



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

"To see the machinery and tools first-hand really brings it home."
—Neve

Pupils Enjoy a Taste of Medicine!

Friday's visit to the Thackray Medical Museum in Leeds may have even topped last year's trip. The Year 10 History GCSE cohort set out to further embed their knowledge from the 'Health & the People' quarter of the AQA GCSE course, to pick up and apply additional material to build breadth to their study experience and, as Mr Pearson pointed out in a brief address immediately prior to the pupils beginning their experience, "Just go out and immerse yourself in it!"

Contents

Headteacher's Welcome

Page 3

Lower School

Page 5

Upper School

Page 8

Sixth Form

Page 12

In Focus: Art

Page 16

Sporting news

Page 17

Memory Lane

Page 21

Library News

Page 23



Thank you to Mr Charlesworth, who organised and led the visit, for this account of a fascinating day.

The group split and, whilst one half spent time across both floors of the wide and varied exhibitions, the other team undertook their 'History of Surgery' workshop in the Victorian Operating Theatre, before swapping over.

This year, Josh was our 19th century self-confessed arrogant surgeon with rusty tools and blood-soaked wooden operating table, bedecked in full morning suit, and a white apron suitably displaying the 'badges of honour' of previous work. Our pupils were truly engaged, sometimes surprising themselves as to their own skills. Isla said, "We knew so much!" They enjoyed the participation aspects, though some reactions to taking a lungful of the 'rotting flesh' aroma box without first reading the label caused a little bit of surprise! Lexi and then James were the unfortunate 'patients' across the two workshops, their screams piercing the entire ground floor of the museum as they underwent a (role-played!) lower limb amputation, without anaesthetic and with around a 20% survival rate. I'm not sure how reassuring a presence Ollie was as he held down the patient's writhing shoulders whilst providing a nonchalant, "You'll be fine"...

Pupils commented on their experience around the exhibits, enjoying the day in different ways. Charli said, "I'm just reading so much!" Neve explained, "To see the machinery and tools first-hand really brings it home." Max said, "The dressing up was fun!" Billie added, "I've taken loads of photos!" 'Disease Street' was again a favourite, with pupils following life stories of individuals via a realistic industrial Leeds street scene - spoiler: most didn't survive.

Thanks to our driver, Richard, to Josh, Sophie and all the museum staff, to Mrs Newsam, Mr Russell and Mr Pearson for the extra work undertaken (particularly Mrs Newsam's fantastic snapshots, many of which are featured here) and to the pupils and families for ensuring Longcroft was positively represented once again, with compliments received from the museum and members of the public.

Now, back to our studies and the 'Elizabethan England' section of the course (which includes the chance to visit Hardwick Hall in June).





Headteacher's Welcome

As we reach the mid-point of the academic year and with the days now getting lighter for longer (rain clouds aside), we look forward with eager anticipation to all that the coming months have to offer.

This is of course a key time for our exam cohorts with revision and exam preparation in full swing. It is also the time when many subjects are completing GCSE and A-Level controlled assessments and our pupils have been stepping up to the challenge at every opportunity.

I have particularly enjoyed seeing some of the incredible dishes created by our GCSE Food and Nutrition pupils this week. The creativity, technical competence and execution on display has been exceptional and I have every confidence that their hard work will be reflected in the outcomes they receive. There have been some brilliant performances in music which are being recorded to be sent to exam boards with exceptional outcomes forecast again this year. Throughout the curriculum and beyond our exam groups, I have seen pupils focused and working hard, whether developing vocabulary in French, applying their knowledge of complex compound structures in Science or rehearsing scripted plays in Drama, it has been thoroughly impressive to see our children committed to their learning and demonstrating their progress in many and varied ways.

Despite it being the last week of half term, there has been no slowing down of the wider opportunities available to our pupils. We've had a raft of inputs around apprenticeships as part of the national apprenticeship week including external speakers and workshops. It is also of course Place to Be's national mental health week and everyday we've had events, guests and activities for our children and staff to get involved with which has been wonderful to see. Whilst the weather could have been better for our annual mental health walk which has brought the events this week to a close, it in no way dampened the spirits for all those who took part.

All of our usual activities have been taking place with Year 11 really stepping up their engagement with period 6 ahead of mock exams and there has been a huge sign up for our February revision programme which is really encouraging. Dungeons and dragons' numbers are soaring, as is the case for many of our clubs and our continued progress in sporting competitions this year has been quite extraordinary. Please do keep encouraging your children to get involved!

Finally, we have had further recognition of our fabulous attendance this week with two more national awards from the Fisher Family Trust – a leading partner of the Department for Education. These recognise our position in the top group of schools in the country and acknowledge the commitment and dedication of our children and families to embracing their education at Longcroft. We know just how precious attendance is for our children and the impact it has on well being and preparedness for adult life so thank you for all you continue to do in this regard.

Have a wonderful half term break.

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	101,204
THOUGHT	251,674
VISION	302,234

**GRAND
TOTAL:
655,112**





LOWER SCHOOL



Mr Worthington writes:

Leah and Frankie, talented Year 9 twins, continue to make an impressive mark on the local football scene. Their dedication, skill, and love for the game have been evident since they first joined Hull City Ladies at Under-11 level. Now, several seasons later, they are not only key players within the club but also standout performers in two highly competitive leagues.



This season has been particularly remarkable for their Hull City Ladies U14 team. Taking on a bold challenge, the squad has been competing in a boys' league, something that demands exceptional physicality, resilience, and teamwork. Despite the opposition, the girls have risen to the challenge superbly.

So far, they have lost only one match and drawn just one more. Every other game has ended in victory, a testament to their consistency, determination, and tactical strength. Leah and Frankie have played an integral part in that success, showing that skill and teamwork can shine regardless of the opposition.

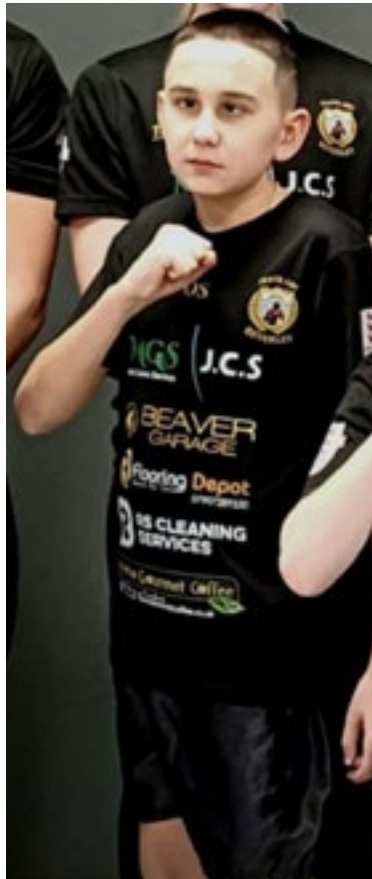
Beyond their commitments with Hull City Ladies, the twins also represent Elloughton U14s at grassroots level. Balancing two teams can be demanding, but they continue to excel, helping Elloughton remain in the top two places of their league throughout the season.

Their ability to maintain such a high standard across both competitive environments speaks volumes about their work ethic and passion for the sport.



With their continued development, strong performances, and experience competing against both girls and boys' teams, Leah and Frankie are carving out a promising footballing future. Their journey so far shows not only their talent but also their commitment to pushing boundaries and embracing challenges.

Wherever their football takes them next, one thing is certain: these twins are ones to watch.



Two of our Lower School pupils stepped into the ring as part of Track Fitness and Boxing Club's latest show on Friday at the Leisure Centre, delivering outstanding performances and representing the school with pride, discipline, and determination.

First up was Year 7 pupil Oliver, taking part in his fifth skills bout. He boxed with real composure, showing excellent technique while listening closely to instructions from his corner. His attitude throughout the contest was exemplary, demonstrating maturity and focus beyond his years. It was a strong, confident display that reflected the hard work he has been putting into his training.

Later in the evening, Holly took to the ring in her second scoring bout. Although understandably nervous beforehand, she overcame those nerves the

moment the bell rang. Holly delivered a brilliant performance, applying pressure and landing clean shots that earned her opponent two standing eight counts. Her determination paid off, and she secured an impressive second-round stoppage victory.

Finally, it was great to see several of our Year 8 pupils who play football for Beverley Dynamos welcome Hull City's players onto the MKM Stadium pitch before their draw with Watford.

Thank you to DR Photography for the use of photos of Frankie and Leah.

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

Rosie Shiels
 Alfred O'Neill
 Edward O'Neill
 Hermione Elvidge
 Iona Nelson
 Dorra Atkinson
 Ethan Ball
 Oscar Hunt
 Imogen Shaw
 Evie Williamson

Year 8

Imogen Logan
 Freya Leaf
 Luke Taylor
 James Sharpe
 William Stewart
 Lottie Johnston
 George d'Andilly
 Will Newsam
 London-Leigh Baker
 William Thwaites

Year 9

Holly Watson
 Henry Coates
 Lawrence Afolabi-Dada
 Emile Collin
 Jack Wallis
 Lexi Croft
 Oscar Purchon
 Max Dixon
 Fletcher Dolan
 Holly Abel

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: Molly Bloom

Year 8: George Lancaster

Year 9: Betsy Appleby



UPPER SCHOOL



Mr Henderson writes:

Mathematicians Excel!

I was delighted to receive our pupils' fantastic results from the recent UK Maths Trust Intermediate Challenge from Mrs Powell who coordinates Longcroft's entries and participation.

The UK Maths Trust is the leading British charity that advances the education of young people in mathematics. Each year, over 700,000 young people take part in UKMT maths challenges.

The Intermediate Challenge is a 60-minute, 25-question multiple-choice Challenge designed to encourage mathematical reasoning, precision of thought, and fluency. The problems on the Intermediate Maths Challenge are mostly accessible but also provide challenges for more experienced pupils, promoting careful thinking and problem-solving.

Levi Petherbridge, who is in Year 11, scored an excellent 83 to earn the title 'Best in School' and a Gold certificate. Levi will now go on to test himself against the country's top mathematicians in the 'Pink Kangaroo' which is a follow-up competition for pupils who meet the qualifying standard.

Brenton McKie was the highest scoring Year 10 pupil – Brenton also earned a Gold certificate with a tremendous score of 63.

Year 9 pupils, while still in Lower School, are eligible for this level and several excelled. Oscar Purchon's outstanding score of 74 not only earned him a Gold certificate and the honour of being 'Best in Year' – he has also qualified for the prestigious 'Grey Kangaroo', a second follow-up competition for pupils who meet the qualifying standard.



Congratulations to everyone who took part, and particularly to our top scoring pupils, listed here.

Elliot BennettBronze	Ava Johns Silver
Jacob BradleyBronze	Isabelle Johnson Silver
Macie BullamoreBronze	Daisy KellyBronze
Charlotte Burnett Silver	Muireann KennedyBronze
Angel Butler-ShorrocksBronze	Henry Konieczko-HansomBronze
Aidan ClaytonBronze	Brenton Mckie Gold
Henry CoatesBronze	Ben MuraleeBronze
Ava CurleyBronze	Levi Petherbridge Gold
Joshua DakinBronze	Oscar Purchon Gold
Zachary DentonBronze	Harry RogersBronze
Joel DyasonBronze	Benjamin Smedley Silver
Ellie Eaton Silver	Nathan SteeleBronze
Gracie FerneBronze	Chloe TurnerBronze
Lily HardmanBronze	Libby West Silver
Ava Harris Silver	Devon WilloughbyBronze
Phoebe HawBronze	Yevdokym YershovBronze

Mr Henderson
Head of Upper School



CAREER OF THE WEEK: Journalist

What does a journalist do?

Journalists investigate, research, and report on stories that matter to the public. Their work can appear in newspapers, magazines, television, radio, or online platforms. Some cover breaking news, while others focus on specialist areas like politics, sport, fashion, business, or the environment. A journalist might spend one day interviewing people and another writing up articles, editing audio or video, or checking facts. Accuracy, curiosity, and the ability to tell a story clearly are essential.



What can I expect to earn as a journalist?

Salaries can vary widely depending on the type of employer, location, and experience. A trainee journalist may start on around £18,000–£24,000 a year. With a few years of experience, this can rise to £25,000–£40,000. Senior journalists, editors, or those working for large national outlets may earn £45,000 or more. Freelance journalists set their own rates, but income can be less predictable.

What subjects should I study to become a journalist?

At school or college, English Language and Literature are extremely helpful, as they strengthen your writing and communication skills. Subjects like History, Politics, Media Studies, or Sociology can also give you insight into how the world works and sharpen your critical thinking. Mathematics can be useful for handling data, while studying a modern foreign language may open doors to international reporting. After school, many journalists take a degree in Journalism, English, or Media, or complete a postgraduate journalism course accredited by the National Council for the Training of Journalists (NCTJ).

How can I start my career as a journalist?

Getting experience is key. School or community newspapers, blogs, podcasts, or YouTube channels are great places to practise. Work experience or internships with local newspapers, radio stations, or online outlets can help you build a portfolio of published work. You might enter through a university course in journalism, an apprenticeship, or by working your way up from an entry-level role such as editorial assistant. Joining professional organisations, such as the National Council for the Training of Journalists (NCTJ) or the National Union of Journalists (NUJ), can also provide support and opportunities.

Journalism is competitive but rewarding for those who are passionate about telling stories and keeping the public informed. If you're curious, determined, and ready to ask tough questions, this could be the career for you.

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

Details of relevant degree courses can be found on the UCAS website - <https://www.ucas.com/>.

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

National Careers Service – Journalist <https://nationalcareers.service.gov.uk/job-profiles/newspaper-journalist>

Chartered Institute of Journalists – Routes into journalism <https://cioj.org/routes-into-journalism/>

National Council for the Training of Journalists <https://www.nctj.com/>

Find an accredited course <https://www.nctj.com/qualifications-courses/find-a-course/>

Prospects – Newspaper Journalist <https://www.prospects.ac.uk/job-profiles/newspaper-journalist>

Prospects – Magazine Journalist <https://www.prospects.ac.uk/job-profiles/magazine-journalist>

Prospects – Broadcast Journalist <https://www.prospects.ac.uk/job-profiles/broadcast-journalist>

Want to know what it's like to work as a journalist? Watch the video in our [How Did You Get That Job?](#) section to find out more.





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

Evie Sugdon
 Neve Meagher
 Harry Dixon
 Lily Curtis
 Sienna Rasen
 Lewis Henderson
 Izzy Barwick
 Laura Kuzuoka
 James Shiels
 Alysicia Leach

Year 11

Millie Wisher
 Emily Moon
 Annabelle Curtis
 Xavier Jenney
 Luke Hodges
 Lucas Edwards
 Primrose Kilgannon
 Maisie Monaghan
 Levi Petherbridge
 Ellie Eaton
 Phoebe Haw
 Stan Kerridge
 Cody Keenan
 Ellie Mulvana

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: Ben Jagger
 Year 11: Cody Keenan

*Mr Chapman writes:*LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

This week I met with Orlaith and Sophia in Year 12 who volunteered to write an article from within the Sixth Form. As budding journalists, they relished this opportunity. Over to you both...

Exam Stress

With exams approaching, our Year 13 students have been discussing mental health recently; exam pressures resurfacing add to their mental load alongside their development into adulthood. Therefore, this week we have decided to interview some students on their perception of this topic, hoping to reassure our students of its normality and we will share some appropriate methods to reduce said stress.

How do you feel about exams approaching?

Our students are facing an overwhelming time, Ella told us how it is both 'scary, yet exciting.' She is 'intrigued to see what the questions are on the paper' and is 'hoping that the revision has paid off'. Ellie, Erin and Ella agreed that they were 'stressed, plus the added pressure we put on ourselves can be overwhelming' whilst Ella also noted that there is 'a lot of balancing'.

What are the main sources of exam pressure?

Our students find pressure in many ways; many noted the 'fear of failure' that drove them into determination to be their most successful versions of themselves, hoping to utilise said pressure to 'make teachers, themselves and their parents proud.' Our students also find 'self-induced pressure' can be one of the biggest factors.



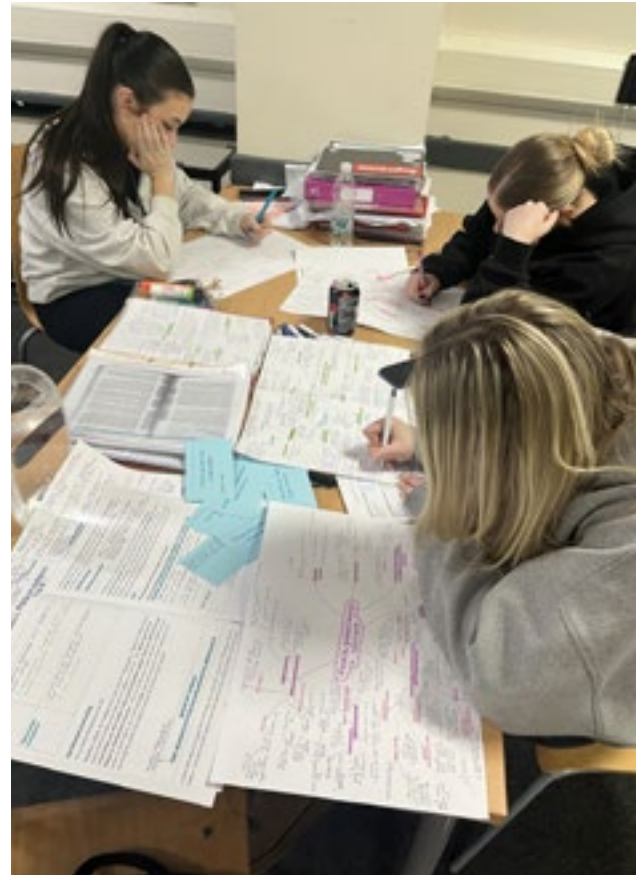


How can parents help to reduce exam stress?

When we asked how guardians could help reduce their stress, all valued any support offered from parents and loved ones. Responses noted: 'motivation', offering verbal validation for success and ensuring a continued push to always try their best. Reassurance that 'they have got someone to talk to' was also raised, hindering the possible isolation that comes from a stressful exam period. Teaching helpful methods to deal with exam stress, such as 'box breathing' or distraction techniques were also praised.

What are the long-term effects of exams and their pressures?

Our responses so far have left us wondering how exams can affect a student after they've finished their exams; the stress can 'build even more during the wait for results than during the exam season.' Many noted exhaustion, saying 'when an exam's over all I want is to go to sleep!' Furthermore, said exhaustion can manifest itself emotionally; responses detailed feeling 'drained' and 'tired.' Helping your mental as well as physical health in such a busy time can prove challenging. Our students had the reassuring message that 'when the exams are over, everything will be fine and that our hard work will have paid off.'



What role does social media play in increasing exam pressure?

When asked about social media, many raised their concerns about its portrayal of an exam period. Noting the 'unrealistic' standards set, telling how 'the apparent time of revision spent is unhealthy'. Due to this, many students also described 'comparison' between themselves and others, questioning 'why am I not working this hard without burning out?' Additionally, social media can be 'distracting' and we recommend putting any distracting devices away from your revision area or putting time limits on social media on your phone, whilst also noting that turning off notifications can help limit distractions.

Does exam pressure motivate you or is it mostly harmful?

For a positive spin on the topic to end, we wondered whether said pressure is all harmful, or if it can be motivational. Ella perceived that it 'depends on the person; some will take it well, some will procrastinate'; however many agreed that 'the panic will build up our fortunes'. Kripa, Lucy and Libby all noted that 'it's more of a memory test than it should be, trying to gather two years' knowledge for one grade is too overwhelming', finding it hard to motivate themselves when the pressure is so intense. Erin noted that it 'pushes and prepares students' for post-A level routes.

Overall, we can conclude that whilst exam stress can seem overwhelming, it does not have to dictate the period. Helpful discussions about pressure between students and parents can reduce stress and are encouraged.

Mr Chapman
Head of Sixth Form





A huge congratulations to our latest Golden Buzzer winners!

Eddie Addinall 7DPE

Lawrence Afolabi-Dada 9NFO

Lottie Anderson 8JPO

Jack Bellamy 7SJU

Arnie Carr 9LWO

Olivia Chilcott 9LWO

Sophie Clayton 9NFO

Annabelle Curtis 11RLO

Elizabeth Dale 9NFO

Felisia Daniels 9JNC

Aaron Davies 10EMN

Poppy Gray 8JDY

William Greensides 7FCO

Amelia High 9NFO

Oscar Hunt 7DPE

Bobby Lascelles 7SJU

Iona Nelson 7SJU

Levi Petherbridge 11ASC

Jake Redmond 9ACR

Finley Reid 9JNC

James Shiels 10GTA

Mia Spruce-Wan 9EFO

James Swan 8JDY

Charlee Taylor 8EIN

Amelia Thompson 11NST

Evie Thwaites 9JNC

William Thwaites 8EIN

Alexander Waterson 9EFO

Logan Watkins 8GRU

Family Help Drop In



Come and chat to your local School and Community Practitioner.

Visit our drop-in session for a range of advice, tips and resources to support you and your family.

- Understanding your child's feelings and behaviours.
- Supporting your child's emotional health.
- Find out about other services that are available to support you.

To book, please contact: marie.cole@eastriding.gov.uk



IN FOCUS

ART

This week we are delighted to feature outstanding artwork by Year 12 student Chloe Featherstone – Chloe's work is in response to the theme 'Environment'.







Longcroft March On

in Humberside Cup

Despite Grim Conditions

On a wet, cold, and thoroughly miserable day, Longcroft's Under 13 girls faced Cleethorpes Academy in the Humberside Cup, with heavy rain leaving the pitch muddy and difficult underfoot.

Mrs Henderson said, "The challenging conditions set the tone for a hard-fought first half. Both teams battled well and despite efforts from both sides, struggled to find the back of the net. The game remained finely balanced at the break.

The second half, however, told a very different story. Longcroft began to impose themselves on the match, moving the ball with far greater efficiency and linking up with impressive teamwork. As their passing game started to click, clear chances followed—and this time, they were taken with confidence."

She added, "Longcroft ran out convincing 8–1 winners, showing composure, quality and sharp finishing to pull away decisively and secure progression to the next round of the competition.

A dominant second-half performance ensured Longcroft's cup journey continues to the semi-final, even on a day when the conditions threatened to overshadow the football itself."

Mrs Henderson concluded, "I was really proud of the girls - they showed resilience in horrible weather conditions. Cleethorpes Academy were great hosts and provided the girls with hot chocolate after the game to warm up."



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 – Holly Artley-Tolson!

Holly Artley Tolson – 70,400

Seth Donnelly – 50,800

Isabelle Johnson – 33,200

Emilia Hopkin – 32,500

Charlie Innes – 30,900

George Kelly – 30,600

Sofia Caulfield – 29,900

Mia Spruce-Wan – 29,200

Olivia Radley – 27,400

Megan Morley-Smith – 27,300





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 Oscar!

The top 10 pupils this week are:

Oscar Dale – 5,831XP

Evie Cunningham – 5,725XP

Zara Sowerby – 5,500XP

Calla Stallard – 4,951XP

Isabelle Cunningham – 4,560XP

Stanley Shaw – 4,249XP

Holly Artley-Tolson – 4,429XP

Kai Gration – 4,015XP

Ann Mariya Binoy – 3,970XP

Annabel Naylor – 3,835XP



Memory Lane

This week we return to 1997 and feature two Year 7 tutor groups. Art teacher Mr Smith is pictured with 7L while our second picture features 7C.





FRIENDS OF LONGCROFT SCHOOL

Prize Draw

Join the FOLS Prize Draw!

FOR JUST £12 PER YEAR, YOU'LL BE HELPING TO SUPPORT OUR SCHOOL AND BE IN WITH A CHANCE TO WIN!



50% OF YOUR ENTRY FEE GOES DIRECTLY TO FUNDING SCHOOL ACTIVITIES AND RESOURCES THAT THE SCHOOL BUDGET CAN'T COVER. THE OTHER 50% GOES STRAIGHT INTO THE PRIZE FUND.

YOU CAN PURCHASE AS MANY ENTRIES AS YOU LIKE - THE MORE YOU BUY, THE GREATER CHANCE YOU HAVE OF WINNING! MEMBERSHIP LASTS FOR A FULL YEAR AND YOU CAN JOIN AT ANY TIME.



How to Enter:

Purchase your tickets online via your ParentPay account (click 'Pay for other items').



GOOD LUCK

and **thank you** for supporting the Friends of Longcroft School!

To find out more or to get involved with the FOLS:

Email: fols@longcroft.eriding.net

Follow us on Facebook: Friends of Longcroft School



LIBRARY NEWS



Ms Carvill writes:



“Love is a universal experience, and romance novels feature characters that reflect our own emotional journeys. These stories tackle themes like personal growth and finding happiness, making them relatable and deeply engaging.”

—National Centre for Writing

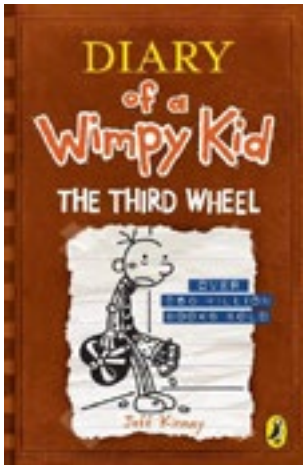
Romantic Reads for Valentine's Day 2026

As Valentine's Day approaches it's the perfect time to indulge in some romantic reads, escape from the stresses of life, and nurture a healthy mind. During the pandemic, from January through May 2020, when many people experienced anxiety and loneliness, the sales of romance e-books and print books reached 16.2 million, and figures continue to grow. As we mark Children's Mental Health Week this week, details will feature in the next newsletter, let's remember that reading romance fiction is good for your mental health too!

For teenagers and young adults romance narratives allow them to understand and explore the meaning of love, what signals a healthy relationship, and acknowledge their identity and own it. This is so important at an age when hormones can magnify emotions and our young can feel overwhelmed at times; especially if they lack self-worth.

Romance is a really accessible genre, easy to engage with and invest in; especially for girls as many of the female characters are centre stage. Moreover, the fast-paced writing style of many contemporary reads can make them additionally compelling. It's time to give romance a go!

A display of books can be found in the library. Below are just a few to sample. Do encourage your children to read them.



Year 7

Diary of A Wimpy Kid : The Third Wheel by Jeff Kinney

AR Colour Code - Red

As Valentine's Day approaches, Greg the wimpy kid has no date for the school dance; neither does his friend Rowley. When Abigail Brown, a girl on the student council, is let down by her date, Greg thinks he's in with a chance. Unfortunately, things don't always go to plan for our hapless hero. This is a laugh out loud love story and great for reluctant readers.

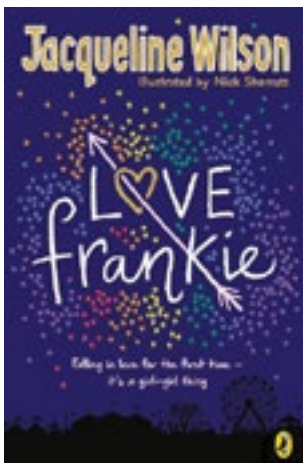
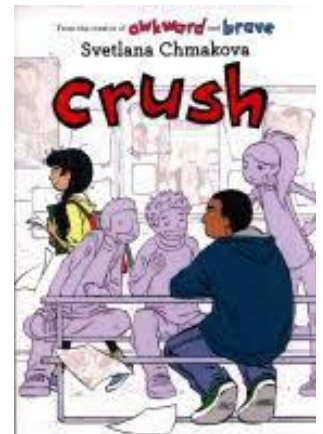
Year 8

Crush by Svetlana Chmakova

AR Colour Code – Orange

Whenever he sees Jazmine, George's confidence plummets and he can't get any words out of his mouth. He's a sweet guy with great friends and nobody messes with him, but when Jazmine crosses his path he just goes to pieces. In order to help, Garrett, Jorge's friend, writes something on the internet, but it's ill-advised and Jorge gets blamed!

A fun graphic novel, with good characters, and a great book for struggling readers.



Year 9

Love Frankie by Jacqueline Wilson & Nick Sharratt

AR Colour Code - Blue

Frankie's mum has MS and it's serious, and Frankie is being bullied at school by a girl called Sally and her gang. But when an unexpected friendship blossoms between the pair, and they start to enjoy being together, things change dramatically. Is Frankie in love? How does Sally feel; is it the same?

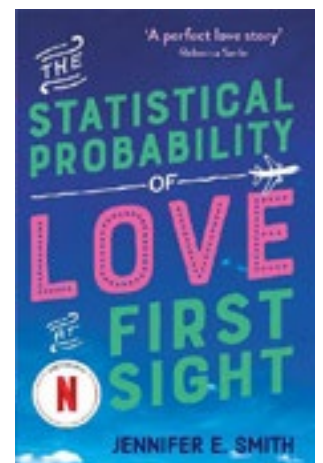
A great LGBTQ+-themed tale about first loves.

Year 10

The Statistical Probability of Love at First Sight by Jennifer E. Smith

No AR

This amazing love story, set over twenty-four hours, finds Hadley at New York airport only to miss her plane. Her father is marrying a woman she's never ever met and now she's missed the London flight. It's not a good day! Enter charming Oliver, who is taking the same flight, is British and incredibly cute. Could being late by four minutes change everything? Is this destiny? A fast-paced novel with lots of drama, tender moments, and a great ending. Enjoy!





Year 11

Shakespeare's Sonnets by William Shakespeare

No AR

Shakespeare's 154 sonnets deal with eternal themes of love, both in its infancy, joyful and fresh, and aged, all knowing, honest, and deceiving. Jealousy, unfaithfulness, memory, and mortality are further themes. The poetry is beyond compare, a lesson in love in all its aspects, and the words full of longing.

The language is beyond beautiful. Superb.

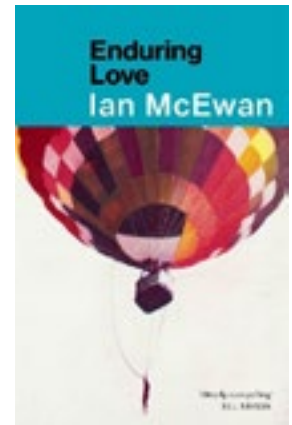
Year 12

Enduring Love by Ian McEwan

No AR

He's been described as Britain's greatest novelist, and Enduring Love is one of many masterpieces. Joe Rose's life is shattered by a ballooning accident, and everything could have ended in tragedy except for a brief meeting with Jed Parry. Some fleeting feeling passes between them and gives birth to a powerful obsession in Parry that will threaten Joe's calm and rational exterior, his relationship with his wife Clarissa, and steer him towards insanity and murder.

A superb plot. Totally engrossing. Just try putting this book down.



Year 13

A General Theory of Love by Thomas Lewin, M.D., Fari Amini, M.D., and Richard Lannon, M.D.

No AR

The psychobiology of love is explored in this fascinating non-fiction account about the human need for closeness, and how the brain works and links with those near to create a rhythm and life force.

A book that argues we need a culture that recognises the ways of the heart and puts love centre stage, beside physics and economics as an apt object of study. Fascinating.



“

Romance novels, it seems, may have more benefits than many people would think. Regardless of how popular culture treats love stories, if they are books that interest you, embrace reading them! You may walk away with a better understanding of yourself and your world.”

—Kristen Twardowski – A Writer's Workshop



Maureen's Visit Kick-starts Children's Mental Health Week 2026!



On Monday, 8EQ1 enjoyed a workshop with our fabulous Writer in Residence Maureen Lennon – the first of a range of events and opportunities that celebrated Children's Mental Health Week.

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.

We will feature Maureen's visit and several other highlights from the week in our next Newsletter, but for now here are some photos from Monday.





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



February Half Term Junior Padel Course

Monday to Wednesday
February 16th, 17th & 18th
10:00am - 12:00pm
Ages 9 - 15

**Learn to play Padel this
half term, in our new
indoor facility at
Cottingham Tennis Club**

**All coaches are LTA
Accredited and all
equipment is provided.**

Book Here

£80

Only 10
Spaces Available





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

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Year 11

Mrs Ellis

07900 394085

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