



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



Runners Excel in County

Championships!

Our cross country runners enjoyed a successful day at Tuesday's Humberside Schools' Championship at Scunthorpe's Central Park.

Year 9 pupil Megan earned fourth place in the Junior Girls' event with Lottie, who is in Year 8, finishing seventh. Both girls qualified to compete in the prestigious English Schools' Championships, which this year will be held at Liverpool's Sefton Park on 14th March. Another highlight was Ella's seventh place finish in the Year 7 race.

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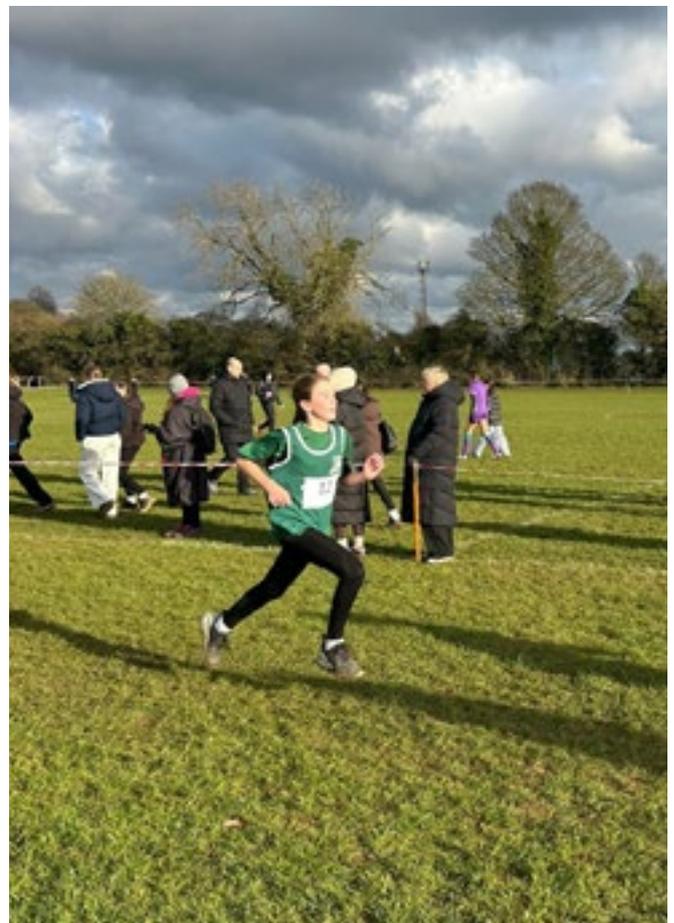
Miss Judge said, "All the runners did really well and can be proud of themselves. To have two of our athletes qualify to compete in the English Schools' Championships is amazing!"

Lottie said, "I've been a member of Beverley AC for two years - I joined because I enjoyed running when I was in primary school. It will be exciting to compete in the English Schools' Championships, but there will be a lot of runners so it will be hard. I'm looking forward to it!"

Mr Nicholls explained, "These athletes qualified to compete today and so the level of competition was high. They can all be proud of their performances. As well as Megan, Lottie and Ella, Sebastian earned a fantastic 22nd place and will be eligible to compete in the same age group next year."

Year 8 pupils Amy and Annabel, Holly and Ben who are in Year 9 and Year 10 pupil Lily also produced impressive performances.

Congratulations to everyone who competed!





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NEWS

LETTER





Moving to Arbor:

What Parents Need to Know

As part of our continued work to modernise and streamline systems across the school, we introduced Arbor as our internal platform in January. After the February half-term, we will begin using Arbor exclusively, including the Arbor Parent App, and we will be moving away from ClassCharts.



Arbor

Why Arbor?

Arbor allows us to bring together key information in one place, helping parents and carers stay better connected with their child's school experience. It supports clearer communication, more consistent information, and a single app for the majority of school updates.

What this means for parents

We now need all parents and carers to download the Arbor Parent App and register online using the email address currently held by the school.

Once logged in, the Arbor App will allow you to:

- » View your child's attendance information, including daily and weekly updates
- » Receive messages and notifications from school
- » View behaviour information over time
- » Access key documents and reports
- » Make payments (as features are enabled)
- » Over time, benefit from a full range of live data as we continue to expand our use of the platform



Reporting absences via the app

From Monday 2nd February, we ask all parents to report same day absences directly through the Arbor App. This will help streamline communication and ensure attendance information is accurate and up to date.

How to download and get started (based on the Arbor parent guide)

According to the official Arbor Help Centre and parent guides:

1. Download the Arbor Parent App

- » Android: Search "Arbor" in the Google Play Store and install
- » iOS: Search "Arbor" in the App Store and download

2. Log in for the first time

- » Use the email address registered with school
- » Follow the link in your Arbor welcome email to set your password
- » If prompted, select 'Forgot your password?' to generate a password reset
- » Enter one of your child's dates of birth when requested

3. Enable notifications

To avoid missing messages, please ensure notifications are switched on in your phone settings.

Need help?

We will provide clear step by step instructions before half-term, along with support for any families needing assistance setting up the app.

If you have trouble logging in, please check:

- » You are using the school registered email
- » You have followed the password reset process
- » You have checked spam/junk folders for Arbor emails

Alternatively, contact the School Office and we will be happy to help.



Headteacher's Welcome

This week as a Longcroft community we will reflect with many around the world on Holocaust Memorial Day, which this year marks 81 years since the liberation of Auschwitz-Birkenau on 27th January 1945, the largest Nazi death camp. The theme for 2026 is 'Bridging Generations' and has been described as a call-to-action. A reminder that the responsibility of remembrance doesn't end with the survivors - it lives on through their children, their grandchildren and through all of us. This theme encourages us all to engage actively with the past - to listen, to learn and to carry those lessons forward. By doing so, we build a bridge between memory and action, between history and hope for the future.

Lessons from genocides such as those brought back to our conscious through Holocaust Memorial Day are critical for us to explore with our young people. On a simple but significant level, how easily ordinary people can be influenced in their thinking and how this can lead to actions, behaviours and attitudes that are in direct contravention of our values, of humanity and of all that we are proud to celebrate as a community - our tolerance, respect and kindness.

With the current challenges associated with the online world, misinformation and fake news, it has never been more important to support our young people to think critically and have a conscious awareness to the risks of pervasive narratives leading to division, discontent and disharmony.

To that end, I have invited our community to reflect on this letter written by Haim Ginott, a holocaust survivor, teacher and child psychologist.

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no person should witness: gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot by high school and college graduates.

So, I am suspicious of education.

My request is this: Help your children become human. Your efforts must never produce learned monsters, skilled psychopaths or educated Eichmanns. Reading, writing, and arithmetic are important only if they serve to make our children more humane.



At Longcroft we speak often about our commitment to educating the whole child, to recognise the value of academic success and be unapologetic in its pursuit, but to know that this is not the whole picture. I am incredibly proud of our children's response to the opportunities that we work hard to provide for them in school and the many successes that we enjoy together. This week I was blown away by our Student Council's presentation to SLT which demonstrated the value they place on the wider experience that school provides and how the student body would like to further enrich and develop our offer, including through charity work and volunteering opportunities.

Whilst Holocaust Memorial Day is a sombre occasion, a time for reflection, it is also a reason for great hope for the future. We encourage you to talk to your children about their assemblies and discussions this week and the many events that will be recorded through the news and wider media over the weekend. We will continue to celebrate the great capacity of our young people to make a positive contribution to the world and do all we can to promote, support and prepare them to do just that.

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

86,943

THOUGHT

218,762

VISION

266,868

GRAND

TOTAL:

572,573





LOWER SCHOOL



Mr Worthington writes:

This week, pupils in the Lower School have taken part in a series of assemblies centred around World Religion Day, which took place on Sunday 18th January 2026. This annual observance, founded by the Bahá'í community, encourages people across the globe to reflect on the shared values that unite different faiths and worldviews. Its central aim to promote understanding, peace, and interfaith dialogue aligns strongly with the ethos we uphold here at Longcroft.

Using a selection of thought provoking slides from our World Religion Day assembly, children were introduced to the remarkable religious diversity found not only worldwide, but also within our local community. The assembly highlighted places of worship from around Beverley and Hull, including churches, mosques, synagogues, and meeting houses, demonstrating just how many beliefs are represented in our region. We also explored how the UK's religious landscape is changing, with recent census data showing increasing diversity in beliefs and identities.

A key focus of the assembly was understanding the values that underpin harmonious, democratic communities. Pupils reflected on concepts presented in the slides such as tolerance, mutual respect, and individual liberty; the principles that help young people form positive relationships, appreciate difference, and feel confident in their own identity. These values sit at the heart of both British society and our school community.

World Religion Day gave us an excellent opportunity to celebrate the importance of Religious Education in secondary schools. At Longcroft, RE is far more than the study of religious beliefs: it is a space where pupils examine ethical questions, cultural traditions, human rights, and philosophical ideas. Whether exploring justice, equality, global issues, or the moral decisions we face in everyday life, RE equips children with the critical thinking skills and empathy needed in an increasingly interconnected world.

We are proud of the broad and inclusive RE curriculum we offer. Pupils learn about Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism, Humanism, and a range of non religious worldviews. Through this, they not only gain academic knowledge but also develop a deeper understanding of the communities around them; locally, nationally, and globally.



World Religion Day reminds us that, while our beliefs may differ, our shared values can unite us. I want to thank all pupils for their excellent engagement during our assemblies this week. Their thoughtful contributions and respectful attitudes reflect the very best of Longcroft.

Alongside our focus on World Religion Day, I would also like to take a moment to celebrate the fantastic attendance across Lower School so far this term. Our pupils have shown real commitment and determination returning after the Christmas break, and it has been wonderful to see such strong attendance figures during what is often one of the most challenging months of the year.

I want to extend a sincere thank you to all parents and carers for the role you continue to play in building resilience and positive routines at home. Your support makes a tremendous difference, and it is clear that our young people are benefitting from the importance you place on consistency, responsibility, and making the most of every learning opportunity.

A reminder that our January Jumpstart challenge is well underway. All pupils who attend school every day in January will be entered into our prize draw at the end of the month. Encouraging excellent attendance not only helps pupils achieve their best, but also fosters confidence, friendships, and a strong start to the New Year.

Thank you once again for your continued support, it truly makes a difference.

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

Eibhlin Grimes
Dorra Atkinson
Jayden McKie
Calla Stallard
Barnaby Bridson
Freya French
Louie Welburn
George Kelly
Ethan Hansley
Fiona Turner

Year 8

Lottie Johnston
Holly Artley Tolson
William Newsam
Florence Crabtree
Evie Cunningham
Rory Buck
Cobie Hancock
Sebastian Tomlin
Madison Key
Amelia Barley

Year 9

Tymofii Merkulov
Angel Butler-Shorrocks
Ryan Russell
Ben Taylor
Mia Spruce-Wan
Jake Redmond
George Hogg
Imogen Trolle
Oscar Purchon
Alexander Waterson

Attendance Matters!

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

Last week's winners were:

Year 7: Abi Jameson

Year 8: Ted Plant

Year 9: Macie Bullamore



UPPER SCHOOL



Mr Henderson writes:

Year 11 Pledge

Next week will see the launch of our Year 11 Pledge. A statement of intent for our pupils and how we as a school are completely committed to ensuring their success. Every member of staff, teaching and non-teaching, from classrooms to canteens is fully behind our young people. We are incredibly proud of each of them and recognise their potential. Our promise remains that we will do all we can to help them to realise it.

Our Pledge is a way of communicating the wide array of support and care we will make available to pupils this year and where it can be accessed.

We have organised our offer into four main areas:

We promise to:

- » Provide you with **academic support and intervention** to ensure you achieve
- » **Care for you** and **promote your well-being**
- » **Celebrate** you and your **achievements**
- » **Guide you** in preparing for your **next steps**



How we support academic success:

Academic support and intervention takes many forms and currently there are lots of opportunities both targeted and open to all. These include our lunchtime and period 6 revision and intervention sessions, tutoring programme, online systems that can be accessed at home or on the move such as GCSEPod, SENECa and SPARX, and of course our responsive and sharply focused form time intervention programme.

How we provide care, support and promote well-being:

We recognise that this can be a challenging and stressful time so we also have a programme of education around staying healthy and managing well-being delivered through our pastoral curriculum. In addition to our pastoral teams which are available every day, there are also a host of resources and sign posts made accessible to pupils online. This will enable them to gain information, guidance and support on demand at any time. Whether it is managing exam stress, the importance of healthy eating and exercise or establishing good sleep routines, we address the need for balance in our lives and how to stay on top of workload pressures and organisation.



How we celebrate our pupils:

Our routines around rewards and celebration will continue, but in addition we have lots of exciting developments for Year 11 to enjoy. We have our end of term cinema rewards trip for those meeting our challenge of engagement with school and support, pizza prizes for attendance, and of course we have our Prom to look forward to later in the year if pupils are able to complete their 'Passport' to access it.

How we guide pupils towards their next steps:

This is a time when next steps are brought in to a sharper relief for our young people and their families, and our careers programme will continue to provide support. Every Year 11 pupil will receive Independent Advice and Guidance from our external team, as well as access to local employers, apprenticeship providers and colleges. We are also committed to building our Sixth Form offer around our pupils and ensuring it is designed to provide an excellent platform to further and higher education, employment, apprenticeships and on the job training programmes.

Please continue to encourage and support your child in taking advantage of these opportunities. The Pledge works both ways and we are seeking the commitment from every one of our Year 11 to bring the best of themselves this year, in school and at home. If you require any support at any time don't hesitate to contact us and we will do all we can to help.

THE MESSAGE IS CLEAR:

**THIS IS YOUR YEAR. YOUR JOURNEY. YOUR FUTURE.
LET'S MAKE IT HAPPEN — TOGETHER. LET'S RE-IMAGINE
WHAT'S POSSIBLE.**



Steps to Success – THE FINAL AND MOST IMPORTANT PARENTS' INFORMATION EVENING

Our final stage of the Steps to Success Program is the Year 11 Parents' Revision and Study Skills Evening on **Thursday 29th January**.

This event follows the release of mock exam results and details of the extensive programme of support over the coming months. Alongside a range of information about the exam season that all parents need to know, we work through the preparation process and highlight all of the key activities, events and general routines that you will need to support at home. There will also be a series of sessions from subject leaders across the core curriculum to explain the forthcoming assessments and how best our pupils can prepare. You have received details of how to book on to this **key event** and we hope to see **every family represented**. Looking forward to seeing you all there.

Mr Henderson
Head of Upper School



CAREER OF THE WEEK: Cloud Engineer

What does a cloud engineer do?

Cloud engineers design, build and maintain the technology that allows data and software to run on the internet rather than on a single computer. They work with platforms such as Amazon Web Services (AWS), Microsoft Azure, and Google Cloud to create secure, reliable, and efficient systems for businesses. A cloud engineer's day could involve setting up virtual servers, improving system performance, ensuring data is backed up, or protecting information from cyber threats. They also help organisations move their existing systems to the cloud and support developers in creating cloud-based applications.



What can I expect to earn as a cloud engineer?

Starting salaries for cloud engineers in the UK are usually between £30,000 and £40,000 a year. With a few years of experience, you could earn £50,000 to £70,000. Senior and specialist cloud engineers can earn over £80,000, and in some cases £100,000 or more, especially in large tech companies or finance. Contract work can also pay higher daily rates, depending on your skills and the complexity of the project.

What subjects should I study to become a cloud engineer?

At school or college, focus on subjects that build strong problem-solving and technical skills. Useful options include:

Computer Science – for programming and understanding systems.

Mathematics – for logical thinking and data analysis.

Physics or Engineering – for applying technical concepts.

English is also valuable for writing clear technical documentation and communicating ideas.

Many cloud engineers have degrees in computing, software engineering, or information technology. However, it's also possible to enter the field through apprenticeships or self-taught online learning.

How can I start my career as a cloud engineer?

You can begin by learning the basics of cloud platforms through free or low-cost online courses from providers like AWS, Microsoft, or Google. Gaining certifications, such as AWS Certified Cloud Practitioner or Microsoft Azure Fundamentals, will help you stand out to employers. You could also study a college course or T level in an IT/digital subject. You may want to go on and study a relevant IT/computing course at university,

Another option is to look for IT apprenticeships or junior tech support roles to gain hands-on experience. Volunteering to help local organisations with their tech needs can also build your skills. As you progress, you can specialise in areas such as cloud security, DevOps, or cloud architecture. The key is to keep learning — cloud technology changes fast, and employers value people who can adapt and grow with it.

Cloud engineering offers a well-paid, future-focused career where you can work on projects that power the digital world. Whether you join a global tech giant, a start-up, or work remotely from anywhere, it's a role with endless possibilities.

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

Other useful websites to find out more about a career as a cloud engineer:

The Chartered Institute for IT, Careers <https://www.bcs.org/it-careers/>

The Complete University Guide, How to become a cloud engineer

<https://www.thecompleteuniversityguide.co.uk/student-advice/careers/how-to-become-a-cloud-engineer>

Indeed, How to become a cloud engineer <https://uk.indeed.com/career-advice/finding-a-job/how-to-become-cloud-engineer>





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

Jasmine Stephenson
Izzy Barwick
Alex Matta
Neve Meagher
Laura Kuzuoka
Madilyn Duff
Ruby Shadbolt
Lydia Chapman
Sienna Rasen
Harry Dixon

Year 11

Calub Curson
Lucas Edwards
Emily Moon
Xavier Jenney
Lexie Burke
Ava Harris
Conner Leak
Cody Keenan
Charlie Moses
Gracie Ferne
Ellie Fordham
Scarlett Wells
Millie Wisher

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: Ruby Shadbolt

Year 11: Jack Simson



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

I would like to begin by offering my sincere thanks to all parents and carers who attended our recent Sixth Form Parents' Evening. It was a highly successful event and a valuable opportunity for open, constructive dialogue between home and school. As always, the quality of conversations between parents, teachers and students was extremely positive, and it reinforced a key principle that sits at the heart of our Sixth Form: when we work together, students are best placed to maximise their progress and fulfil their potential.

Parents' Evenings are not simply a checkpoint; they are a learning opportunity for everyone involved. For students, particularly those in Year 13, these conversations help to clarify next steps at a crucial stage of their academic journey. For parents, they provide reassurance, guidance and an insight into how best to support learning at home. For staff, they allow us to share honest, personalised feedback and to celebrate the hard work that students are putting in. When these three perspectives align, the impact on student outcomes can be significant.

For our Year 13 students, the timing of this evening was especially important as they approach the final examination period in May and June. These remaining months are critical, not because time is running out, but because they represent a real opportunity. The learning points coming out of recent discussions have been clear: targeted revision, consistent attendance, effective independent study and proactive communication with teachers will make the difference. Small, sustained improvements now can translate into meaningful gains by the summer.

Year 13 students have now received their mock examination results alongside their most recent progress updates, including current teacher predictions. It is vital that students and parents understand that these grades are not fixed or final. They are professional judgements based on current evidence, not a ceiling on what can be achieved. With several weeks still to go before the external exams, there is genuinely everything still to play for. We see every year that students who respond positively to feedback, adapt their revision strategies and maintain a strong work ethic can and do improve their final outcomes. Momentum matters, and now is the time to keep pushing forward.





Alongside academic progress, this is also an exciting period for many of our Year 13 students as UCAS offers continue to arrive. We are delighted that approximately three quarters of the cohort have applied to university this year, and it has been fantastic to see the pride and motivation that offers bring. These offers often provide a renewed sense of purpose and inspiration, not only for the individual students receiving them but also for their peers. We wish all applicants the very best as they consider their options, attend offer-holder events and work towards meeting their conditions.

I would also like to congratulate our Year 13 Criminology students who have sat their Unit 3 examination this week. This unit represents 25% of the overall course and marks an important milestone in their qualification. Sitting an externally assessed unit at this stage is no small achievement, and students should be proud of the preparation and resilience they have shown. We now wish them the very best as they await their results and continue with the remainder of the course.

Turning to Year 12, I would like to say a huge well done. This week, I carried out a full scrutiny of Year 12 books and folders across all subjects, alongside senior colleagues. We were genuinely impressed by what we saw. The standard of work, presentation and organisation was consistently strong, but more importantly, it was underpinned by a positive attitude, a willingness to engage and a clear desire to do well. These foundations are crucial, and Year 12 students should take real confidence from the fact that they are developing excellent habits early in their Sixth Form journey.

Special congratulations also go to our Year 12 Criminology students who have sat their first Unit 1 assessment. Like their Year 13 peers, this unit is worth 25% of the overall qualification, and completing it successfully puts them in a strong position moving forward. Early external assessments can feel daunting, but they also provide invaluable experience and insight into exam expectations. There is plenty still to play for, and the lessons learned from this process will serve students well as they continue their studies.

As we move further into the spring term, I would like to offer a few key revision tips for all students as they prepare for their final (Year 13) and end-of-year (Year 12) exams:

- **Be strategic, not just busy.** Focus revision on weaker topics identified through mocks and feedback rather than revising only what feels comfortable.
- **Use active revision techniques.** Practice questions, exam-style essays, flashcards and self-quizzing are far more effective than passive reading.
- **Seek feedback and act on it.** Teachers are there to help — asking questions and responding to advice can significantly improve performance.
- **Build consistency.** Short, regular revision sessions are more effective than last-minute cramming.
- **Look after wellbeing.** Sleep, nutrition and balance matter; a healthy routine supports effective learning.

Finally, I would like to thank students, parents and staff for their continued commitment to our Sixth Form community. The collective effort and shared ambition are clear, and it is a privilege to work with such a dedicated group of young people as they strive towards their goals.

To Year 13: keep going — your hard work now will pay off.

To Year 12: continue building on an excellent start. There is much to be proud of, and much still to look forward to.

Mr Chapman
Head of Sixth Form





Mr Rogers writes:

Understanding the Male Teenage Brain Why am I writing this?

I have spent many years developing my understanding of how teenage brains grow and change. Behaviour we sometimes find challenging often makes much more sense when we understand what is happening developmentally. I hope this brief overview helps to explain some of what we see in teenage boys.

The teenage years are a crucial period of brain development for boys, marked by growth, rewiring and increased sensitivity to their environment. While behaviour may sometimes appear impulsive or withdrawn, much of this is rooted in normal neurological development.

Like all teenagers, boys' **prefrontal cortex** — the part of the brain responsible for planning, self-control, organisation and decision-making — is still developing and will not fully mature until the mid-20s. This can affect impulse control, risk assessment and emotional regulation.

In contrast, the brain's **reward and emotion systems** develop earlier and are highly active during adolescence. This imbalance helps explain why teenage boys may seek excitement, take risks, or act first and think later. Physical activity, competition and novelty can feel especially motivating during this stage.

Boys' brains often develop slightly later than girls', particularly in areas linked to language, emotional expression and self-reflection. This does not mean boys feel less — rather, they may find it harder to identify, articulate or talk about emotions. Feelings are often expressed through behaviour instead of words.

Social pressures also play a significant role. Teenage boys may be highly influenced by peer dynamics, expectations around masculinity, and fear of embarrassment or failure. This can sometimes lead to emotional withdrawal, humour as a defence, or reluctance to ask for help.



Like girls, boys' brains are highly **plastic** during adolescence. Positive role models, strong relationships, structure and encouragement all support healthy development.

What helps most?

- » Clear boundaries paired with warmth
- » Opportunities for movement and physical outlets
- » Patience with emotional expression
- » Safe spaces to talk — without pressure

Teenage boys are not disengaged or uncaring. Their brains are developing at their own pace, learning how to manage emotions, risk and responsibility.

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.



A huge congratulations to our latest Golden Buzzer winners!

Millie Anderson 7SJU

Grace Bailey 11PDR

Ella Barry 7JHL

Molly-Belle Bloom 7ARU

Sophia Brown 10EMN

Caleb Carrison 7FCO

Lexi Croft 9NFO

Calub Curson 11PDR

Jack Forsyth 7ARU

Millie Freer 9LWO

Kai Gration 8GRU

Millie Grebby 9EFO

Eibhlin Grimes 7SJU

Ava Harris 11NST

Stephanie Hartley 7SJU

George Hogg 9LWO

Jess Jameson 8EIN

Spencer Johnson 10GTA

Lewis Kemp 7JHL

Noah Kirkley 9NFO

Ava Kirkup 8GRU

Lily Nuttall 8JDY

Louie Pay 7DPE

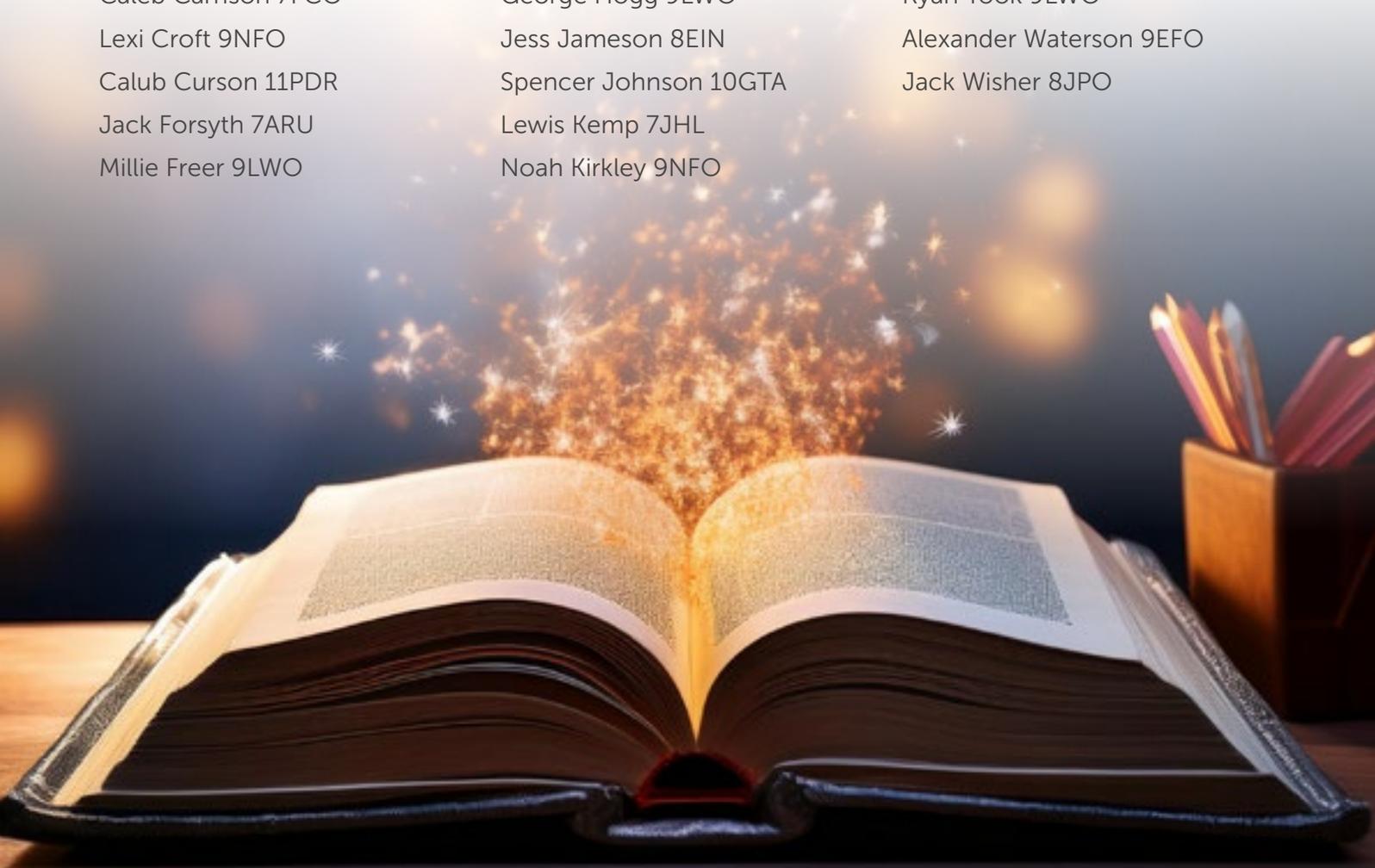
Jake Redmond 9ACR

Mia Spruce-Wan 9EFO

Ryan Took 9LWO

Alexander Waterson 9EFO

Jack Wisher 8JPO





IN FOCUS

ART

We are sure readers will enjoy this selection of work by Year 13 student Summer Mulvana, based on the theme of 'Inside Outside'.

Summer, who earned a Grade 9 at GCSE and has continued to produce exceptional work throughout her A Level studies, said:

"I've very much enjoyed studying Art at Longcroft and developing as an artist. Mrs Holmes is an inspirational teacher."







Footballers Enjoy a

Successful Evening!

The Year 7 and Year 8 girls' football teams played Hornsea last week in 7-a-side games.

Mrs Henderson said, "Both teams worked well in their connecting play and enjoyed convincing wins over their opposition. It was an enjoyable evening for all the girls who played! Thank you to Ollie and George for volunteering their time and refereeing the games."

Several of the girls were returning to action after their National Cup exit. Coach Anna Bruton said, "The team achieved a notable milestone by reaching round 5 of the National Cup in their debut season in the competition. Despite the final result

not going in our favour, we are immensely proud of each and every one of the girls. They displayed remarkable unity and determination throughout, with every player contributing significantly to their journey to Round 5. Their commitment was shown through their exceptional effort and dedication."





Memory Lane

This week we return to 2009 and feature members of Year 13 celebrating the completion of their examinations.





Peruvian Opportunity

The third-largest country in South America, Peru is famous for its incredible ancient history, world-renowned cuisine, stunning biodiversity and unique cultural tapestry.

We are delighted to invite parents or guardians of pupils currently in Year 10 or Year 12 students to an informational session about the potential of us running a ten-day expedition to Peru in 2027.

This once in a lifetime opportunity is ideal for those interested in conservation, biology, ecology and environmental research. The session will cover all details relating to the potential trip including information on the site, the research being carried out there and how our party will contribute to this.



Full details relating to costings, fundraising and travel arrangements as well as health and safety will be provided.

The session will be held on 26th January at 6pm in our Theatre at Longcroft.



The trip will cost roughly £2600 – with students encouraged to fundraise all of this amount. The cost is subject to change based on travel costs.

Operation Wallacea (Opwall) began working within the Wallacea region of Indonesia in 1995. Nearly 30 years on, Opwall run biodiversity research expeditions all over the world, sourcing data that has underpinned hundreds of research papers and informed high-level environmental policy decisions in the sites we work in. Opwall also offers biodiversity and conservation field training courses in the UK as well as online training courses using data collected on expeditions.

ABOUT PERU

During the ten days of this Amazonian expedition the students will be based on research ships in the Yarapa river Várzea forests which lie between the Pacaya-Samiria Reserve and the Tamshiyacu Community Reserve and is a truly exceptional wilderness area. There are two main objectives of the research programme;

- » To collect data on the sustainability of forest resource use by the indigenous people
- » To provide information on the impacts of climate change and anthropogenic disturbance in the Amazon.





While on site, students will complete an Amazonian Wildlife Ecology course as well as collecting data across a wide range of terrestrial and aquatic taxonomic groups. This data will contribute directly to Peruvian scientists' research into the sustainability of forest use as well as the impacts of climate change and human disturbance in the Amazon.

EDUCATIONAL BENEFITS

All students wishing to join the expedition will have the opportunity to extend their learning whilst onsite and after by using their experience in their personal statements in a range of ways such as:

- » Completing an independent research project i.e. Extended Essay (EE), Extended Project Qualification (EPQ).
- » Gain hands on experience of course syllabus learning for subjects such as biology, geography and environmental science.
- » University entrance – gives something tangible to speak about during university interviews and to add for your personal statement.
- » Career development – the expedition gives an ideal opportunity to meet academics, researchers, medical staff and field management professionals giving those joining a fantastic insight and experience in a range of careers.

**We look forward to welcoming you on 26th January!
In the meantime, you can view a short video about the expedition by scanning the QR code.**





LIBRARY NEWS



Ms Carvill writes:

Holocaust Memorial Day – Tuesday, 27th January 2026

“BRIDGING GENERATIONS”

As survivors die and memories fade, the years that marked the Holocaust, and other more recent genocides commemorated on HMD, seem further and further away.

‘Building Generations’ the Holocaust theme for 2026, seeks to address this. But what does Building Generations mean? Essentially, it’s a call to the children, grandchildren, and great grandchildren of survivors, and everyone else to keep building a legacy of remembrance, and not to let memories become confused or challenged through denial and distortion in a bid to reject the truth. Indeed, it is only through intergenerational dialogue, listening, and sharing stories about the past that we can hope to create a future.

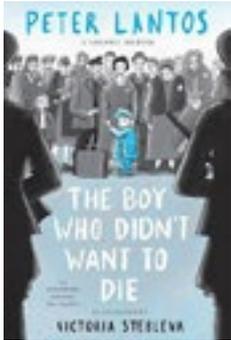
Literature and the media play a huge part in raising awareness about the Holocaust. Numerous documentaries, films, plays, and radio productions educate us about it and other genocides, as do books. Certainly, once you start seeking out fiction and non-fiction reads about the Holocaust you find them everywhere. It’s significant that as time passes the publication of such books is not decreasing. In part, this may be due to the fact more third and fourth generation survivors are writing about their ancestors. Unlike, second generation survivors, who were often protected and cocooned from the horrors their parents experienced, third and fourth generation survivors can afford to be more dispassionate and ask some of the questions their ancestors were too terrified to ask.

Pupils and students will find a large display of fiction and non-fiction relating to the Holocaust in the Library. Books can be loaned straight away. Please encourage your children to read them.

“If you want to understand today you have to search yesterday.”

—Pearl S. Buck, American novelist (1892-1973)

HOLOCAUST MEMORIAL DAY
27 JANUARY

**Year 7****The Boy Who Didn't Want to Die by Peter Lantos, illustrated by Victoria Stebleva****AR Colour Code - Green**

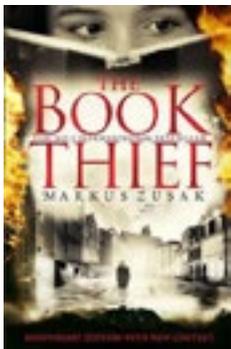
This graphic version of a wonderful memoir brings the book to a whole new audience and is great for reluctant readers. The story of Peter Lantos, who along with his mother, travels through Europe as bombs fall is one of huge hardship, but also hope.

The subtle palette and strong line in Stebleva's superb illustrations heightens the sense of fear, lending poignancy.

**Year 8****When Hitler Stole Pink Rabbit by Judith Kerr****AR Colour Code - Red**

Anna's father is a well-known Jewish writer, and the family have a wonderful life and beautiful home, but when he speaks out against the Nazi regime, and they begin burning his books, the family must flee or face certain death. Anna and her brother Max are too young to truly understand what is happening as they are secretly hurried first to Switzerland, Paris, and eventually London where they find safe refuge.

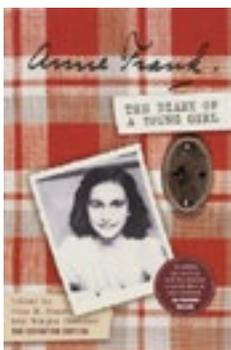
This moving semi-autobiographical story, awash with adventure, is about resilience and family love. Kerr went on to become a famous writer and illustrator of children's books.

**Year 9****The Book Thief by Markus Zusak****AR Colour Code - Red**

Set in Germany in WW2 and narrated by a philosophical character called Death, this unusual book is already considered a classic.

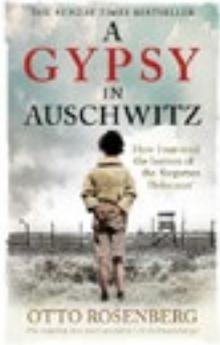
Liesel's life is changed for ever when her brother dies and she finds a book next to his graveside. The Gravedigger's Handbook is the first of many books she will possess. Wherever there are books to steal at Nazi book-burnings, Liesel will steal them and learn to read.

But when Liesel's foster parents hide a young Jewish boy in their basement, Liesel's world will become even more dangerous. Superbly told.

**Year 10****Anne Frank: The Diary of a Young Girl by Anne Frank****AR Colour Code - Yellow**

Anne Frank was just thirteen when she began writing her diary in 1942, a young girl in hiding in an Amsterdam attic. Her story is incredibly well observed and regarded as one of the most important works of historical literature of all time. We learn about Anne's hopes and worries, fears and dreams, and share her secrets as she confides in us like a good school friend. We appreciate her humour; especially when she describes her school friends

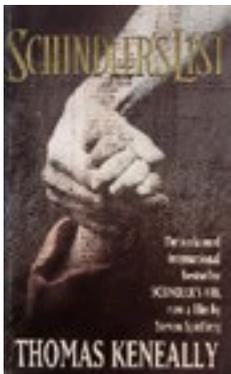
As relatable as ever. Timeless.

**Year 11****A Gypsy in Auschwitz by Otto Rosenberg****No AR**

It's often forgotten how many Sinti and Roma families suffered in the Holocaust and how much it cost them.

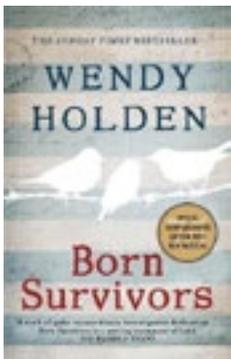
Otto is first detained by the Nazis when he's 9 and is 15 when he arrives in Auschwitz. He witnesses unspeakable violence, and is close to death on many occasions; yet remarkably he survives.

This Sunday Times bestseller is written in a simplistic and accessible style, which adds to its poignancy. An enlightening read.

**Year 12****Schindler's List by Thomas Keneally****No AR**

This Booker prize winner is a fictionalised story based on the historical figure Oskar Schindler, an Aryan businessman who risked his life to protect Jews in Nazi-Poland and became an angel of mercy and champion to the many he saved. Something of a flawed hero, Schindler is far from virtuous but nevertheless extraordinary.

It's a remarkable story and in 2022 was among 70 books by Commonwealth authors, selected to celebrate the Platinum Jubilee of Elizabeth II

**Year 13****Born Survivors by Wendy Holden****No AR**

Countless books have been written about the Holocaust, and they engender all sorts of emotions and feelings. Born Survivors, a work of non-fiction, is harrowing to read, but it's also a reminder that in the midst of untold horrors and darkness new life and light can emerge.

Three young women, Priska, Rachel, and Anka, all pass through the infamous Auschwitz gates in 1944; all secretly pregnant, alone, and unsure if their husbands are alive. Despite unbearable ordeals, and semi-starvation all three of their babies survive. They become the 'Miracle Babies' and eventually will meet. An exceptional read. Deeply moving, but worth it.



"Those who do not remember the past are condemned to repeat it."
 —George Santayana, Spanish philosopher, essayist, poet, and novelist.



CAMP

Half Term

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Care and Achievement Co-ordinators

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

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

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



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Years 9 and 10

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