



GREAT HEART, THOUGHT AND VISION

LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Mathematicians' Enrichment

Programme Praised!

"You have really got off to a flying start with running our maths circles, and I would genuinely be happy to send anyone along to see your circle as a strong example of how it can be done."

Sophie Lord – Axiom Maths

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Pupils in our Axiom Maths enrichment programme received their well-deserved certificates after completing Phase 1!

Axiom Maths aims to help every child realise the potential of their power, supporting pupils who demonstrate both a passion and aptitude for mathematics. Pupils follow a carefully designed, problem-solving-based curriculum that challenges and inspires young mathematical minds.

This programme creates a supportive and stimulating environment where pupils feel confident, valued, and part of a like-minded community. It nurtures their mathematical talent while encouraging collaboration and curiosity.

Pupils meet weekly to work in small groups known as maths circles, where they tackle a curriculum of challenging maths problems. It's an approach that's worked successfully in other countries, and which Axiom is bringing to the UK. The beauty of maths circles is that they're about the relationships as much as the maths.

In maths circles pupils are exposed to mathematics from beyond the National Curriculum, taking them deep into stretching and satisfying topics they wouldn't normally encounter at school. They get used to encountering problems that they don't get right first time, and so the satisfaction of solving them is even greater.

Mrs Powell, Longcroft's Maths Excellence Co-ordinator, leads the twice-weekly sessions. She said, "The programme allows pupils to work together in a supportive yet challenging environment. The maths circle focuses on recreational mathematics: challenging, engaging, and deeply rewarding. There are no tests, no time pressures, and no rankings. Pupils are encouraged to explore, collaborate, and enjoy mathematics in a way that builds confidence and a lasting love for the subject."

The areas of study in the Axiom Maths curriculum are chosen to build on what pupils have already learnt at school, but also to allow them to progress systematically through a network of related ideas in areas which develop deep mathematical significance: for example, combinatorics and geometry. Pupils increase and improve their factual knowledge and procedural fluency as they do so. The focus of a circle session is the underlying mathematical structure of the content.



Sophie Lord, School Relationship Lead for the North East, visited one of the sessions. She said, "It was a real pleasure to see your session in action and I'm grateful for such a warm welcome to the school. I have to say, you have created a wonderfully welcoming atmosphere for your Axiom pupils. They were clearly happy to be there, the Axiom displays were inviting, and the seating and mini whiteboards worked really well. The short morning form time sessions are a great idea and clearly support strong attendance without disrupting lessons."

Sophie began her career as a primary school teacher and curriculum leader and is passionate about equity in STEM education. She added, "You have a calm, purposeful manner with the pupils, and it was clear you were well prepared. I particularly liked the thinking time you gave when introducing each problem, as well as the way you promote independence and deepen reasoning through careful questioning. It is fantastic to see such strong recruitment, with a well-balanced group and a good proportion of pupil premium pupils. You have really got off to a flying start with running our maths circles, and I would genuinely be happy to send someone along to see your circle as a strong example of how it can be done."



Oscar, who is in Year 7, enjoys the sessions. He said "I especially like doing the puzzles. In general, I like maths, science and designing things. It's a good way to start the day." Tasks allow pupils to develop their conceptual understanding of the ideas and work out for themselves how to apply them, rather than practising methods they have been taught. An example of a challenging question is below.

'There are 744 pupils in a school. Convince me that there are three pupils who share a birthday. How many pupils would there have to be in a school before you could be sure that at least four of them all shared a birthday?'

Here, pupils have the opportunity to utilise logical reasoning. The questions may have many, one or no solutions. The mathematicians look at arguments from contradiction, in the context of problems of the 'pigeonhole principle' type and at Venn diagrams and their connection to logical arguments.

We were delighted to receive such fantastic feedback from Sophie - our pupils are certainly enjoying the sessions and making excellent progress!





Headteacher's Welcome

Recent weeks have been full of activity, with a range of visitors to school as well as trips and events enjoyed by pupils and students across the school. With much still to look forward to in the final week of half term, it is brilliant to see our children embracing opportunities and enjoying all that life at Longcroft has to offer.

Together we have recently enjoyed an international delegation, guest speakers of substantial standing, visiting professionals and organisations, and a raft of external events including regional sports successes and curriculum enrichment trips. This is of course alongside the usual clubs, activities and interventions that are happening routinely in school. We know that the impact all of this has on our children and their education is profound. Such experiences create special memories, lasting relationships and alongside high-quality learning experiences in our classrooms, develop the social and cultural capital that can empower and enable them to succeed in the future.

This week we have been approached by the department for education to take part in a national survey about attendance to school through transition. Longcroft has been selected for the study because children are now attending school at a level which is substantially higher than the national average and so the government are keen to understand what schools like ours are doing differently. When we talk to our children, they describe the enrichment offer available in school as one of the reasons they enjoy being with us. They also say that they enjoy being celebrated when they are doing the right things and for getting involved with opportunities. At Longcroft we talk often about the importance of creating a school where every child is known, valued and feels like they belong. This helps us to overcome any barriers to being in school, learning, developing positive relationships and being happy. Our current recognition both regionally and nationally in terms of attendance is a great indicator of success for our school and whilst there is much work still to do, we are very proud of what our children and community continue to achieve.

Thank you to all for your continued support of the school this half term. It has been great to see so many pupils and students being rewarded for their amazing efforts and contribution. They continue to make us incredibly proud and I hope you enjoy reading more about them in this week's Newsletter.

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 96,419

THOUGHT 240,810

VISION 291,636

GRAND

TOTAL:

628,865





LOWER SCHOOL



Mr Worthington writes:

As we move further into the Spring Term, we are very much looking forward to two important events in the Year 9 calendar: our **Year 9 Parents' Consultation Evening and our **Year 9 Options Evening**. Both occasions play a crucial role in supporting pupils as they prepare to take the next steps in their Longcroft journey.**

Year 9 Parents' Consultation Evening – Wednesday 11th February (Online)

Our Year 9 Parents' Consultation Evening will take place online on Wednesday 11th February 2026, with appointments available from 3.30pm. Appointments can be booked through our School Cloud system, which opens at 5pm on Friday 30th January and closes on Tuesday 10th February at 3.00pm.

This evening provides a valuable opportunity for parents and carers to speak directly with subject teachers about pupils' academic progress and their attitude to learning across the curriculum. We encourage families to revisit the most recent school report beforehand so that discussions can be as meaningful and well informed as possible.

The Consultation Evening also serves as an ideal moment to begin conversations about potential option choices ahead of our in person Options Evening later in the month. We recommend that families make use of the manual booking system within School Cloud and prioritise subjects that pupils may be considering for their Key Stage 4 studies.

Year 9 Options Evening – Thursday 26th February (In School)

We are excited to welcome families into school on Thursday 26th February for our Year 9 Options Evening. This event allows pupils and parents to explore subjects in more depth, speak with subject specialists, and gather the information needed to make confident and informed GCSE choices.

Choosing options is a significant moment for every young person, and we are committed to offering all the guidance and support necessary to ensure each pupil selects a pathway that suits their strengths, interests, and ambitions.



Five Top Tips for Making the Most of Options Evening

1. Reflect on Strengths and Interests

Encourage your child to think about the subjects they enjoy most and where they feel most confident. Genuine interest often leads to greater motivation and success.

2. Revisit Reports and Consultation Feedback

Use the insights from the Parents' Consultation Evening to identify areas of strength as well as subjects where further development may be needed.

3. Speak to Subject Teachers

On the night, take the time to ask teachers what studying their subject at GCSE involves; assessment methods, workload, key skills, and progression routes.

4. Think Ahead to Future Pathways

While there is no need for pupils to have a fixed career plan, it's helpful to consider whether certain GCSEs might open doors to particular post 16 courses or career aspirations.

5. Keep Options Balanced and Realistic

Aim for a combination of subjects that align with strengths, maintain breadth, and keep future choices open. Above all, ensure your child feels ownership of their decisions.

Both evenings represent exciting steps in the Year 9 journey, and we look forward to supporting all our pupils as they begin shaping their futures.

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

Seth Grainger
Isabelle Cunningham
Edward O'Neill
Alfred O'Neill
Hermione Elvidge
Rosie Shiels
Samuel Artley-Tolson
Imogen Shaw
Evie Page
Dorra Atkinson

Year 8

Lucas Hall
William Battye
Amy Charge
Lottie Johnston
Leon Zielinski
Annabel Naylor
Nico Harrison
William Thwaites
Ted Plant
Lenny Harvey

Year 9

Tymofii Merkulov
Oscar Purchon
Alexander Waterson
Arnie Carr
Jake Redmond
Jack Wallis
George Hogg
Thomas Walters
Imogen Trolle
Sabah Madina

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: Rosie Shiels

Year 8: Holly Artley-Tolson

Year 9: Fletcher Dolan



UPPER SCHOOL



Mr Henderson writes:

Webinars Support Pupils' Decision Making

Careers Education, led by Miss Sinclair, is a significant feature of our curriculum and our Upper School pupils benefit from a range of opportunities including a programme led by their form tutors, visits, guest speakers and of course our popular Careers Expo.

This week in B1 pupils joined Miss Sinclair for a Virtual Lunch and Learn for National Apprenticeship Week where they heard directly from the Future Talent team.

Pupils discovered how Nestlé supports young people through apprenticeships and graduate programs, helping them build valuable skills, find purpose, and access a wide range of future career opportunities.

FORTHCOMING OPPORTUNITIES INCLUDE:

10th February, 6pm - National Gas: What's it like to be an apprentice?

On this webinar, you'll learn what National Gas does, why it matters, and how the work of the backbone of Britain's energy system impacts everyday life. You'll also hear from apprentices on site and in the office about what the role is really like. By the end, you'll know whether an apprenticeship at National Gas could be right for you.

Register via the link on ClassCharts.



11th February, Lunchtime in B1 - Bechtel Celebrating Women and Girls in Science

To help celebrate International Women and Girls in Science Day, pupils are invited to an interactive virtual classroom session with leading engineering and construction firm Bechtel.

Learn all about STEM careers and the opportunities available with Bechtel

Hear from women across the organisation as they bring their roles and responsibilities to life.

Learn from apprentices and graduates about their experiences working on some of the world's largest projects.

11th February, 6.00-6.30pm - Powering Futures: A Parent and Student's Guide to Apprenticeships

National Apprenticeship Week is the perfect time to explore exciting career opportunities. Join ScottishPower for an exclusive webinar:

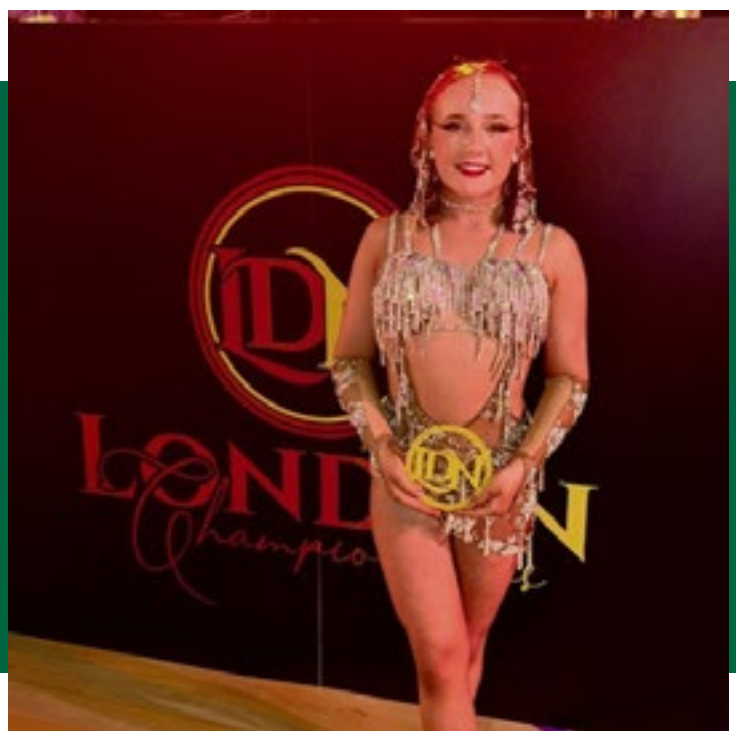
- » An introduction to National Apprenticeship Week and why apprenticeships matter in today's job market/the energy industry.
- » Types of roles available and the variety of programmes across ScottishPower Investment ScottishPower are putting into young people/programmes.
- » Myth-busting apprenticeships
- » Benefits of an apprenticeship to a young person
- » Application processes and tips – how you can prepare.

Register via the link on ClassCharts.

Capital Success for Dancer Liv!

Congratulations to Year 10 pupil Liv on a fantastic performance at the recent London Championships. Liv, who dances at Doncaster's leading dance school Neon Studios, made a five-dancer final in her slow dance finishing in an incredible fourth place. There were 36 dancers in Liv's section, and her performance means she moves up a grade to Inters. Well done Liv!

Mr Henderson | Head of Upper School





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

Neve Meagher
 Aaron Davies
 Max Pollard
 Charlie Woolfitt
 James Charge
 Sophia Brown
 Lily Hagger
 Luke Chadwick
 Devon Bryans
 Luke Hiles
 Bradley Elvidge

Year 11

Maisie Monaghan
 Phoebe Haw
 Lucas Edwards
 Cameron Pierce
 Aden Olivier
 Luke Hodges
 Poppy Cooper
 Sam Al-Budri
 Ellie Eaton
 Benjamin Smedley
 Thomas Wells

Attendance Matters!

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

Last week's winner was:

Year 10: James Charge



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

I am pleased to share a positive update from the Sixth Form following a particularly encouraging week. There has been a strong sense of focus and purpose across both Year 12 and Year 13, and it has been heartening to see students engaging thoughtfully with their learning, their personal development, and their future plans. These final weeks of the Spring half term are an important period for reflection and momentum, and our students are responding well to the challenges and opportunities ahead.

A key highlight has been the continued engagement with PSHE through the Journey of Life programme. This forms a core part of our post-16 curriculum and supports students to develop the knowledge, understanding and skills they need beyond the classroom. Through a combination of structured worksheets, quizzes and independent research tasks, students have been exploring topical issues linked to wellbeing, relationships, citizenship, careers, and personal responsibility. These themes are not always easy, but they are vital in preparing young people for adult life. I have been particularly impressed with Year 12 students, who have taken responsibility for keeping their Journey of Life work organised and up to date. This level of commitment reflects growing maturity and an understanding that PSHE is not an “add-on”, but a central part of becoming confident, informed and resilient learners. I would like to thank parents and carers for the encouragement you provide at home, which makes such a difference to students’ attitudes towards these aspects of their education.

Alongside this, I had the pleasure of meeting individually with all current Year 11 applicants to the Sixth Form during their recent visit day. These one-to-one interviews provided an opportunity to discuss future ambitions, potential career pathways and subject choices for A level study. It was a genuine privilege to hear our next cohort of Sixth Form students speak so thoughtfully about their goals and interests, and to see such enthusiasm for the next stage of their education. The conversations confirmed



that we have a talented and motivated group of young people who will help shape the future of the Sixth Form over the coming years. I would like to congratulate them on the maturity they showed during these discussions and to thank them for giving up their time to come and speak with me. I am very much looking forward to welcoming them as members of our Sixth Form community in due course.

For Year 13, the pace of the year continues to gather speed. It is always striking how quickly the final year passes, and we are now only one school week away from the mock examination period, which will take place in the first week after half term. These mocks represent the final formal opportunity for students to benchmark their current performance under examination conditions. They provide valuable

feedback on subject knowledge, exam technique, time management and revision strategies. More importantly, they allow students to reflect honestly on where they are, identify areas for improvement, and set ambitious but achievable targets for the final ten weeks before the A-level examinations begin. We encourage students to approach the mocks with the same seriousness and preparation as the real exams, as the insights gained can be transformative when used constructively.



As the summer approaches, there is also much to look forward to. The completion of A-levels marks the end of thirteen years of compulsory education for our Year 13 students, and this is a significant milestone in their lives. The end of the examination period will be followed by celebrations to mark their achievements and to recognise the effort, perseverance and growth they have shown during their time at school. While celebrations are important, our priority in the coming weeks is to support students to finish strongly, feeling confident in their preparation and proud of the progress they have made.

At this stage of the year, it is worth reinforcing the importance of healthy study habits alongside positive mental wellbeing. Sustained revision is demanding, and students perform best when they take a balanced approach. We continue to encourage students to plan their revision carefully, breaking tasks into manageable chunks and using a variety of strategies such as active recall, self-testing and spaced practice. Short, focused sessions are often more effective than long periods of unfocused study. Creating a realistic revision timetable, with time allocated for rest, exercise and hobbies, can help students maintain motivation and avoid burnout.

Equally, looking after mental health is essential. Simple routines can make a significant difference: maintaining regular sleep patterns, eating well, staying hydrated and taking short breaks from screens all support concentration and mood. Encouraging students to talk openly about how they are feeling, whether with family, friends or staff in school, helps to normalise the pressures they may experience at this time. Moments of anxiety are to be expected, but students should not feel that they need to manage this alone. I remain available to offer guidance and reassurance, and I am grateful for the partnership I share with families in supporting young people through this demanding but rewarding period.

Finally, I would like to thank parents and carers for your continued support of the Sixth Form. The encouragement you provide at home plays a crucial role in helping students to stay focused, resilient and ambitious. We are proud of the positive culture within the Sixth Form and of the way our students are rising to the challenges of this time of year. As we move into the mock examination period and towards the final stretch of the academic year, we remain committed to working closely with you to ensure that every student is supported to achieve their potential.

Mr Chapman
Head of Sixth Form





Mr Rogers writes:

Mobile Phones in School REMINDER: What parents need to know

Following the recent government guidance on mobile phone use in schools, I wanted to reiterate our approach to ensuring that Longcroft remains a calm, focused and safe learning environment for every pupil.

The guidance is clear: schools should be mobile phone-free environments by default. This is not about being restrictive for the sake of it. It is about protecting learning time, supporting positive behaviour, reducing safeguarding risks and helping young people build healthy habits around technology.

We are asking for your full support in ensuring pupils follow these expectations every day.

WHAT THIS MEANS FOR PUPILS

If a pupil needs to bring a mobile phone to school for safety reasons when travelling to and from school, the phone:

- » Must be switched off
- » Must be kept in their bag
- » Must not be kept in a pocket
- » Must not be used at any point during the school day

This expectation does **not** end at 3.10pm. It also applies to:

- » After-school clubs
- » Sporting fixtures
- » Rehearsals
- » Any school-led activity

At no point during school time or school activities should a pupil be accessing their phone.



WHY THIS MATTERS

Over the past few years, schools across the country have seen a significant rise in issues linked directly to mobile phone use. These include:

- » Disruption to learning through notifications and distractions
- » Increased incidents of cyberbullying and friendship fallouts during the school day
- » Pupils recording or photographing others without consent
- » Access to inappropriate online content
- » Safeguarding concerns linked to social media use
- » Anxiety caused by constant online interaction
- » Difficulty concentrating and engaging in face-to-face communication

Even when phones are “not being used”, simply having them in a pocket creates temptation and distraction. Research shows that the mere presence of a phone can reduce attention and working memory.

By removing phones from immediate access, we remove the temptation, the distraction and many of the issues that arise from them.

SUPPORTING BEHAVIOUR, SAFEGUARDING AND LEARNING

This approach is not just about devices. It is about the kind of environment we want for our pupils.

A phone-free school day supports:

- » Better focus and deeper learning
- » Healthier friendships and social interaction
- » Reduced anxiety and online conflict
- » Stronger safeguarding for all pupils
- » Clearer boundaries and routines
- » Greater respect for staff and peers
- » Improved behaviour across the school

When pupils are not worried about messages, social media, or notifications, they are far more present in lessons and far more engaged with the people around them.

“BUT I NEED TO CONTACT MY CHILD...”

We understand that parents may feel reassured knowing their child has a phone. Please be assured:

- » If you need to contact your child urgently, you can do so through the school office.
- » If your child needs to contact you, we will always facilitate this.
- » In the event of an emergency, school communication systems are far more reliable and immediate than pupils contacting parents individually.

During the school day, pupils should not be communicating with parents via mobile phone. This often creates unnecessary worry, misunderstanding, or distraction from learning.



WHAT HAPPENS IF A PUPIL USES THEIR PHONE?

If a pupil is seen with a phone, using a phone, or has a phone in their pocket:

- » The phone will be confiscated in line with our behaviour policy.
- » Parents may be required to collect the phone.
- » Repeated breaches will lead to further sanctions.

This is not punitive; it is about maintaining clear and consistent expectations for everyone.

HOW PARENTS CAN HELP

Your support is essential in making this successful. You can help by:

- » Reminding your child that their phone must be switched off, and in their bag, before they enter the school site.
- » Avoiding messaging your child during the school day.
- » Talking to your child about why this rule is important.
- » Supporting the school if your child's phone is confiscated.

When pupils hear the same message from home and school, they are far more likely to follow it.

BUILDING HEALTHY HABITS FOR THE FUTURE

One of the most important roles we have as a school is preparing pupils for life beyond Longcroft. Learning how to manage technology, rather than being controlled by it, is a vital life skill.

By creating a phone-free school day, we are helping pupils to:

- » Develop self-control and independence
- » Engage properly in real-world conversations
- » Focus for sustained periods of time
- » Build resilience away from constant online interaction
- » Understand appropriate times and places for phone use

These are habits that will benefit them far beyond school.

A SHARED COMMITMENT

This is a whole-school expectation for pupils, supported by staff and leadership. Staff also avoid using personal phones in front of pupils unless it is necessary for school business. We are modelling the same standards we expect from our young people.

Clear, consistent expectations create a calmer, safer and more respectful environment for everyone.

THANK YOU FOR YOUR SUPPORT

We know that the vast majority of our families will understand and support this approach. Together, we can ensure that Longcroft remains a place where pupils can learn without distraction, build positive relationships and feel safe throughout the school day. If you have any questions, please do not hesitate to contact the school.

Thank you for working with us to support your child's learning, wellbeing and safety.



East Riding Mental Health

Support Team Online Workshop

Colleagues at the East Riding Mental Health Support Team are pleased to invite parents to a forthcoming online workshop for parents and carers titled: **Behaviour as a Form of Communication**

This insightful session will explore how children's behaviour can reflect underlying needs, emotions, and communication styles. It's designed to support families in understanding and responding to behaviour in a constructive and empathetic way.

Date: 24th February

Time: 5- 7 pm

Location: Online (link to register is below)

Get your tickets here:

<https://www.eventbrite.com/e/behaviour-as-a-form-of-communication-a-parentcarer-workshop-tickets-1981425806927?aff=oddtcreator>

The workshop is free to attend and open to all families.





A huge congratulations to our latest Golden Buzzer winners!

Lucy Allan 10SGE

Samuel Artley Tolson 7FCO

Mason Bennett 7ARU

Arnie Carr 9LWO

Luke Chadwick 10SGE

Emile Collin 9NFO

Pola Czerwony 7SJU

Aaron Davies 10EMN

Hermione Elvidge 7DPE

Lenny Harvey 8EIN

Alicia Hicks 11RLO

Ava Hutchinson-Chan 8GRU

Lottie Johnston 8JDY

Neve Meagher 10EMN

Tymofii Merkulov 9ACR

Annabel Naylor 8JDY

Edward O'Neill 7FCO

Louie Pay 7DPE

Freddie Peacock 7JHL

Cameron Pierce 11RLO

Evie Sugdon 10SGE

Benjamin Taylor 9ACR

William Thwaites 8EIN

Reuben Todd 8GRU

Holly Watson 9NFO

Poppy Woolfitt 10PDV

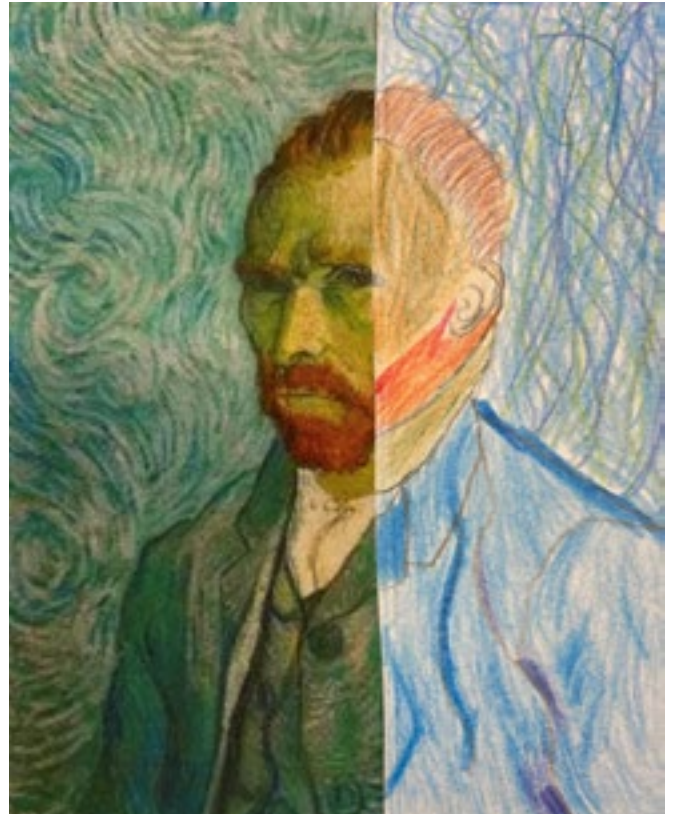




IN FOCUS

ART

This week we feature work by Year 7 pupils. Mrs Holmes explained, "These impressive pieces of homework are based on Van Gogh portraiture. I was delighted with the time and care these clearly talented, enthusiastic pupils put into their work."







Champions!

Congratulations to our Under 15 boys' cricket team who beat Hull's St Mary's College to win the Humberside Schools' Indoor Cricket Finals!

The boys qualified for the finals in October, and a successful day also saw them enjoy victories over Kelvin Hall and Driffield School.

Mr Cassidy said, "They're a great set of lads, and only Alfie is in Year 10 so the rest can play again next year when we hope to retain our title!"

Our Year 8 boys' cricket team finished a creditable fourth in the Hull and East Riding Indoor Finals, with one win from their three matches.





Mixed fortunes in Humberside Cup Clashes

Our footballers enjoyed mixed fortunes in their opening round Humberside Schools' Cup fixtures, with Year 8 convincing winners over Hornsea and Year 7 going down to defeat against Howden.



The Year 8 boys beat Hornsea 5-0 with two goals from Jack and one each for Ryan, Albert and debutant Callum in what Mr Nicholls described as a great all-round team performance. He added, "The assist from James was one of the best I've seen in school football!"

The Year 7 boys' team lost 3-1, Brad scoring Longcroft's goal. Mr Nicholls said, "The team are showing continued improvements throughout the games they have played this year."

Well played to all the boys involved, and best of luck to Year 8 for the next round!





Max and Oscar Excel at County Championships!

Max, who is in Year 8, and Year 9 pupil Oscar competed in the Humberside Schools' Table Tennis Finals at Hull's St Mary's College.

Max qualified for the semi-finals after finishing first in his group. A 3-0 victory saw him progress to the final where he competed valiantly but went down 12-10, 11-8 and 13-11 to earn the silver medal.

Oscar, who competed in the Under 16 age group, put in fantastic performances against some quality opposition to finish 5th out of 13 competitors.

Congratulations to both boys on reaching the finals and on such outstanding displays on the big stage!





Pupils Going Nuts for Languages!



Pupils study either French or Spanish throughout Key Stage 3, with many going on to study their foreign language at GCSE and beyond. Languagenut is designed to support and empower pupils in their study of French and Spanish.

Each week we have published the names of the ten pupils who have earned the most points. This week, Ms Shepherd will be rewarding those pupils who have earned the most points during 2025. Ms Shepherd said, "Languagenut is proving extremely popular and is making a difference to pupils' ability and confidence in their French and Spanish.

Congratulations to this week's top scoring Nutter – George Kelly!

George Kelly – 20,600

Sofia Caulfield – 16,800

Leo Pardoe – 12,600

Ellie Dawson – 12,400

Henry Gibbeson-Banks – 11,400

Oluwabukunmi Afolabi-Dada
– 11,200

Rebecca Stewart – 11,200

Florence Crabtree – 10,600

Myla Millington – 10,400

Emily Gillett – 9,600





Memory Lane



This week we return to 1998 and feature Music teacher Mrs Walker's Year 7 tutor group, 7L.

A member of 7L, Tom Arkle, features in our second photo. As captain Tom, by now in Year 8, was presented with the East Riding Schools' Hockey League shield by England and West Ham United football legend Sir Trevor Brooking. Oliver Dunn is also pictured.



LIBRARY NEWS



Ms Carvill writes:

National Storytelling Week — Speaking Story into the Darkness

Saturday 31 January – Sunday 8 February 2026

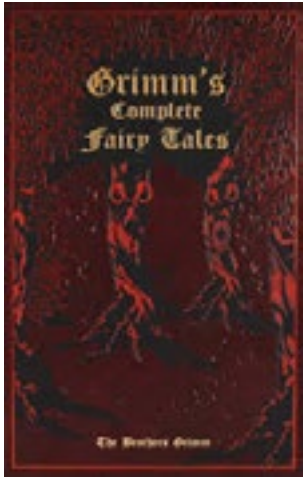
This week the Library has been marking National Storytelling Week, a wonderful opportunity to celebrate the power of stories. The theme for 2026 is **Speaking Story into the Darkness**, and everyone is encouraged to tell, share, and listen to stories.



Storytelling is an intrinsic part of human communication and emerged long before people began writing. It's a way of entertaining, informing, inspiring, and providing cultural continuity. Like many of us, as a small child I relished hearing fairy tales, myths and legends from around the world. I was fascinated to learn about different traditions and cultures. I loved listening to stories about family, or funny stories that happened to my father at work.

Stories, whether told on the spot, funny anecdotes, firm family favourites, or contemporary or classic tales read from story collections offer so many benefits. They allow us to connect with each other, share experiences, and empathise. They also teach us about different cultures, and give us a sense of identity. Stories, whether funny or serious, joyous or sad, help people understand their emotions and become more resilient, at times enabling healing and catharsis. This weekend, if you can, take the time to share a story with your children and encourage them to keep reading and telling their stories.

Below are a few favourite stories taken from collections. A display can be found in the Library.



Year 7

Grimm's Fairy Tales by Brothers Grimm

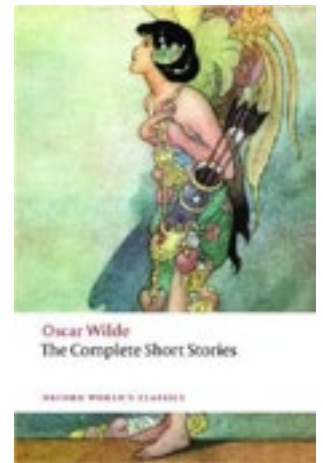
This treasure of tales is awash with unforgettable characters and stories that stimulate the imagination and mind. They encompass a huge range of emotions that informs our understanding of the world. Tomb Thumb, Hansel and Gretel, The Frog Prince, and Snow-Drop, better known as Snow White, are all here. The latter story, in its original form, far more real, terrifying and morally problematic than Disney's saccharine version designed to fit the American Dream. Utterly compelling!

Year 8

The Complete Short Stories by Oscar Wilde

Oscar Wilde's short stories are among the finest ever written in English literature, among them The Selfish Giant, part fairytale and part allegory. The giant wants to keep his beautiful garden for himself, and drives all the children away. As a result, the garden falls into disrepair and Spring refuses to visit. Then one day a little child creeps into the garden and the giant's heart melts.

A wonderful story about love and redemption.



Year 9

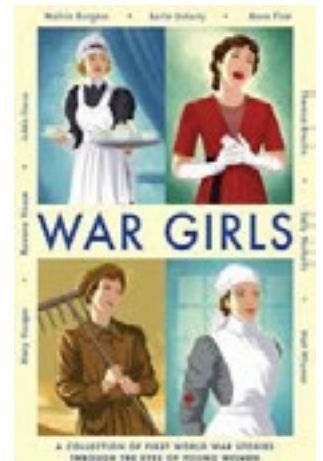
Myths & Legends Retold by Anthony Horowitz

Pandora's Box, The Minotaur, and Achilles Heel are some of the timeless tales from around the world featured in this collection. Among them is the story of Narcissus, the most beautiful youth in Ancient Greece. Everyone seems to fall in love with the vain young boy, including a nymph called Echo, who is condemned to repeat the last words anyone speaks to her. Aphrodite, the goddess of love, witnesses the boy's cruelty to Echo, and curses him. A tale of misplaced love and vanity. Superb.

Year 10

War Girls – A Collection of First World War Stories Told Through The Eyes of Young Women

These moving stories of grief and loss explore how the First World War changed the lives of women for ever. A brave nurse on the Front, spies, work in wartime London, and widowhood are among the themes explored. The stories are all written by outstanding children's writers, including Carnegie Winner Melvin Burgess, who visited Longcroft a few years ago. His story, Mother and Mrs Etherington, fully conveys the need for young women to find their independence and contribute to the war effort in a world of societal shifts, as well as the trauma wartime can incur on the sensitive soul. Superb!

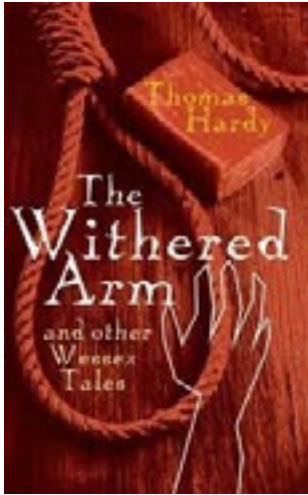




Year 11

The Withered Arm and other Wessex Tales by Thomas Hardy

The lead story in this collection, *The Withered Arm*, is a tale of jealousy, vengeance, and the supernatural; with a surprising twist in its tale. Rhoda, an impoverished milkmaid, has an illegitimate son with the rich local farmer, who casts her aside for a beautiful young bride. One night Rhoda is haunted by a dream of her master's new wife, aged and wrinkled beyond belief, and grips the arm of the ghostly apparition, an act that manifests in reality. Is Rhoda a witch? The sins of the father and fate interweave in this terrifying and gripping tale.

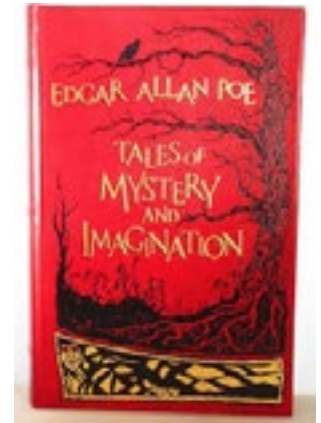


Year 12

Tales of Horror & Imagination by Edgar Allan Poe

This collection includes *The Pit & The Pendulum*, *The House of Usher*, and *The Black Cat*. The latter describes a man caught in the grip of alcoholism, once a kind and sweet husband, and great animal lover, he becomes angry and abusive under the influence of drink, mistreating his pets in the most horrendous ways. Just what is he capable of and what lurks behind the cellar wall?

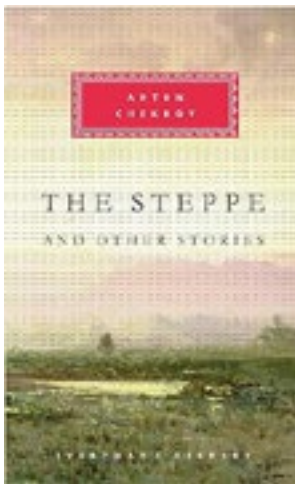
A brutal and horrifying tale of mental instability and terror.



Year 13

The Steppe and Other Stories by Anton Chekhov

Chekhov is chiefly known as an exceptional dramatist, but he was also a superb short story writer, and this early collection established his reputation; especially *The Steppe*. It tells the tale of Yegorushka, a nine-year-old boy, as he travels to a new boarding school in Kiev and an unknown destiny. It's an evocative journey, with sensory language that captures the impressive landscape.



“We are all storytellers. We all live in a network of stories. There isn't a stronger connection between people than storytelling.”

—Jimmy Neil Smith, Director of the International Storytelling Centre



Children's Mental

Health Week



Next week we'll be celebrating Children's Mental Health Week with a range of activities across the week, including assemblies, a visit from the Mental Health Support Team, lots of additional physical and creative lunchtime activities, and our annual walk around Longcroft's beautiful grounds, a chance to enjoy nature and talk about well-being.

The theme for CMHW 2026 is **'This is My Place'** with the emphasis on belonging. Belonging comes from maintaining strong relationships with family and friends, having a home and sense of identity, and feeling safe and valued at school.

This is particularly meaningful to staff at Longcroft, who strive to ensure pupils and students feel part of our school, take pride in attending it, and are valued for their individuality. The need to belong is a fundamental human motivation. For our young it is what makes them feel secure, impacts on achievement and behaviour, and gives them a sense of wellbeing.

Pupils and students will find a large display of books relating to CMHW 2026 in the Library. Details of events and activities will be displayed outside the Theatre. Do encourage your children to participate and reap the benefits of nature, physical activity and togetherness.





Can You Tell a Story in 100 Words?

First Story 100 Word Story Competition 2026

Judged by a panel from

Bonnier Books UK



**Prizes include book bundles, notebooks, stationery, sweets,
ClassCharts and Certificates.**

Closing date: Friday 27th February 2026

For more details contact the Library or speak to your English teacher.

Enter Now



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



Year 8

Mrs Thwaites

07444 847881

gemma.thwaites@longcroft.eriding.net



Years 9 and 10

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net