



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



"It was scary performing in the showcase, but when I'd done it and got lots of applause I felt really proud."

### Cambridge Hosts

### Inspirational Festival!

Inspiring writers, imaginative workshops, and an illustrious setting were just some of the highlights at First Story's Young Writers' Festival 2026. The event, hosted by the University of Cambridge, was attended by 40 Longcroft pupils and students, and was thoroughly enjoyed by all. Thank you to Ms Carvill, who organised and led the visit, for this insight into a wonderful day.

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This year the festival kicked off with an introduction from performer and prize-winning author Adam Z Robinson, who was great fun and made everyone feel at ease. There were also short speeches from alumni Sarah Zaman, who spoke about what a difference First Story had made to her life as a young girl, and a big welcome from Dr Bonnie Lander Johnson, of Downing College, who stressed what a great option studying English at Cambridge is, and the numerous career opportunities it opens up.

This year's headline act was multi award-winning author A.M. Dassu, who was initially inspired to write children's books by her sons and their friends, and a growing awareness that the world was becoming increasingly divided and divisive.

*"I was watching the news, and it was awful. There was a crisis in Syria; bombs were dropping everywhere, and refugees were desperate to flee. At the same time, we were hearing from certain voices that our country was being invaded by immigrants taking away our jobs.*

*I thought about Syria and about my family and two young sons, and I thought what if this happened to us. What if we were trying to get out of a dangerous country. It was like a lightbulb moment. I sat down and I wrote the first chapter of Boy, Everywhere."*



Holly was really impressed:



*"I liked the enthusiasm of the author and that she really cared about what she was writing about. She made me understand what it might be like to be a refugee having to escape from your country; to understand both sides of the story."*

As well as writing, A.M. Dassu works as Director of Inclusive Minds, an organisation that passionately promotes inclusion, diversity, equality, and accessibility in children's literature. She's also a patron of The Other Side of Hope, a new literary magazine edited by immigrants and refugees, which serves to celebrate the refugee and immigrant communities worldwide. Jess also valued her words.

*"I really enjoyed listening to the author A.M. Dassu talk about her belief that she had a story to tell, and she read the extract from Boy, Everywhere so well."*

After reading, the writer answered questions from a panel of five students selected from across the country; including Longcroft sixth former Orlaith. Was Orlaith nervous speaking in front of over 300 people?

*"I felt really relaxed when I asked my questions. She was very welcoming, and she answered really well."*

Orlaith asked if the messages in Boy, Everywhere influenced adults as well as young people.

*"One pupil at a school told me she thought her mum should read the book. The Mum was someone who believed everything she read in the papers. She did read it, and it changed her mind about immigrants. Other people have thanked me for giving them a voice. That means so much."*



A.M. Dassu's path to success was not without difficulties. After training as an economist and working in marketing, she decided to become a writer and learn a new skill set, and get an agent. Unfortunately, she had to overcome numerous rejections before getting published. She stressed how important it was to keep going; even though it might frequently feel like you're a failure.

*"Whatever you want to do, you can do it. You have to persist; believe that if this is something you really want, you're going to get there, and overcome all the hurdles."*

Following A.M Dassu's inspiring words Longcroft's pupils began one of two scheduled workshops with established professional writers Ruth Awolola and Camilla Chester, who were among over twenty writers attending the festival.

Our young were incredibly enthusiastic during the sessions and not the slightest bit reticent about reading aloud; indeed, in Ruth's workshop they were vying to share their work. Harriet really enjoyed it:

*"I really liked Ruth Awolola, who led our creative writing workshop. She was so enthusiastic and made it such fun."*

Nancy and Ryley were in total agreement:

*"You could tell our workshop leader really cared, and wanted to boost everyone's confidence."*

In Cecilia's workshops pupils wrote a poem as Madison explained:

*"We had to write our personalities in the style of a recipe; say what ingredients made us up and then shape it into a poem. It was different and really interesting."*

A number of pupils were impressed by the beautiful setting of the university. This year we were at the Sidgwick Site, and after a picnic lunch on the lawn we were all treated to a fabulous tour of the grounds. Our pupils were enthralled as Elias stated:

*"The tour was wonderful; especially the dining hall and seeing all the portraits, and the gardens and grounds are beautifully taken care of."*

Amelia compared it to a film set and Lily and Neve liked the sound of the sports activities and social events on offer, as well as the amazing architecture.

"The campus and university were so cinematic. I felt like I was in a movie. I loved seeing the dining hall, it was so Harry Potter."

*"The surroundings were so pretty. We learned all about student life at Cambridge; extracurricular activities like rowing races, and the wonderful balls students attend."*





Our student guide, Sophie, answered lots of questions from our group about life at Cambridge, courses, accommodation, and workload, and was really helpful. A number of pupils felt very encouraged to apply in a few years; they recognised that the University of Cambridge is one of the most prestigious in the world, its history, and liked the fact the accommodation is on site, and it has beautiful architecture and surroundings.

*"The tour was great. There is so much interesting architecture. We saw an amazing chapel. There was an organist playing this wonderful music."*

As well as the tour, pupils also went to a lunchtime expo with lots of stalls featuring literature, careers information, and books for sale, a number of which were purchased for our school library. They also had the opportunity to chat to the writers and get signed copies of A.M. Dassu's books.

At the end of the day, we were all welcomed back to the lecture theatre to watch a fantastic showcase featuring poetry and prose attendees had written in the workshops. Longcroft pupils Rupert and Melody were selected to perform in front of the huge audience. Melody explained how it felt:

*"It was scary performing in the showcase, but when I'd done it and got lots of applause I felt really proud."*

Rupert was also delighted by the response he got and his achievement.

Finally, Bonnie Lander Johnson invited pupils to take part in a writing competition inspired by an illustration by Quentin Blake, a former Downing student. Goodbyes and thanks were said and everyone wished everyone a safe journey home. It had been a wonderful day.

**Well done Longcroft. You were a credit to your families and your school! Many thanks to Mr Taylor, Mr Cranfield, and Mrs Spruce-Wan for their support with this trip.**



## Headteacher's Welcome

**It has been a busy start to the summer term and what a week to enjoy our beautiful school site bathed in wonderful sunshine. Things are clearly set to change somewhat over the Bank Holiday but as we are now moving into the warmer part of the year, please do remember to routinely send your child to school with a full water bottle each day.**

With lots going on in school for our children, the days are certainly disappearing quickly and our exam cohorts are inevitably feeling the acute sense of anticipation for the days and weeks ahead. Next week sees the beginning of the formal exam season with written papers to be undertaken in various venues now set up across the school. Year 11 and Year 13 parents will continue to receive details of examination timetables and revision / support sessions but if there are any queries or you need any support please don't hesitate to get in touch. Our practical exams have been exceptional over recent weeks with PE, MFL, Performing Arts and Art all reporting outstanding levels of work. We are truly excited for what our exam cohorts will go on to achieve.

All pupils will see some slight adjustments over the coming weeks to accommodate the exam season. Most notably, there will be no assemblies in the theatre until exams are completed after half term and our break time will soon move to 11:15am after period 2. We are incredibly proud of our young people and the maturity and composure they continue to demonstrate as they take this important step in their educational lives. We know that the pressure they are experiencing, whilst entirely normal, will impact them in many different ways. Our experienced pastoral team and everybody here in our Longcroft community is here to help.

It would be remiss of me not to point out that over the coming weeks there **is no study leave** and being in school during the exam season is **not optional**. We have many years of experience in managing the curriculum through these final weeks and a comprehensive plan is in place to ensure pupils and students have the very best preparation for success in their examinations. Although exams have started, the process is long and staggered with lessons continuing as normal. There will be refinements to the curriculum being made so that time is pre-loaded around imminent exams for every subject across the school. We know this approach works and makes a huge difference.

Beyond exams, colleagues continue to provide a myriad of opportunities for our children to enrich their formal education. The newsletter this week again gives a flavour of what our young people have been up to. We have had some great success in summer sporting competitions, national literary competitions and are now in the final preparations for the Duke of Edinburgh excursion with more news to come on all of that next week. Our outdoor learning space is bursting into life and we are grateful to have received the support of Lovell Homes who have provided time and a donation to help us continue to develop that area of our school.

Finally, I would like to draw your attention to letters that you will have received this week to provide an update on the proposed temporary closure of the sixth form to current Year 11. Please do check your e-mail and if you have any questions regarding that process or the implications for your child(ren) do get in touch us.

Enjoy the Bank Holiday weekend.

**Mr D Perry**  
Headteacher



## LOWER SCHOOL



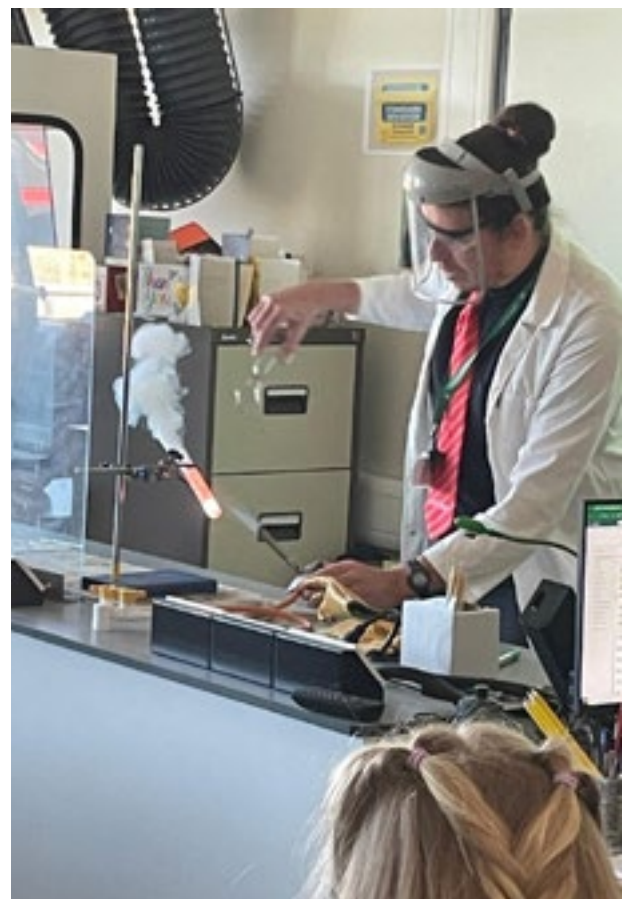
### *Mr Worthington writes:*

**Firstly, I am delighted to feature photographs taken during last week's visit from Molescroft Primary School's Year 5 pupils to our Science Department for a Chemical Reactions Masterclass. The opportunity for younger pupils to experience secondary science in an inspiring environment will hopefully have sparked curiosity about where their learning could lead next.**

Demonstrations included flame tests using potassium, copper and lithium, the ever-popular Elephant's Toothpaste experiment and the Whoosh Bottle, each carefully explained to ensure pupils understood not just what was happening, but why.

Pupils also carried out their own practical investigations into catalysis, exploring how hydrogen peroxide can be used to speed up a chemical reaction, before the masterclass finished in memorable fashion with the Screaming Jelly Baby experiment!

This term, I will be working closely with colleagues teaching Year 6 to ensure that our new starters in September are supported thoughtfully and confidently, allowing them to begin their journey at our wonderful school in the very best possible way.





Creativity is at the heart of our Key Stage 3 Art curriculum, and we are proud of the rich, inspiring journey our pupils take from Year 7 through to Year 9. Our aim is not only to develop technical skills, but to nurture confident, curious and resilient young artists who are willing to experiment, take risks and express their own ideas.

Throughout KS3, pupils are introduced to a wide range of artists, styles and techniques, spanning traditional fine art, contemporary illustration, design and mixed media. They learn to draw, paint, print, sculpt and design with purpose, building strong foundations in observation, composition, colour theory and visual communication. Just as importantly, they are encouraged to think critically about art; asking questions, analysing meaning and making thoughtful links between artists' work and their own creative choices.

Our curriculum places a strong emphasis on process as well as outcome. Pupils explore ideas through sketchbooks, refine their work through feedback and reflection, and develop confidence in evaluating and improving their own pieces. This approach helps pupils understand that creativity is not about being "perfect", but about perseverance, problem-solving and personal growth.

We also ensure that learning is relevant and engaging, connecting art to the world around our pupils. Projects such as graphic illustration, cultural art studies and design-based outcomes allow the children to see how creativity links to real-world industries, future careers and everyday visual culture.

The enthusiasm, imagination and pride shown by our KS3 pupils is a testament to their hard work and the strength of the Art curriculum. Each year group continues to build on prior knowledge and skills, ensuring pupils are well prepared for creative pathways at GCSE and beyond.

We are incredibly proud of the creativity on display across KS3 and look forward to seeing our young artists continue to flourish.

Our talented Year 8 children have been exploring the bold and imaginative work of contemporary artist Andreas Preis during their recent Art lessons, and the results have been fantastic. Preis is well known for his striking graphic style, expressive characters and surreal compositions, which proved to be a brilliant source of inspiration for our pupils.

After analysing examples of Preis's work, pupils experimented with strong outlines, dynamic forms and limited colour palettes. They then applied these ideas to design their own skateboard decks, thinking carefully about composition, movement and personal expression. The project encouraged our children to combine drawing skills with creativity and confidence, while also introducing them to design thinking and modern illustration.

The finished skateboard designs are full of energy and individuality. From bold characters to imaginative symbolism, each piece clearly reflects both the influence of Andreas Preis and the unique creative voice of our pupils. Year 8 showed excellent focus, resilience and enthusiasm throughout the project, developing their skills as artists while having fun with a contemporary and relevant brief.

We are incredibly proud of their hard work and creativity, and their skateboards have certainly made a striking addition to our art displays.

**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

Olly Bennett  
Rupert Atkinson  
Molly-Belle Bloom  
Miley Wright  
Abi Jameson  
Annie Elliott  
Jake Williams  
Lucy Harling  
Evie Williamson  
Blayne Parker

### Year 8

Zac Lister  
Noah Hughes  
Lottie Johnston  
George D'Andilly  
Poppy Ellis  
Ryan Carter-Rigg  
Evie Cunningham  
Will Newsam  
Scarlett Pashley  
George Bassett

### Year 9

Olivia Radley  
Lottie Moy  
Olivia Chilcott  
Emee Bielby  
Betsy Appleby  
Jake Redmond  
George Hogg  
Oscar Purchon  
Gabrielle Daniels-Robson  
Frankie Gray

## 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: Evie Williamson

Year 8: Mia-Grace Phillips

Year 9: Lottie Skinner



# UPPER SCHOOL



*Mr Henderson writes:*

## Year 11 – Formal Examinations Begin

**We are so proud of the way our Year 11 pupils have taken to this important time. They have been focused and resilient, taking every opportunity to finesse the knowledge and skills required for success as they prepare to take to the exam halls over the next 5 weeks.**

Many pupils have completed practical examinations already, with GCSE moderation for PE, Music recording, Drama performances, Art final exams and Languages orals all taking place since we returned after Easter. This week however sees the start of the formal exam season with venues across the school set up to receive pupils for their written papers.

It is important to note that although exams will begin, this is a long period with many subjects not even starting to be assessed until after half term. Lessons will continue as normal and it has been many years since study leave existed. What will change over the coming weeks is that the timetable will, in places, be reorganised so that lesson time is prioritised to areas in advance of key exams. This takes the form of targeted revision and support sessions built into the school day and shared with pupils in advance. Plans will be revisited every day during form time as part of the Year 11 routine over the coming weeks.

At half term, colleagues will be offering further revision sessions and you will soon be contacted with details of how to book sessions. With record numbers of pupils engaging in the offer over Easter, we are expecting most of Year 11 will once again step up to receive this vital final support informed by what we have learned in the exam process prior to the break. A huge well done to all in Year 11. If you have any questions or need any support at home, please don't hesitate to get in touch.



## Year 10 – End of Year Examinations now on the horizon

End of Year (Mock) Examinations for Year 10 are quickly approaching and play a key role in supporting progress towards GCSE assessment in Year 11, as well as identifying any gaps in knowledge early. This allows pupils to begin to learn about and apply effective, evidence informed revision routines as well as address any concerns with the support of school and families.

Every lesson and every week matters - all the way up to their GCSE exams next May and June. Evidence linking attendance in Year 10 and 11 with pupil outcomes, well being and life chances (including future earnings) is staggering and cannot be underestimated.

Many pupils are already taking action to prepare for these assessments and thank you to all who attended our **Steps to Success Evening** last week. Revision guides have been selling well and can provide a valuable resource. These can be ordered using ParentPay and we purchase and sell them at a significant reduced price. In addition, the online platforms we have invested in such as GCSEPod remain a fantastic resource. GCSEPod, for those still unfamiliar, provides short videos on different topics with short assessments to complete as well as exam style questions and advice. It is a great revision resource with tangible outcomes demonstrated by their many impact reports from thousands of children and schools across the country. Videos can be downloaded to save on data use and the short 5-minute video format is accessible. These tools can also be used anywhere. SENECA and SPARX are also fabulous resources, so please encourage your child(ren) over the summer to make use of them to address any weaker areas in subjects, including those highlighted through the exam process, so we hit the ground running in September. The more we do now the easier it will be later.

Please look out for the REVISION TASKS set on Arbor through the homework function every week and work with your child(ren) to ensure they are completed. Year 10 are really gathering positive momentum so thank you for all of your support in maintaining that over the remainder of this academic year.

**Mr Henderson**  
Head of Upper School





## Bradley's Incredible Artwork!

Firstly this week, as Year 11 pupils sit their GCSE Art exam, it is a pleasure to feature and celebrate incredible artwork by Bradley Elvidge who is in Year 10. Bradley's work is in response to the theme of Reflection.

Mrs Holmes said, "Bradley is an exceptionally talented artist who demonstrates great skill and creativity. His work featured as one of our weekly social media posts and received impressive feedback. He is a pleasure to teach."





## Drama Success

Pupils studying GCSE Drama enjoyed seeing their work over the last two years come together as they performed their set pieces last week, many in front of a visiting examiner.

Mr Thomson, who has worked tirelessly with the pupils to develop and hone their pieces over several months, was delighted. "The pupils have shown great commitment and worked well together. I was tremendously proud of them all!"

## Charlie on the right track!

Last week we congratulated Year 10 pupil Charlie on the exceptional start he has made to this year's karting season. Unfortunately an editing issue led to the full feature not being included.

Charlie won round 1 of the RMC UKC Championship in junior Rotax at Whilton Mill. The following weekend he went on to win round 1 of the British Kart Championship in junior Rotax at Warden Law. This is a great start to the year to be leading both championships!

Mrs Newsam said, "Charlie is very committed to his racing and has competed abroad. He deserves his success and it's always good to hear how well he's doing."

## Stars of the Week!

Similarly, last week we did not fully celebrate our Stars of the Week. Congratulations to Year 11 pupils Lexie Burke and Cody Keenan.

Mr Thomson said, "Lexie has received an amazing amount of positive comments from staff. She is well organised, and has been using revision booklets effectively all year. Lexie has also helped out with fundraising. Cody works hard in lessons and has also received plenty of positive comments. He supports other pupils and is organised for next year having already secured a college place."

Mr Thomson added, "I'm very proud of Lexie and Cody, and it is a pleasure to celebrate their commitment to achieving the best they can in the forthcoming examinations."

Lexie and Cody will receive a discount on their Prom tickets. We wish them well for the rest of the year and beyond!

## Year 10 Parents' Consultation Evening

It was fantastic to welcome so many families to our Year 10 Parents' Consultation Evening on Wednesday. We look forward to building on such a positive event throughout the Summer Term and Year 11.

## **CAREER OF THE WEEK: Cloud Engineer**

### **What does a cloud engineer do?**

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



### **What can I expect to earn as a cloud engineer?**

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

### **What subjects should I study to become a cloud engineer?**

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

Computer Science – for programming and understanding systems.

Mathematics – for logical thinking and data analysis.

Physics or Engineering – for applying technical concepts.

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

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

### **How can I start my career as a cloud engineer?**

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

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

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

To research local education and training opportunities that could lead to a career as a cloud engineer, visit our partner website [www.logonmoveon.co.uk](http://www.logonmoveon.co.uk)

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

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

The Complete University Guide, How to become a cloud engineer

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

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





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



## Year 10

Evie Sugdon

Jack Ayre

Madilyn Duff

Alyscia Leach

Sam Cai

Dominic Crawford

Harry Dixon

Milly Bird

Jenson Blakey

Ava Curley

## 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: Olivia Lax





*Mr Chapman writes:*



**I hope this message finds you well and that everyone has settled back into the rhythm of school after the Easter break. As we approach the final stretch of this academic year, I want to take a moment to reflect on the positive start we've seen across the Sixth Form—particularly from our Year 13 students.**

First, I would like to extend a sincere well done to our Year 13 cohort. As the most senior students in the school, you set the tone for the Sixth Form, and it has been a pleasure to see the purposeful way in which you have returned after the Easter break. At the time of writing, we are now just a matter of days away from the start of the A-level examination period. In conversations with many of you last week, I was particularly struck by how positively you spoke about your revision over Easter. It is clear that a great number of students used the time effectively, maintaining focus while also recognising the importance of rest and recuperation. Students have landed with great effect since the break too. The atmosphere in the Sixth Form is splendid! Striking that balance is not always easy, but it is essential, and it has been encouraging to hear how many of you have managed this so well. As you approach your final examinations, that preparation and mindset will stand you in excellent stead.

A special mention must also go to our A-level Art students, who have just today completed their three-day practical examination. This represents the culmination of months—indeed years—of creativity, experimentation, and sustained effort. It is a significant milestone, well done. They approached the experience with confidence, trusted their preparation, and took pride in the work they produced. We look forward to seeing the outcomes of their dedication and talent.

Turning to Year 12, I had the opportunity last week to meet with the entire cohort in an assembly-style setting. Our focus was twofold: firstly, to look ahead to the end-of-year examinations, which will play an important role in assessing progress and shaping next steps; and secondly, to begin the early stages of the UCAS application process for September 2027. While that date may feel some distance away, the reality is that this is a key period for exploration and decision-making.

This was brought into sharp focus this week with the arrival of university open day materials, including information from the University of Liverpool and Bishop Grosseteste University in Lincoln. These open days, many of which take place over





the coming months, provide an excellent opportunity for students to visit campuses, experience university environments, and begin to consider more carefully their future pathways. I would strongly encourage students, together with their families, to start researching options, booking visits, and engaging fully with this process. It should be an exciting and enjoyable journey.

To support this, all Year 12 students have been offered the opportunity to attend one-to-one sessions with Mr Baker, who will be working closely with them on drafting and refining their UCAS personal statements. These sessions are an invaluable chance to begin articulating interests, strengths, and ambitions in a structured and meaningful way. In parallel, I will be asking teaching staff to begin considering reference material, which will later be drawn together to support each application once the current Year 13 examination period has concluded.



At this stage, one of the most important practical steps is for both students and parents to become familiar with the UCAS website. This will act as the central platform for applications, course searches, and key information. Developing an early understanding of how the system works will make the process significantly smoother in the months ahead.

As always, communication between home and school remains vital. Should any parents or students wish to discuss Sixth Form matters, university applications, or any aspect of student progress, please do not hesitate to make contact via the school's main switchboard. Alternatively, you are very welcome to email me directly at [6@longcroft.eriding.net](mailto:6@longcroft.eriding.net), and I will be happy to respond or arrange a suitable time to speak.

Finally, as we move fully into the examination season, I would like to reiterate my encouragement to all students. To our Year 13s—well done on the commitment you have shown so far; keep going, stay focused, and make the most of these final opportunities to demonstrate your hard work. To our Year 12s—please continue to set a positive example and support your peers. This includes recognising that Year 13 students may need a calm, quiet, and focused environment in the Sixth Form during this time. Your respect and consideration in shared spaces are greatly appreciated and contribute to a strong, supportive community.

Thank you, as always, for your continued effort and commitment.

**Mr Chapman**  
Head of Sixth Form





# SAFEGUARDING



*Mr Rogers writes:*

## The Month of the Military Child

**Every April, the Ministry of Defence (MOD) celebrates the 'Month of the Military Child' - a time to highlight Service children and remind people of the positive impact they make in their schools and communities.**

The activities organised in our school have included a poetry competition and last Friday we supported 'Purple Up! Day'. The official flower is the dandelion - just like military children, dandelion seeds are blown far and wide by the wind – yet they are strong, adaptable and able to put down roots and blossom wherever they land.

The month recognises and honours the resilience, sacrifices, and unique experiences of children in Armed Forces families. It highlights the challenges they face—such as frequent relocations and parental separation—while celebrating their strength and contributions to communities.

We were proud to celebrate our close links with the Armed Forces, significantly through DST Leconfield, and I was moved to read pupils' poetry which featured in our Newsletter in April.





## Screen-Free Week: A Small Change, A Big Impact

**Next week, we will be focusing on an important aspect of our pupils' wellbeing: their relationship with screens. As part of our safeguarding work, we are encouraging all pupils to consider taking a screen-free pledge, a personal commitment to reduce their use of electronic devices and reflect on the impact this can have on their lives.**

Throughout the week, pupils will take part in assemblies and tutor-time activities designed to help them think critically about how, when, and why they use their devices. This is not about removing technology altogether, but about promoting balance, healthy habits, and greater awareness.

We know that excessive screen time can affect sleep, concentration, and mental wellbeing. By stepping back, even briefly, pupils may notice improvements in focus, mood, and their ability to engage more fully with the world around them.

We would really value your support at home. Encouraging conversations about screen use, setting small boundaries, or even joining your child in a screen-free activity can make a significant difference.

Together, we can help our young people build healthier digital habits that will benefit them both now and in the future.





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

Luke Anderson  
Aaron Beard  
Madilyn Duff  
Reise Fellows  
Isla Garth  
Myles Harris  
Archie Higgins  
Harvey Jones

Cody Keenan  
Layla Malloy  
Sonny Marriott  
Edward O'Neill  
Evie Pardoe  
Evelyn Pennock  
Ted Plant  
Jake Redmond

Callum Rippingale  
Jacob Rodgers  
Calla Stallard  
Edward Stork  
William Thwaites  
Chloe Turner





## 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 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** - 221,000

**Seth Donnelly** - 136,800

**Samuel Artley Tolson** - 70,200

**Oscar Purchon** - 51,900

**William Battye** - 46,300

**Mia Walters** - 46,100

**Evie Pardoe** - 44,600

**George Bassett** - 42,200

**Naomi Jack** - 41,100

**Amelia High** - 39,400





## 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!"

**This week we celebrate and congratulate our highest scoring Year 8 pupils.**

**Congratulations to our top scorer Evie Cunningham!**

**The top scoring pupils this week are:**

**Evie Cunningham** – 31,181XP

**Lydia Dorsey** – 21,518XP

**Stanley Shaw** – 28,750XP

**Holly Artley Tolson** – 20,314XP

**Charlee Taylor** – 24,414XP

**Caleb Harrison** – 20,279XP

**Imogen Logan** – 22,990XP

**Lottie Johnston** – 19,755XP

**London-Leigh Baker** – 21,694XP

**Millie Frampton** – 19,675XP



# Memory Lane

This week we return to the 1990s and feature two Year 7 tutor groups. Form Tutors Miss West, who taught Modern Foreign Languages, and Geography teacher Mr Ball are pictured with their tutor groups in 1993 and 1994 respectively.





## LIBRARY NEWS



*Ms Carvill writes:*

## Lovell Homes Make Donation to Longcroft Library

**Thank you so much to building company Lovell Homes who recently donated £100 to Longcroft Library. It's a very welcome gift; especially as 2026 is the National Year of Reading.**

The donation was used to purchase a selection of Manga books which are among the most popular reads with our young, and have a wide appeal across ages and abilities.

In Japan, where Manga books originate from, it's generally accepted that reading manga has lots of benefits on children and young adults: developing expressiveness and sensitivity, and encouraging more accurate processing through multimodal learning because they combine images, words, and sound effects. This is very helpful for those with Autism Spectrum Disorder.

Other benefits include the ease in which new cultures, and ideas are explored, their ability to connect with the reader through personal journey stories, and quite simply that they are lots of fun.

If you would like to find out more information about Manga and what is age appropriate and would be of interest to your child please visit the site below.

<https://www.cantonpl.org/blogs/post/a-parents-guide-to-manga/>

Once again, thank you to Lovell Homes for their generosity. You've made lots of our readers incredibly happy!

# COMEDY FESTIVAL

SATURDAY 30 MAY 2026

POCKLINGTON  
ARTS  
CENTRE

## Marcel Lucont: Les Enfants Terribles —A Gameshow For Awful Children

4.00pm | £16 Adult / £12 Child/Under 25

Marcel Lucont presents a wild family gameshow, in which kids get to be pests, politicians and pétomanes to be crowned the most awful child of the day.

See what happens when international insouciance meets infantile exuberance.

A big hit at Edinburgh Fringe and many other festivals, the multi-award-winning comic channels his acerbic humour and quickfire wit into a series of tasks for the younger generation, which is every bit as entertaining for adults as it is for children.

*“An absolute gem... If you don't have kids, borrow someone else's... a treat from beginning to end”*

—★★★★★ Edinburgh Festivals magazine

*“A real highlight of Edinburgh Fringe for the entire Horne family. Très funny”*

—Alex Horne, Taskmaster



FAMILY



FAMILY

## Darryl J Carrington: Out of the Box

2.00pm | £16 Adult / £12 Child/Under 25

Out of the Box is a multi-award-winning family show delighting audiences across the UK; an hour of joyful chaos, jaw-dropping skill, and irresistible fun.

Fresh from five-star success at the Edinburgh Fringe and being named Best Family Show at Brighton Fringe, Darryl J Carrington transforms everyday objects into extraordinary adventures. A toothbrush stars in a balancing act, a string sparks a heist, and a tea party lands on someone's head!

With over 20 years of circus and clowning experience, Darryl's silent comedy blends world-class juggling, inventive physical theatre, and heartwarming audience interaction. His humour transcends age and language, captivating children, parents, and grandparents alike.

*“Chaotic and hugely enjoyable”*

—★★★★★ London Theatre1.com

*“What an utterly absorbing, charming and great fun show this is... his crowd control is sublime.”*

—★★★★ The Scotsman



## 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**

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**Year 8**

**Mrs Thwaites**

**07444 847881**

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**Years 9 and 10**

**Mrs Newsam**

**07827 587483**

[zoe.newsam@longcroft.eriding.net](mailto:zoe.newsam@longcroft.eriding.net)



**Year 11**

**Mrs Ellis**

**07900 394085**

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