



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS LETTER



### Longcroft Hits the Slopes in Santa Caterina!

“This was a truly memorable week for all involved – full of personal achievement, new friendships, and snowy adventures.”

**During the first week of the Easter holidays, 40 of our pupils embarked on an unforgettable adventure to the stunning slopes of Santa Caterina in Italy for our annual ski trip.**

Mr Rogers said: “It was a week filled with challenge, laughter and impressive progress. For many pupils, this was their first time skiing – and what a transformation we saw!”

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From tentative first steps on the snow to confident turns down the mountain, it was a privilege to witness the determination, resilience and rapid progress shown by everyone."

He added: "Skiing for five hours each day was no small feat, and while the physical demands were tough at times, the pupils embraced every moment. Their enthusiasm, energy and commitment to improving were inspiring."

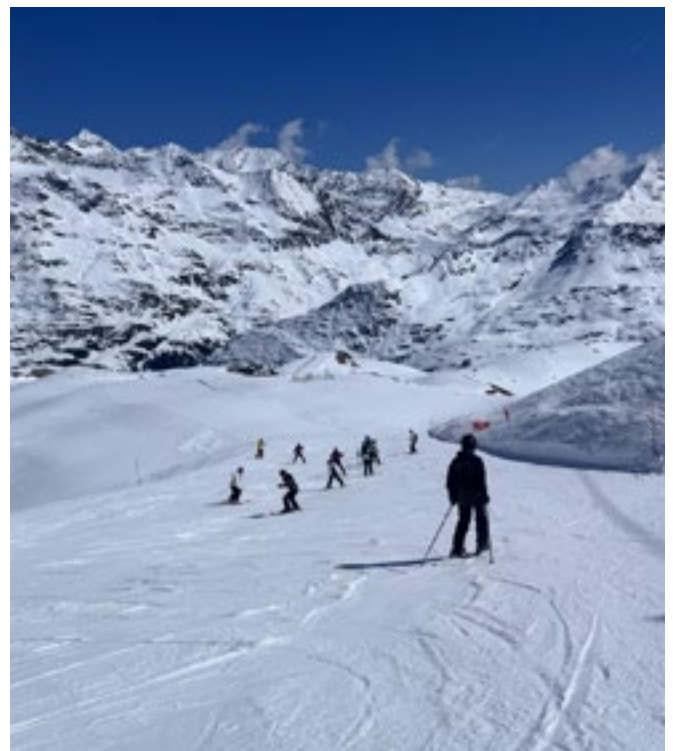
Ryan said: "It was good. I'd never skied before but by the end of the week I'd progressed to the red run."

Mr Rogers was delighted with our pupils. "Perhaps most impressively, their behaviour throughout the trip was exemplary. The staff at the hotel went out of their way to comment on how polite, respectful and well-mannered our pupils were – something we are incredibly proud of."

Year 8 pupil Oliver said: "I'd skied a little bit, but I improved a lot." Isaac, who is also in Year 8, added: "I really enjoyed it when we got into smaller groups."

George said: "Going down the red runs was exciting - not as hard as I expected, but a great sense of achievement. It was good to be with your friends and to have fun with them."

Mr Rogers concluded: "This was a truly memorable week for all involved – full of personal achievement, new friendships, and snowy adventures. A huge thank you to the staff who supported the trip and made it such a success. We're already looking forward to next year!"









# Headteacher's Welcome

**Welcome to our first newsletter of the Summer Term, one we are very much looking forward to with so much to get excited about. I do hope you have enjoyed time as families and with friends over the Easter holidays.**

The last few weeks have seen a host of trips, visits and experiences for pupils and students across the school and this edition of our Newsletter endeavours to capture something of the breadth of opportunities enjoyed. This week I have been talking to pupils who have enjoyed making life long memories on their trip to Santa Catarini in Italy. You can read all about their exploits in our lead article and see some photographs of the stunning landscape. Our pupil's conduct was exemplary throughout and we have received some wonderful feedback describing how they 'stood out' amongst peers from other schools that were visiting the resort. Well done to all for demonstrating what our Longcroft Standard is all about – wherever we are in the world!

This followed on from our visit to Cambridge University for the First Story festival which has been hugely inspiring for those involved. Our relationship with First Story and our authors in residence have added so much to our school over recent years. It reflects our commitment to reading and, indeed, writing which can do so much to enrich our lives, support learning and promote health and well-being. Read more in our library article this week.

Just before the Easter break we enjoyed celebrating huge numbers of pupils who met our most recent attendance challenge – well done to all! It was brilliant to see over 500 pupils receiving Easter Eggs from our special guests in the sunshine and you can see some pictures later in the Newsletter. It has been a great start this week too with over 97% attendance as the school continues to soar above national and regional comparisons. This can only lead to better learning and opportunities for our children so thank you to all for your support.

Looking ahead, we have our residential trip to London on the horizon and a range of events scheduled – not least our end of year escape to Flamingo Land which will be launched very soon. Our young people will also be taking part in the final stages of a range of sports competitions and festivals and we will be hosting several events for the community and schools across the region. As a community school, our place in service of Beverley and the surrounding villages matters to us and we look forward to welcoming visitors and ensuring our fabulous facilities continue to be made available in many different ways.

We are now just days away from the heart of the exam season and pupils and students continue to prepare to represent themselves well. I remain hugely encouraged by the response our young people have demonstrated to this challenging period and to the raft of support the school continues to provide. This has manifested in many ways, including attendance and engagement with intervention, having seen exceptional attendance to the extensive Easter programme; tutoring and support sessions; and the use of GCSE Pod, SENECA, SPARX and other national online learning platforms. Momentum is key and our focus is to continue to build on all that we have now established. Please continue to encourage and support at home and get in touch if you have any questions or concerns. We know this is a challenging period emotionally and physically and we are here to help!



At this time of year, we experience much transition for children across the school. Some students will leave us to take their next steps in education, employment or training and others will be preparing to join us for the first time, with strong numbers again in both Year 7 and the sixth form.

It is at times of transition that our values and expectations provide constancy and reassurance. They will remain a focus of all we are and do at Longcroft for the young people we serve. Thank you in anticipation of your continued support in partnership with the school and our community.

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**

99,097

**THOUGHT**

360,853

**VISION**

342,329

**GRAND**

**TOTAL:**

802,279





# LOWER SCHOOL



## Mr Worthington writes:

**At Longcroft School we understand the vital role that regular attendance plays in academic success and future opportunities. Good attendance is not just about being present in class; it's about laying the foundation for future achievements, including obtaining excellent GCSE grades, securing a well-paid job, and achieving long-term career success.**

Recently, we have celebrated some milestones in attendance for all of our pupils. In Key Stage 3, we have rewarded those who kept a twenty-five-day or fifty-day attendance streak in the Spring Term. Pupils enjoyed our spin the wheel activity on our playground, where they could win a plethora of prizes. On the final day of term, we gave out Easter Eggs to those pupils who have exemplary attendance.

Research consistently shows a strong correlation between good school attendance and high academic achievement. According to the Department for Education (DfE), pupils who attend school regularly are more likely to achieve higher GCSE results. In fact, the DfE has found that students who have good attendance are 20% more likely to achieve five or more GCSEs at grade 4 or above, compared to those with higher levels of absence.

This is particularly important because GCSE results are not only crucial for Sixth Form and university applications but also play a significant role in securing employment after school. Employers increasingly look for candidates with solid GCSE qualifications, and good attendance ensures pupils are consistently engaged with their learning and fully prepared for their exams. I had the pleasure of presenting to our Key Stage 3 pupils in assembly, talking about sporting heroes and role models who achieve their goals through consistent practice of their skills. To acquire skills, attendance and routine are important.

The link between school attendance and future employment is clear. Research by the Education and Employers Taskforce found that pupils who attend school regularly are more likely to enter well-paid and stable employment later in life. This is because regular school attendance develops essential skills such as time management, discipline, and the ability to engage with and complete tasks on time; skills that are highly valued in the workplace.



According to the UK's Office for National Statistics (ONS), adults with five or more GCSEs at grade 4 or above, especially in core subjects like English and Maths, earn significantly more over their lifetime than those without these qualifications. For example, individuals with higher academic achievements tend to earn, on average, £4,000 to £8,000 more annually than those with fewer qualifications.



Pupils who attend school regularly are not only more likely to achieve these key qualifications but also develop the habits and work ethic needed for success in the workplace. Being present in school enables students to build relationships with teachers, engage in extracurricular activities, and be part of a learning community, all of which contribute to their personal and professional growth.

While the benefits of good attendance are clear, the opposite is also true. Missing school regularly can significantly hinder a pupil's academic performance. A study conducted by the DfE revealed that pupils who miss 10% or more of school days (approximately 19 days per year) are twice as likely to fall behind in their studies and perform poorly in their GCSEs. In some cases, this can lead to a drop in GCSE grades, making it harder to pursue higher education or secure competitive employment.

Moreover, the knock-on effects of poor attendance extend beyond academics. Pupils who miss school regularly often find it difficult to catch up with missed lessons, leading to gaps in their knowledge and skills. Over time, this can result in a lack of confidence and reduced motivation to engage in schoolwork, creating a cycle that is difficult to break.

At Longcroft School we are committed to supporting our pupils in achieving their full potential, and regular attendance is a key part of that. Here are some tips we give to our children to help ensure they stay on track:

- » **Set a Routine:** Try to go to bed at the same time each night and wake up early to give yourself enough time to get ready for school.
- » **Stay Organised:** Keep track of important dates, homework and assessments so that you're prepared and motivated to attend regularly.
- » **Talk to a Teacher or Care & Achievement Coordinator:** If you're facing challenges that are making it hard to attend school regularly, don't hesitate to reach out to a teacher or tutor. We are here to support you.
- » **Prioritise Well-Being:** Sometimes, feeling unwell can be a barrier to school attendance. If you're struggling with mental or physical health issues, reach out for support. Our pastoral team are available to help.

Regular school attendance is one of the most important factors influencing academic success and future career opportunities. By attending school consistently, you not only increase your chances of achieving top GCSE results but also develop the essential skills needed for a successful career. So, remember: good attendance today leads to better prospects tomorrow.

**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

Faith Thompson  
Caleb Harrison  
Carly-Louise Mist  
George Lancaster  
Oscar Jowsey  
Sebastian Tomlin  
Isabella Da Silva  
Tia Kingston  
Zak Robinson  
Riley Hearn  
Sham Ranjous  
Shams Ranjous

## Year 8

Sam Cowell  
Olivia Chilcott  
Elias Chapman  
Toby Buckle  
Rosie Fitton  
Ruby Williams  
Dexter Forsyth  
Lyra Daniels  
Tymofii Merkulov  
Imogen Trolle  
Oscar Lawson  
Spencer Uzzell  
Pennie Sonley Kilkenny  
Ashley Griffin

## Year 9

Scarlett Wood  
Lily Thornton  
Sarah Shrimpton  
Dorothy Makey  
Hailey Berango  
Evie Sugdon  
Amy Thornton  
Jasmine Stephenson  
Lexi Fairbrother  
Charlotte Sutcliffe  
Max Lister  
Holly Clark  
Alex Matta  
Poppy Woolfitt





# UPPER SCHOOL



*Mr Henderson writes:*

## Easter Revision a Success

School was buzzing over the last two weeks with nearly all subjects delivering Easter revision and coursework sessions. I was able to greet the pupils on some of the days and they were all eager and up early to push themselves in this final drive towards the exams. Staff were really impressed with the focus and dedication to their our young people demonstrated and we are all incredibly proud of them.

As we get ever closer to the Year 11 exams and Year 10 mocks, it is important to recognise that these exams can cause stress and anxiety, not only for our pupils but for the whole family. Therefore, as our families navigate revision and the commencement of exams we wanted to share some hints and tips that parents in previous years have found useful:

- » It is really easy for conversations regarding revision to focus on how much time pupils have spent revising. Try to ensure that the quality of revision is discussed and breaks are encouraged to help pupils find the balance between work and relaxation.
- » If you can, plan to do some non revision related activities together as a family, ideally something outdoors.
- » Pupils' anxiety can often be worse at night and this means that it is useful to encourage good bedtime routines.
- » Offer reassurance – reinforce that you are and will be proud of them regardless of their exam outcomes.
- » Help with exam preparation practicalities – check your child's exam days and try to avoid planning any significant family activities around these dates.



- » Promote a sense of perspective – it is normal to want your child to do well, however, it is important to try and avoid adding to their exam pressure. If necessary remind them that we aren't defined by our exam results.
- » Most importantly, try to remain calm and stay positive

**If you have any concerns regarding your child please don't hesitate to get in touch with either myself, our Year Leaders Mr Thomson or Mr Cassidy, or Care and Achievement Co-ordinators Mrs Ellis or Mrs Newsam.**

**Mr Henderson**  
Head of Upper School





## **CAREER OF THE WEEK: Biomedical Scientist**

### **What does a biomedical scientist do?**

Biomedical scientists carry out a range of laboratory and scientific tests to support the diagnosis and treatment of disease. They investigate a range of medical conditions, including cancer, diabetes, blood disorders, meningitis, hepatitis and AIDS. They also perform a key role in screening for diseases, identifying those caused by bacteria and viruses and monitoring the effects of medication and other treatments. They work with computers, sophisticated automated equipment, microscopes and other hi-tech laboratory equipment. The work is highly varied, practical and analytical. Biomedical scientists usually specialise in one of four areas – infection sciences, blood sciences, cell sciences, or genetics and molecular pathology. They work closely with doctors, nurses and other healthcare professionals. Most biomedical scientists work in the NHS. Some work for government bodies/departments, in the armed forces, for a university or for a pharmaceutical manufacturing company.

### **What can I expect to earn as a biomedical scientist?**

If you work in the NHS you'll typically start at band 5 of the [Agenda for Change](#) pay system (currently £29,970 to £36,483). As you gain experience, this could rise to band 6 (£37,338 to £44,962) and could progress as high as band 9 (£105,385 to £121,271).

### **What subjects should I study to become a biomedical scientist?**

Whichever route you choose to become a biomedical scientist you will need the equivalent of A' Level's including at least one science (biology/chemistry).

### **How can I start my career as a biomedical scientist?**

There are several entry routes to become a biomedical scientist in the NHS:

- through the [NHS Practitioner Training Programme](#) where you will complete an accredited integrated BSc degree in Healthcare Science.
- a biomedical science degree accredited [by the Institute of Biomedical Science \(IBMS\)](#) and approved by the [Health and Care Professions Council](#)
- by gaining employment with the NHS as a trainee biomedical scientist.

If you're interested in becoming a biomedical scientist in the armed forces, the [Army](#), [Royal Navy](#) and the [Royal Air Force](#) all offer degree sponsorship.

You could start as a [healthcare science assistant or associate](#) and with experience and further training (and, provided you have the academic ability) you could apply for the NHS Practitioner Training programme and take a BSc (Hons) degree in Healthcare Science.

To research local education and training opportunities that could lead to a career as a biomedical scientist, visit our partner website [www.logonmoveon.co.uk](http://www.logonmoveon.co.uk)

### **Other useful websites to find out more about a career as a biomedical scientist:**

NHS Careers - <https://www.healthcareers.nhs.uk/explore-roles/healthcare-science/roles-healthcare-science/life-sciences/biomedical-science>

The Institute of Biomedical Science - <https://www.ibms.org/education/>

Working in biomedical science <https://www.ibms.org/resources/discover-biomedical-science/working-in-biomedical-science/>





*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

Sam Al-Budri  
Ben Carlyle-Smith  
Evie Woad  
Benjamin Smedley  
Lexie Burke  
Gracie Ferne  
Poppy Cooper  
Harry Rogers  
Isabelle Birch  
Daisy Kelly  
Maisie Monaghan  
Cody Keenan

## Year 11

Grace Crook  
Rachel Harris  
Joel Hardy  
Ella Curley  
Luke Hancock  
Tilly Dobbs  
Mathilda Smith  
Theo Waterson  
Evelyn Drinkall  
Anna Bruton  
Amelia Purchon





## Mr Chapman writes:



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

Psychology is an exciting and ever-evolving subject, offering a unique combination of scientific rigour and a deep understanding of human behaviour. Psychology is an increasingly popular A-level choice, and for good reason. It not only provides students with a strong foundation in scientific methods but also offers real-world applications in various career fields. For those considering Psychology as part of their A-levels, it's essential to understand both the subject's content, such as Biopsychology, and how it can shape future career opportunities.

Our Year 12 students have been studying localisation of function and the specific areas of the brain; Lydia, Amelie and Heidi are pictured with their model brains that they made in Mr Worthington's lesson.

### The AQA A-Level Psychology Specification

The AQA A-level Psychology specification is structured to give students a comprehensive understanding of the key areas of the subject, divided into core topics that encourage both critical thinking and analytical skills. These include areas such as Social Influence, Memory and Attachment, all of which contribute to a well-rounded knowledge of psychological theory and research.

One of the standout sections of the AQA specification is Biopsychology, which is an integral part of the course. Biopsychology explores the relationship between the brain, the nervous system, and behaviour, providing students with the opportunity to dive into the scientific processes that influence human actions and thoughts.



The Biopsychology section of the AQA A-level Psychology course focuses on understanding how biological processes impact our behaviour. Key topics covered include:

1. **The Structure and Function of the Nervous System:** Students learn about the central nervous system, the brain, and the peripheral nervous system. Understanding how these systems work together is fundamental to exploring how we process information and react to the world around us.



2. **Neurotransmitters and Hormones:** The course delves into how chemical messengers like neurotransmitters affect mood, behaviour, and even mental health. This is especially relevant in understanding conditions such as depression, schizophrenia, and anxiety.
3. **The Role of the Brain in Behaviour:** The specification looks at various brain regions, including the cerebral cortex and limbic system, and how they contribute to functions like memory, decision-making, and emotional regulation.
4. **The Fight or Flight Response:** Understanding the biological mechanisms behind the body's reaction to stress and danger is another key component of Biopsychology. Students explore how the autonomic nervous system controls our response to stress and how prolonged stress can affect mental and physical health.

The depth of knowledge gained in Biopsychology equips students with valuable insights into mental health, neuroscience, and human behaviour, all of which are essential for those pursuing psychology-related careers.

## Careers with A-Level Psychology

A-Level Psychology opens doors to numerous career paths. The analytical and scientific skills developed throughout the course are highly valued across various sectors, including healthcare, education, business, and criminal justice. Here are some of the most common career paths:

1. **Clinical Psychologist:** One of the most popular careers for psychology students, clinical psychologists diagnose and treat mental health conditions. Biopsychology plays a critical role here, as understanding the biological underpinnings of disorders is essential for effective treatment.
2. **Psychiatrist:** While this is a medical profession, having a background in psychology can be incredibly useful. Psychiatrists use knowledge of both the biological and psychological aspects of mental health to prescribe medication and provide therapy to patients.
3. **Educational Psychologist:** These psychologists work with schools to support children's learning and emotional development. A knowledge of how brain function affects learning and behaviour is crucial in this role, and Biopsychology provides insights into how neurological conditions can impact education.



4. **Forensic Psychologist:** If you're interested in working within the criminal justice system, forensic psychology might be the career for you. Understanding how the brain and behaviour interact helps forensic psychologists assess offenders and offer insights into criminal behaviour.
5. **Health and Well-being Roles:** Many students go on to work in healthcare settings, whether as mental health workers, occupational therapists, or counsellors. The skills learned in Biopsychology, such as understanding how mental and physical health are interconnected, are invaluable in these careers.
6. **Researcher or Academic:** Those who enjoy the scientific aspect of psychology may pursue research careers. A-level Psychology students can build on their knowledge by studying Psychology at university, contributing to research on topics like brain function, mental health treatments, or the biological influences on behaviour.

## How A-Level Psychology Prepares You for These Careers

Beyond the specific knowledge gained from Biopsychology, A-Level Psychology equips students with a host of transferable skills that are vital for any career. These include:

- **Analytical Thinking:** Students learn to analyse data, evaluate research findings, and consider different viewpoints, all of which are essential for problem-solving in any profession.
- **Research Skills:** The course teaches students how to design and conduct experiments, interpret data, and write up findings in a clear, concise manner.
- **Communication Skills:** Psychology students develop strong written and verbal communication skills as they present their ideas and research to others.
- **Empathy and Understanding:** The subject encourages a deeper understanding of human behaviour, which can be beneficial in any career that involves working with people.

Studying Psychology at our Sixth Form is an excellent choice for students who are curious about the mind and behaviour, and it opens up a wide range of career opportunities. The AQA A-Level specification provides a solid foundation in the key areas of psychology, including Biopsychology, which is crucial for understanding how biology influences behaviour. Whether you are interested in pursuing a career in mental health, criminal justice, education, or research, A-Level Psychology is a great stepping stone to further studies and a rewarding career.

**Mr Chapman**  
Head of Sixth Form







## SAFEGUARDING



*Mr Rogers writes:*

**It was a pleasure to reward over 500 pupils who achieved 100% attendance during the final three weeks of the Spring Term with an Easter Egg as they left for a well-deserved holiday on the last day of term.**

Our Attendance Streaks have proved extremely popular, with pupils earning sweet treats and ClassCharts rewards as well as being entered for prize draws. Of course, receiving an Easter Egg and meeting the Easter Bunny was 'eggstra' special!

**Mr Rogers | Deputy Headteacher**





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

Oliver Albrow 8CMT  
Murphy Barker 10ARU  
William Battye 7ESH  
Toby Buckle 8LWO  
Melody Drage 8NFO  
Gracie Ferne 10AHO  
Robert Grimes 8NFO

Luke Hancock 11ASC  
George Lancaster 7JPO  
Alyscia Leach 9PDV  
Grace Newton 11RLO  
Amelia Purchon 11PDR  
Jacob Rodgers 7JDY  
Amelia-Grace Russell 7JPO

Angel Sabu 13JCA  
Emma Selleck 8ACR  
Samuel Smedley 11EFO  
Noah Smith 11RLO  
Daisy Stokes 9PDV  
Oskar Voitov 11EFO  
Poppy Woolfitt 9PDV





# Memory Lane

This week we return to 2014 and feature Year 11 pupils – 11G and 11C are pictured with their form tutors Miss Mulligan and Mrs Reilly.





# Our Languages Nuts!



We are delighted with the enthusiasm shown by pupils for our latest award — the Language Nutter of the Week.

Ms Shepherd explained: "Language Nut is a website we use regularly in Spanish and French. Each week, pupils in Years 7-10 are set homework on Language Nut, which is available as an app on a mobile device or on a computer or laptop. Year 11 linguists use the website as part of their GCSE revision. Every week, we will announce a Key Stage 3 and Key Stage 4 Language Nutter of the week – the pupils who have scored the most points on Language Nut that week."

## Congratulations to this week's winners!

**Lower School:** Holly Artley Tolson (7JDY) with 73,900 points

**Upper School:** Levi Petherbridge (10DPE) with 165,000 points





Ms Carvill writes:

LIBRARY NEWS

## Pupils enjoy amazing day at the First Story Young Writers Festival 2025

A huge thank you to First Story for once again hosting the Young Writers Festival at the University of Cambridge. Our cohort of forty pupils had a fantastic day and adored the headline act, spoken word artist Steve Camden. As Reagan stated:

**"Steve Camden was amazing."**

Nathan and Olivia agreed **"He was really funny and just so cool."**



This year the festival was held at Newnham College, a mixture of beautiful historic and contemporary buildings, set in glorious gardens. The college was established in 1871 as a women's College. Dame Millicent Garrett Fawcett, the famous campaigner for women's suffrage was one of its co-founders. Pupils enjoyed a tour of the site, including seeing the famous Clough gates, which in 1921 were rammed by an infuriated crowd of between 1300 and 1500 men following a vote on degrees for women in the Senate House.

The festival started with a welcome and introductions with host Ruth Awolola and speakers Dr Bonnie Lander-Johnson, who lectures in the English faculty, and former First Story pupil Shakira Irfan. Bonnie spoke about reading English at Cambridge.



**“An English degree prepares you for some of the coolest jobs in the world.”**

She also spoke about former students of Newnham, like Virginia Woolf, Sylvia Plath, and Ali Smith.

**“Newnham has produced some really famous writers.”**

Shams was very impressed by Bonnie and also everything else about the festival.

**“I’d like to go to Cambridge. Today was a great experience. I had a lot of fun.”**

Steve Camden couldn’t have been funnier. He read a selection of his poems relating to his own experiences as a Year 7, 8, and 9 pupil. Judging by their laughter our cohort totally identified with Steve’s amusing verses, but how much of his life experiences have affected his writing?

**“Anybody here the only one from their primary school in Year 7? Oh, you’ll know what I mean. I spent Year 7 on my own, and most of it hiding.**

At school everything had to be so neat. I grew up around people who talked constantly. We didn’t have books at home, and the school didn’t have a proper library, just a book corner, and there wasn’t any creative writing really. But my life experiences have affected my writing massively.”

**How does Steve decide on the setting in his books?**

**“I like a place that feels it has potential. Sometimes, I’ll imagine a space and then a moment grows; sometimes it’s a feeling. A place brings me somewhere quickly. A feeling comes first. There are so many different versions for every moment. Some of you will be listening to me thinking wow, he’s great, others will be thinking when’s lunch?”**





If Steve could pick a favourite poem from one of his books, for his teenage self, what would it be?

**“I’d ask him, my younger self, to choose. Because back then I didn’t feel I had a choice or freedom then; now I do.”**

Following a lively session with Steve pupils enjoyed creative writing workshops with First Story writers, a wonderful tour of Newnham College, an Expo Space, and had a picnic lunch on a sun-drenched lawn. Rebecca really enjoyed being in Cambridge for the first time.

**“Cambridge was so pretty. It was really cool.”**



Aiden was particularly impressed by the workshops.

**“I enjoyed the positivity and communication of the workshop leaders.”**

Elisa agreed.

**“The writers we had the workshops with really listened and gave good feedback.”**

**“The workshops were a really good experience,” said Beth.**

It was marvellous to see so many Longcroft pupils perform their work on stage at the Student Showcase.

Well done to all our pupils who attended the trip and many thanks to the staff that supported it.



# **MULTISPORTS MUGA SESSION**



**STARTING WEEKLY  
29TH APRIL  
6PM-7PM**

**EAST RIDING LEISURE  
BEVERLEY**

**Ages 10-14**

Free sessions that offer a variety of new sports that you might not have tried

**EAST RIDING  
LEISURE**

Email Joe for more information:

[joseph.galloway@eastriding.gov.uk](mailto:joseph.galloway@eastriding.gov.uk)



# **BOOTCAMP AT THE MILL BEVERLEY**

**ACTIVE**  
COMMUNITIES



**STARTING WEEKLY  
29TH APRIL  
7:30-8:30PM**

**EAST RIDING LEISURE  
BEVERLEY**

**Ages 14-18**

**Free outdoor bootcamp  
style sessions for health  
and fitness**

**EAST RIDING  
LEISURE**

**Email Joe to book:**

**joseph.galloway@eastriding  
.gov.uk**



## 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)



**Year 8**

**Mrs Thwaites**

**07444 847881**

[gemma.thwaites@longcroft.eriding.net](mailto:gemma.thwaites@longcroft.eriding.net)



**Years 9 and 10**

**Mrs Newsam**

**07827 587483**

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



**Year 11**

**Mrs Ellis**

**07900 394085**

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