular sport.

Mr Henderson
Head of Upper School



CAREER OF THE WEEK: Personal Trainer

What does a personal trainer do?

A personal trainer is a fitness professional who works with individuals on a 1-to-1 basis to help them achieve their health and fitness goals. The specific duties and responsibilities of a personal trainer can vary, but generally, they include:

- Assessing their clients' current fitness levels by completing a fitness assessment with them, then setting achievable goals, and designing a personalised workout plan based around this. These goals could be related to weight loss, muscle gain, improved endurance, or overall well-being.
- Demonstrating exercises and providing instructions on how to perform them correctly, to minimise the risk of injury.
- Educating clients about various aspects of fitness, including the benefits of different exercises, the importance of rest and recovery, and overall lifestyle choices that contribute to a healthy lifestyle.
- Tracking clients' progress over time, adjusting workout plans as needed to ensure continued improvement. This may involve regularly updating goals and modifying workout routines.
- While not all personal trainers are nutritionists, many offer basic nutritional advice to complement their clients' fitness goals. They may provide guidance on healthy eating habits and suggest dietary changes.



Some personal trainers are directly employed by an organisation, for example a gym, leisure centre, spa, hotel, or health charity. Many others work on a freelance or self-employed basis, or through online platforms, giving them more freedom to set their own hours of work.

What can I expect to earn as a personal trainer?

The starting salary for a personal trainer is in the region of £18,000 to £21,000 per year. With experience this can increase to between £28,000 and £30,000 per year. An experienced personal trainer with their own client base could earn over £40,000 per year.

What subjects should I study to become a personal trainer?

Useful subjects include PE/sport, biology, psychology, food preparation and nutrition, mathematics, and English.

How can I start my career as a personal trainer?

To be a personal trainer in the UK you will need certain qualifications, which have been accredited by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). Essential is the Level 2 Gym Instructor qualification, which is the same level as a GCSE, and the Level 3 Personal Trainer qualification, which is the same level as an A Level. If you want to work as a self-employed Personal Trainer, it is essential that you have a first aid qualification. It is also important to ensure that you have the correct personal trainer insurance in case a client injures themselves whilst working with you.

It is possible to do a Personal Trainer Level 3 Advanced Apprenticeship. An apprenticeship is a paid job which offers hands-on work experience alongside off-the-job training. To undertake an advanced apprenticeship, you will usually need a minimum of 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths.

To research local education and training opportunities that could lead to a career as a personal trainer, visit our partner website www.logonmoveon.co.uk

Useful websites to find out more about a career as a personal trainer:

Careers guide for the sport and activity sector <https://www.cimspa.co.uk/cimspa-careers-hub/careers-guide/>

National Register of Personal Trainers <https://nrpt.co.uk/become/introduction/index.htm>

National Careers Service <https://nationalcareers.service.gov.uk/job-profiles/personal-trainer>

Prospects <https://www.prospects.ac.uk/job-profiles/personal-trainer>





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Year 10

Lexie Burke
Maisie Monaghan
Dylan Noble
Sam Al Budri
Lily Mae Tierney
Luke Hodges
Molly Rawson
Emelia d'Andilly
Ellie Eaton
Cherry Curwood
Xavier Jenney
Ben Smedley
Aiden Clayton

Year 11

Tabitha Coupe
Jasmine Lambert
Elise Forster
Aneena Seby
Toby Robertson
Luke Hancock
Amelia Purchon
Anna Bruton
Hayden Berango
Lucy Coombe

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 10: Ethan McLoughlin

Year 11: Amelia Purchon



Mr Chapman writes:

Students from Longcroft go on to do amazing things all across the world. I believe their stories could inspire Sixth Form students currently in Years 12 and 13 who I know could also go on to achieve brilliance!

While many students choose to continue their education at university, a number have successfully followed other routes. Carys Marsh, Class of 2016, chose a degree apprenticeship after completing A Levels. She explained: "I think more young people are choosing apprenticeships and more companies are offering degree apprenticeships in a variety of disciplines. I'd really recommend the apprenticeship route because, for me, the support with my degree was invaluable and it has given me a great start to my career." Sally Bolton, Class of 2013, excelled in her study of languages and is pictured graduating from the University of Oxford. Sally is living in the Lake District with her partner and French bulldog. She loves the ability to work mostly remotely for Scottish Power Energy Networks so she can enjoy living in this beautiful part of the country. Having completed a Master's degree in Psychology in 2022, Sally now applies her knowledge of human behaviour change within a cyber security context. As Scottish Power's parent company is Spanish, she also gets the opportunity to use her Spanish language skills frequently, whilst having a Brazilian partner means her Portuguese is kept up to scratch.

So if, like Carys and Sally, you are former Longcroft student and are doing something that you would perhaps have not thought you would have been doing when you were 16, 17 or 18 years old then please would you reach out to me in the Sixth Form and share your story?

If you're local then perhaps you might call in and talk to students about your career and journey? If you're on the other side of the world then an email would be great, or we could video call, perhaps?

Please contact me on 6@longcroft.eriding.net and show my students from the middle-of-rural East Yorkshire that the possibilities are limitless!

Mr Chapman | Head of Sixth Form





SAFEGUARDING



Mr Rogers writes:

Celebrating Attendance Success - 25-Day Streak Milestone!

This week, we are thrilled to celebrate the first major milestone in our attendance streak initiative! Over 500 pupils have now achieved an impressive 25-day streak, demonstrating their commitment to being in school every day and making the most of their learning.

As a well-deserved reward, these pupils will receive a special recognition at the end of the term, along with a bumper 50 ClassCharts points added to their balance. These points can be exchanged for fantastic rewards in the Longcroft Reward Shop - a great incentive to keep up the momentum!

A huge well done to everyone who has reached this milestone! For those still working towards it, keep going, your dedication will pay off. Let's see how many can hit the next big target!

Mr Rogers
Deputy Headteacher



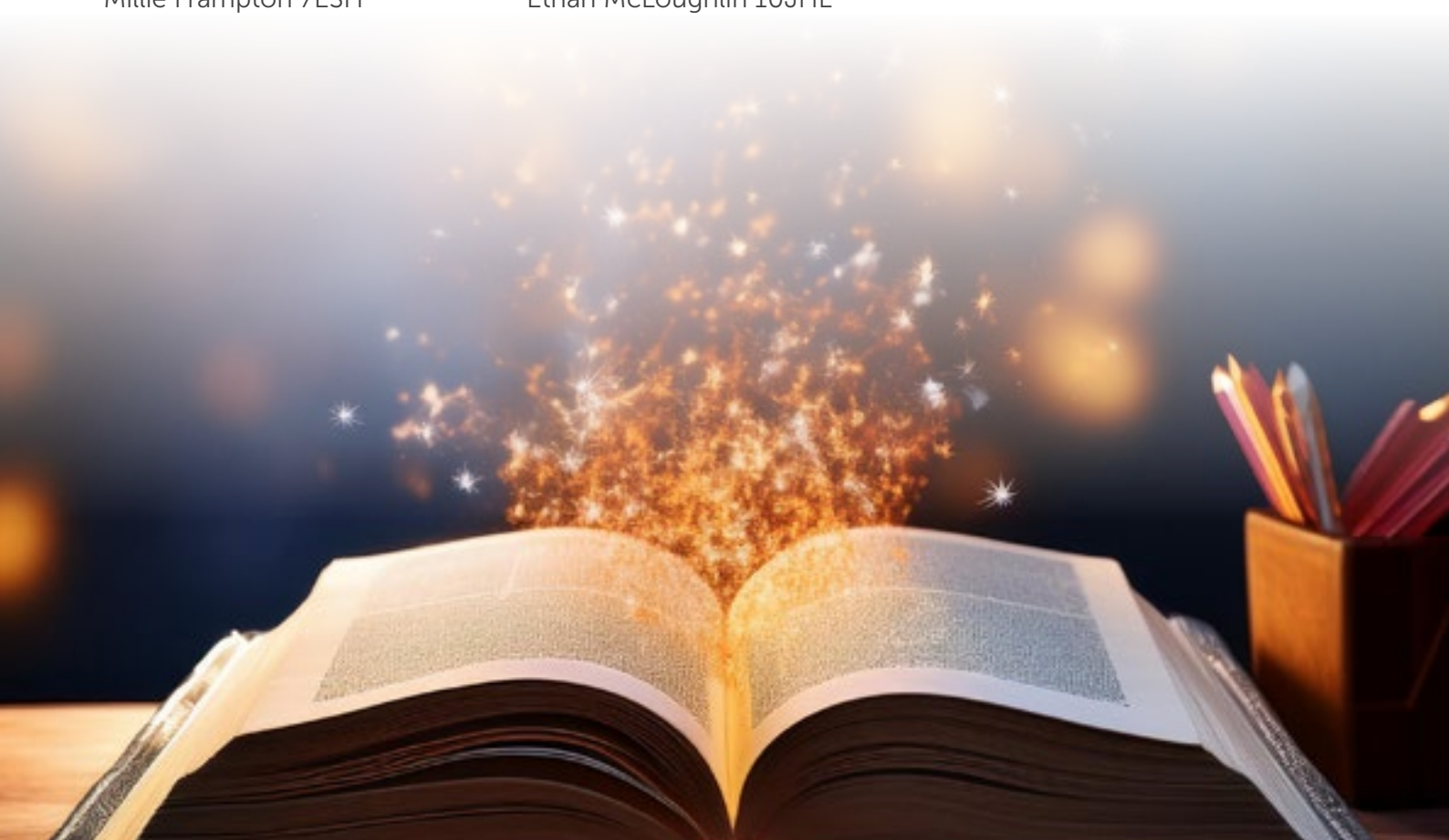


Once again, a huge congratulations to our latest Golden Buzzer winners!

William Battye 7ESH
Lexie Burke 10DPE
Isabelle Chant 9PDV
Tabitha Coupe 11EFO
Calub Curson 10JHL
Lily Curtis 9GTA
Jack Denyer 8EFX
Harry Dixon 9EMN
Millie Frampton 7ESH

Mya Harris 8NFO
Taylor Henderson 10ARU
Amelia High 8NFO
Angelo Hysenaj 11RLO
Keira Lamb 10AHO
Jasmine Lambert 11PDR
George Lancaster 7JPO
Christopher McGlone 8NFO
Ethan McLoughlin 10JHL

Neve Meagher 9EMN
Dylan Noble 10ARU
Jake Redmond 8ACR
Poppy Robinson 11PDR
Zak Robinson 7JPO
Aneena Seby 11EFO
Jasmine Stephenson 9SGE
Sophie Wallis 11EFO





IN FOCUS SCIENCE

This week we feature Year 7 pupils working in Science.

Miss Woodhead explained: "Year 7 were dissecting flowers to study plant reproduction. I was delighted with the pupils' skills - they worked with great care and precision."







Memory Lane

This week we return to May 1988 and feature students preparing for a Fashion Show supported by members of the PTA, now known as the Friends of Longcroft School.





Will's Dream Comes True!

Less than three years ago Will Hutchinson was a member of Longcroft's successful rugby team – winners of the Humberside Schools' Cup. As a Year 11 pupil he also played for Hull FC's Under 16 Scholarship team alongside schoolmate Jack Charles. When he left Longcroft in 2022 and joined Hull FC's Sports College at the club's Centre of Excellence he had one aim. "It was just to get into the Academy. I just wanted to succeed in rugby."

The Sports College, based at the University of Hull campus, educates young people with all kinds of different career aspirations, including Rugby League players.



Although he wasn't offered a full-time Academy contract as his time as a Scholarship player came to an end, Will was able to prove himself in the development team whilst also impressing in training and he made his Hull FC Academy debut in March 2023, helping the Black and Whites defeat Bradford Bulls Under 18s 36-10.

The 2023 season saw Will's tremendous progress rewarded when he represent Yorkshire, and January 2024 saw a call up from then Head Coach Tony Smith as a member of a 21-man squad to take on Bradford Bulls in the club's first pre-season game. Will said: "My first year was very good. I played in every Academy game unless I was injured. I did a lot of things I didn't expect and had a good season. I played a good amount of Reserve team games – my first was at Leeds. That was the toughest game I've played in – they had a lot of Super League players in their team. I was the youngest, and the smallest, but it was a good challenge."

Looking ahead to 2024, he said: "This year I want to get in the Yorkshire squad again, and the England Academy team. My aim is to get a first team contract and go full time."

Following a year in which he did indeed represent both Yorkshire and England, on Saturday Will's dream came true as, after receiving the number 33 shirt from club legends Steve Crooks and Keith Tindall, he made his first team debut in Hull FC's Challenge Cup fixture against York Acorn at Featherstone's Millennium Stadium.





Will, who now proudly carries the heritage number 1215 said: "It means everything, all I've wanted to do growing up is play rugby and make my debut, especially for this club."

Coming on at half-time with the score 24-6 in Hull's favour, Will played his part in a 52-6 victory. He said: "It's a surreal feeling. I absolutely loved every second of it. A dream come true."

Mr Baker said: "Will's progress has been tremendous and everyone at school is very proud – he's been totally dedicated to his rugby and thoroughly deserves everything he's achieved. For two players from Longcroft to be in the same first team squad is fantastic for our school and it's great for Will that he can enjoy his success alongside Jack."

Mr Cassidy coached Will throughout his years at Longcroft. He said: "I'm so proud of Will. He always showed potential and worked hard at all aspects of his game. I always knew I could rely on him. I'm sure he will enjoy the first team environment and continue to make progress."

Will is an inspirational example of what can be achieved through dedication and hard work. He joins Jack, Scott Taylor, Richard Wilson and Brian Hancock in having represented both Longcroft and Hull FC – we wish him well for the 2025 season and look forward to following his progress.





Show Stoppers

Congratulations to our performing artists on a wonderful evening of music and drama – ‘Show Stoppers’ thrilled an appreciative, enthusiastic audience last Thursday evening, as pupils and Sixth Form students treated us to excerpts from shows such as Chicago, Les Miserables and Billy Elliott.



Year 12 student Mary, who played Madame Thénardier in Les Miserables and Grandma in Billy Elliott, said: “Being an older member of the cast was fun. I got to help out the younger cast members and support them while enjoying parts myself.”

Ed, who is in Year 13, explained: “For me it comes with confidence – being able to go out on stage, and building camaraderie with people who have a common interest. Working between year groups builds a stronger community.” Ed played a variety of roles and also did some presenting. He played Jackie, Billy Elliot’s father, and performed solos in Chicago and Les Miserables. He added: “I do it because I enjoy it.”

Year 7 pupil Reuben said: “I enjoyed it. I’ve performed before - I was in Disney Dazzle and I love drama. I’d like to get involved outside of school.”

Well done to our fantastic performing arts staff and amazing pupils and Sixth Form students, and thank you for another fabulous evening’s entertainment!





The Friends' Corner



The FOLS have had a successful week fundraising.

fols@longcroft.eriding.net

We sold refreshments and held a raffle at the 'Show Stoppers' performance and raised £120.

Charity Reg No. 515674

Thank you to everyone who bought a drink, a snack or a raffle ticket - every penny does matter!!!

We also raised £44.60 through Easy Fundraising. This is an effortless way for the FOLS to raise money as we don't have to do anything.

Anyone can download the Easy Fundraising App and select Friends of Longcroft School as the charity you wish to donate to.

You then select the company you wish to do your online shopping with, the App takes you to that site and you continue your transaction as normal.

It doesn't cost you anything as the companies you shop with donate a percentage of your purchase. You don't have to do anything differently, just check out as normal and Easy Fundraising works it all out.

You can raise money by shopping at TUI, Boots, Space NK, Shein and Tesco!!

So far, the FOLS have almost 100 people signed up to Easy Fundraising, but we hope to have more so please download the Easy Fundraising App!!!!

Congratulations to the parents of Daniel Suttcliffe, who won £15 in the FOLS cash draw.

You can enter the cash draw via parent pay. A one off payment costs £12 and each month (for a year) you are entered into a draw where you win £15.



**It's Donation Day,
let's celebrate!**

Thousands of good
causes have been
paid!

Friends of Longcroft School -
Beverley has received

£44.60

easyfundraising has paid out over £1.8
million in donations this quarter.



Ms Carvill writes:

LIBRARY NEWS

Dr Ed Hurst leads fabulous Writing Workshop

It's always a joy to welcome Dr Ed Hurst to Longcroft. The feeling is mutual as Ed commented:

"I always enjoy working with your students. I also wanted to offer, as always, to come back should you ever want me to work with them again!"

Last Wednesday 8EP1 were treated to a special creative writing workshop with the University of Hull lecturer. The session was inspired by the Colliderfest Festival Writing Competition, entitled Living Underwater, which Ed is eager for our pupils to enter. Young writers are invited to create a piece of prose that explores what the future might look like. This might arise from an exploration of scientific advancement, of crises left to grow unchecked, or of hopes for what tomorrow might bring.

Ed began by inviting pupils to list the first words that came to mind when they thought about the climate or coastline.

"There's no correct way to do it, no right way, only your way. They can be positive, negative, or neutral words. Whatever you like."

There was no shortage of responses: Endangerment, food scarcity, pollution, plastic, fires, greenhouse gases, tsunamis, flooding, rising sea level, endangered sea life, etc.

Ed asked pupils to consider why we bother to write stories about climate change when scientists can simply relate what's happening. George responded:

"Writers hope to create change. Stories can act as a warning too"



Amelia said stories “create more awareness”, and Oscar suggested “stories are easier to digest than straight facts.”

Ed quoted Terry Pratchett, one of his favourite fantasy writers:

“I think the quote goes take the universe and grind it down to the finest powder and sieve it through the finest sieve and then show me one atom of justice, one molecule of mercy. and yet... and yet you act as if there is some ideal order in the world. It’s from his book Hogfather. That’s the power of storytelling. It makes you believe.”



Next, Ed asked pupils to write down five changes that they believe will happen in the future.

“Does anyone want to share? Oh, loads of people want to share.”

Sophie suggested an end to trophy hunting. Elias believed a cure for cancer would be found, and that greater accessibility to buildings would become a priority, alongside far more green spaces. Oscar believed cities would become flooded and sunken, and that people may need to wear special breathing apparatus in the future.

Ed then asked pupils to imagine they were estate agents trying to sell a futuristic home.

“What types of houses will people live in in the future? What will they look like? How will they be different, inside and out. Try to convince me to buy your house, highlight the consequences that have led to this point, extol the virtues of the property. Write lots of rich specific details, unique in what you have created.”

Our pupils certainly rose to the challenge and came up with some incredibly imaginative ideas on which to base an entry to the Colliderfest Writing Competition. They included underwater cities constructed from recycled plastic with transparent tubular vents to create light and provide air access, submarine cities with super-fast travel links, underground farms, houses powered by electricity created from plastic waste, homes with robots to do all the chores, houses with super strong steel structures, located on platforms, to resist tornados or other natural disasters, and high top tree houses in tropical rainforests with interconnecting bridges to walk or cycle on.



We look forward to reading the work in full soon and submitting it to the competition. Anyone living in the Humber area can enter. Prose must be between 500-1000 words and be submitted by midnight on 28th February 2025. Please bring your entries to your English teacher or librarian to email to future@hull.ac.uk in advance of the deadline.

Thank you so much to Ed for his energy and encouragement. 8EP1 greatly enjoyed his visit. And we look forward to him working with more Longcroft pupils and Sixth Form students in the future.



“Doubt thou the stars do are fire;
Doubt thou the sun doth move;
Doubt truth to be a liar;
But never doubt I love.”

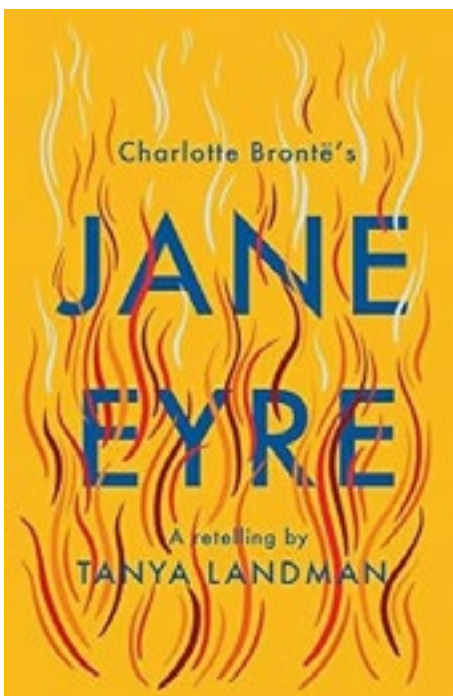
—William Shakespeare.

Celebrating Romance Literature for Valentine's Day

As we celebrate Valentine's Day and look forward to the half-term holiday, it's the perfect time to indulge in some romantic reading: a wonderful Shakespearian love sonnet, a momentous play, or an escapist novel. Pupils and students will find a large display in the Library.

Romance literature has most frequently been written by women for women; historically putting value on their inner lives and experiences, and giving them agency. When we think of romance novelists we think of literary legends like Jane Austen and the Brontë sisters or Margaret Mitchell and Daphne Du Maurier. Be it classic or contemporary, romance literature seems to keep flourishing. Indeed, in the last decade Colleen Hoover has become a publishing sensation on the romance and Young Adult scene, selling over 23 million books.

Many teenagers enjoy romance as a genre because it broadens their understanding of relationships and expectations. It can be escapist, but it can also be grounded in reality, and increasingly inclusive. Below are a few recommendations:



Year 7

Charlotte Brontë's *Jane Eyre* - A retelling by Tanya Landman

AR – Colour Code – Blue

This dyslexia-friendly abridged version of a Gothic classic is a fabulous introduction to romance. Poor orphaned Jane has been victimised and bullied by her guardian and cousins; sent to an oppressive boarding school her life becomes increasingly miserable, until the offer of a position as a governess at Thornfield Hall signals a change.

Enter Mr Rochester, a brooding and complex man, who becomes enthralled with Jane. Romance casts light, but lurking in the shadows of the attic is another woman. Her screams are heard in the dead of night. What will become of the passionate and moral Jane?

A thrilling and dramatic read. Superb.

**Year 8****Wuthering Hearts by Kay Woodward****No AR**

When mysterious Robert, with dark and handsome looks, arrives in a Yorkshire town Emily is smitten. In fact her new crush is more than enough to take her mind off this year's miserable school play – Wuthering Heights!

Unfortunately, Robert is no Prince Charming, he has dark moods and a terrible temper. Will Emily ever be the Cathy to Robert's Heathcliff?

A light-hearted homage to a classic with lots of drama!

Year 9**Beautiful Creatures by Kami Garcia & Margaret Stohl (Graphic)****AR – Colour Code -Orange**

This graphic novel, with illustrations by Cassandra Jean, is great for reluctant readers with a taste for tales of secrecy, magic, curses, and love.

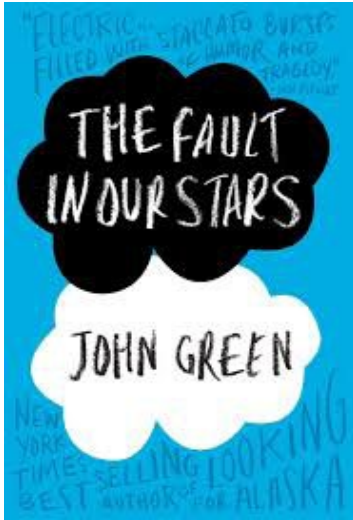
Lena and Ethan are inextricably bound to each other by a deep and powerful love, but Lena is cursed and as her sixteenth birthday nears everything is threatened.

A small amount of bad language and some intense kissing. Fans of Twilight will enjoy this.

**Year 10****Tessa in Love by Kate Le Vann****AR – Colour Code -Red**

Tessa's best friend Matty is really popular with boys, but Tessa is shy and lacks confidence. Things change when her local parkland is threatened by greedy developers, and she decides to make a stand. Wolfie, a committed green activist, crosses her path and suddenly the world looks different.

A tender tale of first love.



Year 11

The Fault In Our Stars by John Green
AR – Colour Code - Red

Hazel has terminal cancer. It's a lot to deal with; especially when your parents just want everything to be normal, but author John Green doesn't over sentimentalise this poignant tale. Instead, this young adult romance is life-affirming.

Hazel meets Augustus at the Teen Cancer Support Group and love blossoms, A compelling story, ultimately heart wrenching, but worth it.

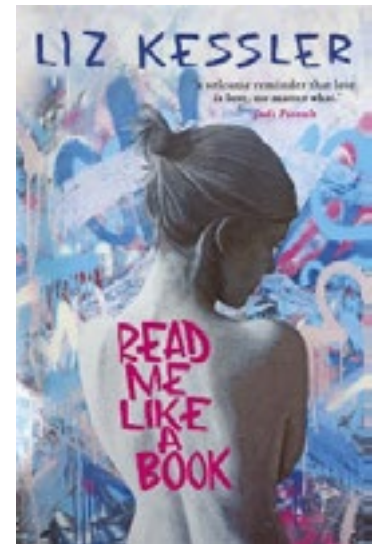
Year 12

Read Me Like A Book by Liz Kessler
AR – Colour Code – Blue

Written in 2000, but not published until 2015 and the repeal of Section 28, which banned the promotion of 'homosexuality' Kessler's novel about 17-year-old Ash, discovering her sexuality and eventually coming out, was consigned to a drawer for fifteen years.

This tender read details the complex life decisions faced by teenagers. Ash must deal with her parents' marriage falling apart, her school friends, boyfriends, and the dawning reality she is gay.

A supportive and sensitive read.



Year 13

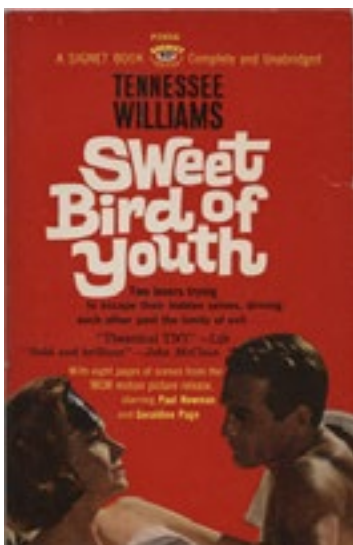
Sweet Bird of Youth by Tennessee Williams
No AR

This play, written by Tennessee Williams in 1959, tells the story of Chance Wayne, a gigolo and drifter. Wayne arrives in his hometown with a faded movie star in tow, hoping she'll help him break into the movies, but his main reason for his return is to recapture his youth and the heart of his old girlfriend, Heavenley, whose father drove him out of town years before.

A melodramatic play about chasing lost dreams, and losing them. Poignant.

“Romance novels transcend class and race and gender by tapping into universal tropes. They encourage us to dream, provide a respite from the daily grind, and fuel the imagination.”

– Jude Deveraux





Thank you to Maureen Lennon and staff who led workshops and activities for Children's Mental Health Week 2025

Last Friday Maureen Lennon, our First Story writer in residence, led an additional creative writing workshop to mark Children's Mental Health Week 2025.

Maureen began by playing a YouTube clip of Vanessa Kisuule reading her slam poem 'A Letter to You'. Our cohort of Lower School pupils listened attentively to the playful and punchy lines, selecting meaningful phrases, and discussing content.



Maureen then gave pupils a series of prompts: I am, I love, I am made of, I feel. Pupils were then encouraged to review what they'd written and cherry pick what they liked before compiling a letter to themselves.

It was a great workshop with lots of discussion, feedback and praise and pupils clearly enjoyed it. As Elias commented:

"I thought the workshop was really interesting and fun as well."

Chris was also impressed:

"Maureen was really interactive and funny. I enjoyed the workshop."

Leo enjoyed the experience too:

"Maureen was really kind. I found the experience very relaxing."

A huge thank you to Maureen and also all the other staff who supported a great week. Pupils enjoyed walking, playing dodgeball, street dance, doing yoga, and some fabulous craft work.

Well done to everyone who joined in.





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



Year 8

Mrs Thwaites

07444 847881

gemma.thwaites@longcroft.eriding.net



Years 9 and 10

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net