



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Will Tackles the World Champions!

“It meant absolutely everything to me, especially being at home and with that crowd, and against the best team in the league, the world champions; you can’t ask for much more, really.”

Less than a fortnight after making his first team debut in the Challenge Cup against amateurs York Acorn, former Longcroft pupil Will Hutchinson took on World Champions Wigan Warriors in front of almost 15,000 supporters at Hull’s MKM Stadium last Friday evening.

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This week Hull FC announced 18 year old Will, who plays hooker, has signed a new contract and will remain at the club until the end of the 2027 season.

Will had to work hard for his opportunity to earn a place on Hull FC's Scholarship programme. He was selected for the Under 16s side through the club's Development programme, which gives young players a second chance at earning a Scholarship place. He progressed through the Academy to play in several reserve team fixtures, represented Yorkshire and earned a call-up to represent England Academy last season.

Having come off the bench to make his Super League debut against Wigan, Will is hungry for more now that his future as a Hull FC player is secure. "It's an unreal feeling to have locked down my future for another couple of years," he told hullfc.com.

"I'm just really grateful for the opportunity to show people what I'm capable of, and my debut on Friday night was just the start of that. I hope that I'll be able to help the team improve and be successful again. Hopefully I'll get the opportunity to run out with the first-team squad a few more times this year."

Hull FC's Director of Rugby, Richie Myler, said: "We're really pleased that he'll be staying with us for another two years. His attitude and work rate is a fantastic example to other youngsters who want to make it in the game. If he carries on with that mindset, he's got the potential to go far as a Rugby League player, and we're excited to see how he develops."

On his Super League debut, Will said: "It meant absolutely everything to me, especially being at home and with that crowd, and against the best team in the league, the world champions; you can't ask for much more, really," He added: "It was good. Defensively I felt like I held my own. I thought I showed that I can perform at that level and be trusted by the coaches. That's really what I was looking to do; get that trust. That's what you always want - your teammates to have belief in you and that you can do the job when it matters. The whole week was unreal. I got told on the Tuesday morning, John (Cartwright) pulled me into the office and said you'll be playing on Friday. He then asked if I could ring my dad, and we did the video call. It was good. I loved it."





"It was my first ever late kick-off, so I didn't really know what to do with myself during the day. But I felt fine. I thought I'd be nervous, but I didn't have any nerves at all."

"It was just unreal to play in front of all of the Hull FC fans. When you warm up, you run out of the tunnel, and you look around and soak everything in. You realise how many people are watching you. It was unreal, to be honest. I loved it."

"I loved the cup game as well; that was my first first-team game and the day I got my heritage number, but my aim was to play Super League. For me, the Super League game meant more; it was at home, and playing in front of that crowd, that was my childhood dream. I was so happy."

Will added: "I just want to get as many first-team games in as I can now. I want to be the nine at this club for many years to come. I'd love to be the next Danny Houghton and

play hundreds and hundreds of games for the club, being reliable and fit for every game. There's no one else I'd rather play for. I've grown up supporting the club. I love it to bits. I just want to cement the nine position in the future."

Will's coach John Cartwright said: "He had a really good preseason and an opportunity presented itself. I thought he handled himself really well. He's skillful, he wants to learn and he's a really good team man. He's played representative football at his age group coming through so he's got a lot of talent."

Will's best friend and teammate throughout his years at Longcroft Jack Charles made his first team debut last season. While Jack is currently injured, Will explained: "We want to play at home together in front of everyone. That would be unreal."

Mr Baker said: "Will looked comfortable playing against the World Champions. He couldn't have asked for a more challenging home debut but took his opportunity well and I'm looking forward to watching him play many more games this season. He's worked extremely hard and been totally dedicated to his rugby and everyone is proud and delighted for him. I'm sure it won't be long before he's playing alongside Jack again – this time in the Hull FC first team. That will be a proud day for Longcroft."





Headteacher's Welcome

As we move in to meteorological Spring, the longer days are beginning to return and there is a sense of optimism in the air as we anticipate what is to come. This sentiment has certainly been reflected in our community here at Longcroft as we begin the new half term with so much to look forward to.

One of the great privileges of working with young people is to be immersed in the incredible potential that they possess and the hope and excitement that this brings. Our aim is to prepare our pupils and students to fulfil that potential and enjoy confident, happy and healthy lives beyond school. We often feature our alumni in Newsletter updates and this week you can read all about Will's exploits with Hull FC, one of the many young people from Longcroft who have gone to enjoy professional careers in sport. Next week we look forward to welcoming our Year 9 families to explore the enhanced curriculum we are now proud to offer at Longcroft and consider their Upper School options. I am very much looking forward to seeing you all there.

This week our Year 11 and Year 13 final rounds of mock examinations have been taking place and we have been really proud of our exam cohorts, stepping up to the challenge yet again. The assessments will provide essential information to support our teachers and young people in targeting classwork, homework and revision over the remaining weeks, addressing any remaining gaps and ensuring readiness for the main event. Do look out for guidance being circulated on how you can check what tailored revision is being set each week via ClassCharts and whether your child is engaging with it effectively and completing all of the carefully selected tasks. Thank you in anticipation for your support at home in establishing strong routines and making the very most of the resources provided.

As part of our Personal Development programme, our Theatre was transformed on Wednesday into a trading room floor as pupils were challenged to negotiate the markets in our Stock Exchange experience. The buzz in the room was electric as pupils traded shares and experienced

the highs and lows of investing their capital. It really was an amazing programme with 'daily' deliveries of newspapers and Bulletin Boards repopulated at set intervals, as well as radio commentary on the latest developments that pupils could tune in to. Teams they had to process all of the various information and watch the market trends on the trading room floor before deciding whether to trade every time the floor opened with a loud buzzer. There was frantic activity and pupils jostled to get the deals done before time ran out and opportunities were missed, and the whole experience was wonderful to observe. It really was a brilliant afternoon and the pupils were visibly immersed in every moment.

Attendance has again been excellent this week, which is hugely encouraging. Nothing makes a bigger difference in your child's education and development than being in school and we will continue to celebrate all of our brilliant pupils' efforts – not least through our streaks that are proving exceptional!

Looking ahead to next week, alongside our Live Science Conference in Sheffield, World Book Day will be the stimulus for a range of events, competitions and enrichment - part of a vibrant ongoing offer from our literacy team. I'm very much looking forward to seeing our staff costumes, enjoying the outcomes of our children's contributions and meeting the various visitors we will be welcoming into school. You can find more information in this and next week's Newsletters.

Have a great week.

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 70,886

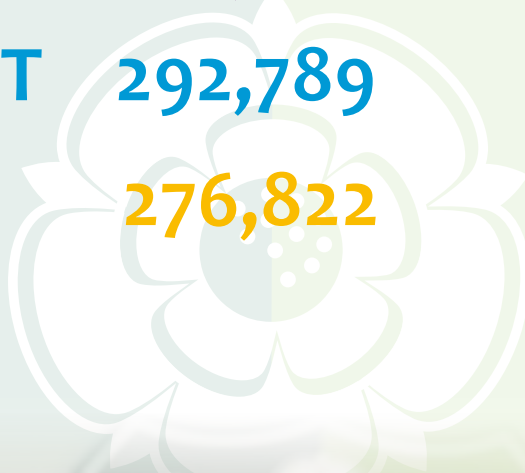
THOUGHT 292,789

VISION 276,822

GRAND

TOTAL:

640,497





LOWER SCHOOL



Mr Worthington writes:

Firstly, congratulations to the following Year 9 pupils who were awarded my colleagues' Golden Buzzer in the final week of last half-term. This is a very special achievement, and I am proud of them all.

Lewis Henderson - Consistent high-level engagement and participation every lesson. Positive and resilient attitude to learning and improving. Mrs Ellis

Laura Kuzuoka - Once Laura was shown the concept, she developed her understanding further, completed the questions and then explained to her new working partner. Great attention to detail. Mrs Wright

Dorothy Makey – Fantastically creative language! Mrs Lear

February marked LGBT+ History Month, a time to reflect on the progress made by the LGBT+ community, celebrate its rich history, and promote awareness and understanding. This month-long observance is an opportunity for everyone, whether that is pupils, staff, and the wider school community, to learn about the struggles, triumphs, and contributions of individuals from the LGBT+ community, as well as to reaffirm our commitment to inclusivity and tolerance.

LGBT+ History Month was established to highlight the significance of the LGBT+ community's impact on society, focusing on the achievements of LGBTQIA+ people throughout history and fostering greater understanding of their experiences. From pioneers in the arts, sciences, and politics, to everyday individuals challenging societal norms, the history of the LGBT+ community is one of resilience and empowerment. Celebrating this month helps to ensure that future generations understand the importance of equality, respect, and freedom for all people, regardless of their orientation or gender identity.

In the UK, the Equality Act 2010 provides crucial legal protection against discrimination on the grounds of certain "protected characteristics," one of which is sexual orientation. The law safeguards individuals from unfair treatment based on their sexual orientation, gender identity, race, religion, disability, age, and more. By learning about LGBT+ History Month, we reinforce the importance of these protections, encouraging a culture of acceptance, fairness, and dignity for everyone.



We discuss the Equality Act 2010 in our PSHE sessions; I have enjoyed spending time in these lessons, witnessing first hand the warmth and compassion our young people have towards others. In our school, we uphold the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths, beliefs, and lifestyles. These values are central to our educational ethos and guide our commitment to creating a respectful and harmonious environment.

As a school, we have a responsibility to nurture an environment where every child feels safe, valued, and respected. This includes fostering a spirit of tolerance for those with differing sexual orientations and gender identities. Tolerance does not simply mean accepting differences; it involves actively promoting an inclusive environment, where everyone is treated with kindness and empathy.

During LGBT+ History Month, we have a unique opportunity to reflect on how these values relate to the LGBT+ community. Tolerance and respect for others' differences are essential aspects of British Values. We must recognise that the ability to live freely and authentically—without fear of discrimination or exclusion—reflects the very essence of these values. By celebrating LGBT+ History Month, we contribute to a wider society where every individual can experience these freedoms, irrespective of their identity.

I had the pleasure of presenting about LGBT+ History Month to our Key Stage 3 pupils in assembly recently. We encourage pupils to take the time to learn about LGBT+ history and the ongoing struggles faced by the community. We discussed being a good ally, and offering support, striving to treat each other with respect, regardless of our differences. Embracing diversity means recognising the worth in every individual and celebrating what makes us unique.

At our school, we are committed to upholding the values of equality and inclusion, ensuring that every student, regardless of sexual orientation, gender identity, or background, feels seen and respected. LGBT+ History Month serves as a reminder that our differences should be celebrated, not feared. It is through mutual respect, tolerance, and a shared commitment to equality that we can build a stronger, more compassionate school community for everyone.

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

Nancy Dale
Poppy Ellis
Eliza Jameson
Holly Artley Tolson
Stanley Shaw
Archie Peacock
Emilia Oxtoby
Harriet Lugg
Lottie Johnston
Reuben Todd

Year 8

Jack Wallis
Ashley Griffin
Beth Dawson
Amelia High
Sam Cowell
Elias Chapman
Christopher McGlone
Henry Coates
Max Dixon
Olivia Chilcott

Year 9

Lily Thornton
Evie Sugdon
Dorothy Makey
Neve Meagher
Scarlett Wood
Olivia Lax
Lily Hardman
Lydia Chapman
Max Lister
Luke Hiles

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 winner was:

Year 9: Izzy Barwick



UPPER SCHOOL



Mr Henderson writes:

Firstly, great success has been achieved by Luci. She took part in Track Boxing's latest show on Saturday evening at Beverley Leisure Centre. She said: "I am really happy with the win, I have trained hard recently. The girl I was boxing was good and it was a tough fight but my hard work paid off." Luci added: "Next up is the England Boxing National Junior Championships in March." It is wonderful to see Luci doing so well – I always enjoy hearing about the positive things our young people are doing outside school.

Congratulations to the following Year 10 pupils who were awarded the Golden Buzzer by my colleagues during the final week of last half-term. The Golden Buzzer is a valuable reward – each member of staff can only award one each week. I am very proud of these pupils!

Emilia d'Andilly - Always sensible, polite and hard working. Ms Sala

Phoebe Haw - Rewarded with the most ClassCharts points across all the pupils I teach during another week of Phoebe maintaining The Longcroft Standard – Mr Charlesworth

Charlie Moses – Exceptional work all week in English when focusing on creative writing. Charlie has created highly ambitious and unique similes and consistently displays a fantastic attitude towards his lessons! – Ms Steele





Levi Petherbridge - Well done, Levi! Out of all the pupils studying MFL at Longcroft, you have topped the Language Nut Leaderboard. Well done!! – Mrs Shepherd

Last week saw 50% of pupils attend at least one revision session during half-term. Staff running the sessions in English and Maths were really impressed with the hard work pupils were putting in and that we had class sizes of up to 30. The revision sessions are an excellent supplement to home revision that also allows teacher input and access to different resources such as practice exam papers. The Easter Year 11 revision session timetable will have many more sessions running over two weeks in more subjects. This is currently being populated and will be available to book onto soon.

This week has seen Year 11 pupils complete their final set of mocks in Maths, English, Science, History and Geography. Pupils met with us in the theatre before each exam and were then given a five-minute instructional and motivational presentation by the head of subject. This included a reminder of which questions in each section to answer in the English paper, how to use the acronym CIDER to answer practical questions in Science and details in Maths such as always putting units with the answer. This allowed the pupils time to compose themselves and enter the exams focused on the job at hand.

Year 10 parents will have the opportunity to discuss the progress of their child at the upcoming Parents' Consultation Evening on the 30th of April. Information will be sent to parents on a meeting booking form. We hope and look forward to seeing everyone on the evenings; please contact us if you are unable to make it. More information will then be available about the second "Steps to Success" evening, getting our pupils ready for their Year 10 exams.

Letters have gone out this week regarding the University of Hull Year 11 Revision Conference. Last year's event was a huge success with pupils able to understand the revision process, considering new ideas to focus on and being inspired by looking around the University campus.

Finally, well done to Year 11 pupils Grace Murden and Joe Dawson for completing the most GCSEPods this month. Congratulations - your vouchers are on the way.

Mr Henderson
Head of Upper School





CAREER OF THE WEEK: Robotics Engineer

What does a robotics engineer do?

Robotics Engineers design and build machines to do automated jobs in industries like manufacturing, aerospace and medicine. With the rapid advances in technology that are taking place, it is one of the most exciting areas of engineering to be working in currently.

Their job involves things like researching what customers want to automate, designing processes and parts using computer aided design, building and testing prototypes, analysing data from robot sensors and cameras, writing technical reports on project progress, risks and issues, finding and fixing faults, researching new ways to use robots and artificial intelligence, and demonstrating finished products to customers.

Some robotics engineers specialise in a particular area, for example self-driving vehicles, space exploration, surgical instruments or deep ocean research.

Technology is constantly advancing so it is a job in which you will need to keep up to date with the latest systems, improvements and trends.

What can I expect to earn as a robotics engineer?

Salaries for robotics engineers generally start around £27,500 per year. This will increase with experience and can exceed over £55,000!

What subjects should I study to become a robotics engineer?

To become a robotics engineer you will need knowledge of engineering, science and technology, knowledge of computer operating systems, hardware and software, good maths knowledge, along with some design skills. Qualifications in maths, English and science are going to be essential. Computer science, design and technology and engineering will also be important.

How can I start my career as a robotics engineer?

There are several different ways that you could become a robotics engineer. You could study a relevant college course, such as mechanical or electrical engineering, which could help you to find a job as a robotics technician. You could start as a robotics technician or junior engineer and study on the job for a related qualification. You could do an apprenticeship or a degree apprenticeship in a robotics specialism like mechatronics, control and technical support engineering, software development or manufacturing engineering. Once the Robotics Engineer degree apprenticeship standard is available you could study for it. You could also complete a degree or postgraduate qualification in artificial intelligence and robotics, mechatronics or robotics engineering.

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

Useful websites to find out more about a career as a robotics engineer:

This is Engineering, Robotics Engineer <https://thisisengineering.org.uk/careers/robotics-engineer/>
The Institution of Engineering and Technology <https://www.theiet.org/career/routes-to-engineering/>
The Academy of Robotics <https://www.academyofrobotics.co.uk/>
Oxford Robotics Institute <https://ori.ox.ac.uk/>
National Careers Service <https://nationalcareers.service.gov.uk/job-profiles/robotics-engineer>



You can find us at



www.skillshullandeastyorkshire.co.uk



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 10

Maisie Foster
 Poppy Cooper
 Joel Dyason
 Phoebe Haw
 Lily Mae Tierney
 Charlotte Burnett
 Emilia d'Andilly
 Sadie Colclough
 Ava Harris

Year 11

Emilia Fisher
 Amelia Purchon
 Joe Dawson
 Lydia Spratt
 Luke Hancock
 Megan Drage
 Rachel Harris
 Orlaith Brown
 Nyara Ceesay
 Anika Matta

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: Ava Harris

Year 11: Jayden Dixon



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

Firstly, congratulations to Year 13 student Jasmine who won first place at the Cottingham Methodist Church Music Festival.

Jasmine said: "I competed in the accompanied woodwind solo open age class on my flute and played Cantabile and Allegro (sonata in C) composed by G.P Telemann."

She explained: "The adjudicator Malcom Green stated, "It was an effective and enjoyable performance; you produce a really nice sweet sound." I also competed in the 15-18 year accompanied woodwind solo class and achieved second place. I played Prelude Francais by Bryan Kelly."

Jasmine added: "I have enjoyed taking part in this local festival for the past four years, performing my latest pieces and showcasing my skills as a flautist."

Freddie's Success

Following my message just before half term seeking to hear from former students I have had some lovely email messages from a number of students.

I wanted to pick out Freddie Banister this week. Freddie reached out to me after having seen my article and sent the following update through...





It's Freddie Banister from the Year 11s of 2021. Just saw on Facebook to get in touch with any "successes" and thought I'd pop an email by just to say I'm currently training in Musical Theatre at the Royal Conservatoire of Scotland and am a recipient of the Andrew Lloyd Webber Scholarship up there meaning I don't pay any tuition fees.

Freddie left Longcroft in 2021 after having gained a suite of GCSEs including an 8 in Drama and then earned a Level 3 Distinction in Performing Arts. He is pictured with the cast of our excellent production of 'Guys and Dolls' in which he played Nathan Detroit.



**Royal Conservatoire
of Scotland**



**Andrew
Lloyd
Webber
Foundation**



Lord Lloyd Webber is the composer of many incredible West End shows including Joseph and the Amazing Technicolor Dreamcoat, Jesus Christ Superstar, Evita, Cats, Starlight Express and The Phantom of the Opera. The Andrew Lloyd Webber Foundation supports around 30 students each year on performing arts and backstage training scholarships across the country with the aim of widening access to professional training.

I am delighted and proud that a student from Longcroft is continuing to excel in the performing arts and benefitting from the scholarship.

Please get in touch if you are prepared for me to "shout out" what you're doing to perhaps inspire students currently in our Sixth Form.

Mr Chapman
Head of Sixth Form

What Parents & Educators Need to Know about WHATSAPP

AGE RESTRICTION
13+

WHAT ARE THE RISKS?

With more than two billion active users, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. The UK's Online Safety Bill proposes to end such encryption on private messaging, but for the time being, this controversial feature remains.

EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency' – plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user they want to message. Therefore, if a child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that the child might be added to a group chat or community (by one of their friends, for example) containing other people they don't know.

FAKE NEWS

WhatsApp's connectivity and ease of use allow news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a "Forwarded many times" label and a double arrow icon. This makes users aware that the message they've just received is far from an original ... and might not be entirely factual, either.

CHAT LOCK AND SECRET CODES

In 2023, WhatsApp introduced a feature that lets users keep their chats in a separate 'locked chats' folder, saved behind their phone's passcode, fingerprint or face ID. There is an additional feature – 'Secret Code' – where users set a unique password for locked chats. Unfortunately, this creates the potential for young people to hide conversations and content they suspect their parents wouldn't approve of.

VIEW ONCE CONTENT

The ability to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate material or abusive texts, knowing that the recipient can't reopen them later to use as evidence of misconduct. People used to be able to screenshot this disappearing content – but a recently added WhatsApp feature now blocks this, citing protection of privacy.

VISIBLE LOCATION

WhatsApp's Live Location feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child is safe while out, for example. However, anyone in a user's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

Advice for Parents & Educators

EMPHASISE CAUTION

Encourage children to treat unexpected messages with caution: get them to consider whether it sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

ADJUST THE SETTINGS

It's wise to change a child's WhatsApp settings to specify which of their contacts can add them to group chats without needing approval. You can give permission to My Contacts or My Contacts Except.... Additionally, if a child needs to use Live Location, emphasise that they should enable this function for only as long as they need – and then turn it off.

CHAT ABOUT PRIVACY

Check in with the child about how they're using WhatsApp, making sure they know you only have their safety at heart. If you spot a Locked Chats folder, you might want to talk about the sort of content they've stored in there, who they're talking to, and why they want to keep these chats hidden. Also, if children send any View Once content, it could be helpful to ask them why.

DISCUSS GROUP CHATS

Make children aware that there could be members of a group that they don't know well and that words can be misinterpreted. Encourage them to leave a good impression, to avoid joining in if conversations turn towards bullying, and to respond to such situations in an appropriate way. Make sure they know that it's OK to leave a group chat if it makes them uncomfortable – or for any reason, in fact.

THINK BEFORE SHARING

Help children understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content that a user posts to be shared more widely, even publicly on social media. Encourage children to consider how an impulsive message or forwarding might damage their reputation or upset a friend who sent something to them in confidence.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/whatsapp-2025>



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

Hayden Berango 11PDR

Emily Blyth 11EFO

Rory Buck 7ESH

Emilia Czerwony 13JCA

Emelia D'Andilly 10JHL

Beth Dawson 8EFX

Pippa Fergusson 11RLO

Kripa Gurung 12JHR

Oscar Harling 8EFX

Phoebe Haw 10ARU

Lewis Henderson 9SGE

Elise Jenkinson 11SWL

Isabelle Johnson 8CMT

Lottie Johnston 7JDY

Laura Kuzuoka 9RTO

Rosalie Lorch 11RLO

Dorothy Makey 9PDV

Charlie Moses 10AHO

Levi Petherbridge 10DPE

Elliott Pierce 8LWO

Oscar Purchon 8LWO

Nathan Roberts 11SWL

Pennie Sonley Kilkenny 8ACR

James Swan 7JDY

George Tatton 11ASC

Rhys Thompson 7ESH



IN FOCUS

CAREERS EDUCATION

This week we feature pupils in Years 7 and 9 who enjoyed an AI Roadshow sponsored by BAE Systems, the Royal Air Force, and the Royal Navy, which considered the role of AI in the Modern World.

Miss Sinclair said: "Pupils learnt about the dangers of AI including deep fakes, the law surrounding AI and how to spot a deep fake. We also met the Cobot LEXI who navigated the maze better than our Longcroft teachers! We had an AI song made using lyrics generated from pupils' suggestions, as well a musical accompaniment and music video."

Miss Sinclair added: "Pupils learned about the routes into a career in engineering and the different types of engineering - mechanical, chemical, civil, aerospace, biomedical, and environmental engineering."





Memory Lane

This week we return to June 1990. Pupils, accompanied by Headteacher Mrs Hughes and Mr Curtis, watch the launch of rockets by British Aerospace design engineers. The demonstration was to help the pupils who were designing their own rocket for an Anglo-French competition.





Return to Elderwick!

It's almost time for your next visit to Elderwick!

Following the success of 'A Little Bird Told Me' and 'A Turn-Up for the Books', former Longcroft student Rachael Gray's third cosy crime thriller, 'A Storm In A Teacup' is scheduled for release on 24th March. Published by Bloodhound Books, 'A Storm in a Teacup' is full of twists and turns and a cast of unforgettable characters - a cosy mystery packed with intrigue and charm.

In the sleepy village of Elderwick, the past refuses to stay buried. When an archaeology dig unearths a skeleton, Dr Laurel Nightingale finds herself drawn into another grisly mystery. The bones aren't ancient as everyone hoped, and the police confirm a killer is on the loose.

Laurel, alongside her spirited best friend Maggie and history buff Albert, dives into the village's tangled web of secrets and lies. As they dig deeper, a local student winds up dead under mysterious circumstances, a charming police officer turns into an unexpected ally, and suspicion spreads through the village like wildfire. Everyone has something to hide, and Laurel can't shake the feeling that danger is closing in.



Rachael has enjoyed some excellent reviews:

"I'm not usually a cosy crime reader but Rachael Gray's tale surprised me. It's great fun and more importantly has super believable characters."

"Although it is not my usual type of book it is a cracking rollicking read and I'm looking forward to seeing what the delightfully named Laurel Nightingale gets up to next."

"It is clear that the author has a fine eye for small details and a nice line in quirky ephemera."

"I devoured this in a matter of days, drawn in by the fabulous characters and the twisty, gripping story. Naturally I suspected a number of possible murderers along the way; naturally I was wrong. A super read."

"Clever, funny, well written, pacy and twisty, this book really kept me gripped."

"Full of twists and turns and a totally unexpected ending. The story is told in a way that keeps you on your toes and moves you every which way as you try and work out what on earth is going on!"



Congratulations on your success Rachael! We are sure the third book in the series will be equally well-received by fans of cosy crime and prove just as successful.



The Friends' Corner



The FOLS started the half term break with some good news from Tesco.

fols@longcroft.eriding.net

Charity Reg No. 515674

The Friends of Longcroft School participated in the Stronger Starts vote in the Tesco store in Beverley between October and January. All the blue coins deposited in the box for the FOLS's reading room project put us in second place and we have been awarded a grant of £1000.

This grant is to fund refurbishments of a Reading Room. Once the funding has been secured, the FOLS will be liaising with the Pupil Council and members of the teaching staff to formulate a plan and design to transfer the allocated space.



The FOLS are very excited about this project and wish to thank all the people who donated a blue coin for our cause. It all added up.

On Thursday 6th March the FOLS will be selling refreshments in the Year 11 canteen. If you need a break or a brew, please pop and see us.





MARY AND THE HYENAS



Ms Carvill writes:

LIBRARY NEWS

Mary And The Hyenas: Pupils visit Hull Truck Theatre to see Mary and the Hyenas

Powerful, persuasive, and poignant. Mary and the Hyenas, now playing at Hull Truck Theatre, certainly impressed our cohort of Year 8 and 9 pupils.

"I'd really recommend it," said Lily.

Anna agreed: *"I loved the powerful women."*

The play, written by Longcroft's First Story writer in residence Maureen Lennon, traces the life of 18th century writer and feminist icon Mary Wollstonecraft. For our pupils, who are studying Wollstonecraft and feminist literature in their English lessons, it was highly educative and brought a historical figure to life. As Devon commented:

"I'm touched by what she did for the female community."

"It was really inspirational," said Emmi.

It's 233 years since Wollstonecraft published **A Vindication of the Rites of Woman**, a trailblazing work. Thankfully, the world has changed since then, but in some cultures and communities the patriarchy still dominates, and the rise of toxic masculinity has only intensified that.





The show opens with the birth of Wollstonecraft's second child, Mary Shelley; author of Frankenstein. Diagnosed with a fatal infection, Wollstonecraft is given just 10 days to live; so begins a journey into her past to tell the story of her life and achievements to her soon to be orphaned daughter.

It's not the happiest of beginnings. Mary, who was raised in Beverley, witnessed her father's brutality of her mother. Even as a child, she recognised injustice when she saw it, and spoke out.

Lack of funds, following her father's recklessness, forces the family to move to London. Mary needs an income. She becomes a philosopher and writer, establishes a school for girls, a ground-breaking idea in the 18th century, becomes a governess in Ireland, and a reporter during the French Revolution. She is fiercely independent and does not want to adhere to societal conventions, viewing marriage as an entrapment, until her love for William Godwin changes her mind, and she marries shortly before her death.

Laura Elsworthy captures Mary's energy and intellect superbly. Clad in a corseted bodice, flouncy petticoat, pantaloons and donning a wild bob of neon flame hair, she appears untamed and uncompromising. The supporting cast of 5 females are equally powerful.

In the first half of the production the scenes are fast-paced, and punctuated by electrifying music and strident songs, empathising the inequalities of the time. The cast belt out the lyrics, enhanced by stylised choreography reminiscent of 90s girl power bands, their attire paying homage to the New Romantics and a penchant for flamboyant costume. Kinley loved the look:

"The costumes looked really good, and the changes were seamless. I was really impressed."

Sophie found the song and dance fusion very accessible:

"The music really stood out. It was so catchy, and I liked the dances."

Elias enjoyed the show too:

"There were multiple characters played by a cast of just six. It was a new production, far from traditional. I think it was very good."

James was impressed by the set, which was minimalist and featured a deco style construction, reminiscent of a mausoleum, and painted in a pattern of parquet flooring.

"I really liked the set. It was like a small temple or tomb and made of lots of wooden blocks. It was clever how they moved some around the stage to suggest different locations."

It was wonderful to see our pupils so engaged and excited by the production, and also that they noticed so many aspects of the staging and content. They were clearly moved by the story and character of Mary. After the production a number of them said they couldn't wait to go to the theatre again.

Their behaviour was exemplary, and they were a credit to their families and Longcroft. Well done!

Mary and the Hyenas is at Hull Truck Theatre until March 1st, 2025.





World Book Day – Thursday 6th March 2025

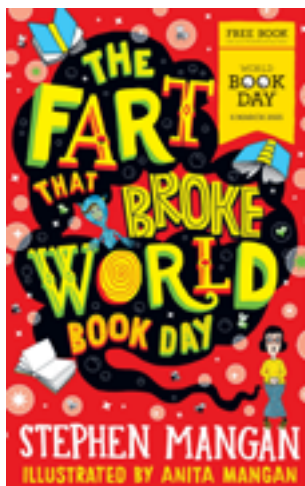
World Book Day 2025 is fast approaching and this year it promises to be better than ever! At Longcroft we'll be celebrating the occasion on Friday 7th March due to other events on Thursday. Across departments there will be a range of activities, competitions, and huge display of all the fabulous World Book Day books. Copies can be collected from the Library, where tokens are also available, which can be exchanged at local bookshops and supermarkets for a free book.



This year the WBD theme is **Read Your Way**. The aim is to make reading more personalised by developing the areas that children enjoy, and stressing the positives. Reading should never be a chore, it should be an activity that breeds pleasure, relaxation, fun, and empowerment. It's all about finding the right book, one that your child is going to engage with! As Cassie Chadderton, World Book Day CEO recently stated:

"At the heart of World Book Day is the belief – backed by evidence – that children are more likely to read if they enjoy it and have a choice in what and how to read."

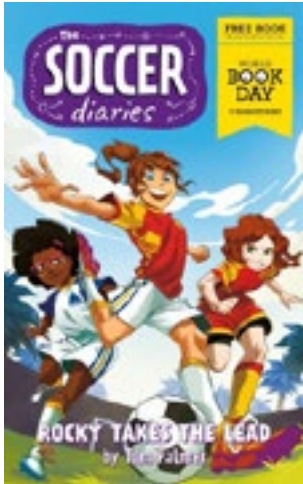
This year pupils will find a great selection of books to choose from, including fiction, non-fiction, and poetry. Below are some short reviews of this year's books for secondary school pupils. Do encourage your children to sample them. I read them all over the half-term holiday and thoroughly enjoyed each book.



The Fart That Broke World Book Day by Stephen Mangan.
Illustrated by Anita Mangan
Accelerated Reader Colour Code – Red

It's World Book Day and the Year 6s are dressed up in some wacky costumes. One boy, who seems to be new, is wearing an alien outfit. He looks incredible! But something very strange is happening at school. Every classroom teacher is letting go of long, loud farts; what is more the alien boy is pointing a strange electronic machine at their bottoms!

This rollicking read will have you laughing out loud. A definite poke at authority, but it is World Book Day. Hey, let the wind blow!



Rocky Takes the Lead by Tom Palmer
Accelerated Reader Colour Code – Green

This little gem is a must for girl footballers. Rocky Race is a real talent and has moved to the USA to train with a fantastic team. It's a world of new opportunities, new friends, and new sides.

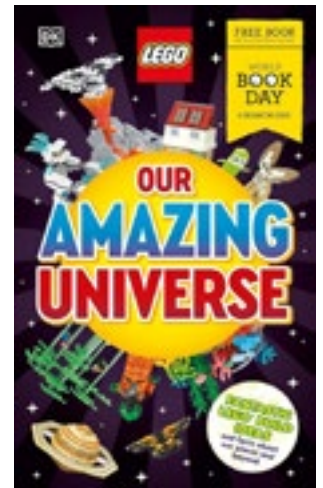
When Rocky's old team from England arrive to play a match against her new American team, Rocky feels pressurised and divided. Her British friends and American friends don't hit it off. Can Rocky find a way to unite everyone?

A tale about friendship and the values of sport. A great quick read!

Our Amazing Universe by Arwen Hubbard and Jennifer Swanson
No Accelerated Reader

Lego fans will delight in this non-fiction exploration of the universe, including more than 70 LEGO models to inspire them.

It provides a fabulous look at swirling galaxies, shining stars, black holes, and our own special planet. It's written by an award-winning author of multiple STEM books for children, and a brilliant ecologist and space science educator, and comes with a great glossary. Educative and fun.



The Wolf Trials by Kiran Millwood Hargrave
Accelerated Reader Colour Code – Blue

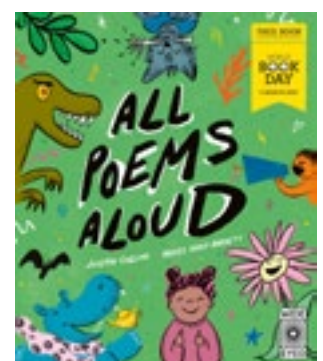
Eira is desperate to compete in the Wolf Trials, but she can't take part because her mother is the fearsome wolf queen who keeps Eira hidden away. Can the secret princess disguise herself? Can she compete and succeed?

Beautifully written, this page turner will have you on the edge of your seat. A fabulous fantasy awash with adventure. I couldn't put it down!

All Poems Aloud by Joseph Coelho
No Accelerated Reader

It's time to find your voice. These poems are meant to be read out loud.

A rich array of silly poems, animal poems, funny poems, and poems to make you think. Read them to yourself, your friends, and your family. The book has a reading age of 7-11 and is one that older pupils might enjoy reading to younger siblings or younger relatives. It's time to find the power of your own unique voice!



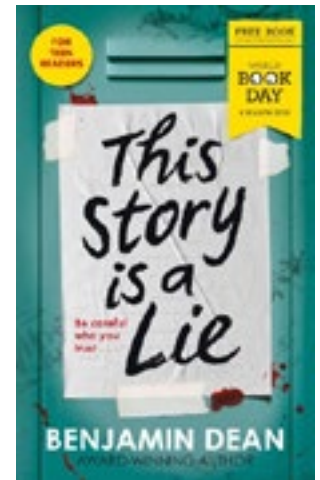


**This Story is a Lie by Benjamin Dean (Teen Read)
No Accelerated Reader**

Written by award-winning author Benjamin Dean, this powerful teen read has a real twist in the tale.

Year 11 student Harley Mathews is something of a loner but when he's selected to compete in the Rising Stars programme for gifted and talented students, things change.

Does this underdog deserve to win? You'll find out. Very clever. An intriguing read.



“A room without books is like a body without a soul.”
—Marcus Tullius Cicero





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.



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