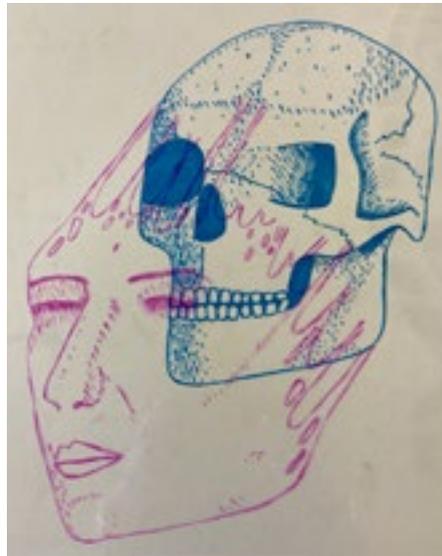
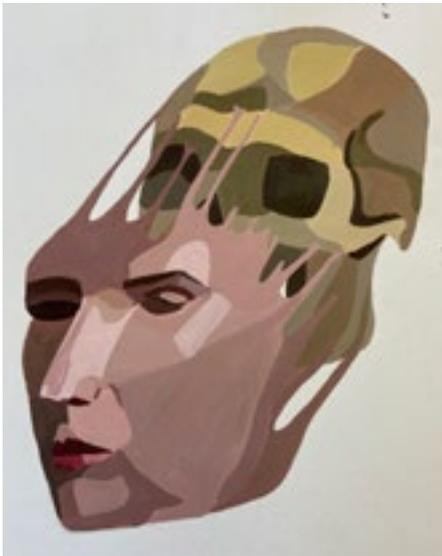




# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



### Isla's Incredible Artwork!

We are always proud to celebrate the work of our pupils and Sixth Form students in Art. This week we feature work completed by Year 13 student Isla.

Mrs Holmes explained, "The work represents Isla's responses to the theme 'Inside Outside'. She has chosen to focus on the human body and has been particularly interested in creating responses using colour."

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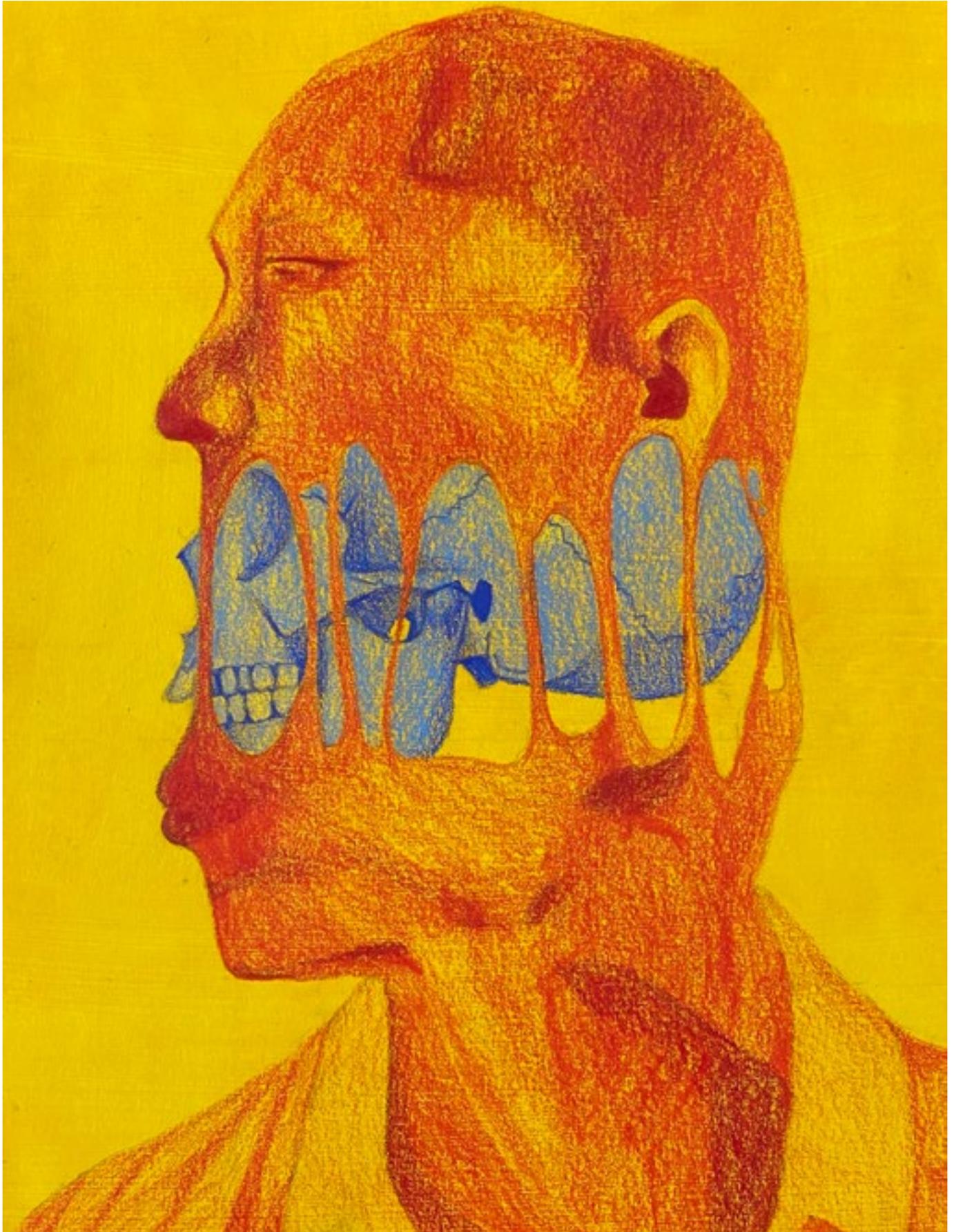
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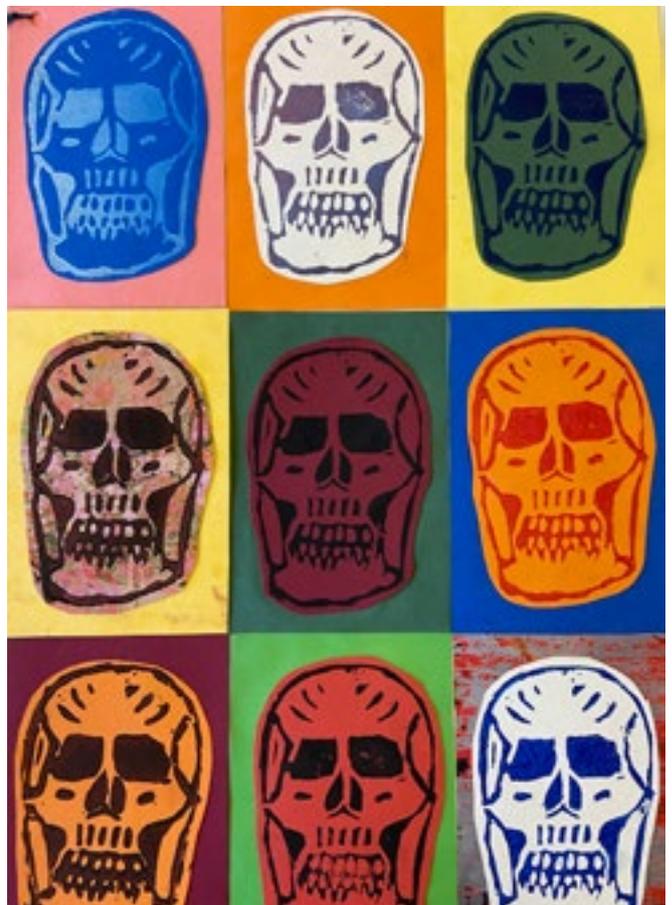
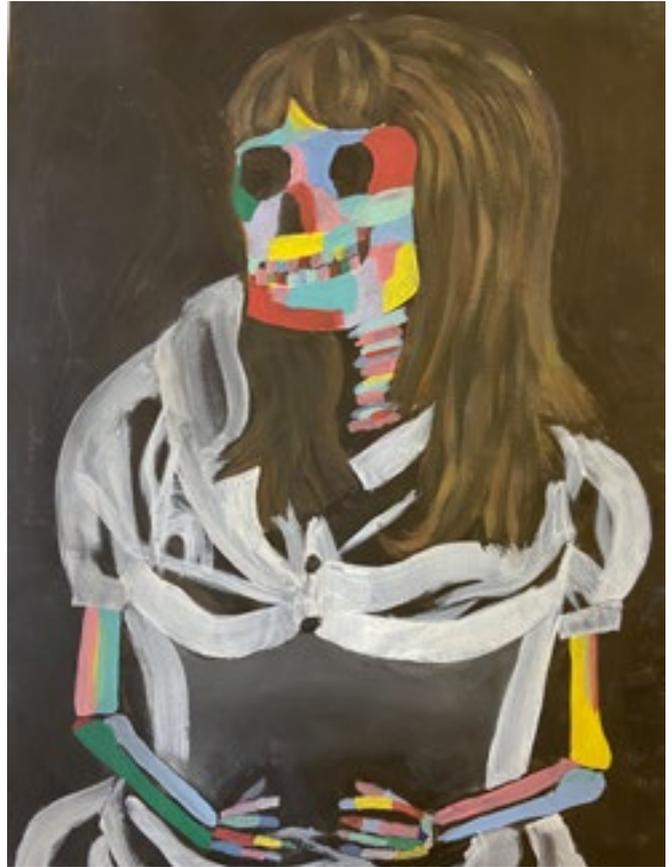
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# Headteacher's Welcome

**At Longcroft School and Sixth Form we are committed to a holistic approach to education; one which involves a distinct focus on the whole child and preparing them to become well-rounded and confident adults, who are ready to embrace new opportunities, develop strong and positive relationships and contribute productively to their community and society. Last week our assemblies focused on the habits that underpin success, not only for education but for individual pursuits, for our well-being and for life.**

We unapologetically make academic excellence a focus for our young people in school and our curriculum is the starting point for ensuring that carefully considered knowledge and skills are acquired across a range of disciplines and domains. However, it is also critical that pupil and student experiences are augmented through opportunities to experiment, explore and apply their learning in the classroom and beyond.

As our understanding of cognitive science improves, the profound and widespread benefits of participation in clubs, groups and activities on physical and mental health have become increasingly clear. Lunchtime and the end of the school day are often highlights in my day to be around the school and amongst our pupils and students. Whether it is talking about their enrichment experiences or witnessing them in action, it is great to gain a sense of the impact getting involved has. This week I've enjoyed rehearsals for this year's production in full swing and some fabulous performances from our sports teams alongside Dungeons and Dragons, chess club, our First Story project, art club and many others, as well as a raft of academic interventions and support. The levels of engagement and genuine joy from the many pupils and students involved are simply fabulous.

Whatever a young person's interests, there is something for them to explore and I encourage you to promote participation at home at every opportunity. It is also important to note that we always welcome new suggestions and our class and year representatives provide a great platform to feed ideas through to our school council, senior leadership team and governors.

On Monday 26th January, we are looking forward to welcoming a delegation from Futaba in Japan including a number of dignitaries and educationalists, teachers and some students. This is an exciting opportunity to be involved in a cultural exchange that will explore what life is like in our community compared with that of children and school leaders around 14,000km away in East Asia. I am looking forward to sharing more about the event in due course but for now enjoy reading about some of the fabulous things our pupils and students have been up to this 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

<b>HEART</b>	<b>78,336</b>
<b>THOUGHT</b>	<b>208,672</b>
<b>VISION</b>	<b>252,464</b>

**GRAND  
TOTAL:  
539,472**





## LOWER SCHOOL



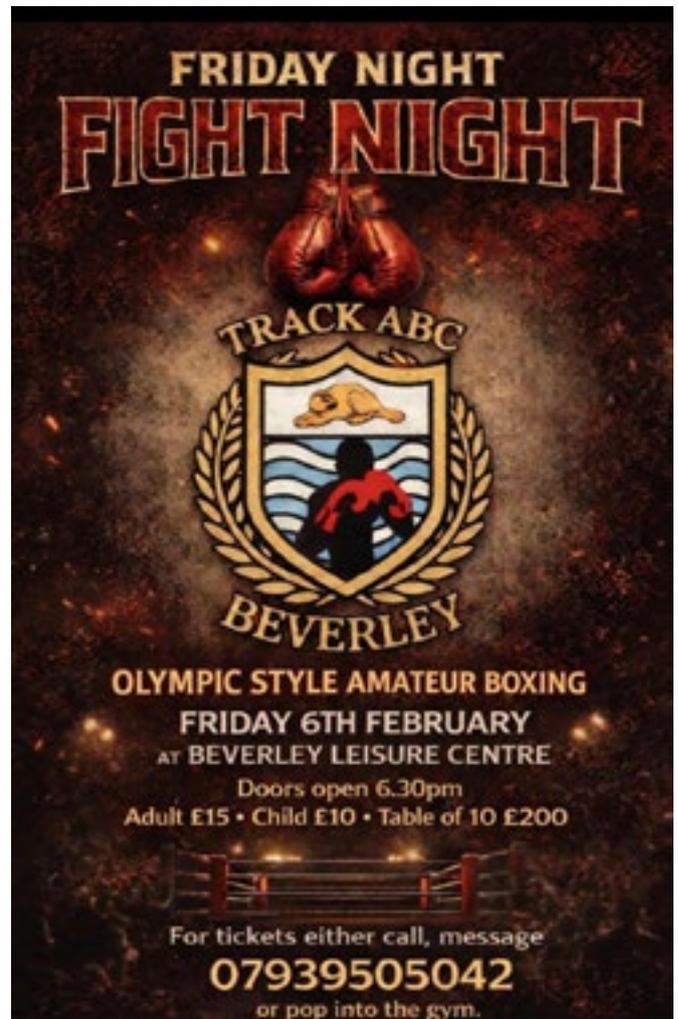
### *Mr Worthington writes:*

**Firstly, I want to offer my best wishes to Lower School pupils Oliver and Holly who will feature in Track Boxing Club's latest show at Beverley Leisure Centre on Friday 6th February.**

Year 7 pupil Oliver and Holly, who is in Year 9, are both looking forward to their bouts – Oliver said, "I'm really looking forward to it - it's going to be exciting." Track Boxing Club does a great deal for the area's young people and several current and former Longcroft pupils enjoy and benefit from the outstanding support provided by the club's coaches.

As Head of Lower School, I want to take this opportunity to praise our Key Stage 3 pupils for the outstanding attitude they have shown upon returning after the Christmas break. It has been wonderful to see classrooms full of energy, focus, and a genuine commitment to improving their work. This positive start sets the tone for a successful term ahead.

At Longcroft, we place great emphasis on reflection and improvement. Pupils regularly self-assess or peer-assess in red pen, and then make improvements in purple. This simple but powerful approach encourages pupils to take ownership of their learning and understand that progress comes from identifying areas for development and acting on them.







*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

Barnaby Bridson  
Hermione Elvidge  
Oscar Dale  
Eddie Addinall  
Ben Clarke  
Freya French  
Seth Grainger  
Evie Page  
Samuel Artley Tolson  
Rupert Atkinson

### Year 8

Theo Baldwin  
Caleb Harrison  
Evelyn Rumford  
Stanley Parks  
Oscar Jowsey  
Faith Thompson  
Isabella da Silva  
Jack Wisher  
Riley Hearn  
George Lancaster

### Year 9

Imogen Trolle  
Ryan Took  
Betsy Appleby  
Oliver Albrow  
Sabah Madina  
Tymofii Merkulov  
Devon Willoughby  
Charlie Thomson  
Daniel Barrow  
Lily Smedley  
Megan Morley-Smith

## 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 9: Josh Flockton



# UPPER SCHOOL



## Mr Henderson writes:

This week our Year 11 pupils studying GCSE Drama enjoyed an opportunity to see high quality live theatre when they visited York's Grand Opera House for the production of Susan Hill's chilling ghost story 'The Woman in Black'.

For over three decades, Stephen Mallatratt's masterful adaptation of Hill's terrifying tale thrilled audiences in the West End, raising pulses and eliciting shrieks at every performance. The story of Arthur Kipps, a young clerk sent to settle the estate of the late Alice Drablow and the horrors he encounters at her isolated home, Eel Marsh House, *The Woman in Black* is a true theatrical phenomenon.

Mr Thomson said, "Our pupils definitely benefit from opportunities to experience live theatre – they can incorporate aspects of these professional actors' performances into their own work and also consider aspects such as set design."

He added, "The Grand Opera House showcases the finest West End theatre as well as outstanding comedy, music and dance – it's a wonderful venue and our pupils really enjoyed the show."

Looking ahead, parents of **Year 11 pupils can look forward to our Year 11 Parents' Revision and Study Skills Evening on Thursday 29th January**. The evening will focus on English, Maths and Science.

**Mr Henderson**  
Head of Upper School



## **CAREER OF THE WEEK: Content Creator**

### **What does a content creator do?**

A content creator is someone who produces material for online platforms, such as videos, blogs, podcasts, or social media posts. Their goal is to engage, entertain, or inform an audience. This could mean making TikTok videos, creating YouTube tutorials, writing blog posts, or posting Instagram photos and reels. Content creators often work independently or for companies, brands, or media agencies, tailoring their work to the interests of their audience. Creativity, storytelling, and digital skills are essential in this role, as well as understanding trends and online communities.



### **What can I expect to earn as a content creator?**

Income for content creators varies widely depending on experience, platform, and audience size. Beginners may earn very little, sometimes just a few pounds a month. As you grow your audience, you could earn £20,000–£30,000 a year through ads, sponsorships, and freelance work. Top creators with large followings can earn six figures or more, but this level is rare and requires a lot of time, effort, and consistency. Many content creators supplement their income with freelance work, merchandising, or collaborations.

### **What subjects should I study to become a content creator?**

While there's no single qualification needed to become a content creator, certain subjects can help. Media studies, digital media, film, journalism, and English are useful for developing writing, editing, and communication skills. Graphic design, photography, and IT are helpful for learning technical skills, while marketing or business studies can help you understand audience growth and monetisation. Most importantly, practical experience with editing software, cameras, and social media platforms is invaluable.

### **How can I start my career as a content creator?**

To start as a content creator, begin by creating content that interests you. Pick a platform, such as YouTube, Instagram, TikTok, or a blog, and post regularly. Focus on quality, consistency, and understanding your audience. Practise skills like video editing, photography, or copywriting. Networking is key—engage with other creators, join online communities, and look for freelance or internship opportunities. Over time, you can build a portfolio and grow your following, which may lead to sponsorships, collaborations, or paid work. Remember, patience and persistence are essential; success rarely happens overnight.

To research local education and training opportunities that could lead to a career as a content creator, 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 content creator:**

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

Prospects – How to become a UGC creator <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/marketing-advertising-and-pr/how-to-become-a-ugc-creator>

IPSE – How to become a freelance content creator <https://www.ipse.co.uk/advice/how-to-become-a-freelance-content-creator>

Indeed – 8 simple tips on content creation <https://uk.indeed.com/career-advice/finding-a-job/how-to-be-successful-content-creator>



You can find us at



[www.skillshullandeastyorkshire.co.uk](http://www.skillshullandeastyorkshire.co.uk)



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



## Year 10

Lily Curtis  
 Aaron Davies  
 George Coughlin  
 Daniel Kemp  
 Thomas Goodwin  
 Devon Bryans  
 Brenton McKie  
 Neve Meagher  
 Bradley Elvidge  
 Lily Hardman

## Year 11

Darcie Polson  
 Alfie El-Sharif  
 Xavier Jenney  
 Lexie Burke  
 Luke Hodges  
 Benjamin Smedley  
 Poppy Cooper  
 Annabelle Curtis  
 Gracie Ferne  
 Ebonie Boddy  
 Joel Davidson

## 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: Martha Beaumont

Year 11: Calub Curson



### Mr Chapman writes:



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

**As we begin the spring term, it has been a real pleasure to welcome both Year 12 and Year 13 students back into the Sixth Form after the Christmas break. The return to school has been calm, purposeful and positive, and it has been encouraging to see students quickly re-establish strong routines, positive attitudes and a clear focus on the term ahead. This is always a demanding point in the academic year, but our Sixth Form students have shown maturity and determination in the way they have approached the start of 2026.**

For our Year 13 students, this has been an especially significant week. The UCAS deadline has now passed, marking the completion of a major milestone in their Sixth Form journey. I would like to congratulate all Year 13 students on the hard work, reflection and resilience that has gone into completing their university applications. Having read the personal statements students have produced, alongside the staff references written in support of them, there is a huge amount to be proud of. These documents capture not only academic ability, but character, ambition and growth over time. It has been genuinely exciting to see offers already beginning to arrive, and to start imagining where our most senior students may be in just a few months.

Of course, while UCAS applications represent an important step forward, there is still much ahead for Year 13. The coming months will be focused firmly on preparation for A-level examinations this summer. These final stages of the course demand consistency, resilience and continued commitment, and students should be reassured that they are well supported by their teachers and Sixth Form staff as they move towards this next phase of their education and, beyond that, the next chapter of their lives.





Closely linked to this preparation is the return of mock examination results from before Christmas. These results are a vital tool, not as an endpoint, but as a guide. They allow students to clearly identify where their strengths currently lie, where progress has been strong, and where further focus and refinement are needed. Used well, mock feedback can shape highly effective revision and independent study, and we strongly encourage students to engage fully with teacher feedback, set clear targets and continue applying themselves with ambition and honesty. The effort invested now will make a significant difference later.

Turning to Year 12, it has been equally pleasing to see how well students have settled back into their studies this term. They continue to show enthusiasm, curiosity and a growing sense of confidence as Sixth Form learners. Year 12 students have also been notably supportive of Year 13 as they reach this crucial stage, contributing to the positive and collaborative culture we value so highly within the Sixth Form.

While Year 12 students are still early in their Sixth Form journey, this term marks the point at which many begin to look ahead more seriously. Increasingly, students are starting to think about work experience opportunities and how these can support future university or apprenticeship applications. Alongside this, end-of-year examinations in July may feel some distance away, but they will arrive quickly and play a significant role in shaping next year's pathways. Developing good study habits, organisation and balance now will serve students extremely well as expectations continue to rise.

Finally, I would like to remind parents and carers that next Wednesday we will be holding our Sixth Form Parents' Evening for both Year 12 and Year 13. This will be a face-to-face event and provides a valuable opportunity for teachers and parents to meet, discuss progress and celebrate success, as well as to identify any areas where students need to remain particularly focused as the year continues. These conversations are an important part of the partnership between home and school, and we very much look forward to welcoming families into school for the evening. I have emailed a link to all parents to book appointments.

As always, thank you for your continued support of the Sixth Form. It is a busy, exciting and demanding time of year, but one filled with opportunity. We are proud of the way our students are approaching the challenges ahead and look forward to supporting them every step of the way.

**Mr Chapman**  
Head of Sixth Form





*Mr Rogers writes:*

## Understanding the Female Teenage Brain

### WHY AM I WRITING THIS?

Over the years, I have spent a great deal of time reading, learning and reflecting on how the teenage brain develops. As educators and parents, understanding what is happening beneath the surface can make a real difference to how we support young people. I hope you find this short summary helpful and reassuring.

Adolescence is a time of rapid growth — not just physically, but neurologically too. The teenage brain is still under construction, and understanding how it develops can help adults respond with empathy, patience and support.

In teenage girls, brain development is strongly influenced by hormonal changes and the social world around them. While some areas of the brain mature earlier than in boys, others — particularly those linked to decision-making — are still developing well into early adulthood.

One key area, the **prefrontal cortex**, is responsible for planning, impulse control, emotional regulation and weighing consequences. This part of the brain is one of the last to fully mature, meaning teenage girls may know the right thing to do but struggle to consistently act on it — especially in emotionally charged situations.

At the same time, the **emotional and reward centres** of the brain are highly active. This can make emotions feel intense and overwhelming, and explains why friendships, peer approval and social belonging often feel incredibly important. Small social challenges can feel enormous, while positive feedback can have a powerful impact.

On average, girls' brains tend to mature slightly earlier than boys', particularly in areas linked to language and emotional awareness. However, earlier development does **not** mean adult-level judgement. Teenage girls may appear articulate and emotionally intelligent, yet still struggle with impulsive decisions or emotional regulation under stress.



The teenage brain is also highly **plastic**, meaning it is especially open to learning and change. Supportive relationships, good sleep, predictable routines and emotional reassurance all play a vital role in healthy development.

## WHAT HELPS MOST?

- » Calm, consistent boundaries
- » Validation of emotions (even when behaviour needs correcting)
- » Opportunities to talk and be heard
- » Reassurance that strong emotions are normal — and temporary

Teenage girls are not being dramatic or difficult — their brains are learning how to manage a complex emotional and social world.

## FURTHER READING & SUPPORT FOR PARENTS AND PUPILS

If you would like to explore teenage development further, or if you feel your child needs additional support, the following organisations offer trusted information and guidance:

### The Anna Freud Centre

Evidence-based resources on child and adolescent mental health, emotional wellbeing and brain development.

### NHS

Clear, reliable information for parents on teenage mental health, sleep, anxiety and emotional wellbeing.

### YoungMinds

Support and advice for parents worried about their child's emotional or mental health.

### Place2Be

Resources focused on pupil wellbeing, emotional development and early intervention.

### NSPCC

Guidance for parents on safeguarding, online safety and supporting children through adolescence.

If you have concerns about your child's development or wellbeing, school staff are always happy to help signpost appropriate support.

## UNDERSTANDING YOUR CHILD'S ANXIETY

The East Riding Mental Health Support Team are pleased to invite parents to their upcoming Parent Workshop: **Understanding Your Child's Anxiety**, taking place on 29th January from 16:30-18:30 at Beverley Children's Centre.

This session will explore what anxiety can look like in children, understanding anxiety and strategies to support your child.

### Workshop Details

**Date:** Tuesday 29 January 2026

**Time:** 4:30pm–6:30pm

**Location:** Beverley Children's Centre

Reserve your place: <https://www.eventbrite.com/e/1967589540281?aff=oddtcreator>

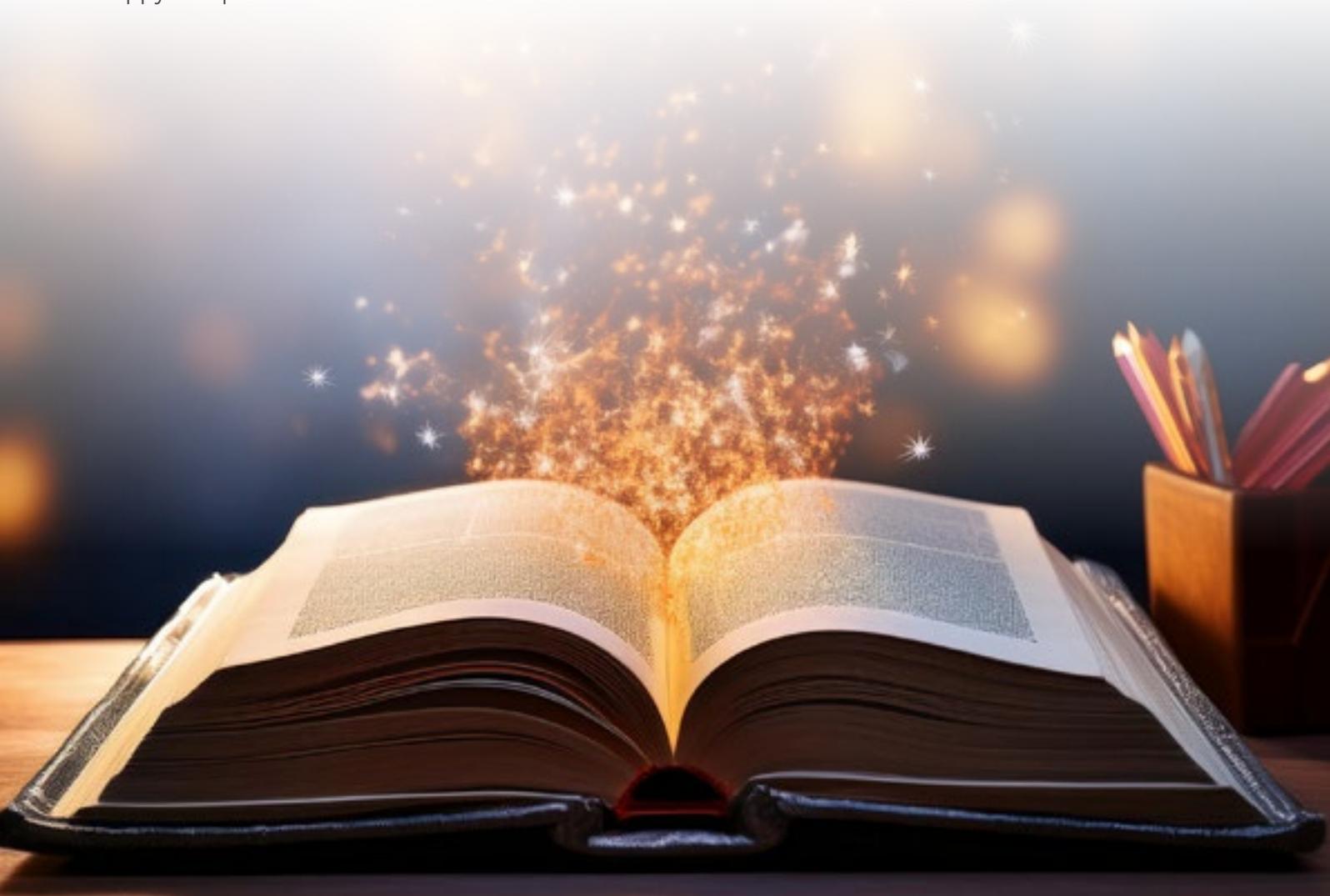


## A huge congratulations to our latest Golden Buzzer winners!

Harvey Bleasby  
Barnaby Bridson  
Rhys Cargill  
Arnie Carr  
Poppy Cooper

Oscar Dale  
Sophie Day  
Seth Donnelly  
Hermione Elvidge  
Jasmine Hind

Ellissa Hulpan  
Sadie Oxley  
Darcie Polson  
Imogen Trolle  
Chloe Turner





## Cup Run Ends as

## Footballers Bow Out

**Our Under 13 girls saw their English Schools' Cup run end at the fifth-round stage against a strong South Hunsley team.**

Mr Nicholls said, "There were strong performances across the pitch and all the girls can be proud of the way they played. The opposition highlighted Mollie's outstanding defensive efforts."

Congratulations to all the girls on a fantastic cup run. The team will now focus their attention on the Humberside Cup.





## Mathematicians

## are Bright Sparx!

# Sparx Maths

**With a mission to improve lives and the world through learning and building maths confidence through personalised learning, Sparx Maths supports pupils aged 11-16 with challenging, attainable homework. Each pupil has a clear, unambiguous target to answer 100% of their homework correctly each week and external research conducted by RAND Europe and the University of Cambridge found that using Sparx Maths for 1 hour a week significantly improves grades.**

The team at Sparx Maths, made up of 90 experts, including outstanding teachers, academics, data-scientists, researchers and technologists, uses over 200 million data points to personalise every homework for every child. This ensures pupils always receive homework that is both achievable and challenging, meaning they experience success as well as being stretched by harder questions.

Mrs Low, our Head of Maths, explained: "Sparx Maths is both popular and effective – we are going to be celebrating pupils weekly in our Newsletter and presenting pupils with certificates to recognise their hard work but also their perseverance and resilience when faced with some extremely challenging questions!"

### Congratulations to this week's Sparxy Maths Champion Gracie Pawson!

#### The top 10 pupils this week are:

**Gracie Pawson** – 2,380XP

**George Kelly** – 1,735XP

**Evie Cunningham** – 2,325XP

**Freya Peck** – 1,570XP

**Daisy Stokes** – 1,785XP

**Edward Stork** – 1,540XP

**Caleb Carrison** – 1,755XP

**Iona Nelson** – 1,520XP

**Winifred Marrow** – 1,755XP

**Imogen Logan** – 1,430XP



# Memory Lane

This week we return to 2011 and feature two Year 11 tutor groups. 11L are pictured with their form tutor Mrs Holmes while our second picture is of pupils in 11R.





## LIBRARY NEWS



*Ms Carvill writes:*

### Celebrating Dr. Martin Luther King Day 2026

Martin Luther King Day is celebrated on Monday 19th Jan 2026 in recognition of the life and work of an exceptional human being. The King Centre, based in Georgia, Atlanta, USA leads a global initiative to raise awareness about King's momentous legacy, offering education and training in Nonviolence365™ and inviting people to unite to create a world where violence is replaced by compassion and understanding.

Dr King, who led the American Civil Rights Movement from 1955 to 1968, is generally regarded as one of the greatest nonviolent leaders in world history, and under his leadership more progress towards racial equality in America was made than in the previous 350 years.

Martin Luther King, Jr. understood the power of words; his 'I Have a Dream' speech is still revered as one of the finest in the English language, and studied in schools and universities across the world.

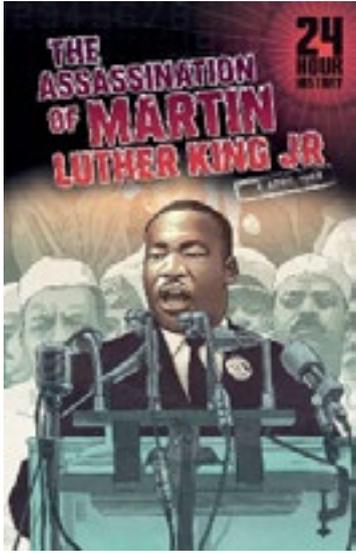
Our Year 9 pupils are currently reading *Noughts and Crosses* by Malorie Blackman in their Library Lessons, a dystopian novel about racism and equality in which the author addresses the subjects of freedom, and civil disobedience and questions whether violent resistance is ever justified. As part of their lesson pupils debated what is a very complex question and there were some lively opinions.

Below are some book suggestions relating to Dr King and his beliefs. Please encourage your children to visit the display in the Library and read them. Books can be loaned straightaway. If you are interesting learning more about Dr King please visit the website below.

<https://thekingcenter.org/>

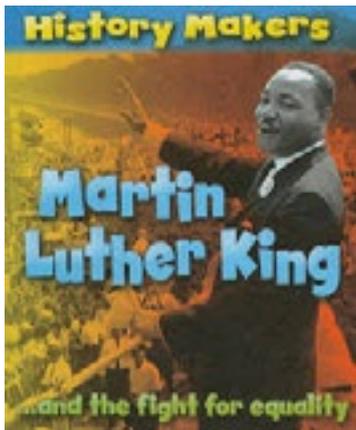
"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."



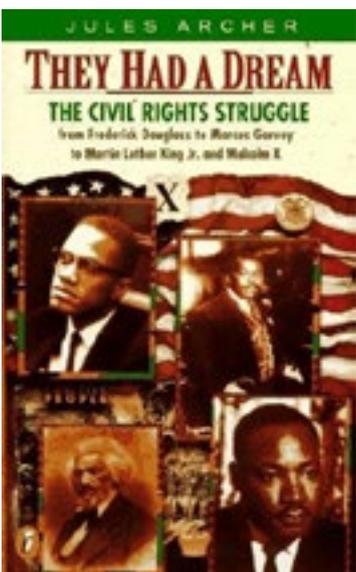
**KS3****The Assassination of Martin Luther King, Jr: 4 April 1968 by Terry Collins**

This graphic non-fiction book tells the story of one of the worst days in American history. When Martin Luther King Jr. delivers one of his most powerful speeches to church goes in Memphis, the world he dreams of appears in reach. His assassination shatters that illusion.

Good illustrations and accessible text. Great for reluctant readers and encouraging discussions.

**KS3****History Makers: Martin Luther King and the fight for equality by Sarah Ridley**

Excellent photographs enhance this accessible book, making it a good choice for struggling readers. Concise language is used to highlight the key achievements of the Baptist pastor who became a driving force behind the African American civil rights movement. A remarkable story and great introduction to an inspirational figure.

**KS4 & KS5****They Had a Dream: The Civil Rights Struggle from Frederick Douglass to Marcus Garvey to Martin Luther King, Jr. and****Malcolm X by Archer Jules**

Award-winning historian Jules Archer presents four portraits of those who played a pivotal role in the civil rights struggle. Slavery, black nationalism, nonviolent civil disobedience, and racial separation are all explored in this informative and educative read.



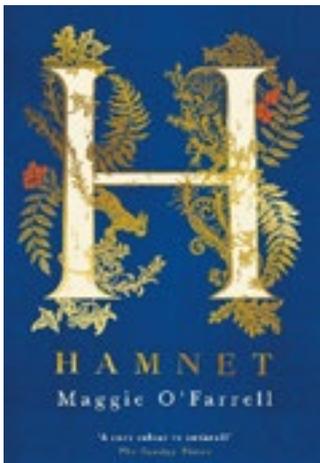
## Hamnet Novel Becomes Award Winning Film

Hamnet, the 2025 British film based on the family life of William Shakespeare, has just won Best Motion Picture Drama and Best Actress in a Motion Picture Drama at the Golden Globe Awards in Beverley Hills, California. The screenplay was co-written by the novel's Irish author, Maggie O'Farrell and its director, Chloe Zhao.



Not only has the film won extensive critical praise it has also grossed millions already, making its author, Maggie O'Farrell, an incredibly wealthy woman and taking her career to a whole new level. Becoming a successful writer does not only bring creative rewards but also financial ones. It can be a very lucrative career.

Hamnet, a !2A, is currently showing at the Parkway in Beverley and also in Hull and is a must for any serious film goers. You can also find copies of the novel in the school library. Below is a short review.



### Hamnet by Maggie O'Farrell

This astonishing novel is a portrait of a marriage and the intense pain caused by the loss of a beloved child, Shakespeare's only son. Set in Warwickshire in the 1590s, O'Farrell's book explores the untold history of the writing of Hamlet.

Agnes, Shakespeare's wife, has extraordinary gifts and powers, and is fully brought to life in the novel. Older than her husband, she encourages him to pursue a career in the theatre in London and follow his dreams, a path that means long absences from his wife and three children.

This superbly executed work has a lyrical beauty. The plot is not linear, and all the richer for it. It follows two timelines, sensitively interwoven.

Undoubtedly, the misfortune and grief at the core of the book is comparable with any Shakespearian tragedy. Yet, despite the poignancy it contains, and the gut-wrenching pain it induces, this is a work of hope.

An unforgettable book and a must for students of Shakespeare.



"Every life has its kernel, its hub, its epicentre, from which everything flows out, to which everything returns."

—Maggie O'Farrell, Hamnet



**FEBRUARY**

**16<sup>TH</sup>, 17<sup>TH</sup>, 18<sup>TH</sup>, 19<sup>TH</sup>, 20<sup>TH</sup>**

**10AM-2PM**

**BOOK INDIVIDUAL DAYS OR ALL WEEK!**

**£20 A DAY**

**RAYWELL PARK ACTIVITY CENTRE**

**HALF TERM  
CAMP**



**ACTIVITIES**

**NATURE CRAFTS, DEN BUILDING, CAMPFIRE  
COOKING WITH MARSHMALLOWS AND HOT  
CHOCOLATE AND LOTS OF GAMES AND FUN  
OUTDOORS!**

**CONTACT TASHA ON  
07788405093 FOR DETAILS AND  
TO BOOK**





**EW**

**CLASSES**

**- BY ELLIE -**

**STREET DANCE CLASSES**

**HIP HOP | COMMERCIAL | HOUSE | AFRO**

**MONDAYS 7:30 TILL 8:30**

**LOCATION: ST MARY'S COLLEGE HULL**

**£6 PER PERSON**

**POP US A MESSAGE TO BOOK YOUR PLACE**



**CLASSESBYELLIE**



**CLASSESBYELLIE**



**CLASSESBYELLIE**



## 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)