



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



A Wicked Trip to London!

Pupils and Sixth Form students studying GCSE and A Level Music enjoyed a fabulous trip to experience Wicked at the Apollo Victoria Theatre in London's West End!

Currently the 9th longest-running West End show in history, Wicked has been spellbinding London since 2006. Winner of over 100 international awards including the Grammy Award and three Tony Awards, Wicked has been seen by over 72 million people worldwide and has been performed in over 130 cities in 16 countries around the world.

Contents

Headteacher's Welcome
Page 3

Lower School
Page 5

Upper School
Page 9

Sixth Form
Page 12

Mr Rogers writes:
Page 15

Memory Lane
Page 24

Friends of Longcroft School:
Page 25

Library News
Page 26



The musical sensation looks at what happened in the Land of Oz...but from a different angle. *Wicked* tells the incredible story of an unlikely but profound friendship between two young women, the blonde and very popular Glinda and a misunderstood green girl named Elphaba. Following an encounter with The Wonderful Wizard, their friendship reaches a crossroads and their lives take very different paths.

Glinda's unflinching desire for popularity sees her seduced by power, while Elphaba's determination to remain true to herself, and to those around her, will have unexpected and shocking consequences for her future.

Charlotte, who is in Year 11, said: "I really enjoyed it - the show was amazing! We had a fantastic time!"

The stunning Apollo Victoria Theatre opened in 1930 as a cinema and variety theatre, becoming a venue for musical theatre in 1981.

Olivia said: Year 12 student Sophia said: "I really enjoyed the trip. I've seen the movie before, but this was the first time I've seen the production. They're both good for different reasons."





Headteacher's Welcome

Our values are that which define us, that underpin our actions and our interactions. At Longcroft throughout this Spring Term we have seen so much to demonstrate Great Heart, Thought and Vision across our community and I have really enjoyed hearing about our Golden Buzzer pupils this week who are a perfect example. Acts of wonderful kindness, exceptional contributions to lessons and homework as well as superb pupil leadership have all been acknowledged and we are having to work hard to maintain the stocks of hot chocolate on a Friday morning, which all of those nominated join us to enjoy.

Many pupils joined our amazing FOLS this week at Tesco in Beverley to collect money for sports kit and equipment as part of our commitment to active, healthy lifestyles. It was wonderful to see the generosity of the wider community and we look forward to sharing news of the resources that we will now be able to acquire as a result. The team were also there to support us on Thursday evening, providing refreshments at our brilliant performing arts showcase, with a record total raised from sales. It was a hugely successful evening all round with our children yet again setting an incredible standard with a wide range of drama, music and theatre on display. A packed audience again showed their support and it was a real joy to be a part of. Look out for 'The Adams Family' production which is now only 2 weeks away and tickets are limited!

At Longcroft we are committed to encouraging active and safe travel. We recognise the benefits of regular activity on physical and mental health and acknowledge the long-term impact on our young people of establishing positive routines now and in their lives beyond school. Sadly, our community has learned in the hardest possible way the importance of safe cycling. As is well established, wearing a helmet when cycling to school is non-negotiable. We have a number of schemes now built in to our curricular and extra-curricular offer with a range of events scheduled. We also work with local partners to offer support, maintenance and guidance. Our relationship with the East Riding Sustainable Transport team has led to school handing out free bike helmets, lights and locks to our pupils and students. This represents just one part of our wider offer and we are hugely grateful to the team for their continued work with us, as well as the significant financial investment they make to help us ensure that money is never a barrier to safety. As we move into spring with brighter and longer days ahead, we ask parents to please reinforce these messages regarding cycle safety at home and ensure that they are reflected not just when travelling to school, but at all times when children are out on their bikes.

With the exam season looming, this Friday we have taken all of Year 11 to Hull University for our 2026 Longcroft Revision and Study Skills Conference. There will be more about the trip in next week's Newsletter but it is always a fabulous event and we've been looking forward to it for some time. In this final stretch, it is important that pupils feel well informed and confident to revise and prepare well, using proven strategies that will make a tangible difference.

Parents of pupils in our exam cohorts should continue to look out for information and guidance to aid support at home. Please check your Arbor App regularly to see the revision tasks that every subject now set weekly as part of our homework cycle. As well as being able to access the tasks to help with at home, you can also see whether your child has completed / submitted the work. Staff are taking substantial time to plan revision/homework tasks that precisely respond to mock exam and assessment outcomes and will make a real difference. Thank you for your support in promoting them at home.



Our Easter **'Fire Streak'** attendance initiative will begin on Monday for the final 3 weeks of term. As a community we are all aware of how important attendance is to our children's wellbeing, attitudes to school and self, as well as of course their academic outcomes. It is therefore great to be in such a strong position currently compared to schools nationally, with Longcroft receiving confirmation from the DfE this week that we are in top 10% of schools in the country and remain the highest attended secondary school in the region! There is still much work to do and we will continue to maintain a strong focus on being in school, including through this initiative. Pupils who are in school every day for the next 3 weeks will be presented with golden tickets and collect an Easter Egg on the last day of term.

Thank you in anticipation for your continued support in ensuring children are in school, learning and enjoying the array of experiences on offer.

Finally, you will have seen the letter I have sent to families regarding the proposal from governors to temporarily pause entry into our sixth form as a result of the extraordinary circumstances we will need to negotiate over the next two years. This is a decision that is of course hugely challenging for all in our community and it is important that we hear the voices of all who are affected. Please do review the consultation and share any views through the routes provided.

Have a great week.

Mr D Perry
Headteacher

Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART

114,502

THOUGHT

279,407

VISION

321,176

GRAND

TOTAL:

715,085





LOWER SCHOOL



Mr Worthington writes:

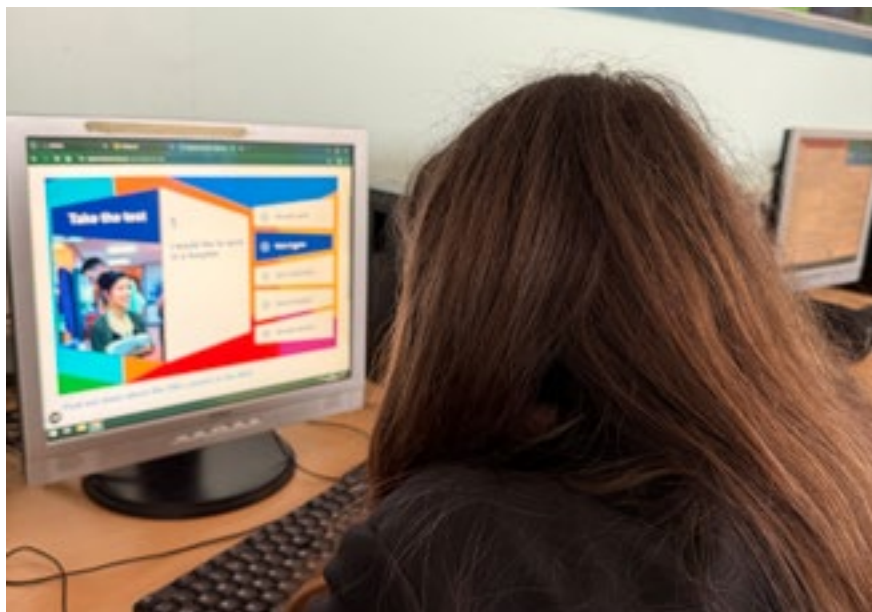
As part of National Careers Week, our Year 8 pupils took a significant step toward their futures by taking part in our annual Step into the NHS Day. The event offered pupils a rare opportunity to discover the remarkable 350 different careers available within NHS England and meet the people who bring these roles to life.

Throughout the day, pupils engaged with NHS professionals from a wide range of disciplines, building their understanding of the skills, training and personal qualities behind many of the UK's most vital job roles.

Our first group kicked off the morning with a lively game of 'Guess the NHS Role', challenging our children to recognise just how diverse the NHS workforce truly is. They then heard from Martyn and Laeaba, who shared their experiences of working within the NHS and the pride they take in supporting patients and communities every day.

The second group tackled a real patient case study, working collaboratively to identify which NHS teams and specialists would be involved in the patient's journey. Pupils then met Lamide, a physiotherapy student, and Livia, who is studying diagnostic radiography. Both guests spoke passionately about their routes into healthcare and the rewarding nature of their chosen careers.





Our third group explored what a typical day looks like for two very different NHS professionals. Katie, a cardiac physiology student, explained the science and technology behind her role, while Rosemary, a project manager, highlighted the importance of organisation, problem-solving and leadership within the NHS's operational teams.

To round off the day, pupils began designing their own job advertisements for the NHS careers that inspired them the most. The level of creativity and enthusiasm was exceptional, with many pupils choosing to take their work home so they could refine their competition entries further.

This was an incredibly positive and enriching experience for our Year 8 cohort. A huge thank you to all NHS contributors who gave their time, insight and encouragement to our children. Events like these play a vital role in helping our young people understand the breadth of opportunities available to them, and in inspiring the next generation of NHS professionals.

Events like Step into the NHS Day are perfectly aligned with our growing curriculum in Health and Social Care, led by Mrs Cooke, whose outstanding experience across the NHS enriches the subject for our learners. Following our Year 9 Options Evening, many of our pupils enquired about our Health and Social Care GCSE.

We have nurses coming in this week to talk to Year 9 pupils about careers in healthcare, with a follow up trip to Castle Hill Hospital Learning Centre taking place soon.





Before joining Longcroft, Mrs Cooke spent over a decade working across multiple NHS settings, following her training in Adult Nursing at the University of Leeds. Her career has included roles in:

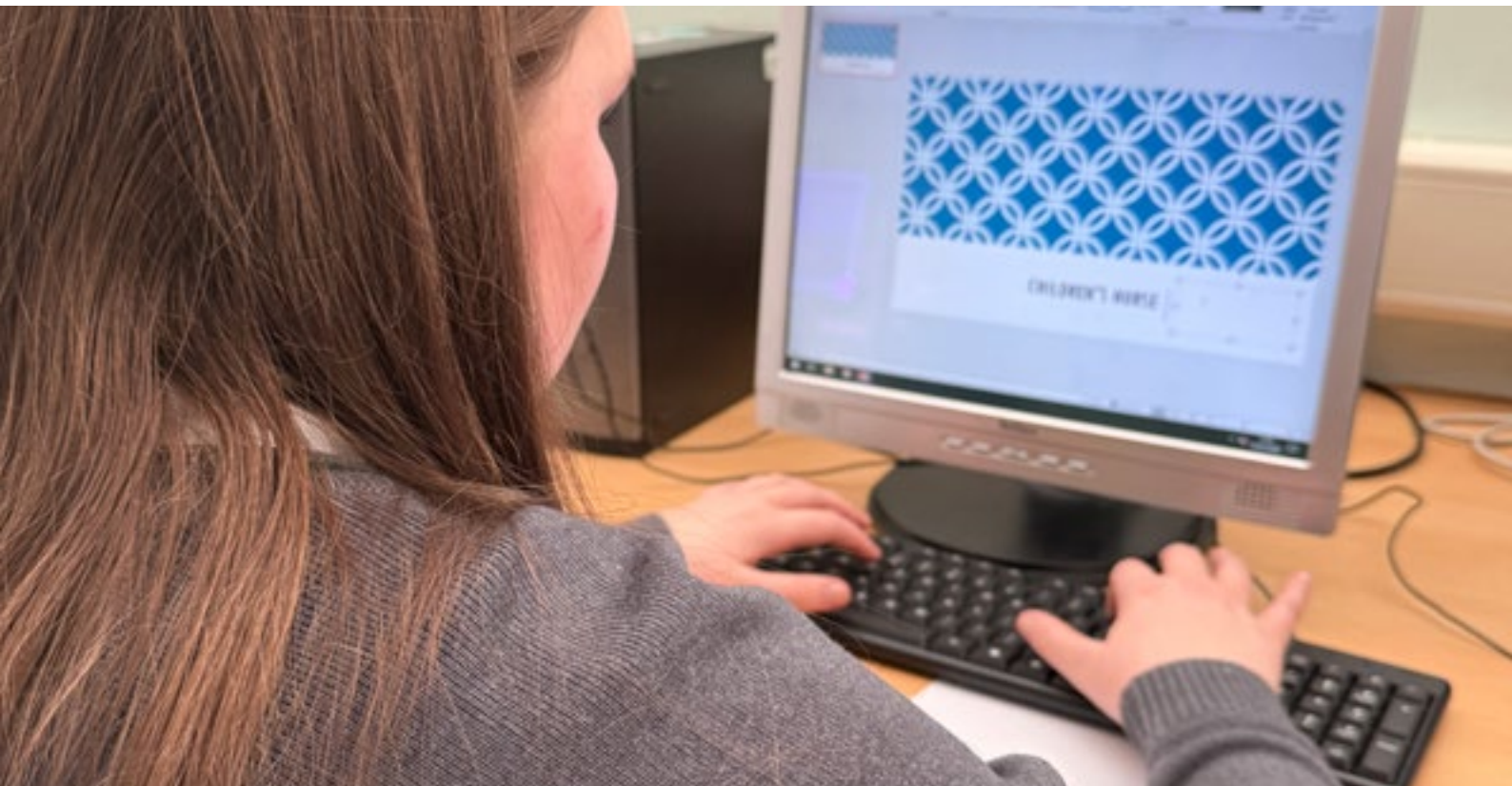
- » Geriatric and stroke rehabilitation
- » Accident and Emergency (treating both adults and children)
- » Renal and gastroenterology wards
- » Theatre nursing across a wide range of surgical specialities
- » Community nursing, including cardiac support
- » Public health, where she trained as a Specialist Community Public Health Nurse (SCPHN) and worked as a school nurse delivering safeguarding, health promotion and growing-up education across Hull schools



Her wide-ranging expertise, from emergency care to public health, provides our Health and Social Care pupils with first-hand insights into the realities of working in healthcare. She brings the subject to life with real clinical examples, deep professional knowledge and a genuine passion for helping young people explore careers that make a difference.

The Health and Social Care GCSE continues to grow in popularity, and opportunities like Step into the NHS Day help pupils see how classroom learning connects directly to real futures within one of the nation's largest and most essential sectors.

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

Rupert Atkinson
Edward O'Neill
Mylo Lawn-Osborne
Freddie Peacock
Miley Wright
Molly-Belle Bloom
Frantisek Fox
Jude Doherty
Ashton Spademan
Caleb Carrison

Year 8

Theo Baldwin
Shams Ranjous
Caleb Harrison
Oscar Jowsey
Tia Kingston
Evelyn Rumford
Amelia Barley
Faith Thompson
Sebastian Tomlin
Sham Ranjous

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: Daisy Cowell

Year 8: William Thwaites

Year 9: Lexi Croft



UPPER SCHOOL



Mr Henderson writes:

This term has seen our Upper School pupils enjoy a fabulous range of enrichment opportunities, including the historians' visit to Thackray Museum of Medicine in Leeds and last week's trip to London to see *Wicked*.

Last week pupils enjoyed the opportunity to see and hear five of Britain's top scientists, all working at the cutting edge of their specialisms, in the stunning setting of Sheffield City Hall.

Miss Rushby, who once again organised what has become an extremely popular annual event, said: "We had another great trip to Science Live! in Sheffield. The primary objective is to inspire enthusiasm for science amongst GCSE pupils. In covering a range of fascinating topics, the presenters certainly demonstrated that science really does offer solutions for many of the world's great problems."

The scientists are carefully chosen for their ability to communicate with pupils of this age in a direct and exciting way.

A materials scientist, Dr Eleonora D'Elia talked about how the natural world has influenced new materials such as 'Gecko tape'. A Senior Teaching Fellow in the Department of Materials at Imperial College London and a leading voice in science communication and outreach in the field of materials science with over a decade of experience, she has dedicated her career to making science accessible and inspiring to all, particularly focusing on widening participation and increasing engagement among women and underrepresented groups in STEM.

Dr Hannah Critchlow is a neuroscientist who talked about the complexity of the human brain. An internationally acclaimed neuroscientist based at the University of Cambridge, she is known for demystifying the human brain on Radio, TV and at Festivals.

Professor Robert Winston is a well-known doctor and fertility specialist who talked about conception and the advances in IVF treatment. In the 1970s he developed surgical techniques that improved fertility treatments and later pioneered treatments to improve IVF. He made a successful transition from the laboratory to the TV camera, presenting several series including *Your Life in Their Hands*, *The Human Body* and *Walking with Cavemen*.



Chemist Professor Andrea Sella presented on 'How the zebra got its stripes.' He was awarded the 2014 Michael Faraday Prize from the Royal Society for 'his excellent work in science communication'.

Professor of Physics at the University of Surrey, Professor Jim Al-Khalili is a space physicist who explained the idea of time travel to the future and the past. Also a Faraday Prize winner, his documentaries include Order and Disorder, Everything and Nothing, Chemistry: A Volatile History and Atom on the BBC while he appeared in Channel 4's Genius of Britain. He is also the author of several science books, including 'Paradox: The Nine Greatest Enigmas in Science' and 'Pathfinders: The Golden Age of Arabic Science'.

Max, who is in Year 10, said: "I enjoyed it. My favourite presenter was Dr Eleonora D'Elia."

Each pupil received a well-produced booklet with details about each scientist, the lectures and some general articles about studying science and working as scientists – as well as a number of pieces from an experienced chief examiner on success with Science GCSE.



Mr Baker said: "Our pupils and Sixth Form students are fortunate to enjoy learning in exceptional facilities, inspired by a wonderful team of Science teachers. Longcroft has an impressive tradition in the sciences. Former students include Dr Erik Seedhouse, a professor in Spaceflight Operations and Human Factors Aviation Safety at Embry-Riddle Aeronautical University and Professor Andy Beavis, Head of Medical Physics for the Hull University Teaching Hospitals NHS Trust, Professor at the Hull York Medical School, Professor at University College London and CSO and Founder of Vertual Ltd. Professor Peter Myers studied at Longcroft between 1959 and 1966 before continuing his studies at the University of Salford, obtaining a first class Honours Degree in Pure Chemistry. Peter continued his studies for a PhD in Maths, Physics and Chemistry and is a research leader in chromatography having worked at the University of Liverpool since 2006. Miss Rushby and Miss Sinclair are also former students!"

Miss Rushby concluded: "I am sure all the pupils took a great deal out of GCSE Science Live! While all the presenters were impressive, my personal favourite was Professor Robert Winston. I can't wait for next year's event!"

Mr Henderson
Head of Upper School

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: Lexi Fairbrother

CAREER OF THE WEEK: Ecologist

What does an ecologist do?

An ecologist studies how living things (like animals, plants, and fungi) interact with each other and their environment. Their work often involves protecting wildlife and natural habitats, especially when humans are building things like houses, roads, or wind farms. The work of an ecologist might include:

Surveying Wildlife and Habitats: Ecologists often go out into the countryside, forests, wetlands, or urban areas to record what species are living there, check if there are protected species like bats, badgers, newts, or rare plants, and assess the quality of a habitat.

Helping with Planning and Development: Before a construction project happens (like building homes or roads), developers must check if it will harm wildlife. Ecologists will write ecological reports for planning applications, suggest how to avoid or reduce damage to nature, and sometimes help design green spaces or create wildlife corridors.

Conservation and Restoration: Ecologists may work on projects that protect endangered species, restore habitats (like turning farmland back into wetlands), and improve biodiversity in parks, nature reserves, or farmland.

Desk Work and Reporting: Back in the office, ecologists will analyse survey data, write Environmental Impact Assessments (EIAs) or Ecological Impact Assessments (EclAs), and use mapping software (GIS) to show where species and habitats are.

Ecologists work for a range of organisations, including environmental consultancies, government bodies (like Natural England or the Environment Agency), wildlife charities (e.g. The Wildlife Trust or RSPB), universities, or research institutions.

What can I expect to earn as an ecologist?

In England, ecologists typically earn between £20,000 and £55,000 per year, depending on experience and role. Graduate ecologists start around £20k–£25k, while mid-level professionals earn £30k–£40k, and senior or principal ecologists can make £40k–£55k+. Salaries are generally higher in the private sector and in London or the South East, while public sector or charity roles may pay less. Freelance ecologists can earn £200–£400 per day, especially with specialist skills or licences. Experience, qualifications, and project responsibility all influence pay progression.

What subjects should I study to become an ecologist?

Useful subjects to study include biology, chemistry, geography, and maths.

How can I start my career as an ecologist?

Typically, ecologists have studied a relevant degree in ecology or an environmental management related subject. Some employers may also look for individuals to hold a relevant postgraduate qualification, such as a Masters. To search for relevant courses, visit the UCAS website - <https://www.ucas.com/>.

Other potential ways to start your career as an ecologist include, completing an apprenticeship, a vocational college course, or by working and studying at the same time. The websites listed at the bottom, provide some great additional links and information on how to start your career as an ecologist.

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

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

Chartered Institute of Ecology and Environmental Management, I Want to be an Ecologist <https://cieem.net/i-want-to-be/>

Green Careers Hub, Ecologist <https://www.greencareershub.com/find-your-green-role/job-profiles/ecologist/>

Lantra, Ecologist <https://www.lantra.co.uk/careers/JobProfile/JobProfileDetails/50>

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

Prospects, Ecologist <https://www.prospects.ac.uk/job-profiles/ecologist>





Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

As the term continues to gather momentum, I have been reflecting on the attitude and commitment shown by our Sixth Form students. I am very pleased to say that both Year 12 and Year 13 have approached this half of the term with real maturity and focus. It is always encouraging to see students engaging fully with the opportunities available to them, and the general atmosphere around the Sixth Form at the moment is one of purpose and determination.

In particular, I have been impressed by the approach our Year 13 students have taken recently. A fortnight has now passed since the majority of their mock examinations, and although a few science assessments are still being completed, many students are now beginning to receive their results. This is always an important moment in the academic year. Mock exams serve not only as a measure of current progress but, more importantly, as a valuable diagnostic tool. They help students and teachers identify areas of strength as well as areas where further work is needed.

The real value of mock examinations lies in what happens next. As results begin to return, students are able to reflect carefully on their performance and consider where their knowledge may still need strengthening. This process of reflection and targeted improvement will be incredibly important over the coming weeks as we move steadily towards the final examination period. I have been encouraged to see many students already engaging thoughtfully with this feedback, meeting with their teachers and planning how best to close any gaps in understanding.

Alongside academic progress, we continue to focus strongly on preparing students for life beyond the Sixth Form. Recently, I carried out an audit of the Year 12 PSHE curriculum, particularly our Journey of Life programme. This programme is designed to equip students with the knowledge, awareness and practical understanding they will need as they transition from school into higher education, apprenticeships, or the workplace.





During this review I had the opportunity to visit a number of sessions and observe students engaging with the material. I was genuinely impressed by the level of seriousness and maturity with which students approached the topics being discussed. The willingness of our Year 12 students to engage thoughtfully with issues that affect their futures is extremely pleasing to see, and it reflects very well on the cohort as a whole.

Another exciting development at this time of year is the steady arrival of university offers through the UCAS process. Over the past couple of weeks we have seen a significant number of offers coming through, and it has been fantastic to share in the excitement with students as they begin to consider their next steps. Many students are now starting the process of confirming their firm and insurance choices, which is always a major milestone in their journey through the Sixth Form.



It is a real privilege to see the ambitions of our students taking shape in this way. Whether students are planning to move on to university, pursue degree apprenticeships, or explore other career pathways, the next few months represent an exciting period of decision-making and opportunity. I would like to congratulate all of our Year 13 students who have already received offers and encourage them to continue working hard as they approach their final examinations.



This week I am also proud to see three of our Year 12 students representing the Sixth Form at a **Women in Leadership Conference** held in Hull. Anika, Orlaith and Anna attended the event and had the opportunity to hear from a range of speakers, participate in discussions and engage with ideas around leadership, ambition and future career pathways.

It is always a pleasure to be able to send our students to events like this, where they can broaden their perspectives and develop confidence in their own potential. Opportunities such as these play an important role in helping students see the wide range of possibilities available to them. We look forward to hearing more about their experience, and they will be sharing a feature article in next week's newsletter reflecting on what they learned from the conference.



Looking ahead, it is remarkable to think that the Easter holidays are now just a couple of weeks away. This period will be particularly significant for our Year 13 students as they continue their preparation for the summer examination season. I am very grateful to the many members of staff who have already offered to run additional Easter revision sessions. These sessions provide valuable opportunities for students to consolidate key knowledge, revisit important topics and build confidence ahead of their final assessments.

The willingness of our teachers to give up time during the holiday period speaks volumes about the dedication of the staff team and their commitment to supporting our students' success. I would encourage Year 13 students to make the most of these opportunities wherever possible.

At the same time, it is important to remember that effective revision is often about balance. The Easter holiday should certainly include time for focused study, but it is also important that students look after their wellbeing. Taking time to rest, spend time with family and friends, and step away from study occasionally can make a significant difference to concentration and productivity.

A few simple habits can make a big difference over the holiday period: setting realistic revision goals, organising study time into manageable blocks, maintaining good sleep routines and ensuring time for relaxation. Small, consistent steps often lead to the greatest progress.

Finally, I would like to remind all Year 13 students that support is always available. If you feel you need additional guidance or help in a particular subject, please speak with your teachers. Our staff are always happy to help, and it is far better to ask questions early than to struggle in silence.

As always, I would like to thank our students for the positive way they continue to represent the Sixth Form. Their effort, maturity and determination are a credit to themselves and to the wider school community.

I wish everyone a productive and positive end to the term, and I look forward to sharing further updates in the coming weeks.

Mr Chapman
Head of Sixth Form





SAFEGUARDING



Mr Rogers writes:

Children, Phones and Online Safety: A Guide for Families

Mobile phones are now a normal part of everyday life for young people. They allow children to stay in touch with friends and family, access information and enjoy entertainment. For many families, a phone becomes particularly useful when children begin travelling independently to secondary school.

However, smartphones also bring access to the wider online world. This means children may encounter risks such as inappropriate content, cyberbullying or contact from people they do not know. As parents and carers, understanding these risks and helping children use technology safely is extremely important.

There is no specific age when a child should receive their first phone. Every child develops at their own pace, so families should consider their child's maturity, responsibility and individual circumstances when making this decision.

The Positive Side of Phones

Although conversations about phones often focus on the risks, smartphones can also provide many benefits. When used responsibly, they can help children stay connected with family, develop digital skills and access educational resources. Many young people also use their phones creatively through photography, videos and communication with friends.

Understanding the Possible Risks

While most online experiences are positive, children may sometimes face challenges online. These can include seeing inappropriate content, receiving unkind messages through cyberbullying, being contacted by strangers, or feeling pressure to share personal information or images.

Because phones allow children to connect with others at any time, these experiences can sometimes feel overwhelming. This is why it is important for children to know they can talk to trusted adults if something online makes them feel uncomfortable.



Talking to Your Child About Phone Safety

One of the most effective ways to keep children safe online is through regular conversations. Talking openly about the apps they use, who they speak to online and what they enjoy doing on their phones helps build trust.

You might ask simple questions such as:

- » What apps or games do you enjoy using most?
- » Who do you usually talk to online?
- » Have you ever seen something online that worried you?
- » Do you know what to do if someone sends you a message that makes you uncomfortable?

The aim is to help children feel confident asking for help if they need it.

Practical Steps to Support Safe Phone Use

There are several simple ways families can help children use their phones safely.

- » Parental controls can help filter inappropriate content and manage screen time. Many devices, apps and internet providers offer built in safety settings that can be adjusted to suit your child's age.
- » It is also helpful to review privacy settings together. Many apps allow users to control who can see their profile, send messages or view their location. Setting accounts to private and switching off location sharing can reduce risks.
- » Some families also find it useful to agree on clear phone rules at home. These might include charging phones outside the bedroom overnight, limiting screen time before bed or asking permission before downloading new apps.

Helping Children Build Good Online Habits

Children should understand that they have the right to feel safe online. They should know that it is okay to block someone, report harmful content or leave a conversation that makes them uncomfortable.

Most importantly, they should know they can always speak to a trusted adult if they are worried. Children are more likely to share concerns if they believe they will be listened to and supported rather than punished.

Final Thoughts

Technology will continue to play a major role in children's lives. Rather than trying to remove phones completely, the goal is to help young people develop the knowledge and confidence to use them safely.

By keeping conversations open, setting sensible boundaries and staying interested in children's online experiences, families can help ensure that phones remain a positive part of young people's lives.

What Parents & Carers Need to Know about

OMETV

OmeTV is another app which encourages users to 'make friends from all around the world'. People can search profiles by age and gender and send direct messages or photos. However, the app is primarily used for video calls. When using this feature, users are connected at random, although only their country of origin is shared. People can then either choose to move on to the next chat or can stay in that call for as long as they wish.

WHAT ARE THE RISKS?

STRANGER DANGER

While young people generally know not to share personal information with strangers, the safety of their home and the distance offered by technology can make them feel more relaxed and uninhibited. Combined with the fact that OmeTV provides a webcam function – and anonymity – it can be an easy way for groomers to gather information, ask to connect on other social media platforms, or potentially request intimate images.

EXPLICIT CONTENT

Unfortunately, there are a lot of users who use OmeTV's webcam feature to expose themselves. While users can swipe to the next call quickly, it's not something that can be filtered out completely – so young people could easily be exposed to highly inappropriate images.

REPORTING DIFFICULTIES

When video calling, the other person's username is often hidden and therefore they can't be blocked or reported. There is a 'Report Abuse' tab at the bottom of the video, but the speed with which calls can swipe past can make it difficult to use this system. There's also little evidence to suggest that offenders are dealt with appropriately (through warnings or account termination, for example).

AGE VERIFICATION

17+

Although the site states that users must be 18 or over, there's no way to verify this, and it's easy to use an existing Facebook account to log in, or for users to set up a fake account. To access OmeTV, users simply need to press a button confirming they're an adult, which means it's likely many users will claim to be much older than they are.

VIDEO RECORDING

REC

When young people are chatting live on a webcam, they could be coaxed by others into doing things they don't feel comfortable doing, or persuaded that no harm can come from it. What they don't know is whether the other user is recording them. These videos could then be used to embarrass or blackmail them, or they could be kept by a potential online predator.

LIMITED PARENTAL CONTROLS

OmeTV has very limited parental controls. There is a 'safe mode', but this is of little practical use given that explicit content isn't filtered out. While the site lists several rules and regulations, there are few apparent ways to enforce them or restrict what users can see or do.

Advice for Parents & Carers

FOLLOW AGE GUIDELINES

OmeTV has an age recommendation of 18 and over, which suggests the developers are aware that it may facilitate adult content. It's important to adhere to the age guidelines and try to restrict access to the app for younger users. If you find it on an under-18's device, talk to them about the potential risks and explain why they probably shouldn't be using it.

DISCOURAGE CHATS WITH STRANGERS

Remind your child of the dangers of talking to strangers online. The anonymity OmeTV offers, plus its webcam function, makes it an attractive place for groomers to network and create inappropriate content. Explain that your child may see something which upsets them – and that it's a crime for anyone to expose themselves to a young person online.

DISCUSS THE DANGERS

Maintain communication with your child about online safety and empower them to protect themselves. Simply deleting an app from their device impacts their independence and can cause resentment. Instead, highlight news reports of predators exposing themselves to children on the internet, and discuss what they should do if asked for explicit images.

ENABLE PARENTAL CONTROLS

Regardless of how responsible your child may be, it's essential to use parental controls on their device. It's easy for young people to get lured in by others, feeling they've built up a trusting friendship and being coaxed into doing things they wouldn't normally do. Ensure in-app purchases aren't enabled on their device, and emphasise that they can always talk to you about anything online that worries them.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety®

#WakeUpWednesday

Source: https://www.nola.com/news/crime_police/man-exposes-himself-to-marrero-middle-school-students-in-online-chat-tv-station-reports/article_e16b6e40-0818-51b7-aced-8f627af129bb.html
<https://www.wrtv.com/news/local-news/crime/indy-man-sentenced-to-15-years-for-owning-two-phones-with-nearly-2-000-files-of-children-being-sexually-abused/> | <https://ome.tv/rules/>



A huge congratulations to our latest Golden Buzzer winners!

Bobby Adams 9JNC
Anna Beynon 9EFO
Jack Denyer 9EFO
Caleb Faulkner 8EIN
Lewis Kemp 7JHL

Oscar Lawson 9ACR
Kelsey Leskiewicz 11PDR
Annabel Naylor 8JDY
Reggie Pierce 7SJU
Oscar Purchon 9LWO

Shams Ranjous 8JPO
Amy Thornton 10PDV
Alissia Williams 8GRU
Kai Wring 9ACR
Mason Wyeth 8JDY





Footballers Reach Cup Final!

Congratulations to our amazing Under 13 girls' football team who won 4-0 in the Humberside Schools' Cup semi-final against Sir John Nelthorpe School at Brigg Town FC!

Charlotte, who is in Year 7 and plays on the left wing, said: "It was a really good performance and it's exciting that we'll be playing in the cup final!"

Year 12 student Anna Bruton coaches the team. She said: "They're a well-balanced team and they work well together. I'm really proud of them!"

The girls are all looking forward to the final, when they will take on which is likely to be played in May - their opponents are still to be confirmed.





Longcroft Pupils Hit the Mark

at Archery Competition

Last week pupils from Longcroft took part in an exciting archery competition, showcasing their focus, determination, and sporting skills.

Mrs Henderson explained, "The event began with a coaching session where pupils were given the opportunity to develop their technique and learn from experienced instructors before moving on to the main scored competition."

She added, "Following the practice session, competitors put their skills to the test in a series of scored rounds. Longcroft performed impressively throughout the event. The final standings were particularly close, with Longcroft drawing on total points with the first-place team. However, the tie was decided by the number of gold hits, narrowly placing Longcroft in silver medal position."

"Pupils from Longcroft said they thoroughly enjoyed the session, especially the chance to try archery in a competitive setting while learning new skills. The combination of coaching and competition made the day educational, inclusive and exciting."

Congratulations to everyone involved!



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 publish the names of the ten pupils who have earned the most points. 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 – 22,800

Charlotte Jagger – 16,100

Pola Czerwony – 14,800

Harrison Williams – 11,200

Sam Cai – 11,200

Bobby Lascelles – 10,200

George Kelly – 9,600

Muireann Kennedy – 9,000

Devon Bryans – 8,800

Ritaj Al Shaqran – 8,200





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 Ellie Eaton!

The top 10 pupils this week are:

Ellie Eaton – 1,705XP

Caleb Carrison – 1,200XP

Oscar Purchon – 1,190XP

Evie Williamson – 1,180XP

Amy Thornton – 1,165XP

Jack Allport – 1,140XP

Oscar Dale – 1,135XP

Evie Cunningham – 1,135XP

Somaya Omari – 1,097XP

Oscar Harling – 1,090XP

CREATIVE WRITING COMPETITION



Come and visit the amazing "THREADS" exhibition at Beverley Minster (4 March - 22 April, 10.00 - 16.00 daily) and be inspired to write!

We welcome poetry or prose entries (up to 500 words) responding to the exhibition of huge textile panels celebrating the wonders of creation and the life of Christ.

The competition is divided into three age groups: under 11, 11-18, and adult, with prizes of book tokens worth £25 each for the two younger winners and £50 for the adult winner. Entries will be judged by a distinguished adjudicating panel, and the winning/commended entries will be read at a special presentation ceremony.

HOW TO ENTER

EITHER complete the entry form overleaf and submit your entry, with the completed form, on paper. Deliver/post to: Threads, Beverley Minster Parish Centre, 38 Highgate, Beverley HU17 0PD
OR go to www.beverleyminster.org.uk/threads and complete the online form, pasting your creative writing in the assigned space and **SUBMIT**.

Closing date: 26 April





Memory Lane

This week we return to 2010 and feature two Year 11 tutor groups. 11B and 11F are pictured, the latter with their Form Tutor Mr Bull.





The Friends' Corner



Our FOLS enjoyed a fantastic fundraiser at Tesco in Beverley on Saturday morning. The team raised money for active lifestyles, sports kit and equipment. Thank you for everyone's support!!

fols@longcroft.eriding.net

Charity Reg No. 515674

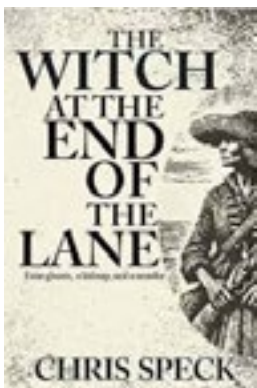




LIBRARY NEWS



Ms Carvill writes:



Former Longcroft Student Chris Speck Visits Longcroft

It was fabulous to welcome local author Chris Speck to Longcroft as part of our World Book Day celebrations last week. Chris, a former Longcroft student, is a prolific writer and has had over ten books published. Over the last couple of years, they've become increasingly popular; especially in the East Riding where most of them are set.

Two classes of our Year 9 pupils enjoyed listening to Chris talk about being a writer, his inspiration, and the publishing process. Afterwards, there was an informative Q & A, with pupils eager to ask questions. Judging by his productivity Chris is clearly very hard working, on average producing two books a year, but he's also laid back, unassuming, and approachable. Something Holly was clearly aware of:

"He was really inspirational and motivational; friendly too. It was easy to engage with him, so you felt like you could ask him lots of questions. His books sounded really interesting and I'm going to read some."

The Library team have read a number of Chris's books previously as have some pupils; the fact they are set locally is certainly one of many appeals. Does Chris find it a help or a hindrance to stage his books in the East Riding?

"It's a help. Some people in London might not want to read about Hull or Beverley, but that's changing, and it's good to celebrate where you live and what you know. The East Riding has got so much to offer."





Chris has written a number of book series, including gangland thrillers based in Hull (for adults), historical tales of trawlers, the North Sea, and WW1 and exciting adventures about 18th century highway men.

When Chris spoke about his books, including *The Witch at The End of the Road*, published in 2025 and set in 1794 in Beverley, our pupils were transfixed. It's a fascinating tale about teenager Bill who works at the tannery, a filthy job. Beverley in the 18th century wears a very different face than today. Becksides full of rats and lowlife, and Bill never knows where his next meal is coming from. His mother neglects him shamelessly and his only comfort is his dog Kelly. If he could run away with her he would. It has a fabulous plot and is a real page turner. Lizzy liked the sound of Chris's novels.

"I like the fact that lots of his books are set locally, and he's really enthusiastic about our area and done lots of historical research."

Chris was born in Hull and then moved to Cherry Burton. He enjoyed his time as a student at Longcroft, especially in the sixth form.

"This was a great school for me when I was a kid. I read a lot of books, in this very library, and performed in loads of drama productions, and I did my first ever gig in the theatre here!"

Despite his fondness for the area. Chris had a driving force to see the world. Before becoming a full-time writer he travelled extensively, working as a TEFL teacher and having numerous adventures which he enthusiastically shared.



Freya asked if Chris had always wanted to be a writer.

"Yes, I got kicked out of class once at primary school for writing a horror story. The teacher was not impressed. It was too frightening!"

Does Chris ever struggle to write?

"No, I always want to write. When I returned to the East Riding after my travels I couldn't wait to start on a book. I have ADHD and writing really grounds me, makes me calm."

Mr Taylor wanted to hear about Chris's working day, how he motivates himself, and how important language and word choice are to him.

"I always want to write, every day. I aim for a minimum of 2,000 words a day. Word choice is everything. Words are like a surgeon with his knife or a mechanic with his spanner."



Shanice was curious to know how Chris planned his books and Jess asked how long it took to write one.

"I'm not a great planner. First of all I think about the setting; then I think about the characters. The grumpy ghost in one of my books is based on my nan. The characters are so important. I decide on an ending next; then I write the book. Usually a book takes about six months to write."

Annmariya asked Chris about what he enjoyed reading and would recommend.

"I loved reading comics when I was young, Judge Dredd was a favourite, the way he brings law and order. I'm a huge fan of poets, Donne and Keats, and Shakespeare too, and I love the novels of John Steinbeck. He really influences my own writing."

A number of pupils wanted to know if it was a struggle to get published.

"Oh yes, it's not easy being rejected so many times. I was turned down over a hundred times, but you learn to take it on the chin, and you keep going."

I had to really grind and work hard to get my books in print. Eventually I got published with a small publisher in Hull called Flat City Press. They've been really good to me and are growing as a company, and my sales are increasing."

Chris is clearly not a person who gives up easily. In order to achieve what he has he's had to persevere. He obviously has a lot of life experience he can draw on, which certainly comes through in the characters he creates. For those interested in broadening their reading or becoming a writer themselves he's also an inspiration, a fact Mason recognised.

"He was cool. He's been around the world and speaks about his adventures so well. The fact his books are set here makes them really relatable. I'm interested in becoming a writer myself, and he really inspired me."

Judging by the applause and thanks that followed Chris's session with our Year 9 pupils they clearly enjoyed his visit and got something from it. As their teacher, Mr Taylor, said:

"It was fantastic for our pupils to get an understanding of the creative process behind being a published author."

A huge thank you to Chris for taking the time to visit his old school and inspire our students. Copies of his books are available in the library, or you can purchase them at Waterstones or on Amazon.





World Book Day Update

A huge thank you to the staff who dressed up for World Book Day 2026. It was great fun.

World Book Day is such an important day in the literacy calendar, and never more so than in 2026, the Year of Reading. It's also a day to celebrate reading, smile, and laugh; certainly, a number of pupils had a good giggle when they saw staff in their regalia!



WBD was originally the brainchild of Vincente Cervantes, director of a publishing house in Barcelona, and first celebrated in Spain in 1926. It's now a global annual event organized by UNESCO (United Nations Educational, Scientific and Cultural Organization) and was first observed in 1995 on 23rd April, Shakespeare's birthday, but in the UK and Ireland it is marked in March.

At Longcroft, as well as our author visit, we celebrated with book quizzes, dictionary games, and displays of all the marvellous books this year. Many pupils have taken book tokens to use at nearby retailers, and some have collected free books from the library. These are still available if your child would like a free book. As detailed before there are some fantastic reads!



Thank you to all our pupils and students who participated in our library lunchtime activities and for making World Book Day 2026 a memorable day.

"I love the way that each book — any book — is its own journey. You open it, and off you go..."

—Sharon Creech





JOIN OUR



EASTER EGG HUNT



MONDAY 6TH APRIL
2PM

BEVERLEY
PARKLANDS CARE
HOME



Easter Egg Hunt
starts at 14.00m.
Prizes for best Easter costume.



For more information visit email:
activities@beverleyparklands.co.uk

Parent Workshop: Help your child with Anxiety

18th May 1pm-3pm

Beverley Children's Centre

This workshop covers:

How to respond to and support your child with regulating and managing their anxiety whilst being compassionate to yourself as a parent.

Aims and Objectives:

Build a greater understanding of anxiety. Learn what anxiety in children looks like and develop techniques/strategies to respond to anxious behaviours and anxiety symptoms.



Book your slot via EventBrite:

<https://www.eventbrite.co.uk/o/east-riding-mental-health-support-team-115399161881>



Parent Workshop: Behaviour as a form of Communication

6th July 2026

Beverley Children's Centre 1pm – 3pm

This workshop covers:

How to recognize different types of behaviour to understand what your child may be communicating. How to respond to behavioural communication to decrease stress and increase safety.

Aims and Objectives:

Build a greater understanding of behavioural communication, the different types of behaviours children and young people display and develop a tool kit to respond to their communication.



Book your slot via EventBrite:

<https://www.eventbrite.co.uk/o/east-riding-mental-health-support-team-115399161881>



Parent Workshop: Routines, Rhythms & Sleep

Date: 18th June 2026

Time: 4:30pm-6:30pm

Location: Beverley Children's Centre

This workshop covers:

The importance of routines, boundaries and sleep to support children's social, emotional, and mental health.

Aims and Objectives:

Build a greater understanding of why boundaries, routines and sleep support children's emotional and behavioural development and how to effectively use boundary setting and routines to support children's development.



Book your slot via EventBrite:
<https://www.eventbrite.co.uk/o/east-riding-mental-health-support-team-115399161881>





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