



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS

LETTER



“It was a fantastic experience”

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Steeped in culture and history, Paris is home to some of the world’s most iconic landmarks and museums. A group of fifty pupils enjoyed an unforgettable opportunity to experience the sights, culture and atmosphere that make this magnificent city so special.

A highlight of any visit to the French capital must be the stunning Eiffel Tower. Locally nicknamed “La dame de fer”, and named after the engineer Gustave Eiffel, whose company designed and built the tower, the wrought-iron lattice tower is located on the Champ de Mars.



Built for the 1889 Exposition Universelle, which was to celebrate the 100th year anniversary of the French Revolution, the symbol of technological prowess proved a demonstration of French engineering and a defining moment of the industrial era.

Only intended to last 20 years, it was saved by the scientific experiments that Eiffel encouraged, and in particular by the first radio transmissions, followed by telecommunications.

As France's symbol in the world, and the showcase of Paris, today it welcomes almost 7 million visitors a year making it the most visited monument that you have to pay for in the world.

Mrs Ellis said, "It was lovely. The views were beautiful. I really enjoyed the stadium, even though I'm not particularly interested in football. It was a fantastic trip - the students' behaviour was amazing!"

Stade de France, the largest stadium in France and the venue for the French national team's most important home matches, was built to serve as the centrepiece of the 1998 World Cup and the venue for the final which saw the hosts lift the trophy after their 3-0 victory over Brazil.

The venue for the 1999 and 2007 Rugby World Cup Stade de France is one of only two stadia in the world to have hosted both an association football World Cup final and a rugby union World Cup final. It will host the athletics events at the 2024 Summer Olympics and will be a venue for matches for the 2023 Rugby World Cup.

Nestled in the centre of Paris since 1977, the Centre Pompidou building, a glass and metal structure bathed in light, resembles a heart fed by monumental arteries in bright primary colours. Envisioned by its two architects, Renzo Piano and Richard Rogers, as a genuinely living organism, it is also built in one of the capital's oldest districts and the beating heart of Paris since Medieval times, the Beaubourg plateau.

It houses the Bibliothèque publique d'information, a vast public library, and the Musée National d'Art Moderne, which is the largest museum for modern art in Europe. The strong presence of colour is one of the key features of the Centre Pompidou's architecture.





Since April 1992, Disneyland Paris has helped several generations to create lifelong memories in the Disney tradition. The French Resort has become one of Europe's top tourist destinations, its attractions including 'It's a Small World', 'Star Wars Hyperspace Mountain', 'Big Thunder Mountain' and Buzz Lightyear's Laser Blast.

Our party were able to enjoy these amazing experiences.

Megan said, "I really enjoyed Disney - Space Mountain was good." Jemima also enjoyed Disneyland. She added, "We got to go around with our friends and enjoy the rides."

Orlaith added, "It was a fantastic experience. My highlight was the Eiffel Tower because of the views and it's such a feature of Paris." Amelia said, "I enjoyed the boat ride on the Seine because you got to see lots of different things."

Mrs Barry said, "We had an action-packed trip to Paris. Our Longcroft students were an absolute credit to the school and their families. They took part in all activities with a smile on their face and were polite, engaged and full of energy during every visit. They jumped at the opportunity to practise their French. They really made us proud and all staff involved are very much looking to their next trip to France."

Thank you to Mrs Barry, Mr Dyson, Mrs Ellis, Mrs Shepherd and Miss Taylor who ensured our pupils were able to enjoy such a wonderful experience.



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	114,657
THOUGHT	436,258
VISION	372,466

**GRAND
TOTAL:
923,381**





Headteacher's Welcome

At Longcroft we are committed to a holistic education as evidenced through our broad curriculum offer and extensive range of extra-curricular opportunities. It is important to us that we deliberately plan for children to be exposed to a wide range of experiences to support development of social and cultural capital, build confidence, promote character, and prepare them for life beyond school.

It has been completely fabulous this week to see our Year 10 pupils on their work experience placements, in businesses and organisations across the region. Staff have been busy visiting and calling the providers who have kindly offered opportunities and the feedback has been superb. We are incredibly proud of the way our young people have represented themselves and our school. Work experience is hugely formative for many, and enables a recognition of the importance of soft skills such as communication, problem solving, reliability and trustworthiness. It also presents an opportunity to discover strengths, values, motivations and interests and develop a greater understanding of different career paths, job roles and associated expectations. We will feature more from those involved in next week's Newsletter and look forward to welcoming them back to school next week and hearing all about their experiences.

It was great to see the smiling, happy, (albeit weary) faces of those returning from our Paris trip on Wednesday. You can read more about their amazing experiences in our leading article but I have thoroughly enjoyed hearing all about their adventures to France's capital city and the Disneyland Europe Resort. This was the last of our overseas trips scheduled for this academic year with Iceland, New York and the ski trip to Italy all enjoyed previously. Next week around 50 pupils and students travel to London for our Theatre trip before we end the year in Flamingo Land and with our eagerly anticipated School Games Day in the final week of term.

One of the highlights this week has been our Year 6 Induction Day with over 160 new members of our school community joining us for a taste of what September will bring. It was great to talk to them about the importance of making the most of every moment and there is a real appetite amongst the cohort to get involved in school life with a huge array of interests on display. The day consisted of time with tutors and lesson experiences, as well as their first (literal) taste of our canteen and a celebratory event in the Theatre. We have a hugely talented group and could not be more excited to be welcoming them in to our Longcroft community. You can read more in the lower school article this week.

Lastly, we have an amazing heritage of sporting success at Longcroft and this year has brought further accolades in that regard. This week our 'Gold' status has been confirmed by the School Sports Trust! This recognises a further broadening of participation in extra-curricular sport, social as well as competitive; and has been supported by the work of our Active Travel Ambassadors and targeted projects to raise the profile of active and healthy lifestyle choices. A huge well done to our PE colleagues and all involved in delivering extra-curricular opportunities – and most importantly to our pupils and students.

Please do continue to urge your children to have a go at something new, to get involved, and importantly to have some fun. Have a great week.

Mr D Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

This week, we were delighted to welcome Year 6 pupils to our annual Induction Day. Coming together from over twenty different primary schools, our September starters enjoyed a range of different activities, working together in House teams as part of our Longcroft Community.

The structure of the day involved different lessons from our curriculum, with children participating in classroom-based activities in the morning and afternoon and PE before lunch.



All of our tutor groups spent time with their new form tutor in the morning and also got to know each other as a group. Tutor time at Longcroft School is thirty minutes every day; we recognise that tutors are central in both caring for pupils and, crucially, monitoring their progress both academically and socially. Tutors encourage success, aspiration, participation and the highest possible standards of work and behaviour. Every morning, a form tutor spends time with their tutor group, establishing a strong, positive foundation for a successful day.

Pupils enjoyed a Science lesson. Our children participated in a Chemistry exercise focusing on good experimental practices and safety. Part of the session included mixing



different chemicals and observing the reactions that took place. Thomas said, "The teachers in Science were friendly, we wore goggles for the first time." Emma stated that she had "enjoyed Science the most and had a lot of fun". Other activities throughout the day included a Murder Mystery theme in the English department, completing a Scavenger Hunt in Geography and looking at artefacts and primary sources in History. Jamie said, "I got a lot out of the Geography session, I like to look at flags and learn about different countries."



Oscar said, "My favourite part of the day was making new friends already from different schools." Reflecting on the day, George said, "I liked how the day went and doing new and different lessons. I want to see my timetable in September already to see what other lessons I'll be doing."

The pupils received a free lunch on the day, Arnie said the food was the best bit of the day (and he had enjoyed all the activities too!). Before lunch, the children enjoyed Physical Education activities, participating in dodgeball and capture-the-flag. Pupils enjoyed both activities, which promote physical activity and teamwork. Lots of pupils said they enjoyed PE on the day and are looking forward to joining one of our many extra-curricular clubs in September.

We celebrated in our Theatre at the end of the school day, rewarding all of the children for their efforts. Every teacher said each class were

"ten-out-of-ten" for showing acts of Great Heart, Thought and Vision. We're excited to welcome our new Year 7 pupils in September and I look forward to sharing their progress with you over their Longcroft journey.

I was delighted to receive the following message from a parent: "Holly had THE best day, she was buzzing on the phone. Thanks to Longcroft for making it a great experience for them. She'll be skipping in, in September."

Olivia Dances to Success!

Year 7 pupil Olivia continues to show promise as a dancer.

Competing in the Wilds Championships, representing Neon Dance School where she is taught by Miss Shannon Nelson. Olivia made the podium and placed 2nd in her slow and 4th in her fast. More recently Olivia performed at the prestigious Blackpool Tower Ballroom.

Congratulations on your continued success Olivia!

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**

Charli Drage
 Neve Meagher
 Charlie Woolfitt
 Devon Bryans
 Jaydon Botha
 James Charge
 Harry Dixon
 Sophia Brown
 Charlotte Harrison
 Oscar Buxton
 Charlotte Sutcliffe

Year 8

Emelia D'Andilly
 Ellie Fordham
 Libby West
 Thomas Wells
 Melody Smith
 Lily-Mae Tierney
 Sam Al-Budri
 Primrose Kilgannon
 Joel Dyason
 Emily Gillett
 Ava Harris
 Stan Kerridge
 Maisie Monaghan

Year 9

Sam Smedley
 Ellie Stevens
 Charlotte Tennyson
 Elliot Martin
 Amelia Dale
 Sophie Watts
 Orlaith Brown
 Florence Norrison
 Tabitha Coupe
 Luke Suggitt

Every Monday, a pupil who attended every single day in the previous week is chosen at random to receive a £5 receive an Amazon voucher.

Last week's winners were:

Year 8: Ellie Fordham
 Year 9: Jay Shields

UPPER
SCHOOL**Mr Henderson writes:****Year 11 Enjoy a Dazzling Evening at Lazaat!**

Last week Year 11 celebrated their years at Longcroft together with an amazing and emotional evening at Lazaat Hotel. Mr Thomson said, "What an incredible evening! The Prom gave the class of 2023 the opportunity to celebrate the end of their exams and acknowledge the achievements of my year group since starting at Longcroft. We had exceptional transport arrivals, from double decker buses to tractors, student led awards to recognise members of the year group and a live band who played a spectacular set."

An unforgettable evening provided a fitting end to five fantastic years.

Mrs Ellis added, "I have loved getting to know Year 11 and supporting them this year. There are so many fantastic personalities in this group and I'm so proud of them all and sad to say goodbye. Tonight has been lovely and everyone has had a great time."

Our pupils, joined by many of the staff who have worked with them during their years at Longcroft, enjoyed an evening to remember in beautiful surroundings. It was a fitting celebration of these young people's time together as a year group. Thank you to Lazaat and also to the many staff who attended the Prom to celebrate with a wonderful year group.

Mr Henderson
Head of Upper School







Mr Chapman writes:

This is Hull!

Our Year 12 students enjoyed a taste of university life at the University of Hull where they sampled a range of lectures, seminars, activities and presentations. Almost all faculties at the University were open for the day for our students to experience and engage with. Students seemed particularly enamoured with the Hull York Medical School, the Computing department with their VR sessions and the Law and Criminology faculty where there was a live crime-scene, court and jail!

Notwithstanding the chocolate making in the science faculty, the multiple live music stages and the face painting, students engaged fully in the academia on offer.

Ed said, "I enjoyed the experience of being on a university campus. I am considering





Hull as an option. Engineering is a course that interests me - I enjoy the challenge of discovering how things work."

Alfie added, "I really liked the F1 simulator - it was very sensitive and hard to control. The overall experience of being on a university campus was very enjoyable and beneficial."

Kade explained, "It was quite a fun day. I particularly enjoyed the Politics seminar - we had an interesting debate."

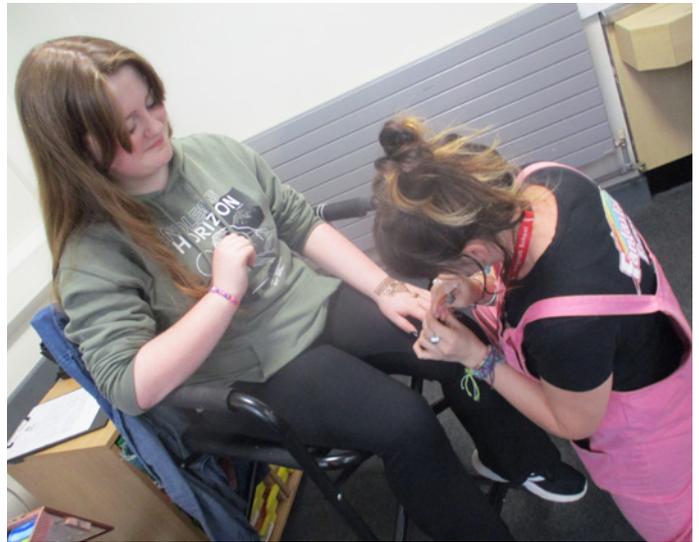
Our visit to the National Apprenticeship Show earlier in the year and our forthcoming visit to Newcastle University in September complement the support and guidance we offer students to ensure they prepare competitive, successful applications for their next steps beyond Longcroft.

And looking ahead to September...

Last week we welcomed a number of prospective students who will make up our Year 12 cohort in September.

Students were able to enjoy taster lessons in a range of subjects including the relatively familiar English Literature, Mathematics, Biology, Chemistry and Physics and subjects that have been options at GCSE including Music, PE and Theatre Studies which students have known as Drama. Students also experienced a range of new subjects including Criminology, Media Studies, Psychology and Sociology and took the opportunity to ask questions about aspects such as course content and potential pathways beyond A Levels.

Alongside 'tasting' lessons around the school, during the day students were also given the opportunity to experience life in the Sixth Form Social Area - with a few treats lined up for them too!



Clearly, when Sixth Form students are not in class they need to use their time wisely and effectively. A Levels are tough and demand that students commit additional hours outside of lessons to re-write notes, follow-up with research, complete homework and extended study and, of course, revise and test themselves. The Year 11 students could see Year 12 (going into Year 13) students doing just this - but they were also able to relax and there were some activities set up to allow them to get to know who their fellow Sixth Formers will be in September.

In small groups students completed a QR treasure hunt - where they had to solve riddles, collect images on their phones and solve the mystery that was set. Several students went home with freshly made friendship bracelets and a henna tattoo from an artist that had been booked for them for the day. Students enjoyed the Domino's pizza that we laid on for them at lunch and many submitted their selfie ready for their lanyard to be made.

Our enrichment offer was greatly received with lots of students signing up for events, trips, visits, guest speakers, book clubs, lunchtime work and event working. There is so much for them to get involved with whilst they are with us.

It was a positive day and the Longcroft students enjoyed mixing with those students from other local schools who are choosing our Sixth Form to continue their studies. We look forward to welcoming students into our Sixth Form in September.

Mr Chapman
Head of Sixth Form



EAST YORKSHIRE SIXTH FORM



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- Small class sizes
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- Superb enrichment

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SAFEGUARDING

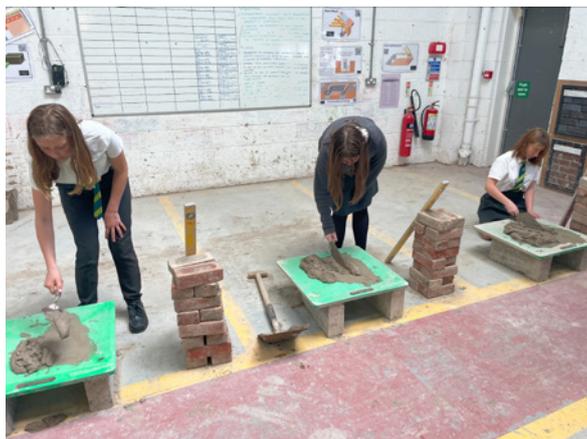


Mr Rogers writes:



Last week our pupils taking part in the Run With It programme visited East Riding College's Flemingate campus where they worked with tutors from the College's Construction course as part of a fantastic new partnership. The pupils, who are in Years 7 and 8, learned how to lay bricks and build a wall!

Mr Rogers
Deputy Headteacher
Head of Care and Achievement





TEACHING & LEARNING

**Mr Taylor writes:**

Hello again. Continuing our Literacy theme, this week we will look at how you can help your child develop their oratory skills. The ability to speak to people both formally and informally, to individuals and to groups is a key skill that not only will benefit your child at school but play an important role in their life after compulsory education.

Helping children develop oratory skills

Your child learns a lot about speaking from talking and listening with you. So you can help your child develop conversation skills just by stopping to talk with them whenever you can.

Your child also learns about oratory by watching your conversations with others. So you can help them develop good conversation skills by speaking to your partner, friends and children in the way you'd like your child to talk with others. For example:

- » Smile, make eye contact and use friendly greetings – for example, say 'Good morning' to the family, 'Welcome' to visitors and 'How are you?' to neighbours.
- » Use body language and tone of voice to show interest and attention when you talk to others.
- » If someone wants to talk with you and you are using your phone, put it down. This way you can give the other person your full attention.

Learning how to talk with and listen to other people takes time and practice. Some children pick this up quickly, and others might need more practice, prompts, reminders and guidance. For example:

- » Practice conversations with your child where you take turns asking questions and listening to answers.
- » Prompt your child – for example, by saying, 'Please say thank you to Grandma for taking you to the park'.
- » Use clear and gentle reminders when you need to.



- » Suggest how your child could begin a conversation about someone else's interests – for example, 'Uncle Zak just bought a new car. He'd like it if you asked him about his car today'.
- » Guide your child by saying, 'Sarah, if I'm speaking to someone you need to say "Excuse me", and then wait until I'm ready to listen'.
- » Suggest or brainstorm what your child can say when they have to meet someone new.
- » Praise children when they are communicating well. This will make them want to keep doing it. For example, you could say, 'I love the way you waited for me to finish speaking before you started talking'.

You might like to make some rules about polite speaking and conversation. It is important to talk with your child about the rules so that your child understands what's expected. You can also use consequences if your child is not meeting your expectations.

Have a good weekend.

Mr Taylor
Head of Teaching and Practitioner Development





IN FOCUS

HISTORY

This week we feature Year 7 pupils' work in History. Pupils have been studying 'Protest and Revolt', considering the question: 'Why did people rebel against authority between 1066 and the early 20th Century?'

Having covered aspects of history such as Wat Tyler's leadership of the Peasants' Revolt, the development of the British Empire and reasons for the failure of the Gunpowder Plot pupils are learning about protest in the industrial period.

Matilda Reed, who is in 7PDV, wrote: "Overall, I think the chartists were a success. They drew people's attention, increased the amount of voters and 83% of their points became part of the law."

Sarah Shrimpton explained: "One reason why people were unhappy with authority and society in Britain during the 1800s was because of not having equal rights. For example women did not have the right to vote." Sarah added: "Men were seen as superior and more smart and important."

Lily Thornton wrote: "One reason why people were unhappy with authority and society in Britain during the 1800s was because of having new technology forced upon them. This occurred due to the quick industrialisation of England. Workers were getting angry about bosses bringing in new machines that could do ten men's jobs, so they went around smashing machines."

Sophie Battye explained how attitudes towards women changed and why women won the right to vote in Britain: "They proved that they were worth something...they worked while men were in the war." Sophie added that the suffragettes had stopped their protests during the war. "This was noticeable because they were reasonable and responsible."

Head of History Mr Pearson said, "Our Lower School curriculum is thematically based to develop pupils' understanding of change in continuity over time." He added, "I am delighted with the standard of pupils' work as they begin to demonstrate their ability to interlink the key factors that have shaped both British and wider world societies."

The ruling authorities were in danger during the 1800s because of the opening of new rights to more people and large numbers of protesters were gathering. This was high level of danger because lots of people which gives them a higher chance of winning. However it could be argued that there was actually very little danger because they were not organised and a lack of commitment. This was not very dangerous because not very organised. In conclusion many protests were a success, some were a fail.

Starter L4 protest in industrial period
 recap: reformer: someone who changes the world. ✓
 revolution: a big change ✓

Were the chartists a success or not?
 The chartists were a success because they drew people's attention and 100,000 people were added to the average amount of people that can vote. ALSO all their six points apart from one became part of the law. However they actually didn't increase the amount of people by that much because there is a very big population in Britain. ✓

Conclusion
 Overall, I think the chartists were a success. they drew people's attention, increased the amount of voters and 83% of their points became part of the law. ✓

The ruling authorities were in danger during 1800s because of the rights you give more people right. This is a danger because if you give people the right to vote then they can either go with the monarchy or go against the monarch. Another danger is large gatherings of people protesting against you. This is a danger because if you don't give the protesters what they want they could turn to violence.

However, it could be argued that there was actually little real danger because some protests were not well organised. This is because it either started raining or other weather or no one turned up. Another reason is that they were ended early because of force. This is because you might have a protest planned but you end it with force.



Why did the peasants revolt in 1381?

One reason the peasants revolted in 1381 was because of poll tax this was significant because the tax was the same amount for poor people and rich people, but because the poor people were not ready to pay these taxes, and it was the new King's idea so the peasants had reason to not like the King. Poll tax was also an issue because it was not fair as they had to pay more than they earned by farming and selling.

A second reason peasants revolted in 1381 was because of the Black Death and the King's response to it. This was significant because as many people died

of the Black Death and the King's response to it. This was significant because as many people died in the outbreak of the Black Death more houses and jobs became available, consequently the rent went down and wages went up, but after a while King Richard II put in place laws that you could not earn more than before the Black Death leading to another reason to revolt against the King.

Lastly the feudal system this was significant because peasants had to pay for land and send some of their produce up. They could barely be able to scrape up the money they need to live as they watch high ups eat their produce when they didn't work for it. Also they had poll tax to pay as well as rent and land rent so the peasants had even more reason to hate the King and revolt.

Challenge - the chartists

1a) chartists were people who agreed with the people's charter. ✓
 b) every man of 21 years of age or over should be allowed to vote. ✓
 voting should be done in secret, this would stop bribery. ✓
 Anyone should be allowed to become an MP, not only those who own property. MPs should be paid and then ordinary people could afford to become MPs. ✓
 Voting districts (constituencies), should have an equal number of voters. There should be an election every year. ✓
 c) The most important points on the charter are points 2 and 3. ✓
 d) The points that are not in force today is point one, because women can vote now and you can be 18 or over to vote. ✓
 e) The reason the point is not in force today is because it is sexist and women and men are equal now. ✓

2a) Let's all join together the moral, hard-working, smart people of society. Let's learn about our rights and information about our lives our treatment at work. Let's change our views. Then MPs will agree there must be change in a peaceful way. ✓
 I don't want to use violence, but if we don't win, we will. ✓

reformer: someone who changes the world

Challenge

* Suffragettes: 'Votes for women'

The 1832 EPOSON Derby

The suffragettes was Emily Widing Dawson. Could of intended to Martyr herself. Not meant to kill herself.

One reason why women won the right to vote in Britain in 1918 was they proved that they were worth something. This was influenced because they worked while men were in the war.

A second reason why women got the right to vote in Britain because in 1918 was stopping protests during the outbreak. This was noticeable because they were reasonable and responsible.

transz

WWW: Explained women were capable of men's jobs. you

ERT: You said that before the war women would've never got

Starter 16-Final lesson Protest and revolt

o gathering of people who have for the same goal. ✓

do - how much danger were the ruling authorities in, in the 1800's?

high level of danger examples	minimal level of danger examples
Many people gathered to protest about having a new monarch, this occurred due to religious matters most of the time, for example when King Henry VIII changed many things in the catholic religious. x the opening of new rights to more people	Some protests weren't well planned so they didn't go to plan and failed leaving the monarch unworried. ✓ these protests were easily put down through force

reason	high levels of danger	Minimal level of danger
example	King / ruler government/governors Queen Victoria Duke of Wellington	government x pope Charists peasants revolt ✓ not well organised commitment was lacking protests were put down
	The opening of new rights to more people large members of protesters were gathering.	



Memory Lane

This week we take a trip back to 1992 and feature English teacher Mr Gardham's and Maths teacher Mr Velji's Year 7 tutor groups.





**LIFE SKILLS
HUB**

FOREST SKILLS HOLIDAY CLUB

Come and join the fun of Bush Craft, Camp Fires, Story Time in the Bell Tent, Fitness, Arts, Crafts, Nature Trails and Investigations, Gardening and lots of fun!

For ages 4-16 years

Summer Holiday Club sessions

The dates available are

Monday Tuesday + Wednesday

through the summer holidays starting

on 24th July running till 23rd August.

Timings are 10am until 2pm.

**Holiday clubs are held at Forest Skills Hub, PATT
Foundation, Wyton Road, Preston, HU12 8TY.**

Free for those who are eligible for free school meals (East Riding)

Private Bookings £30

Lunch will be provided, but participants can bring own if they prefer.

To book call admin on: 07588 333 453

or email ssaxby@lifeskillshub.co.uk



LIBRARY NEWS

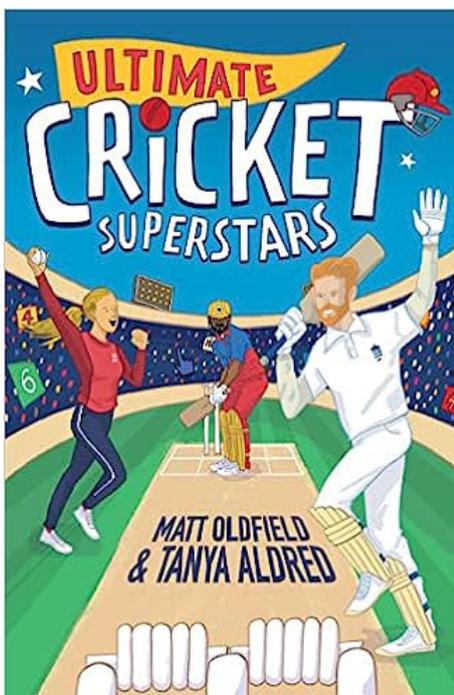


Ms Carvill writes:

Sporting Reads!

School Games Day is one of the most popular events in the school calendar. A day when the whole school community comes together to celebrate the benefits of physical activity and have fun. Playing sports not only builds physical strength and stamina, but develops confidence, and improves mental health. Sport can also have a big impact on literacy.

Some of you may have children who are happiest when kicking a ball, running a race, or wielding a racket. School Games Day may be their favourite school day. Some of them will be avid readers, but for others reading a book might not be a priority, and finding one to engage their interest might feel like an insurmountable challenge.

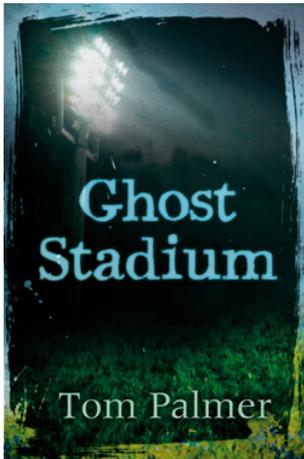


Fear not, increasingly writers and publishers are tapping into the sports fan market, from underdogs to Olympians. Sports fiction is more plot-rich than ever before, with some real page-turners, and there are some great recent sporting memoirs and autobiographies on the shelves, books that can really inspire young people. If your child likes non-fiction, then a book about their passion or hobby can be a real motivator to read.

Whether your child's favourite sport is football, cycling, karate or tennis, the school library is packed with books about sport. Please encourage them to visit the current display to celebrate School Games Day. Below are some favourites:

Ultimate Cricket Superstars by Tanya Aldred and Matt Oldfield Reading Age 10-12 years

An incredible collection of true stories featuring sporting legends, modern heroes and heroines, detailed player profiles, and fascinating facts; superbly illustrated by Alexandro Valdrighi. This is a must for young cricketing fans.

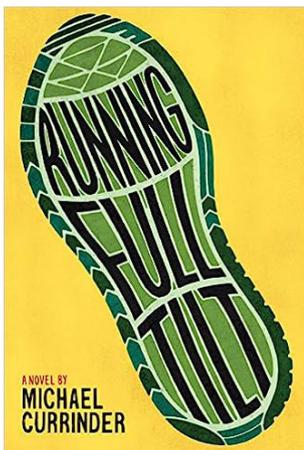
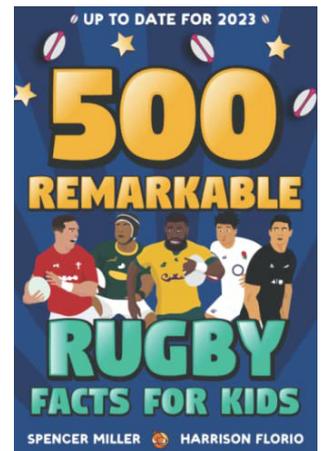


Ghost Asylum by Tom Palmer – Reading Age 11+ (dyslexia-friendly)

A thrilling ghost story from the author of the popular Football Academy series. Lucas, Irfan, and Jack sneak into the abandoned football stadium for a secret camp. Could the rumours about the stadium being haunted really be true? You'll soon find out! Riveting!

500 Remarkable Rugby Facts for Kids by Spencer Miller & Harrison Florio – Reading Age 11+

This non-fiction book will delight rugby enthusiasts. It's packed with facts about the Rugby World Cup, Six Nations, all the top players, and legends from rugby history. A great introduction to the game. Very accessible.

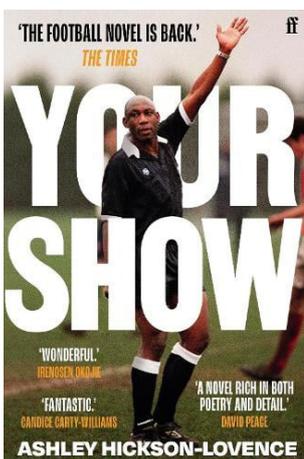
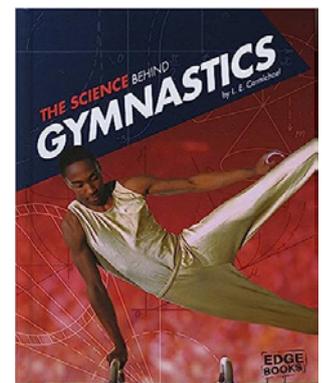


Running Full Tilt by Michael Currinder – Reading Age 12-17 years

This debut coming of age novel sensitively and memorably captures a teen runner's relationship with his autistic older brother. Leo has a gift for running, but his older brother Caleb's behaviour can be unpredictable and at times their relationship is challenging. Currinder's knowledge of running is evident. An interesting read.

The Science Behind Gymnastics by L E Carmichael – Reading Age 9-14 years

Did you know that angular momentum is involved in a spin around a bar and inertia is a factor in somersaults? Behind every jump, spin and flip of Olympic gymnastics, science is a major player. A fascinating read, and real eye-opener.



Your Show by Ashley Hickson-Lovence – Reading Age YA

This gripping read charts the story of Uri, as he journeys from Jamaica to Sheffield and the recently formed Premier League. He rises through the ranks as a referee, making it right to the top, but tensions and prejudices abound. A thrilling read, and a wonderful football novel.



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



Years 8 and 9

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 10

Miss Harsley

07810 416081

katie.harsley@longcroft.eriding.net



Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Sixth Form

Miss Taylor

01482 862171 ext. 1338

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