



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Pupils Enjoy DofE Success!

Longcroft's Duke of Edinburgh cohort competed their Bronze expedition this week. This took place over two days and involved six hours of planned activity including two circular walks each day, a night's camping and pupils cooking a warm meal whilst camping.

Miss Sinclair, who led the expedition, explained: "Beginning on Monday morning, each group successfully navigated through lowland terrain using maps and route cards, working towards their expedition aim. Pupils set up their campsites using the tents and equipment they had carried throughout the day and cooked a nutritious meal using a camping stove. While some pupils decided to enjoy the warm evening with a hot chocolate in their pyjamas, others chose to take part in a heated game of football. After a particularly cold night's sleep under the stars, the groups were up early and ready to take on their second day. The weather fluctuated from sunny blue skies to thunder, hail and heavy rainfall, testing pupils' resilience and capacity to quickly find their waterproof clothing!"

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Miss Sinclair added: "All the pupils should be incredibly proud of their achievement – they earned some well-deserved rest!"

Thank you to Miss Sinclair for her leadership and organisation – DoFE is an incredible opportunity for our pupils. Thank you also to Mr Davies, Mr Haworth and Mrs Scott who accompanied the expedition, ensuring pupils could safely develop and utilise skills and personal qualities valued not only in school but by universities and employers while making memories that will last a lifetime!

Pupils currently in Years 8 and 9 who are interested will be able to sign up for DoFE 2026/2027 in the coming weeks. Miss Sinclair will be publicising what really is a fantastic opportunity via the Pupil Bulletin with information on ParentPay. There will be 40 places available.

Congratulations to our pupils on successfully completing their expedition, and thank you once again to the staff who made it possible.







Headteacher's Welcome

With the unseasonably damp conditions this week it might be easy to forget that we find ourselves in the middle of June. At Longcroft, however, we could not be more aware with so much to fit in to the remaining weeks of our final term of the year. There are many activities, visits and experiences planned for our current young people and we have another bumper crop of Year 6 pupils and their families to welcome through our transition programme as part of our rapidly-growing community.

This week I had the privilege of presenting to the East Riding Overview and Scrutiny Committee at County Hall in Beverley on our Longcroft journey in recent years and the exceptional outcomes the school now consistently achieves. It was wonderful to narrate the progress the school continues to make, with academic outcomes amongst the highest in the region, attendance higher than pre-pandemic levels (a rare achievement nationally) and a comprehensive personal development programme that is yielding extraordinary outcomes in external review. We are now regularly receiving requests for school visits and to support leaders in other schools to share what we have achieved.

Attendance remains one of our proudest metrics. We know how significant a driver for success, well being and a sense of belonging attendance at school is, which is why being ranked number one in the local authority and for similar schools across the country are special accolades for Longcroft. Feedback from elected members of the committee was extremely positive and I want to thank everyone in our community for the role you play every day in supporting our school and creating the conditions for it to thrive. Our ambitions for Longcroft and our children to reimagine what's possible remain stronger than ever. We have so much more to achieve and are absolutely committed to push the boundaries in creating an extraordinary, world class and truly exceptional education for those we serve.

In these ordinarily more clement weeks, it is great to see a shift in our enrichment to embrace the outdoors with a

range of summer sports and athletics events, geographers and biologists out in the field, our outdoor learning space with renewed focus and our Duke of Edinburgh expedition taking place. This week I had the pleasure of taking a selection of Year 7 pupils along with Miss Fox to take part in a nature survey at the St Mary's Cemetery. We joined primary school children from St Mary's along with volunteers from the Molescroft Wildlife Network and Yorkshire Wildlife Trust to explore the site and record the wide range of flora and fauna on display. We used a combination of modern technology through the iNaturalist and Seek Apps and traditional equipment including sweep nets, trays, eye glasses, binoculars, viewing chambers and a raft of wildlife keys with images and species information to refer to. Our pupils were exemplary and as always, they were an absolute credit to Longcroft.

We are so fortunate to have an abundance of brilliant organisations around the school and locality that we serve, who we are working hard to build relationships with. Doing so creates new and exciting opportunities for our children, but also helps us together to support the essential fabric that holds our society together and makes our world a much better place to be. If you are part of a local organisation and would like to discuss opportunities to work with us then please don't hesitate to get in touch.

Year 11 and 13 exams are now largely complete with the final subjects being assessed over the next week. Our pupils and students have been a real credit to themselves with superb attendance and attitudes demonstrated throughout our Exam Preparation Programme. Whilst examination outcomes do not define us, we know they are an important gateway to future opportunity and we hope that our children do themselves justice and represent themselves well right to the very end. We are all very much looking forward to celebrating with them on results days in August and further details in that regard will be shared soon. As the end of formal examinations arrives, we have our leavers assemblies and proms also to look forward to, and no doubt all of the excitement will be captured in future editions of our Newsletter.

I do hope you enjoy this week's bumper Newsletter and all that it celebrates about our young people both past, present and of course future.

Mr D Perry | Headteacher



LOWER SCHOOL



Mr Worthington writes:

We were delighted to welcome pupils back for the final half term of the year, and it has been wonderful to see so many returning refreshed and ready to make the most of the summer term.

Last week marked a particularly special milestone as we hosted our fifth annual Year 5 STEM and Sports Day. In partnership with the School Sports Partnership, we welcomed over 400 pupils from local primary schools to Longcroft for a vibrant day of activity, exploration and challenge across both sport and STEM disciplines.

The day was expertly coordinated, bringing together a rich variety of sporting events alongside engaging sessions in Science, Mathematics and Engineering. The success of the event is a testament to the dedication of staff and the careful organisation behind the scenes, ensuring that every child could participate fully and enjoy a wide range of new experiences.



Out on the field, pupils took part in a broad programme of activities designed to promote teamwork, resilience and physical fitness. Events ranged from football and rounders to skills-based challenges that combined movement with literacy and numeracy. A particularly popular attraction was the cricket bat speed challenge, fronted by Yorkshire Cricket, where pupils attempted to record the fastest strike. Even some visiting primary staff joined in, adding to the fun and friendly competitive spirit. Pupils also enjoyed a session of frisbee golf for the first time.



A key feature of the day was the contribution of our Sports and STEM Leaders. These Lower School pupils played an important role in supporting activities, working with visiting children and acting as ambassadors for Longcroft. Their leadership, confidence and willingness to help younger pupils exemplified the values we aim to promote within our school community. Their involvement not only supported the smooth running of the event but also reinforced the importance of participation, teamwork and positive role modelling.

STEM formed a central part of the day, with pupils rotating through a series of hands-on challenges designed to develop curiosity and problem-solving skills. In Science, pupils competed to design rollercoasters that would allow a marble to travel for the longest possible time. This task encouraged experimentation with materials and introduced key concepts such as friction and motion. A live leaderboard added an extra layer of excitement, motivating pupils to refine and improve their designs throughout the session.

In Mathematics, pupils explored geometry through practical construction challenges, working collaboratively to measure angles and lengths using everyday materials. Many demonstrated impressive determination and curiosity, with some even tackling more advanced concepts as part of the stretch opportunities within the session.

Engineering tasks provided another highlight, inviting pupils to follow the engineering design process. They were challenged to build a freestanding structure capable of supporting a tennis ball while withstanding simulated strong winds. This task encouraged creativity, resilience and iterative thinking, as pupils tested and adapted their designs in response to challenges. The focus on real-world applications helped pupils to see the relevance of STEM subjects beyond the classroom.

Throughout the day, engagement levels were exceptionally high. Pupils approached each activity with enthusiasm, curiosity and a willingness to persevere when faced with challenges. It was particularly encouraging to see how many primary schools have expressed interest in continuing these activities back at their own sites, strengthening the collaborative links between schools.

Events such as STEM and Sports Day play a vital role in supporting transition, giving Year 5 pupils a positive and memorable introduction to secondary school life at Longcroft. By combining academic challenge with physical activity and opportunities for collaboration, the day reflects our commitment to providing a broad, inclusive and inspiring curriculum.

We are also proud to celebrate the outstanding sporting success of Year 9 pupil Holly, who has been crowned Global Glove Development Champion in the 50kg category. Competing at a high level, Holly secured victory with a unanimous decision, demonstrating exceptional skill, determination and composure in the ring. This is a remarkable achievement and a testament to her dedication to training and her passion for the sport. Holly's success is an inspiration to her peers and a wonderful example of the talent and commitment we are proud to support at Longcroft.

We were equally delighted to see outstanding success on the cricket field, as our Longcroft Under 14 boys' team secured an emphatic victory against Hymers. The performance was a superb showcase of skill, teamwork and determination, with pupils demonstrating confidence in both batting and fielding throughout the match. The result was testament to the hard work and commitment shown in training, as well as the positive team spirit that underpins our sporting provision. It was a fantastic achievement against strong opposition and a proud moment for everyone involved.





The boys followed this up with a tremendous display to reach the Quarter Finals of the InspireSport Yorkshire Trophy following their convincing 66 run victory over Woldgate School and Sixth Form College at Beverley Town Cricket Club's Norwood ground on Monday afternoon.

Longcroft batted first and made an impressive 146 for 9 wickets. Alex was the team's top scorer with 53 runs while other notable scorers were Oscar and Luke with 37 and 22 respectively. Woldgate were bowled out for 80 thanks to strong bowling led by Dexter, James, George, Oscar and Toby, and excellent fielding.

Longcroft will now face the winners of a clash between Ryedale School and Scarborough College for a place in the semi-final! Mr Nicholls said, "This was an excellent performance – while Alex's half-century was undoubtedly a highlight, all the boys played exceptionally well and we were far too strong for our opponents."

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

Freddie Peacock
 Maisy Smalley
 Caleb Carrison
 Rosie Shiels
 Ben Clarke
 Juno Hopkin
 Ella Barry
 Ashton Spademan
 Jude Docherty
 Aleks Williams

Year 8

Zac Lister
 Madison Key
 Tom Dethlefs
 George D'Andilly
 Rory Buck
 Caleb Harrison
 Chad Bentley
 Evie Cunningham
 Poppy Ellis
 Cobie Hancock

Year 9

George Hogg
 Oscar Purchon
 Ruby Williams
 Dexter Forsyth
 Beth Dawson
 Jack Denyer
 Ashley Griffin
 Ann Mariya Binoy
 Amaia Booth
 Harry Hugill
 Alexander Waterson

Attendance Matters!

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

Last week's winners were:

Year 7: Alice Scott

Year 8: Freya Leaf



UPPER SCHOOL



Historians Experience Hardwick Hall!

Our Year 10 GCSE History pupils of course enjoyed their trip to Hardwick Hall, and they did so in ways both similar and different to previous cohorts.

We have come to expect glowing reports from Hardwick staff and volunteers of real engagement with the site and with the artefacts, through pertinent questions posed by pupils and then via their ability to show off prior knowledge, increasingly embedding that within its historical context through their immersion into four-hundred-plus year-old stories.



This year pupils may have been mildly disappointed that they were unable to take in the very best of the views of the Derbyshire countryside from the top floor of the Old Hall, what with the stairs being roped off for safety renovations, and they also had the symmetry for their classic photo opportunity of the front aspect of the main house slightly impinged by scaffolding, a symbol of the commencement of a seven-year maintenance project. However, the pupils actually took these changes on as a learning opportunity, appreciating the huge planning operation organisations such as the National Trust and English Heritage must undertake in order to preserve these wonderful sites for visitors across decades to come.



First time visitors Mr Russell and Mrs Newsam gave a fresh and approving perspective on the value of these History outings, and they clearly enjoyed their time amongst the pupils on the house tours. The work of both on the day and in preparation supporting a smoothly-run day out for the children is much-appreciated by all - on my patrols, I picked up on that positive experience being facilitated. The pupils expressed this throughout the day, but I particularly liked one exclamation in front of the exhibits of "I've never said 'Wow!' so often in one day!"

As for Mr Pearson, and despite the fabulous new displays available in the Hall, he did actually manage to tear himself away from the interior of the house for a little longer than in previous visits, commenting on more than one occasion about basking in the peaceful serenity of the hillside setting. The pupils aided our Head of History in being able to enjoy the break from the intensity of his labours in maintaining our fantastic seven-year Longcroft History curriculum—it was lovely to watch the Year 10 pupils in pairs or small groups seamlessly integrated amongst the visiting members of the public as everyone strolled, sat, chatted and gazed around the gardens, picnic tables, bookshop and restaurant.

What a pleasant way to lead into a weekend. As one visitor noted as he acknowledged our arrival whilst leaning on his thick, yew walking stick, "I want to be part of your school!" Indeed, lucky we be.

Thank you to Mr Charlesworth, both for organising the visit and for his insight into such a fantastic day!

More Success for Charlie!

Congratulations to Year 10 pupil Charlie, who is having an amazing season! Having already enjoyed success in his early season races, he won round 2 of the British Kart Championship at PF International on the last weekend in May. Charlie won all his group heats and then the final!



Daisy's Distinction!

Congratulations to Year 10 pupil Daisy on passing her Grade 6 singing exam, earning a Distinction!



CAREER OF THE WEEK: Care Assistant

What does a care assistant do?

Care assistants support people who need help with daily tasks due to age, illness, or disability. You might work in someone's home, a care home, or even in a hospital. Your job is to make life easier, more comfortable, and more enjoyable for the people you care for.

Your duties could include helping someone get washed and dressed, preparing meals, giving medication, or simply being there for a chat. Some care assistants also help people get out and about – whether that's a trip to the shops or a walk in the park. It's all about making a positive difference to someone's life.

Being a care assistant means building real relationships. You'll need to be patient, kind, and a good listener. No two days are the same – but every day matters.

What can I expect to earn as a care assistant?

Starting salaries are usually around £20,000 per year, but this can vary depending on where you work and your experience. With time and extra training, your pay can rise to £25,000 or more. Some care roles also include bonuses for working weekends or nights.

You may also be paid by the hour if you work part-time or for a home care agency. The National Living Wage is the minimum, but many employers offer more – especially for experienced staff.

What subjects should I study to become a care assistant?

There are no strict GCSE requirements to become a care assistant, but it helps to have passes in:

English – for clear communication.

Biology – to understand how the body works and basic health needs.

Health & Social Care – if your school offers it.

More than anything, employers are looking for people with the right attitude: caring, respectful, and reliable.

How can I start my career as a care assistant?

There are several ways to get into care work:

Apply directly – Many care assistant jobs don't need experience. Employers often provide on-the-job training, especially if you show a passion for helping others.

Apprenticeships – You can do a Level 2 or Level 3 Adult Care Worker Apprenticeship, earning while you learn and gaining a recognised qualification.

College courses – Courses like a Level 2 Diploma in Health and Social Care can prepare you for care work and boost your CV.

Volunteering – Helping out in a care home or with a local charity can give you valuable experience and help you decide if care work is right for you.

Once in the job, you can work your way up. With experience, you could become a senior care worker, team leader, or even go into nursing or social work.

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

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

National Careers Service, Care Assistant <https://nationalcareers.service.gov.uk/job-profiles/care-worker>

Skills for Care <https://www.skillsforcare.org.uk/Home.aspx>

Choose Care East Riding <https://www.choosecareeastriding.co.uk/>

Proud to Care Hull <https://www.proudtocarehull.co.uk/>





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

Sam Cai
Lily Curtis
Bradley Elvidge
James Shiels
Ava Johns
Ruby Rogers
Alyscia Leach
Brenton McKie
Aaron Davies
Daniel Kemp





Mr Chapman writes:

As we reach the midpoint of June, I want to begin by celebrating the fantastic achievements of our Year 13 students. At the time of writing, they have just five A-level exams left, which means they've already completed over 50 exams this year—a truly remarkable feat. Their dedication and hard work have spanned a broad range of subjects, from Art and Business to Criminology, Psychology, Performing Arts, Sciences, Maths, and Social Sciences. Their breadth of talent and commitment is truly inspiring. The only exams remaining are in Physics, Chemistry, Further Maths, and Biology, with the final hurdle being A-level Maths. Congratulations to Year 13—good luck to those still sitting exams, and to those who have finished, enjoy this well-deserved rest. We look forward to celebrating with you all at the Year 13 prom in a couple of weeks, a highlight of the school year.

I must also take a moment to acknowledge how impressed I am with their composure throughout this exam period. This has been one of the calmest and most focused Year 13 runs in recent memory. Their steady resilience is a testament to how well-prepared they were, having diligently paced their revision and stayed focused over many months. We eagerly await their results in mid-August, and I hope they all enjoy a well-earned summer break.

Now, as we turn our attention to Year 12, it's their time to shine. Their end-of-year exams are just around the corner—only a week away. These exams are a vital milestone, giving students a chance to assess their progress, reflect on their revision strategies, and identify areas for improvement. For many, this will be their first real experience of A-level-style examinations, different from the pressures of GCSEs. It's a critical opportunity for self-assessment; it's a chance to regroup, adjust, and refine approaches. Teachers will be closely supporting them, ensuring that any misconceptions or gaps in learning are addressed, so that by the time September arrives, they'll be ready for their final Year 13 push.



I like to think of this period as the halftime moment in a sports fixture or a performance. After the first half, we pause, assess how far we've come, and decide if any changes need to be made for the next phase. If Year 12 treat this as a reflective checkpoint, using it to adjust their strategies, I have no doubt that they'll see great results.

On top of their exams, we have some exciting opportunities coming up. Our annual New York trip is fast approaching, with a group of Year 12s preparing for this inspiring adventure. We've also have a visit to Crandale for our Biology cohort, and a university visit to Hull next week. And, as the term closes, Year 12 will be preparing for their work experience placements—another fantastic chance for them to apply their learning in the real world.

To all our students—Year 13, Year 12, and beyond—this is a time of reflection, progress, and anticipation. I'm so proud of the strides you've made, and I can't wait to see what you achieve next. Here's to a strong finish for Year 12 and a bright future for Year 13!

Mr Chapman
Head of Sixth Form





SAFEGUARDING



Mr Rogers writes:

Supporting Children Who Find it Difficult to Come to School

Most children look forward to seeing their friends and teachers each day, but for some young people, getting ready for school can be a genuine challenge. Parents may find themselves facing regular complaints of headaches, stomach aches, tiredness, or feeling unwell, particularly on school mornings. Whilst these symptoms can sometimes indicate illness, they can also be a sign that a child is feeling anxious about attending school.

As parents, it can be difficult to know how best to respond. Naturally, we want to protect our children from anything that causes them distress. However, avoiding school can often make anxiety worse over time, rather than helping it to improve.

Understanding School Anxiety

School anxiety can develop for many different reasons. A child may be worried about friendships, academic pressures, changes in routine, exams, social situations, or concerns that they may struggle with a particular lesson or activity. Sometimes, children themselves may not fully understand why they feel anxious.

Anxiety often presents physically. Common symptoms include:

- » Stomach aches or nausea
- » Headaches
- » Feeling dizzy or shaky
- » Difficulty sleeping
- » Loss of appetite
- » Tearfulness or emotional outbursts
- » Requests to stay at home

These feelings are very real for the child and should never be dismissed. However, it is important to remember that experiencing anxiety does not necessarily mean a child is unable to attend school.



How Parents Can Help

There are several ways parents can support children who regularly struggle to get ready for school:

Maintain a Calm and Consistent Routine

Children often feel safer when they know what to expect. Keeping morning routines predictable can help reduce anxiety. Encourage regular bedtimes, prepare school equipment the night before, and allow enough time in the morning to avoid unnecessary stress.

Acknowledge Feelings Without Reinforcing Avoidance

It is important to recognise and validate how your child is feeling.

For example:

"I can see that you're feeling worried this morning."

This can then be followed with reassurance:

"I know it feels difficult right now, but I also know you can get through it and we'll work together with school to help."

Encourage Attendance

Research consistently shows that regular attendance is one of the most effective ways to overcome school-related anxiety. Whilst occasional days at home may provide short-term relief, they can make returning to school more difficult in the long term.

Focus on Small Successes

For some children, attending for the whole day may feel overwhelming. Celebrating small achievements, such as arriving at school, attending a particular lesson, or completing a full morning, can help build confidence over time.

What Support Can Parents Expect from School?

At Longcroft, we recognise that some pupils experience periods where attending school feels difficult. Our aim is always to work alongside families to understand the barriers and provide appropriate support.





Depending on the circumstances, support may include:

- » Meetings with parents and pupils to explore concerns.
- » Regular check-ins with a trusted member of staff.
- » Support from the Care and Achievement Team.
- » Pastoral support from tutors, Heads of Year, or senior staff.
- » Adjustments to help pupils feel safe and successful in school.
- » Signposting to external support services where appropriate.

Every situation is different, and support will always be tailored to the individual needs of the child.

Working Together

The most successful outcomes occur when parents and school work together. Open communication allows us to identify concerns early and put support in place before difficulties become entrenched.

If your child is regularly expressing worries about attending school, we encourage you to contact us as soon as possible. Early intervention is often the key to preventing occasional concerns from developing into longer-term attendance difficulties.

Together, we can help children build confidence, develop resilience, and ensure they continue to access the education, friendships, and opportunities that school provides.

At Longcroft, our message is simple: we understand that some mornings are harder than others, but by working together, we can help every child feel safe, supported, and successful in school.





A huge congratulations to our latest Golden Buzzer winners!

Ethan Ball 7DPE

Alexander Basan 7SJU

Martha Beaumont 10PDV

George Buckle 8EIN

Emilia Cammish 8JPO

Ruby Cockerline 7JHL

Felisia Daniels 9JNC

Beth Dawson 9EFO

Reagan De Kock 10PDV

Evie Ellis 7FCO

Henry Gawthorpe-Hubbard
7FCO

Isabelle Goodwin 7FCO

Kai Gration 8GRU

Ashley Griffin 9ACR

Effy Harrison 7JHL

George Hicks 7DPE

George Hogg 9LWO

Mason Holder 9NFO

Leona James 9NFO

Oliver Johnson 7JHL

Shanice Munaku 9NFO

Alfred O'Neill 7FCO

Stanley Parks 8JPO

Oscar Purchon 9LWO

Ellora Redmile 10GTA

Jake Redmond 9ACR

Milana Shalai 8GRU

Maisy Smalley 7FCO

Bella Stoney 10PDV

Evie Thwaites 9JNC

Ryan Took 9LWO

Miley Wright 7ARU





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 – Lola Appleby!

Lola Appleby – 171,800

Mia Walters – 71,000

Max Van Den Ban – 66,600

Evie Pardoe – 57,300

Jacob Bradley – 55,000

George Bassett – 53,200

Nathan Pineda – 39,500

Daisy Stokes – 37,200

Freddie Peacock – 37,200

Henry Konieczko-Hansom – 37,100





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 Isabelle Cunningham!

The top 10 pupils this week are:

Isabelle Cunningham – 39,329XP

Calla Stallard – 32,383XP

Oscar Dale – 36,559XP

Charlee Taylor – 27,856XP

Evie Cunningham – 35,7222XP

London-Leigh Baker – 27,629XP

Leona James – 34,696XP

Hollie Sutcliffe-Storr – 26,290XP

Stanley Shaw – 32,639XP

Imogen Logan – 25,806XP



Mr Worthington's Charity Challenge!

On 23rd June Mr Worthington will be cutting off his long hair to raise money for Teenage Cancer Trust, while his hair will be donated to Little Princesses UK to help create wigs for children and young people who have lost their hair through cancer treatment and other conditions.

We are delighted to support Mr Worthington's endeavour – if you can, please donate. Every donation makes a difference!

**CHOPPING
HAIR
FOR A CAUSE**




In late June, I'll be cutting off my long hair to raise money for **TEENAGE CANCER TRUST**



and donating my hair to **LITTLE PRINCESSES UK** to help create wigs for children and young people who have lost their hair through cancer treatment and other conditions.

If you can,
PLEASE DONATE! ♥

Every donation – big or small – makes a real difference.

Thank you for your support! ♥





Ducklings Find a Home!

In recent weeks we have been delighted to feature a family of ducklings who, along with their mother, have made Longcroft their home. Mr Trown even made them a house in Longcroft's colours to ensure they feel part of our community!





Carys's Wembley Double!

Congratulations to former Longcroft student Carys Marsh who, following her success last year, returned to Wembley and played a significant part in Wigan Warriors retaining the Betfred Women's Challenge Cup at Wembley Stadium.



In the build up to the final Carys featured on BBC Newsround where she discussed the forthcoming game. She said, "It's really exciting for all the fans travelling down, and for us being part of it. Playing rugby is rewarding and you make friends for life!"



Wigan's opponents, St Helens, included a second former Longcroft student Rachael Woosey – the England international playing centre.

A ruthless performance saw Wigan, who won all four trophies they contested in 2025, run out convincing 54-6 winners against their local rivals and Carys's former team.

Welsh international Carys combines playing at the top level with a demanding full-time job as a quantity surveyor. She explained, "It is a challenge but I love it. I love my job, and I love playing. I just try to balance it all the best I can – get to training when I can, fit my training in outside of rugby as best I can, and make sure I know what my body needs."

Her days often involve early starts, site visits and project deadlines, followed by training sessions with Wigan in the evening and gym work where she can fit it in. International commitments add to her workload, but Carys is proud to represent her mum's side of the family.

Mr Baker said, "Carys is an inspiration. She was an excellent student – highly motivated and totally dedicated to her A Levels and securing a successful career while balancing playing rugby at a high level. She's been significant in Wigan's rise from underdogs to the country's best team. She's overcome injuries and thoroughly deserves her success. It was fantastic to see the smile on her face when she walked out at Wembley and I was delighted to see her on the winning side once again!"





The Environment Group Celebrate the Sun and Take on a Challenge!

Pupils who attend the environment group celebrated the sunshine on the final day of the half-term by making summer wreaths. The group is one of a number of initiatives at Longcroft designed to promote well-being and a greater awareness of our relationship with nature. The focus is on child-led exploration, building confidence, physical activity, and creativity.



In this session pupils were shown how to create a wreath by using pliable twigs and foliage, some foraged from the school site, and layering ivy, laurel, and other greenery on a wire frame. They then decorated their wreaths with colourful flora, tree cones, and ribbons. Ms Carvill, who led the workshop, was delighted with the results:

"It's lovely to see pupils engaging with nature and the outdoors and showing such talent. There are certainly a few potential florists among our pupils."

Mrs Fisher, who runs the environment group, was thrilled by their skills too:

"It was delightful to sit in the shade of a cherry tree and watch the creative process unfold. Pupils showed an amazing ability to create beauty."

Well done to all who participated. We can't wait to embark on more creative projects.



Our intrepid pupils are always up for a challenge, as Mrs Fisher explained!

When Mr Dixon first mentioned the idea of creating a 'da Vinci bridge' I have to confess resorting to good old Google to find out what it was. When I learned a little more, the idea really took hold. I found instructions that looked relatively straightforward. The big question was: how would we do this with our group?

I bought lolly sticks from a craft shop, but that seemed too much like primary school. Mr Dyson had small bits of wood but, again, too tame.

Not for the first time, I reached out to our friends at Lovell Homes. Nicky Bailey, always ready to help a friend in need, responded swiftly to my begging email and promised to do what she could.

The result, eventually, was a stack of roofing lats that she arranged to be dropped on 'our side' of the fence. Our trusty environment group managed – between them – to transport these long pieces of wood (4.5m in length) into the school.

Obviously, 4.5m lengths of wood were way too long for us to use but, with huge thanks to Mr Dyson and Mr Hooker for their help and support, we managed to get these lats cut into manageable lengths and the bridge building project was back on!

Again, our trusty Environment Group carried the wood outside again – much easier with short lengths – and, armed with instructions and with the support of Ms Carvill and myself, we attempted to build bridges.

The results, I have to say, were impressive. The instructions, which I had thought fairly easy to follow, appeared to be written in Latin for all the sense they made when we had a pile of wood in front of us. Longcroft pupils are not so easily deterred, and the results were seriously impressive. Well done to the group for not giving up, and especially to Jimmy who was brave enough to risk life and limb testing their construction.





Memory Lane

This week we return to 1955 and feature a photograph of the staff from that year and Form 5.





The Friends' Corner



In the last week of term, the FOLS tapped into their inner Stacey Solomon and bought into the concept of 'sort your life out' as we came together as a team to organise the second hand uniform room.

fols@longcroft.eriding.net

Charity Reg No. 515674

Thanks to your donations to the FOLS, we purchased some storage and organising equipment and accepted some kind donations of clothing rails and a mirror.

During one evening, the FOLS gave up their time to clean the room, sort out the uniform donations and organise the storage so the uniform is easily accessible. It was a quick fix, which makes life easier for pupils and school staff, and which couldn't have been possible without your support towards the FOLS, so thank you.

Thank you also to the FOLS who gave up their time to complete the task.

You can continue to support the FOLS by entering the cash draw. You can purchase a year's worth of entry on ParentPay for £12 and each month (for a year) you get entered into a draw to win £15. You buy the entry and the FOLS will sort the rest!!!





LIBRARY NEWS



Ms Carvill writes:

The Carnegie's Continued

This week we continue our exploration of the fabulous books competing for the Carnegie Medal in Writing, due to be announced on the 23rd June 2026. It's an eclectic selection, with something for all tastes and abilities. A display of all the books on the longlist can be found in the library. Below you can read short reviews of the remaining titles. Do encourage your children to read them. Books can be loaned from the display straightaway.

"Stories are the most important thing in the world. Without stories, we wouldn't be human beings at all."

—Philip Pullman



On The Wall by Anne Fine AR Colour Code - Blue

This is a marvellous book for anyone reflecting on the move from primary to secondary school, or facing a big change. Its central character, Finley, is calm and mindful. Every breaktime, amid the chaos and the calamities in the playground, he sits on the wall exuding a sense of peace and happiness. It's a quality his teachers and many of his peers are baffled by, but slowly Finley's personality begins to impact on everyone.

A beautifully written, and deeply philosophical read. Highly recommended.



Black Star by Kwame Alexander AR Colour Code - Red

The second book in the Door of No Return trilogy focuses on Kofi's granddaughter, 12-year-old Charley, who dreams of becoming the first female pitcher to play professional football. It's quite an ambition for a black girl in the American South in the 1920s.

Set during the turbulent segregation era, and the beginning of The Great Migration, this verse novel presents a powerful story of struggle, dogged determination, and the faith of an American family. A riveting read.



Stealing Happy by Brian Conaghan AR Colour Code – Blue – Young Adult

12-year-old Sonny has Tourette's and OCD, but it's not going to hamper his ambitions to be a comedian. However, when he discovers his mum has borrowed money from the local money shark to pay the rent things start to get serious. Chick Lennon is bad news in every way and known for his mean methods.

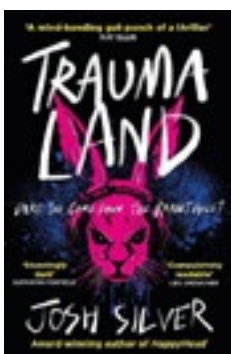
Desperate to protect his family, Sonny and his pals hatch a plot to pay Chick back and avoid eviction. Set in Scotland this is a touching Young Adult novel: authentic, funny, and sad



The Spick and the Span by Pil Van Martin No AR

A heroic team of cleaners are the only ones preventing the city of Helm descending into chaos. The magicians are so messy that magic overflows at every turn, and when an army of magic-eating monsters threaten to tear a hole in the fabric of reality things get a lot worse; especially for 12-year-old Ward, an ambitious young cleaner.

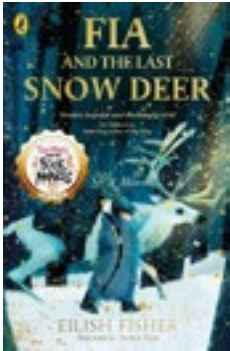
This will be popular with readers who enjoy fantasy and magic. It's funny and highly imaginative.



Trauma Land by John Silver AR Colour Code – Green -Young Adult

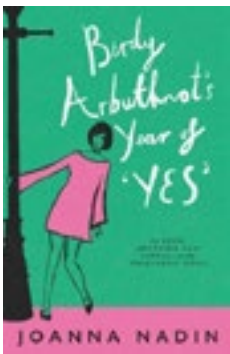
Since his car crash Eli's memory is shot and he's emotionally numb. Desperate to feel something again he enters a sinister underground club designed to cater for the emotionally numb by providing virtual nightmarish scenarios. But as he is greeted by dark simulations through the points of view of different characters, he finds himself on an unsettling journey to unearth the root of his own trauma.

A superb Young Adult thriller. It will have you hooked.



Fia and the Last Snow Deer by Eilish Fisher AR Colour Code - Blue

Written in verse, this bewitching novel is set in prehistoric Ireland where the winter seems to last an eternity. Fia and her reindeer Solas have a unique relationship, but as intense coldness and starvation threatens their village, Solas is craved for his meat; a prophetic figure worthy of sacrifice. Fantasy and mythology combine in this exceptional read.



Birdy Arbuthnot's Year of Yes by Joanna Nadin No AR – YA – Young Adult

1960 is fast approaching and eighteen-year-old Margaret 'Birdy' Arbuthnot is stranded in Surbiton and suffocating on a sofa of middleclass boredom. Never fear, Soho is here, according to Mummy a square mile of vice, and Birdy is just about to get a temporary job there. What's more, our young heroine is determined to LIVE and resolves to say 'yes' to everything!

This Young Adult novel, which pays homage to the swinging 60s, has got some great reviews praising its wit and joie de vivre. Some serious issues are tackled as well as some silly, giddy larks.

“...the brain is like a muscle, and if you don't exercise it by reading and doing creative stuff, it'll get weak and mushy.”

—Jeff Kinney

The Tiny Poem Competition Results 2026

“To write good poems is the secret of brevity.”

—Dejan Stojanović – Serbian Poet & Writer

Thank you so much to all those pupils and students who entered the First Story Tiny Poem Competition 2026. The brief was to write 3 to 5 lines of poetry on a theme of your choice; with no pressure to make the poem rhyme. In some ways it seemed an easy task; especially because of the breadth of subject, but I know some pupils found it quite hard to edit their work down and also appeared to insist on using rhyme; sometimes at the expense of meaning.

Please don't be disappointed if your work wasn't selected this time. Writing, like anything, is a question of practice, and we are all improving all the time. Please do keep sharing your writing with the library staff. We love reading your entries to competitions or reading whatever you are currently writing. It's so inspiring to know that pupils and students are writing poetry, journals and even novels purely for pleasure. Well done to you all and keep writing.





Below you can read a selection of this year's strongest tiny poems. Three have been forwarded to the First Story National Competition. Rewards and prizes will go out this week.

Hanahaki by Harriet

Petals bloom where my heart should be,
Every breath, a flower set free.
I cough them up, soft and pink,
Wishing you knew what I think,
My love flourishing until I can't breathe.

Toxic Masculinity by Isabelle

If she is me, then who is he?
Will I ever be free of toxic masculinity?
Or is it a waste of energy?

Night by Beth

The eternal night paints a smoky shadow across the
twinkling sky
The glimmering moon its only companion
As the blanket of stars disappears into the inky black night.

Dreams by Effy

Moonlight shimmered, soft and bright
Fairies danced all through the night
Stars sang above the trees
Magic floated on the breeze
While dreams drifted silently through the breeze.

A Flip by Luke

Saturday
I went swimming
I broke the rule
A flip into the pool.
Nobody saw me.

Boy Racer by Xavier

Foot on the pedal
Reving the car
The tyres screech on the tar
Pull the handbrake as hard as you can
Reving the car.

Ms says write a poem by Brenton

I don't know
What to write.
Poetry is difficult;
I feel insignificant.
It's not black and white

Sugar and Spice by Rupert

My heart's like a stone
My soul's full of ice
My smile's full of sugar
While my frown's covered in spice.

"Good things come in small packages."

—Proverb





Care and Achievement Co-ordinators

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

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

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



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