



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER

Senior Students Prepare to Take the Lead

“The role of the SST leader is not based on how well they lead, but how well they represent. It involves listening, learning, laughing (at yourself and with others) and understanding the lasting effects they can have on their school.”

Tegan Blake-Barnard -
Senior Student Leader 2021/22



Following an election process which saw students prepare statements and campaign among their peers and staff, we are delighted that Tegan Blake-Barnard and Emily Duncan Mawdsley will lead the student body as Senior Student Team Leaders in 2021/22.

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Tegan and Emily will represent the East Yorkshire Sixth Form and Longcroft School at events and also collect and share ideas from other students and pupils. Adam Kerrison and Aoife Holloway were also elected to Student Leadership roles and we look forward to working with them during the forthcoming academic year.

In September, we will be inviting applications from our new Year 12 students wishing to join the Senior Student Team as two Deputy Leader posts become available, while pupils in other year groups can look forward to a range of opportunities to play leading roles within their year groups and across the school.

Our Senior Student Leaders are outstanding role models who will undoubtedly prove inspirational. Tegan studies Art, History and Psychology – her beautiful artwork has been featured on several occasions in Newsletters this year and she enjoyed success in June when her entry was judged the best 100-word story in a national competition by Vintage Books. Emily studies Health and Social Care, Sociology and Theatre Studies while outside school she volunteers as a Youth Leader. Exceptionally hard-working, well-organised and determined, as she pointed out in her election statement she will use her many experiences and positive characteristics to support East Yorkshire Sixth Form students and Longcroft pupils.

Adam and Aoife have also made an impressive start to their time in our Sixth Form and enjoyed considerable success in their years at Longcroft. Student voice and leadership has always been significant in Longcroft and we are fortunate to have such exceptional candidates for these key roles.



Friends of Longcroft School

FOLS work tirelessly and do a fantastic job to raise funds that create and enhance opportunities for the pupils of Longcroft and we are grateful for their efforts.

We are delighted to announce the recent FOLS Cash Draw winners. Congratulations, and thank you to everyone who participated!

May – Mrs Clare Bishop

June – Mrs Leanne Harvey

July – Mrs Joanne Lancaster

We look forward to seeing FOLS members at our school events next year and to publicising the wonderful work these volunteers do.





Head of School's Welcome



As we approach the end of this unprecedented year, I would like to extend my sincere thanks to the whole school community for the support and care that each person has demonstrated in face of the enormous challenges that the pandemic has brought.

Even in these recent weeks when cases amongst young people in particular have risen, the way that staff, parents, pupils and students have worked together to support each other has been so reassuring.

As parents will be aware from the letter earlier this week, we intend to keep our Covid safety measures in place until the end of term. With current case numbers in the community still on the rise, we feel it wise to stay cautious and wait until the end of term before relaxing safety measures around school. Thank you to parents for supporting us in this; pupils and students will still be expected to wear masks on corridors and around the communal areas of the school buildings, so should bring their mask on a daily basis up to the last day of term.

We will also write to parents in the course of the summer with details of the specific arrangements for the return in September as, based on the latest guidance, we expect once again to have an in-school testing programme for children before they return to school. If approved by government, it is likely that this will involve a staggered start for year groups, with Year 7 being first to come into school for induction activities and transition work.

We will also be issuing a reminder of uniform and equipment expectations, as many families will be buying new items during the summer break. The new school uniform being introduced this year is for Year 7 only, and other years should continue to wear the current design.

We are very much looking forward to being able to operate school more normally from September, with pupils and students having lessons across the full school site and using specialist rooms and equipment in a way that has not been possible whilst we had bubbles. I know staff are eager to get back to their departmental areas too. We are also expecting to have a much fuller extra-curricular enrichment programme taking place when we return, with some cross-year group activities and clubs being possible once again.

This year has required resilience, patience and kindness in abundance, and I am pleased to have seen these qualities in this community through the most challenging of times. We have had to prioritise the safety of the school and that has involved restrictions for our young people that we would not normally wish to see. I would like to congratulate our children on the stamina they have displayed and encourage them to relax and find time to do the things they enjoy the most over the summer.

Finally, thank you from all of us at Longcroft School for your support over the year and let's all hope that the fresh school year will be full of optimism, opportunities and happier days.

Have a lovely summer break.

Ms I Grant
Head of School



Executive Headteacher's Welcome



As we approach the end of the academic year I would like to thank our fabulous parents, children and especially my colleagues. This has been an academic year like no other, but next week we will focus on the positives and celebrate the tremendous work of our children as we review all of their many achievements.

In September our school will no longer operate with bubbles, following the changes to the national guidance, but will move to children mixing across our community. Allowing children to create new friendships, working within our specialist facilities and providing everyone with access to a wealth of enrichment opportunities. I am excited by our plans for the academic year ahead, as like most, focusing once again on the positives, we have seen the benefits of many of the ways we have organised our timetable. The intervention we have provided to individuals, how we can supplement our in-school learning with remote tuition and the benefits to parents of the online Parents' Evenings. We have also listened to feedback and children will see shorter lessons, additional breaktimes and an enrichment offer like no other school.

I am looking forward to being able to spend many hours working with our children in their lessons, supporting, teaching and ultimately thoroughly enjoying watching those exceptional classroom teachers who make learning an absolute joy for our children, come September, hopefully free from track and trace. As well as looking at books and seeing the content and learning of each child as they progress through the year.

As previously mentioned, we will also in September be continuing our focus on reading and numeracy with our children, as well as the whole curriculum, as we respond to the needs of our pupils and Sixth Form students, so we can ensure that those areas where our children's knowledge is not secure, are revisited and to make sure they can make strong progress. Our one to one interviews which started recently with Year 10 will be provided for every child in school, so that as the academic year progresses, we can refine our understanding of your child's knowledge and organise intervention as needed. We also, post Covid-19, want to ensure through our tutors and pastoral care we can support children as they transition back to the routines of a 'normal' school.

I have also this academic year, through our food parcels and support to families, seen the impact of the pandemic upon

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our families. I know for many families and children this pandemic will leave a legacy. While some families continue to still worry about employment and family income, as a school, we will be working hard to support those families, to maintain relationships and to help children in need.

As already mentioned, next week we will be collating the stories from the academic year, so this is my final piece for this academic year. I would, therefore, in addition to offering my gratitude to our children, families and colleagues, also like to thank those who working with Public Health and the NHS Track and Trace service having undertaken the process every weekend and holiday since March - following up on every positive case in school. Although their work has not been popular, it has been a privilege to support Public Health England and the NHS throughout this time.

I would like to wish you the very best for the weeks ahead – I look forward to seeing our Year 11 and 13 in the holidays when they collect their results. I will also be writing to parents in August (once we have final confirmation from the Department of Education) to share the arrangements for the start of term.

Do have a great weekend.

Mr J Britton
Executive 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

47,932

THOUGHT

306,790

VISION

183,496

GRAND

TOTAL:

538,218



LOWER SCHOOL

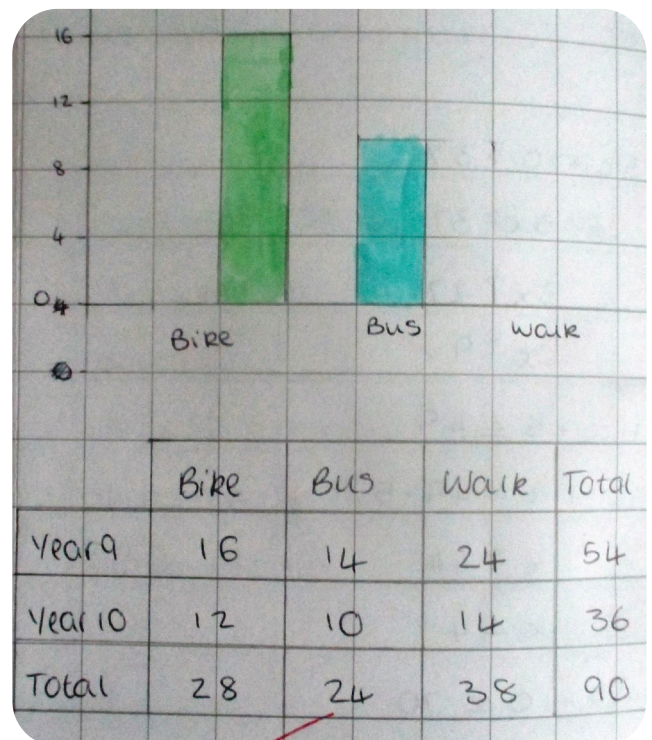


Mr Worthington writes:

I have enjoyed talking to our Lower School pupils during their lunch and break times about the trips and activities they are planning to do during their well-earned summer holiday.

I have also tried to share with them the secret of how to make the holidays last longer; the key is to fill the holiday with a wide range of new experiences. Studies have shown that the human mind 'skips' time when experiencing familiar surroundings or whilst taking part in familiar activities. Time seems to actually 'slow down' when doing something new and different. The key to making the most of the summer holiday, restrictions allowing, is therefore to fill it with as many different sights, sounds and experiences as possible. The same could be said of a day at secondary school.

Although our pupils are in only four or five lessons during any school day, they are surrounded by different teachers, sights, sounds and experiences in that time. They are constantly learning, refining and mastering new skills, achieving successes whilst meeting and working with new friends. As a result, our Lower School pupils are able to fit an enormous amount of learning into just one day. Our pupils work incredibly hard and they have already achieved so much this half term; make every day count!



I have also enjoyed visiting lessons. Pupils in Year 8 have been learning about the data handling cycle in Maths, and some examples of their work are featured here. It has been a real pleasure to work with the children this year, they have grown in maturity and resilience over the past twelve months and I am looking forward to seeing further progress being made in the future.

Take care,

Mr Worthington
Head of Lower School



South plains tigers

points (p)	tally	frequency
$40 < p \leq 60$		0
$60 < p \leq 80$		4
$80 < p \leq 100$		3
$100 < p \leq 120$		1
$120 < p \leq 140$		4
$140 < p \leq 160$		0
total:		19

modal group: $60 < p \leq 80$ ✓
 medial group: $80 < p \leq 100$ ✓

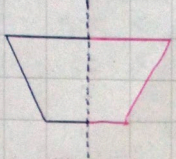
12th June 2021 Measures of location Lesson 1 of 7

starter:

(bronze)	(silver)
1. 4 ✓ 5. 2 ✓	1. 5 ✓ 5. 3 ✓
2. 5 ✓ 6. 7 ✓	2. 3 ✓ 6. 5 ✓
3. 7 ✓ 7. 0 ✓	3. 6 ✓ 7. 4.5 ✓
4. 1 ✓ 8. -2 ✓	4. 1.5 ✓ 8. 8.5 ✓

Challenge:
Understand and use the mean, median, mode

- 1) the product of 2 odd numbers is 119. what are they?
17 and 7. ✓
- 2) The difference between two squared numbers is 3. what are they?
1 + 4. ✓
- 3) 5, 7 and 11 sum up to 23. ✓

1. 

2. 49π ✓
 3. 80 ✓
 4. 3.42×10^{-2} ✓

1. 21 ✓
 18 ✓

2. Alex found the median. ✓
 Dexter has found the mean. ✓

mean = 17 ✓
 median = 16 ✓
 mode = 28 ✓
 range = 22 ✓

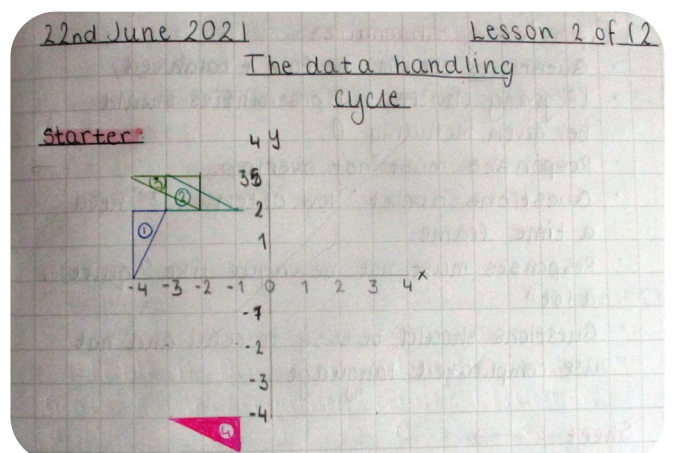
recap.

① 10.034, 10.04, 10.304 ✓
 ② 25 ✓
 36 → 1.7 ✓

The smaller the range, the more consistent

mo: 8 6 8 7 8 7 8
 Ron: 10 3 6 5 9 2 8
 mo: $8 - 6 = 2$
 Ron: $10 - 2 = 8$

The range of mo's score is much greater than the range of Rons.



UPPER
SCHOOL**Mr Colepio writes:****Year 10 Meetings**

We do appreciate that the situation is quite fluid at present with regards Year 10 attendance in school. However, we are determined that all pupils will receive their 1-to-1 meeting with senior staff before the end of term. We are re-scheduling some meetings for the return of some pupils next Friday and are hopeful that we will complete all by the following week. I am sure that you appreciate that we do not want to lose any learning for any year groups and are striving to complete all meetings when staff are not teaching.

Thank you for your patience, we will get there!

Year 10 Parents' Consultation Evenings

By the time this newsletter is received all pupils and parents will have had an opportunity to meet subject teachers and discuss progress for their child. We hope that these have proved constructive in identifying ways to improve progress. As previously mentioned, the Mock Examination Series was always intended to provide a formal benchmark for where pupils are at and inform future teaching, planning and revision areas. In our meetings with pupils we will be asking about specific subjects and checking that they know where to improve – this is fundamental in formulating a way forward and pupils must ask their teacher if unsure.

Summer Revision 2021

The key to effective revision is constant and regular retrieval practice – i.e little and often, creating resources now and re-visiting them regularly. This is the purpose of our revision guidance for the summer. To help them we will be giving each pupil an A4 hardback book to record work in.



Revision resources you create now are **money in the bank** for Year 11.

Your future self will thank you.

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English Revision Techniques

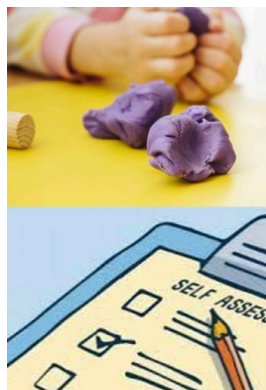
Following my series on subject revision techniques please see guidance for English. My thanks to staff who gave their specialist input.

We hope that you find these tips useful and we will be sharing them with pupils and parents in more depth in September. In the meantime, chip away at it pupils and do use others in your family to practise your knowledge on.

I wish you all a wonderful summer.

Best Regards,

Mr Colepio
Head of Upper School



Keys to success:

- Get stuck in and **play with** information. Put it into different formats: graph it, mind map it, knowledge organise it, flashcard it, post-it note it, interpretive dance it...
- **Retrieval Practice:** keep testing yourself on what you can remember.

Using Flashcards

- Give yourself a decent pause before flipping straight over to the answer. The work your brain does during this moment actually strengthens your brain, even if you don't get it right!
- Prioritise the ones you cannot do. If you don't get the answer, revisit that card again at the end of your revision session, have another try at recalling the answer.
- Do keep going over all your cards, even the ones you are best at. Revisiting this information is still valuable.
- Get other people to test you!

Flashcards: Examples

Why is Mercutio an important character in 'Romeo and Juliet'?

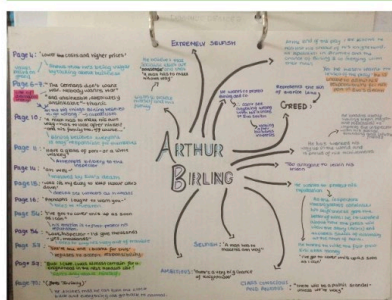
1. He is funny and witty: audience entertainment
2. He is outside of the Capulet/Montague houses, therefore shows that Romeo is also affected by male friendships, not just the feud.
3. He curses both houses-- links to the theme of fate.
4. He offers another perspective on love: he is more cynical about it and mocks Romeo.

Annotation



- Print out two copies of a poem.
- Annotate it once using your notes and/or a revision guide.
- Cover it over.
- Annotate a fresh copy **from memory**.
- Compare and add in anything you missed in a different colour.
- Revisit after a few days/weeks.

Mindmap: Character or Theme



Create a mind-map for a character or a theme.
Cover key parts and test your memory.
Re-create it from memory.



SIXTH FORM



Mr Henderson writes:

The year is coming to a close and our students have ended on a high with some fantastic mock exam results and feedback from staff. Many Year 12s have now had their Mock Review meeting and have set themselves targets for the summer using the specific guidance from subject teachers.

At the start of the year some of our students were understandably nervous, but we have watched them flourish into maturing young adults who are eager to understand, learn and grow. This last term has given our students a taste of the benefits of Sixth Form life as they develop skills, manage their learning and plan exciting futures, and this will only build next year as restrictions relax.

It has also been a pleasure to speak with many of the students who will be returning to the EYSF from Year 11, discussing how their chosen subjects will lead to ambitious futures.

We are full of anticipation in welcoming back our Year 13 students to receive their results on the 10th of August, hopefully to see them take up their chosen University place or to begin their gap year with confidence. We will of course be on hand to offer guidance and assistance on the day for students needing help with final decisions.

The Sixth Form Team has also been involved with the Year 10 pupils' mock interviews. Even at this stage there are many excellent and outstanding results, leading to excited discussions about A level and BTEC courses with the EYSF in 2022. We are currently working with Year 10 pupils on developing the Sixth Form in order to accommodate their needs 15 months from now. We are encouraging suggestions and ideas for courses and enrichment activities so that we can become the Post 16 destination of choice for pupils at Longcroft and indeed beyond.

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Sixth Form

Mrs Winter

07423 568558

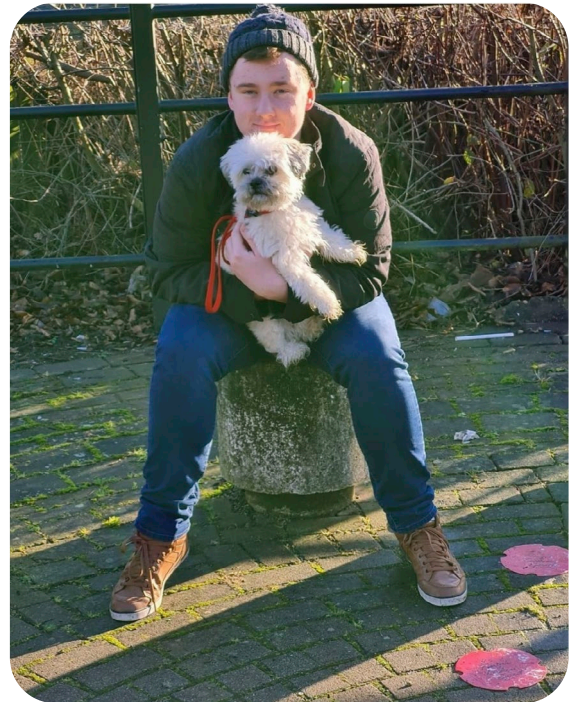
joanne.winter@longcroft.eriding.net



Finally, we are delighted to introduce our Senior Student Team for 2021/22. Tegan, Emily, Adam and Aoife will lead the EYSF student body and Longcroft School pupils, no doubt with continued Great Heart, Great Thought and Great Vision. In September, we will be inviting applications from any of our new Year 12 students wishing to join the team as two Deputy Leader posts become available.

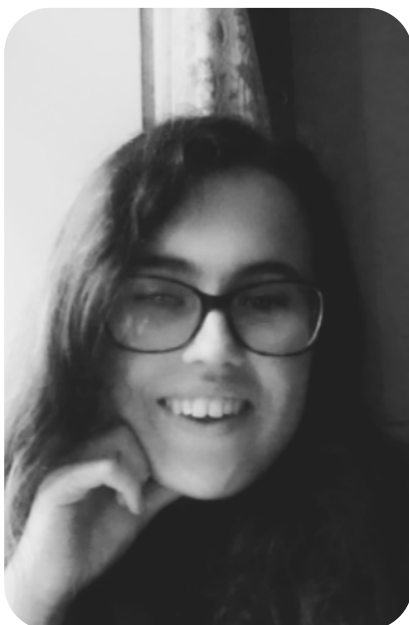
Tegan said,

"I intend to make the SST leaders as accessible and approachable to the rest of the school as possible. We need to know who we are representing and who needs to be better represented to make students experiences at Longcroft even more fulfilling." She added, "I will help fight for the changes the student body believes to be necessary, working, with staff, towards the goal. With further unity of students and staff as we make developments on the progressing Sixth Form and the new changes soon to grace the school we will all be able to have a lasting impact on Longcroft for the better. What makes this school and college great is not its facilities, it's its people."



Emily was elected to the role of Deputy Leader at the start of Year 12 and has demonstrated her excellent leadership and organisational skills during a challenging period. She said, "As an SST leader, I think that being organised is a must, along with being hardworking and self-motivated. I believe that our time in the Sixth Form is incredibly important, and I want everyone to be in a fun, safe, supportive environment, where everyone can be themselves and enjoy the experience of being a sixth former, making memories for life."

Adam enjoyed success earlier in the year when he saw his first novel published. He said, *"I think we've got a lot of fun to catch up on and a lot of memories to make. These are meant to be the best years of our life, after all!"* Adam's novel was not his only success, as he explained: *"On Hat Day I went head-to-head (quite literally) with Mr Wilson in a contest of hats. I was victorious, unsurprisingly, but it wouldn't have happened if it wasn't for the joint efforts of several people in our united Sixth Form. I want to combine all our brilliant, creative minds into one!"*



Aoife has been elected to the new post of Equality, Diversity, Inclusivity and Social Responsibilities Rep. She said, "For a long time, we thought it was only our similarities that united us: our country or our interests or our ethnicity. Nowadays, we all know and accept that our similarities and our differences can bring us together, and they are all things to be celebrated. Our college does a lot to celebrate diversity and support members of our community no matter what their race, gender, sexuality etc. For example, we recently celebrated Diversity Week, which gave us all a chance to show our pride with rainbow lanyards, and there are now loads of posters up around school celebrating members of the LGBTQ+ community. However, I feel we have a responsibility to do more. We need to understand what the issues are and how to fix them and as most of us are people in a position of privilege, we have a responsibility to do so. Diversity is a wonderful thing; I hope I can help our entire community learn to celebrate it more."

All the best,

Mr Henderson
Head of Sixth Form



INCLUSION



Mrs Reilly writes:

As the summer break draws ever closer, our testing programme for this term is in its final stages. It has been wonderful to see just how resilient our pupils are as, despite the impact of the pandemic, many SEND pupils' reading ages and numeracy levels demonstrate progress.

Despite the interruptions and challenges that COVID has presented us with this year, it has been an absolute pleasure to work alongside our SEND pupils and assist them with their progress. We look forward to welcoming back pupils in September and supporting their progression into adulthood by offering a renewed programme of interventions.

This week I have the pleasure of introducing the final member of our team.

Mrs Hirons is a qualified teacher who works tirelessly to support teaching staff in providing an individualised curriculum for pupils with different learning styles.

Having done a similar job for 15 years in a large comprehensive in Doncaster, Mrs Hirons joined us three years ago. Throughout her 25-year career she has taught all ages from early years to adults across a range of subjects and has experience and understanding of a wide range of special educational needs and disabilities.

Mrs Hirons acts as a key adult to liaise between school and home to support both learning and personal development of the pupils she works with. She also works closely with key teaching staff to enable each SEND pupil's learning and progress to be identified and transferred between subjects as well as supporting the EHCP review process.

Mrs Hirons and her pupils have taken part in a wide range of activities including the ModeShift Stars Sustainable Transport Challenge achieving bronze, silver and gold awards for Longcroft School. The pupils were Area Winners in 2019 and were delighted to be crowned the National Champions in December 2020 - sadly missing out on their free trip to London due to Lockdown restrictions.

Fundamentally, Mrs Hirons makes sure lessons are as practical and active as possible with visitors in and visits out being arranged (when restrictions allow). These have included workshops with a National Theatre trained puppeteer, bike maintenance and safety courses and trips into Beverley to develop life skills (and see the Tour de Yorkshire!)



Another very important role for Mrs Hirons is close contact with home and regular phone calls and emails result in a clear understanding of pupils' progress as well as any additional support that might be needed. As this form of communication has been so greatly received, by parents and pupils alike, from September every pupil on our SEN register will be allocated a key point of contact within our SEN team in order to ensure improved communication starts from the very first day of term and continues throughout the academic year 2021-22, and beyond.

Have a wonderful summer holiday. May your adventures be great!

Mrs Reilly
Head of Inclusion



SAFEGUARDING



Mr Rogers writes:

In a blink and this academic year is nearly finished. As a new member of staff, I have been overwhelmed at how the Longcroft community has worked together to support each other during this time. I reflect on how our amazing pupils have conducted themselves during what must have been the most difficult year for them.

I'm proud of Longcroft staff for having the health and wellbeing of your children the very heart of everything they have done. Although Covid has dominated much of the year the progress and drive our pupils have shown has been astonishing.

I talk to many parents each week and conversations can quite often drift to talk about their child's use of technology and social media. I thought it timely to remind us all about safer use of social media.

As the summer holidays begin, many children and young people will often spend an increased amount of time online whether it is using the latest apps, playing their favourite games, watching their favourite vloggers or simply keeping in touch with friends through social media. For parents and carers, it offers us a good opportunity to have a positive

discussion about their favourite sites, apps or games and agree some expectations about how much time they are allowed and what they should do if something concerns them.

Keeping in touch: During the summer break, many young people may use social media to keep in touch with their friends or stay updated on what's happening. It is a good opportunity to find out which apps are their favourites and for younger children, remind them they must be at least 13 to use most popular social networking sites. Encourage them to make sure they have privacy settings in place, why this is important and only to share appropriate content with those they know and trust in real life.

Tip: If you aren't sure what the different apps are or what they do, check out the excellent NetAware site from the NSPCC & O2 (www.net-aware.org.uk).

Time Online: Without the normal structure that typically comes with being at school, children may find it challenging to manage their time online appropriately. Agreeing some time limits and setting out expectations beforehand can help to avoid difficult discussions later – if they have only just started to play a team game online only to find their allocated time is up, this can understandably lead to frustrations.

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Tip: Deciding whether to give children extended time online whilst off school can be challenging but consider a compromise – akin to ‘you must do your homework before you go online’, maybe they can have some extra time if they agree to go through and update their privacy settings first?

Online Friendships: The holidays are also a good opportunity to talk to our children about their online friendships and encourage positive behaviour by discussing what makes a good online friend. It is very important that they also understand that just because they may have been chatting to a friendly person on a site or through a game for some time, if they only know them online, then they are still a stranger and they must not give out any personal details. If you or your child are worried about an adult pressuring them online, you should contact the Police immediately.

Tip: Remember many console games are online multiplayer environments but children may not make the connection and think ‘stay safe online’ messages only apply to websites or social media. Make sure they understand how online safety rules apply to the gaming world too.

Sharing Photos: Many children and young people will understandably want to share photos and videos of their holiday activities and this gives us a good opportunity to discuss what types of photos and videos are okay to share and who they can be shared with. Make sure they understand that photos and selfies can give away personal information without them realising it. Remember, only sharing with our real friends is really important – stop and think carefully about who might see your Social Media post about the fantastic time you are having on holiday (this goes for adults too!) – friends, relatives, work colleagues, burglars...if you have posted it for all to see on Facebook, they know your house might just be empty !

For further support and advice [click here](#)

I hope you have a wonderful summer and I look forward to seeing your child back in September.

Mr Rogers
Deputy Headteacher
Head of Care and Achievement





TEACHING AND LEARNING



Mr Taylor writes:

The end of the school year should be a time of review, reflection, and celebration. To me this is a time to reflect. The end of any academic year is always a time for reflection, but the end of this year brings much more than that. There has never been a year like this one and the past few weeks have certainly provided an opportunity for reflection, celebration, and for looking forward. We have all been through so much over the past 18 months and it appears we may finally have turned a corner and are headed toward brighter, more normal, days ahead.

This year, we need take with our child as many opportunities for reflection as we can. Questions to get the reflection process started may include the following:

- What did I learn about myself this year?
- What challenged me this year? How did I grow through those challenges?
- What am I proud of this year?
- If I could write myself a letter at the beginning of this year, what would I say?
- What am I excited to leave behind in this year?
- What lessons do I want to take with me as I move to the next academic year?

Creating, guiding, and nurturing your child through a school year like the one we have had is an incredible accomplishment that we can sometimes forget is worth celebrating.



Most of us are negative when we reflect or review, we focus too much on what went wrong as opposed to what went right. The engagement of our pupils in remote learning, the opportunities that enrichment such as the Wonder lectures offered, the development of a new online learning platform, centre assessed grades, the way pupils adapted to the in school Covid restrictions. We could go on and on. The key point though is your children have been magnificent and the adaptability and resilience they have shown has been wonderful to behold.

While the school year may not have exactly gone as planned, and the end of the year may feel very different from years past, the desire our teachers have to change the lives of their pupils for the better, and encourage their classes to aim for success, remains intact. I firmly believe we can use these very, very odd circumstances to make meaning out of the year we have endured. Soon, we will all be able to say we made it through the school year. That is something worth honouring. Have a restful holiday with those you love.

Have a good weekend.

Mr Taylor
Head of Teaching and Practitioner Development



Memory Lane

Music teacher Mrs Walker is pictured with 7N in 1998.



Back Row:

Nicholas Lamb; Scott Medlin; Peter Caswell; Tom Arkle; Robert Bell; Carl Balmforth; Anthony Backhouse; Daniel Bennett and Adam Chan.

Middle Row:

Matthew Robinson; Daniel Short; Robin Ashton; Thomas Hood; Katie Bowring; Jade McDonnell; Gareth Vickers; Matthew Charles and Jamie Beardshaw.

Front Row:

Danielle Jeffrey; Joanne Welburn; Emma Hammersley; Sarah Wann; Sarah Calvert; Adele Smith; Jenna Leighton; Helen Lascelles and Danielle Daggitt.





Miss Roper is pictured with 9E in 1999.



Back Row:

A Marshall; R Allen;
M Green; T Newton;
M Fisher; S Gill; M Leadley
and A l'Anson.

Middle Row:

P Dale; A Papworth;
R Johnson; H Goforth;
S Tompsett; J Rayner;
J McGivern and
C Carruthers.

Front Row:

R Robson; K Care;
N Scholfield; S Ottoway;
R Heseltine; N Stellings; S
Huzzard; J Jeffrey and
F Harper.



Follow us on Twitter to
see more pictures from
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &
Sixth Form College



When an Olympian visited Longcroft!

From Friday 23rd July sports fans across the world will enjoy the long-awaited Tokyo Olympic Games.

A group of former Longcroft students will take a particular interest in the Women's Long Jump and the performance of Team GB's Abigail Irozuru after they met the athlete when she visited our school in December 2016 to deliver an inspirational seminar.

Mr Baker explained, "Abigail was invited to spend a morning with a small group of Sixth Form students. Her ability to balance competing at international level with the challenge of studying at one of the world's top universities as she earned a Law degree from University College London and her positive attitude in overcoming devastating disappointment impressed me and I was delighted she accepted an invitation to work with our students. She certainly inspired us and I am not surprised she has not only continued to compete but that she has finally made it to an Olympic Games."

Abigail's career highlights include representing Great Britain at the 2012 European Championships and persevering through injuries and setbacks to become 2015 British Champion.

Abigail secured the Olympic qualification mark of 6.82m back in 2019 when she became British champion with 6.86m. The postponement of the 2020 games must have left Abigail wondering if she would ever fulfil her dream.



She was left out of the team at the 2012 Olympics in London, despite making the qualifying standard, before she ruptured her Achilles tendon and was forced to miss the 2016 Olympics in Rio de Janeiro. She reflected, "Those experiences are painful and they still are. People talk about it like you appreciate the journey more from those challenges but I'd have absolutely loved to have been on that London 2012 team and that was a massive heartbreak and disappointment. In 2016, when I ruptured my Achilles tendon, I felt like I was in incredible form that year."

After suffering the Achilles injury in 2016 Abigail retired from the sport. She had gone through three surgeries and explained, "Emotionally, physically and spiritually, I needed that reset to flip that switch. A lot of people have talked about taking a rest in the pandemic and performing better and it was the same for me when I had that break. I was not willing to go through four years of torture and there is so much sacrifice. I couldn't endure another four years."



In 2019, Abigail made the decision to return to athletics with the aim of qualifying for the Tokyo Olympics. She identified her Christian faith and her belief that she has been given a 'purpose' as the reason for the comeback. "If I didn't have my faith in God then I wouldn't be competing today and making an Olympic team. I'm just thankful for my faith and people of faith around me who can lift me up. I cried for months in 2016 due to the pain that I was in and it was that feeling of grief and loss. I was in

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church every Sunday and I felt lifted up by the support of everyone."

She added, "I believe I have been given a gift and I want to use it to the best of my ability. Me coming back to the sport was me thinking I had to do everything in my power to fulfil my potential and not come away with regret and I've tossed it aside because of fear, set-backs and frustrations. I believe this is my purpose and calling and this is what I'm made to do in this moment and I'm not going to be jumping forever."

In 2012 after she wasn't selected for the Olympic team Abigail became a legal researcher until 2014 before becoming a full-time athlete. She described her selection for Tokyo as, "A satisfying feeling of pure relief."

It is fantastic that Abigail's story will continue in Tokyo. She deserves tremendous credit for recognising the value of facing and ultimately overcoming both physical and psychological challenges. It would have been easy for Abigail to leave athletics behind and focus on her career

and possibly further academic study. She said, "I made it! My Olympic Dream has become a reality!"

Abigail is pictured in 2016 with Sixth Form students Hannah Brocklehurst, Becky Dobson, Beth Hoe, Ellie Kidd, Elizabeth Martin, Harriette Copley, Sophie Turner-Jones, Katie Delaney, Holly Bentham, Paige Mathers, Matt Darwin and Edward Wallace.



Anyone wanting to find out more about Abigail's career and inspirational story can visit her website: <https://abigailirozuru.com/>





Freya's Success



Last weekend Year 9 pupil Freya Vidal competed in the prestigious English Schools' Athletic Association Championships in Manchester

and produced two personal best performances as she earned a fantastic fourth place in the Junior Girls' 200 metres.

Freya, who represents City of York AC, said: "I was proud of how I ran – I beat my PB in both the heat and the final, but the best time was in the heat."

Freya added, "I was really nervous for two to three weeks before but on the day I was okay. It was hard training, but the week before was easier." She enjoyed competing at the impressive Manchester Stadium. "It was one of the best tracks I've raced at."

Having performed so well on such a big stage, Freya is now looking forward to more events this summer. "I'm competing in the 200 metres at the Northern Championships and I want to win that. I've also got the County Championships and I'm thinking of doing three events, the 100 metres, 200 metres and 300 metres, over the two days. Then the nationals are at Bedford in August."

Freya explained, "I prefer the 200 metres because right now I don't have the power for 100 metres, but I have the stamina at the end." She lists Jamaica's Usain Bolt and British sprinters Dina Asher-Smith and Asha Philip among her inspirations, and in the future hopes to follow in their footsteps by competing at the Olympics and World Championships.

Freya certainly has tremendous potential and can undoubtedly look forward to a bright future in the sport.

Edward Earns County Honours

Footballer Edward Brock has earned representative honours, being chosen for the East Riding's game against Lincoln City. Edward, who is in Year 8, plays as a striker. Although the East Riding team were beaten 6-4 in what is the final game of this season, Edward will now stay in the squad for next season. In the meantime he will continue to enjoy his football with AFC Tickton and will undoubtedly be a key member of the school team when we hope fixtures can resume in September. Edward, who drew praise from his team manager, said: "It was my first time playing at that level – it was a lot faster."

Our congratulations go to Edward on his first representative honour. We look forward to following his progress throughout the forthcoming season and beyond.



LIBRARY NEWS

Last Wednesday a selection of our First Story cohort and some of our most talented artists in Year 8 were treated to a special design session with award winning book illustrator and Falmouth University lecturer Julie Monks.



Julie has illustrated children's books for many prominent publishers including Macmillan, Scholastic and Simon & Shuster USA and has also produced illustrations for a range of editorial and advertising projects including a series of advertisements for Royal Mail.

She has been specially commissioned by First Story to work on our Year 8 anthology Outpost 8, which will be launched next term. She explained how the creative process of designing a book cover starts:

"It begins by picking out key ideas in the book. What do I want to communicate to the audience? What is the atmosphere of the book? Sometimes, I start by writing down words from the text that seem to capture the essence of the book. I do quite a lot of brainstorming too."

Julie invited our pupils to do some of their own brainstorming. What colours did they associate with the

themes their anthology explored? What impression did they want their cover to make?

Our Year 8s came up with lots of ideas for colour schemes, suggested how they'd like the title text placed, and also talked about the themes their anthology explored and its light and dark sides. They visualised how they'd like the cover to look and described buildings and landscapes that conveyed the core meaning of their words. Gemma Garnham in Year 8 really enjoyed the brainstorming. She said, *"I loved that we all came together and shared ideas. It was really exciting."*

Julie emphasised that creating the perfect cover is not a quick process and explained that she does lots of small drawings to generate ideas, and often has a large amount of rough sketches to work with.



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"It's not always the first idea that's the best."

Julie explained about the language of colour and the importance of simplicity, and how an image is often stronger if it's not overly complicated.

"You have to think about what you want to do. Do you want to tell the whole story or just suggest it?"

She asked pupils to think about what sort of book covers they were attracted to and what factors determined their responses and choices. Our pupils were incredibly impressed by the creative process Julie described. As Kieran Hope commented:



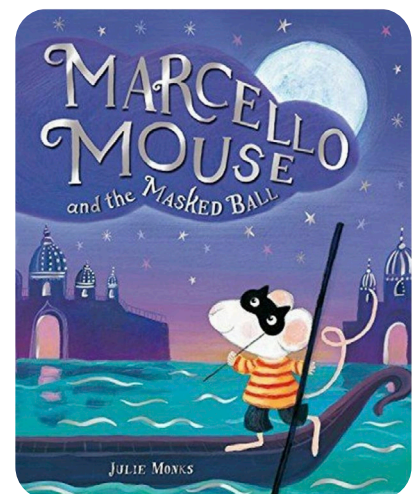
"I had no idea there were so many things to think about when you design a book cover. It was really interesting and I learnt a lot."

Arabella Kennedy was equally impressed. She said, "It was really good to have someone talk to us who was so experienced, and knew all the details of the book design process."

At the end of the session our Year 8s all sketched out their own ideas for their book cover which will be forwarded to Julie along with a selection of writing from Outpost 8, to help with her design for us. Our pupils can't wait to see the finished image and are very happy to have learnt so much about the design process..

A huge thank you to Julie Monks for her professional expertise, and to Jay Bhadracha and Jessica Fear at First Story for selecting our school for such a treat.

Well done Year 8s!





The Summer Readathon Challenge 2021



This year we are inviting pupils and staff to take part in a sponsored Readathon over the summer holidays. It will be our Summer Reading Challenge for Year 7s and 8s.

Readathons not only promote reading for pleasure but they improve the lives of all those who participate, by reminding us that by reading we can make a difference not only to our lives but to the lives of others too.

80% of all the funds our school raises will be used to buy books and storyteller visits for children in hospitals, including Hull Royal Infirmary. The remaining 20% will be used to purchase new books for our libraries.

Many of us felt very fortunate to have books to read during the pandemic especially when we were in lockdown and unable to meet family and friends. Sadly, some children spend long periods confined in hospital, and are sometimes unable to move from their hospital beds. The funds raised by Readathons provide specially designed mobile bookcases which wheel right up to their bedsides, are stocked with brand new books, and consequently safe for those at high risk of infection.

It does not matter how much a pupil raises, but raising money to help children in hospital provides the all-important extrinsic motivation to get reading.

Next week Year 7 and 8 will be shown a short film about Readathons and given sponsor forms. Books can be borrowed from the Library before school, at break, at lunch, and after school. As well as fiction and non-fiction books pupils can read newspapers, magazines, comics, annuals or whatever they enjoy reading.

Follow the links below to find out more information about the charity Read For Good and our Readathon, including a letter to Parents and Carers, student guide and additional sponsor form.

<https://readforgood.org/>

**"What counts in life is not the mere fact that we have lived.
It is what difference we have made to the lives of others that will
determine the significance of the life we lead."**

Nelson Mandela

readforgood.org

Registered charity 1130309 (England & Wales) and SC041036 (Scotland)
Read for Good and Readathon are registered trademarks





Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



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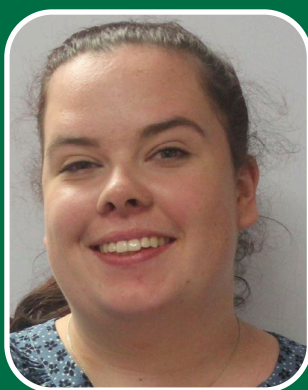


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