



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



### Carys is Wembley-bound!

"I can't believe it! I was confident we could beat them but didn't think it would be by that score."

Former Longcroft student Carys Marsh will fulfil every rugby player's dream next month when she plays at Wembley Stadium in the Betfred Women's Challenge Cup Final.

#### Contents

Headteacher's Welcome

Page 4

Lower School

Page 6

Upper School

Page 9

Sixth Form

Page 12

Hello from the Hub!

Page 16

Memory Lane

Page 17

Intra-School Sport

Page 20

Library News

Page 21



Welsh international Carys, who plays for Wigan Warriors in the Super League, said: "I can't believe it!" Reflecting on an impressive 44-14 semi-final victory over Leeds Rhinos, opponents Wigan had not beaten since 2018, she added: "I was confident we could beat them but didn't think it would be by that score."

The Warriors scored nine tries to defeat the Rhinos, having progressed to the semi-final stages after scoring 224 points and conceding none with wins over Barrow Raiders, London Broncos and Cardiff Demons. Carys added: "The team are so strong."



Saturday's semi-final was part of a double header at York's LNER Community Stadium, with the Warriors victory followed by Hull KR's over Catalans Dragons.

Coach Denis Betts, a former Great Britain international, said: "Defensively we're pretty strong at the moment, doing some really good things. Our attack has been really sharp. The girls are fantastic, they're working so hard and getting better. It's testament to them, seeing where we've come from last year to this year."



Carys, who plays hooker, joined Wigan from rivals St Helens ahead of the 2019 season. Her previous club will be Wigan's opponents at Wembley, where Carys could also face another former Longcroft student – Saints' Rachael Woosey. Although she did not play in Saints' semi-final victory over a York Valkyrie team that included another former Longcroft student Alex Stimpson, Rachael is a key member of the current cup holders' squad. Carys and Rachael, who both grew up in the north west of England, combined their A Levels at Longcroft with an Advanced Apprenticeship in Sporting Excellence at Bishop Burton College where they lived during term time and played rugby union together.

Rachael went on to play for England before turning to rugby league and becoming a dual code international, while Carys, who studied A Levels in Biology, Maths and Chemistry, chose to study a degree apprenticeship earning a First Class Honours Degree in Quantity Surveying alongside her role as an Apprentice Cost Consultant with Arcadis. After eight years with the company, during which she was shortlisted in the Mentor of the Year category at the RICS Matrics Surveyor Awards 2024, Carys left her Project Cost Consultant role and in April joined Built Environment Consultancy Ridge as a Senior Quantity Surveyor.



Carys has represented Wales since 2021, playing against England, Ireland and France. Last year, following an outstanding performance in a heavy defeat against a much more experienced England team, she was nominated by members of the media for the International Rugby League Golden Boot - awarded to the best player in rugby league international matches each year.

Carys has also represented Tropics in the Rugby 7s all over the World and last season she was part of the Wigan team that lifted the Women's Nines Trophy at Hull KR's Sewell Group Craven Park.

Carys and her Wigan teammates will head to Wembley Stadium for the Challenge Cup Final on Saturday 7th June for an occasion that will also see Hull KR play Warrington in the men's final. First they face a home Super League fixture against York Valkyrie on Friday, which could see Carys up against Alex, live on Sky Sports. Mr Baker said: "The women's game is really strong and it's great to see such talented, dedicated players getting national coverage on Sky Sports and the BBC as well as playing at venues like Wigan's Brick Community Stadium and of course Wembley."

Mr Baker added: "I am delighted for Carys – she's tremendously dedicated and it shows great commitment to play at the top level while enjoying a successful career. She's an excellent passer of the ball, but I've been particularly impressed with her defence - I think that was the aspect of her game that saw her nominated for the Golden Boot. She's certainly key to Wigan's chances of lifting the trophy. It will be fantastic to see her playing at Wembley. I hope Rachael also gets to play in the final – they were both extremely popular students who fitted in well to their year group and our Sixth Form."

We look forward to celebrating what will undoubtedly be a fantastic occasion in June. Mr Baker concluded: "Carys comes from a rugby-playing family - her dad played for Widnes and Swinton. I know how proud they will all be of her."





# Headteacher's Welcome

**As we reach the end of what is always an incredibly busy half term, and with examination halls filled with young people, it is wonderful to see so much is taking place across our school right until the final week.**

I have been struggling for superlatives to capture the resilience, commitment and ambition so many of our Year 11 and 13 pupils and students have demonstrated over recent weeks and months. It has been with great pride that we have watched them step into their assessments so far with confidence and courage. Half term will provide an opportunity to rest, as well as to continue the necessary preparation for the final weeks of the examination series before we can all celebrate together.

Over the last two weeks, we have hosted our Year 10 and 8 Parent Consultation Evenings respectively with only Year 7 now left to take place in a few weeks' time. Attendance at these events has been exceptional and throughout this academic year has broken all previous records. Parent/carer engagement is pivotal to the success of our children and our community. It has been wonderful to see the dialogue between individual subject teachers and families, rightly setting out areas where improvements can collectively be made, but largely celebrating the brilliant effort and progress that we see in our young people across our school, day in and day out. I am incredibly proud of our children and our school but it has been a particular privilege to have numbers of families seeking me out to share their positive experiences and thank staff for their care and support. Thank you to all those who have taken the time to do that, either in person or by writing to us after these recent events.

As we continually communicate, standards in school will always be a priority for us and they will remain a focus of

our daily work. Behaviour, attendance, punctuality, uniform, are all significant in representing our culture, our identity and our ambition. As we approach the end of term, I would like to thank you for your continued support in all of these regards.

Our final week of term will see an attendance 'Fire Streak' with rewards and prizes for all those achieving 100% next week. I'm looking forward to seeing those successful enjoying their well-deserved 'ice lolly' rewards at lunchtime next Friday as well as many taking part in our 'Prize Wheel' as part of the celebratory programme. We know the value of every moment our young people spend with us and will continue to promote the highest possible levels of attendance, seeking to support families at every stage with any barriers that they may experience. We have now moved even further ahead of national comparisons and for similar schools nationally attendance at Longcroft is now a real strength. Supporting your child to be in school remains statistically the most powerful lever available to promote their success both in school and for the future beyond.

We have another great newsletter for you this week, with examples of special achievements from former pupils as well as lots to celebrate for those in our community now.

Have a great week.

**Mr D Perry**  
**Headteacher**



## Reward Totals

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



Acts of Great

**HEART**

**107,817**

**THOUGHT**

**394,696**

**VISION**

**371,159**

**GRAND**

**TOTAL:**

**873,672**





# LOWER SCHOOL



**Mr Worthington writes:**

**Firstly, congratulations to AFC Tickton Thunderbirds who won their cup final against Cottingham Rangers on Saturday.**

It was a nail biting 0-0 at full time in the full sunshine and it went straight to penalties. The Thunderbirds scored four times and goalkeeper Summer saved two to earn a deserved player of the match award from the FA officials. Longcroft pupils who played were Frankie, Leah, Lottie, Rosie and Holly.

## The Power of the School Library: A Gateway to Success

At the heart of our school lies one of its most valuable resources – the library. More than just a room filled with books, the school library is a place of discovery, learning, and inspiration. Whether you're researching a topic, exploring new worlds through fiction, or looking to develop stronger literacy skills, the library offers something for everyone. Throughout this year, I have seen pupils in school very early to harness the power of a school library; whether reading, completing homework or participating in one of our clubs, such as Chess Club or Dungeons & Dragons, it really is an important hub.





School libraries play a vital role in supporting pupils academically and personally. Studies show that regular use of the library can help improve reading levels, enhance vocabulary, and build confidence. It's not just about reading the classics, it's about finding books that spark curiosity and make reading enjoyable. In our school, we're proud to support this through the Accelerated Reader (AR) programme, which all of our Key Stage 3 pupils already participate in.

Accelerated Reader is a powerful tool that helps pupils find books that match their reading level and interests. After reading a book, pupils take a short quiz to check their understanding, earning points as they progress. It's a great way to stay motivated and see real improvement. My colleagues, Ms Carvill and Mrs Clarke, are always on hand to help pupils choose books within their AR level and suggest new titles to keep reading exciting and challenging. Our Key Stage 3 pupils attend the library during tutor time as part of our tutorial programme timetable.

But, of course, the library isn't just for AR readers; it's a calm and focused environment perfect for homework, group study, coding on our computers, or simply enjoying some quiet time away from the hustle and bustle of the school day. With a wide range of genres, from fantasy and mystery to biographies and graphic novels, there's truly something for every reader.

As we continue to encourage a love of reading and lifelong learning, we invite all pupils to make the most of the school library. Whether you visit to read, revise, or relax, the library is your space – and its doors are open before school, at break and lunch time, and after school too.

**Reading today builds the foundation for success tomorrow. Why not check out a new book this week?**

## ClassCharts Rewards

As we continue to give out rewards certificates this week, I'd particularly like to congratulate 7ESH who have worked hard to secure lots of positive ClassCharts points over the course of the academic year. All points can be spent in our Reward Shop which opens every Friday.

**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 Wood  
Zac Lister  
Lydia Dorsey  
Charlee Taylor  
Freya Peck  
Sam Logan  
Holly Artley Tolson  
Noah Hughes  
Nathan Pineda  
Evelyn Rumford

## **Year 8**

Sam Cowell  
Olivia Chilcott  
Amalie Wade  
Lily Smedley  
Spencer Uzzell  
Jake Redmond  
Ava Spink  
Oscar Purchon  
Elias Chapman  
Rosie Fitton

## **Year 9**

Devan Bryans  
Brenton McKie  
Daniel Kemp  
Charlotte Sutcliffe  
Lydia Chapman  
Luke Hiles  
Sophia Brown  
Ruby Rogers  
Lily Curtis  
Hermione Read  
Bradley Elvidge

## **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: Archie Peacock

Year 8: Tymofii Merkulov

Year 9: Seth Waldron

UPPER  
SCHOOL*Mr Henderson writes:*

What a first week of examinations for our Year 11 pupils! They did fantastically well at the start of the examination season, with a number of assessments now under their belt. To keep the momentum going, we have put on half-term revision sessions in specific subjects and we hope the uptake will be as great as we saw during Easter. Please continue to support and encourage at home and if you need any resources, support or guidance, do please get in touch. All those involved in the examination process have been extremely impressed with the attitude of Year 11, noting how they have remained focused, making best use of every minute of each exam.

We felt this week that it was important to provide a reminder for parents and pupils about what to expect over the next few weeks.

## Revision Sessions

Year 11 pupils are expected in school as normal for the duration of the exam period, as it is important that pupils continue to receive specialist and targeted support from their subject teachers. We have adjusted our school timetable to facilitate pupils receiving a focussed revision session with a subject specialist prior to each exam. In the main these will feature on the morning of the exam or, when the exam itself is in the morning, during the previous afternoon.

It is vital pupils continue with a full, focused timetable to ensure a stability to daily routines. Mornings are essential for pupils to be ready and focused for exams, and a punctual arrival to school each day is more important than ever. We have breakfast and refreshments available for anyone who needs to fuel and hydrate for the day.

Well done and good luck for the coming weeks.



## Year 10

We have our Steps to Success 2 – exam preparations on Thursday 22nd May for our Year 10 parents and pupils. Please see ClassCharts for more information and the link to book on. Also, a reminder that Year 10 exams start on 16th June. The timetable has been shared with pupils and parents. The pupils will shortly receive an individual plan which will include venues and seat numbers for each exam they are entered for. Once this has been received, please discuss it with your child and if you have any questions do get in touch with Mrs Newsam in the first instance.

**Mr Henderson**  
**Head of Upper School**

## **CAREER OF THE WEEK: Product Designer**

### **What does a product designer do?**

Product designers are responsible for the design and development of everyday items, ensuring that they meet the needs of the user. They develop a good knowledge of technology, materials and various manufacturing methods in order to improve existing products or create new ones. They are involved in the creation of a whole host of items from things that we use every day, like mobile phones, coffee machines, televisions and cars, right up to large industrial equipment or machinery.



Day to day duties might include creating new design concepts and product sketches, developing existing products to a revised specification, meeting with customers to discuss ideas, creating models using computer-aided design (CAD), researching and identifying suitable materials for the product, making samples of the product, conducting product testing, and producing final detailed product drawings, costs and specifications.

### **What can I expect to earn as a product designer?**

Salaries start around £20,000 - £25,000 per year for a product designer and increase with experience to an average of around £45,000. An experienced head of product design can earn over £80,000 per year.

### **What subjects should I study to become a product designer?**

Useful subjects to study include art, design and technology, maths, engineering and product design.

### **How can I start my career as a product designer?**

Many product designers hold university degrees, Higher National Diplomas (HNDs) or have successfully completed apprenticeships in the field. Courses include industrial design, product design, or product design engineering.

It is sometimes possible to gain hands-on work experience by looking for entry-level or assistant positions where you will support a product designer. You could then study for product design qualifications whilst you work.

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

### **Useful websites to find out more about a career as a product designer:**

The Chartered Society of Designers <https://www.csd.org.uk/>

Discover Creative Careers <https://discovercreative.careers/#/>

The Institution of Engineering Designers <https://www.ied.org.uk/>

The Design Council <https://www.designcouncil.org.uk/>

National Careers Service <https://nationalcareers.service.gov.uk/job-profiles/product-designer>

How to Become a Product Designer, Michael's Story <https://www.bbc.co.uk/bitesize/articles/zkrmrj6>





*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 10

Sam Al Budri  
Aiden Olivier  
Ben Smedley  
Ben Carlisle Smith  
Aiden Clayton  
Ava Bryce  
Libby West  
Charlie Moses  
Joel Dyason  
Gracie Pawson

## Year 11

Toby Robertson  
Luke Hancock  
Orlaith Brown  
Mollie Coates  
Grace Crook  
Anika Matta  
Samuel Smedley  
Millie Wild  
Emma Chow  
Riley McGowan  
Amelia Purchon  
Poppy Robinson  
Oliver Sysum

## 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: Aden Olivier



## *Mr Chapman writes:*



LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

**This week I caught up with former student James Kelly, who left Year 13 last year and has been accepted into the Police Force.**

### **What made you want to apply to be a police officer?**

For as long as I can remember I have always wanted to be a Police Officer, I have a passion for helping people and this prompted my decision to join. I think that anyone who can help someone should help someone. I believe by helping others, you not only contribute positively to their lives but also enrich your own life in numerous ways. In addition to this, to be a part of such an amazing organisation such as Humberside Police will further my personal development and allow me to develop into the best version of myself through training and the skills I learn from this job.

### **What is the application process?**

The application process is very lengthy to ensure that all applicants are a good fit for the Police Force. You start by filling out a document with your personal information on, you list things such as your qualifications, any work experience you may have and your current employer. This is known as the "shortlist" in which people who are not a good fit for the job at that time are sifted out.



Next you partake in the "National Sift", two College of Policing assessments that determine if your morals align with that of a good police officer. You are assessed based on your understanding of the "Competency and Value Framework" (CVF) a document that police officers, staff, and volunteers should always follow. It outlines the values of a police officer, including critical analysis, integrity, conflict management, etc. If you pass this assessment, you move onto the next stage.

The next stage is a "Professional Discussion". You will be asked to answer the question "What would being a police officer at Humberside Police mean to you and why would you like to be one?" You can answer this question in various way. I chose to do a PowerPoint presentation however you can do a speech or even just have a discussion about it. Again, you are assessed on your application of the CVF. This is followed by 10 minutes of questioning where you will be asked anything you didn't cover in the first 10 minutes. If you pass this, you move on to the final stage before your pre-employment checks.

The next stage is a "Competency based interview" in which you sit in front of a webcam and answer questions while you are recorded. This is another College of Policing assessment and once again you are assessed on your application of the CVF. You have to sit 3 assessments. In the first one, you are asked times in which you have shown certain skills, you are given 60 seconds to prepare and then 5 minutes to answer. Next, you are asked to assume the role of a PC and you are given some evidence and have to explain how you will navigate a situation, this assessment is an essay based one, so you are not recorded. The final one is like the previous one however instead of it being essay based, you have to talk to the camera as you have to for the first assessment in this stage. If you pass this stage, you are accepted into the police! All you need to do after this is pre-employment checks such as fitness, vetting, biometrics and drug tests.

## What happened on the interview day?

On my interview day I travelled to the Humberside Police HQ at Priory Road. After entering my ID was checked then I went for my interview, the interview lasted 20 minutes and after that I set off back home. A few hours later I got an email I had passed and called my parents straight away while I was at the gym because I was so excited. Admittedly, my best mate and gym bro Ben found out first because he was at the gym with me.

## Where do you plan to work once in the Police force?

I plan to make my way up the ranks in the police as I believe I can help the most people from the top.

**Best of luck to James with his blossoming career!**

**Best wishes also to our Year 13 students at this crucial time of the year. Many exams and NEAs are underway and some have already been completed.**

**Mr Chapman**  
**Head of Sixth Form**



# 10 Top Tips for Parents and Educators

## FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

### 1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

### 2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

### 3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

### 4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

### 5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

### 6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

### 7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

### 8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

### 9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

### 10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

### Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: [nationalcollege.com/guides/fostering-a-sense-of-belonging](https://nationalcollege.com/guides/fostering-a-sense-of-belonging)



## Once again, a huge congratulations to our latest Golden Buzzer winners!

Isla Addinall 9SGE  
Sam Al-Budri 10DPE  
Holly Barber 10DPE  
Oliver Barley 8NFO  
Ollie Bayes 9GTA  
Fay Beverley 7GRU  
Ava Bryce 10DPE  
Ben Carlyle-Smith 10DPE  
Elias Chapman 8LWO  
Felisia Daniels 8CMT  
Honey Denton 11PDR

Sophie Dines 11SWL  
Emilia Hopkin 8CMT  
Harry Hugill 8CMT  
Elise Jenkinson 11SWL  
Daniel Kemp 9GTA  
Muireann Kennedy 9GTA  
Ava Kirkup 7GRU  
Patrick Marham 9SGE  
Neve Meagher 9EMN  
Annabel Naylor 7JDY  
Freya Phipps 8CMT

Jake Redmond 8ACR  
Flynn Robson 8NFO  
James Shiels 9GTA  
Chloe-Mae Simson 8EFX  
Noah Smith 11RLO  
Charlotte Sutcliffe 9PDV  
Amy Thornton 9PDV  
Reuben Todd 7GRU  
Lilly Waiter 9GTA  
Millie Wild 11RLO  
Scarlett Wood 9PDV





# Hello from the Hub!

## The SEND Department Update

Summer is quickly approaching and despite the inevitable pressure of exams, the warmer weather, sparkling blue skies and long days are lifting everybody's spirits. There is, however, a trace of a cloud hanging over The Learning Hub. Mrs McAlpine will be leaving us at the end of this half-term to begin her well-earned retirement; to spend more time producing her beautiful paintings and looking after her garden. If she approaches horticulture with the same enthusiasm that she has for managing The Hub, then move over Monty Don and hold her trowel, Alan Titchmarsh. She's sure to have the finest garden in Yorkshire.

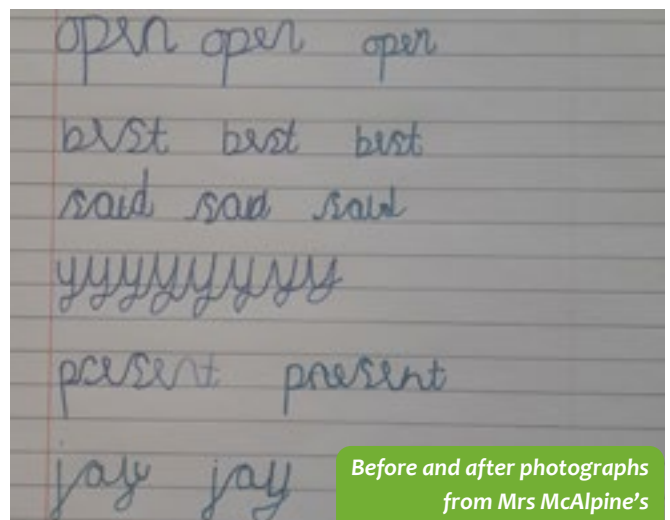
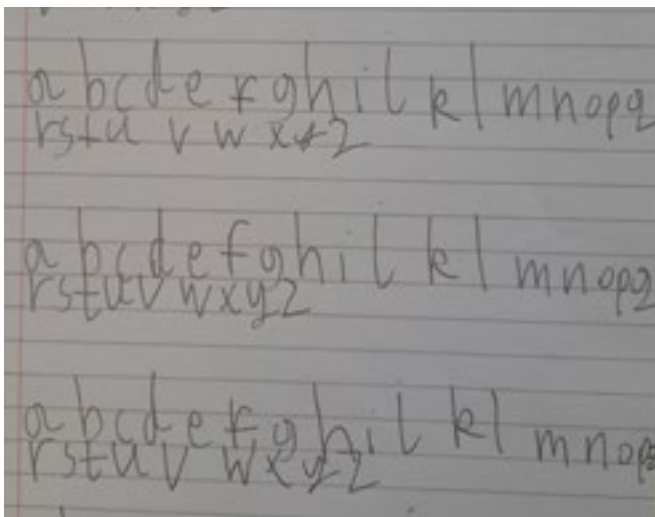
We will miss the experience Mrs McAlpine brings and shares so willingly; the kettles on the boil when we arrive in the mornings; the attention to detail which helps The Hub run so smoothly – the new date penned in the corner of each whiteboard every day. But most of all, we'll miss her warm smile, her day-brightening personality and the calming presence she brings to the department – and, no doubt, a thousand other things we haven't even thought of yet.

It's hard to say goodbye to such an integral part of the team. Her hard work and dedication to the department has contributed hugely to its success – even going above and beyond, cutting back the shrubs outside the windows when they began to obscure the glass. Thank you for the random conversations, the morning coffees, for your wicked sense of humour, and for the laughs, of which, there have been so many. Mrs McAlpine has been more than a colleague and it's been an honour to work with her.

Her creativity will be a huge loss for the department. Her magnificent mind-maps and exquisite handwriting, amaze and impress in equal measure. She would often have new visions for The Hub and feel the need to 're-arrange' the department. The upside was the challenging educational displays that resulted. The downside, the moved, 'imaginatively' stored resources, the whereabouts of which, kept us all on our toes. But always, she has been a calm and caring team player, who goes out of her way to look out for everybody else. Her place in The Hub, will not be easy to fill.

So, it's 'Farewell' from The Hub to our friend, the 'Professor of Artistic Direction'. No more training days, meetings or late nights. No more trips with the 'Trolley of Hope' and we'll no longer hear the synchronised calls of, 'That's nice!'

Thank you, Mrs McAlpine! - for your dedication, and for always putting the pupils first. Have a wonderful retirement filled with the things you've been looking forward to. But above all, congratulations on the difference you made.



Before and after photographs  
from Mrs McAlpine's  
handwriting intervention.

# Memory Lane

This week we return to 2016 and feature two Lower School teams. The Year 7 football team and Year 7 and 8 rugby team are pictured.





# Our Languages Nuts!



We are delighted with the enthusiasm shown by pupils for our latest award — the Language Nutter of the Week.

Ms Shepherd explained: "Language Nut is a website we use regularly in Spanish and French. Each week, pupils in Years 7-10 are set homework on Language Nut, which is available as an app on a mobile device or on a computer or laptop. Year 11 linguists use the website as part of their GCSE revision. Every week, we will announce a Key Stage 3 and Key Stage 4 Language Nutter of the week – the pupils who have scored the most points on Language Nut that week."

## Congratulations to this week's winners!

**Lower School:** Holly Artley Tolson (7JDY) with 299,600 points.

**Upper School:** Levi Petherbridge (10DPE) with 145,000 points.





**BOOK NOW**

## Tom Davies Tennis School **MAY HALF TERM TENNIS CAMP**

**20% DISCOUNT FOR FULL WEEK AND  
MULTI-SIBLING BOOKINGS**

**Dates:** 27 - 30 May 2025

**Times / Price:** 9am - 12pm (£20 per day)

**For School Years:** Reception - Year 11

- Supervision times are available from 8am - 9am and 12pm - 1pm (£5 per 30 minutes)
- 20% discount available for full week and multi-sibling bookings
- Get a **FREE** personalised t-shirt with all full week bookings (max 1 per child)

For more information or to register your place, please contact Tom Davies on 07976 189671 or via Facebook @tomdaviestennisschool





## Intra-School Sport

Last term Lower School pupils participated in the intra school sport competition, the girls playing their football tournaments and the boys tag-rugby.

Mrs Henderson said, "The pupils enjoy the competition and each sport allows different individuals to showcase their skills. Well done to everyone for participating and working together as teams."

### Football – Girls

	RED	YELLOW	BLUE	GREEN
Year 7	3rd	1st	4th	2nd
Year 8	3rd	1st	2nd	4th
Year 9	3rd=	1st	2nd	3rd=

### Rugby – Boys

	RED	YELLOW	BLUE	GREEN
Year 7	3rd	1st	2nd	4th
Year 8	4th	3rd	1st	2nd
Year 9	3rd	2nd	1st	4th



Celebrating the  
rights & freedoms  
of children

[www.nationalchildrensdayuk.com](http://www.nationalchildrensdayuk.com)



**Ms Carvill writes:**

## LIBRARY NEWS

**Sunday 18th May 2025 is National Children's Day UK (NCDUK). It's a day of celebration that recognises the value of a healthy childhood, and the importance of protecting the rights, and freedoms of children and young people.**

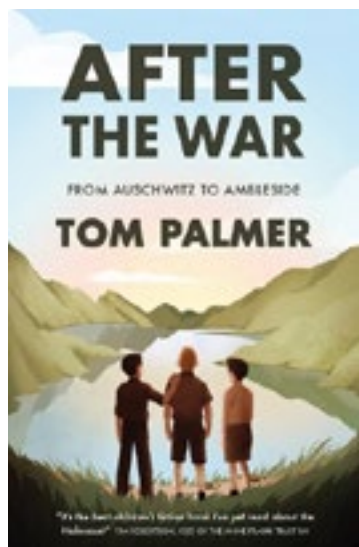
The aim is for everyone, families, schools, charities, and communities across the UK, who care about child and family wellbeing to raise awareness and funds for any projects they are running, or draw attention to any concerns they have. These can be shared with a national audience at: [www.nationalchildrensdayuk.com](http://www.nationalchildrensdayuk.com)

NCDUK 2025 also puts a spotlight on the key issues affecting our young in what is recognised as a time of crisis. Indeed, recent reports have shown some concerning statistics. Currently over 27% of children in the UK live in poverty, more than 1.4 million are diagnosed with a mental health order and there are not enough services to help. Obesity rates are becoming increasingly higher, and the UK's 15-year-olds have the lowest life satisfaction ratings in Europe.

This might all sound bleak, but there are many things we can do to ensure our children flourish and grow up happy and healthy; ways of addressing their physical, mental, emotional, and spiritual needs. Developing a love of reading is one of the most important. Books encourage curiosity, wonder and awe, highlight the importance of creativity, and educate in every way. Below are a number I've recently read and enjoyed. Please encourage your children to read, read, read. Reading for pleasure will enrich their lives immensely. They can also do Accelerated Reader quizzes on most books to build up ClassCharts rewards.

"Let's stand together for children's health, happiness, and future. Because a nation that nurtures its children is a nation that thrives."

—Wendy Ellyatt, Founder, NCDUK



## Year 7

### **After The War From Auschwitz to Ambleside by Tom Palmer** **AR Colour Code – Blue (dyslexia-friendly)**

I read this book last week to mark VE Day and couldn't put it down. It's summer 1945 and three hundred children have just arrived in the Lake District near Windermere having survived the diabolical horrors of a concentration camp. They need to recover but are haunted by nightmares and the absence of those they loved. But Yossi, Leo, and Mordecai at least have each other. Can their closeness, safety, and peace restore their hope?

This emotional book is written in such a simple, clear and pure way, it can't fail to touch your heart. A book that develops empathy and understanding.

## Year 8

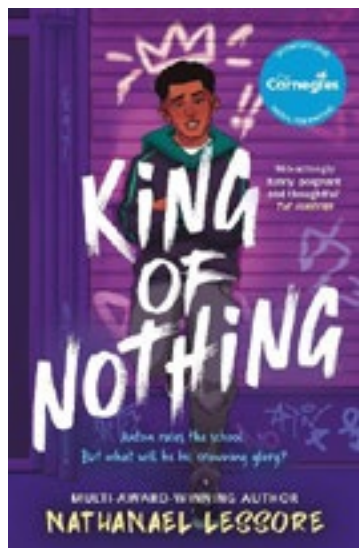
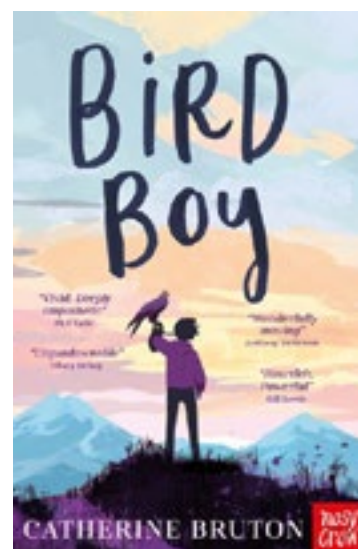
### **Bird Boy by Catherine Bruton** **AR Colour Code – Red**

Will's mum dies tragically, and Will is sent to stay with his uncle in the Lake District. It's a totally different to his former high-rise home and he doesn't want to live in the middle of nowhere, but has no choice.

As he battles his grief he makes friends with Omar, a refugee from Afghanistan who has also gone through trauma.

Together the boys rescue an injured osprey chick which they nurture and care for. As the bird heals, so do the boys.

This deeply sensitive book tackles some hard topics with reassurance and optimism.



## Year 9

### **King of Nothing by Nathanael Lessor** **AR Colour Code – Blue**

We featured this funny book a few months ago when it was shortlisted for the Carnegie Awards. It's just won the Waterstone's Book Prize for Older Readers 2025; so I'm flagging it up again. It will especially delight those who enjoyed Lessor's Steady For This.

Anton is known as the bad boy at his South London secondary school; the King of Year 9. His dad is in prison, and he's feared and respected. Matthew is known as the biggest loser in school, but when he unexpectedly saves Anton's life, a friendship is sparked. Identity, class, family relationships, teenage angst, first love, and what it means to be a man are all explored in this humorous but deep read.

Some violence, gender bias, criminal activity, bullying, and mild profanity.



## Year 10

### **The Things We Don't See by Savannah Brown** **No AR (12+)**

This Young Adult thriller will stop you in your tracks. Roxy Raines, a teenage singer with a promising career beckoning, vanished from the sleepy island of Sandown in the 1980s. Thirty years later, seventeen-year-old troubled teen Mona Perry is determined to find out the truth. Was Roxy a teenage runaway? Did she kill herself? Where is her body?

With just a suitcase and microphone to record her findings for her podcast Mona is on a deadline.

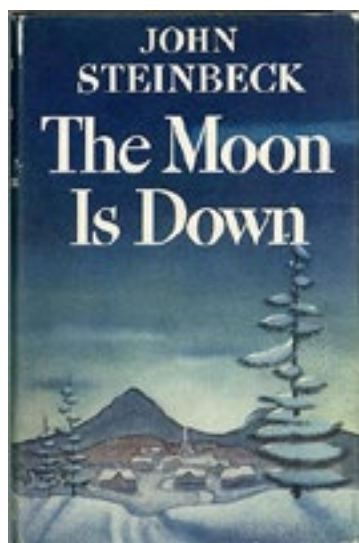
A superbly written mystery with some amazing characters.

## Year 11

### **The Naturals by Jennifer Lynn Barnes** **AR Colour Code – Red (14+)**

This YA thriller is a real page turner and will have you gripped. Cassie can read people. It's not a skill she's given too much thought to, but when the FBI come knocking on her door things get serious. They've just begun a classified programme to crack infamous cold cases, and they need exceptional teenagers like Cassie. Soon she finds herself housed with a group of teens who possess unusual skills too, but danger is about to strike.

A superb mystery by a bestselling author.



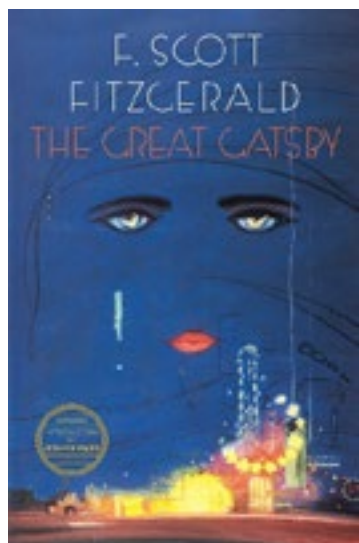
## Year 12

### **The Moon Is Down by John Steinbeck** **No AR**

This classic short novel, by one of the greatest of American writers, was first published in 1942 by Viking Press. A French translation was published illegally in Nazi occupied France by a French Resistance publishing house, and further editions were secretly published across war torn Europe in WWII.

It tells the tale of a small coastal town with abundant coal mines invaded by an army whose nation is at war with Great Britain and Russia. There are clear parallels with the occupation of Norway by the Germans in WWII, although due to its timing Steinbeck chooses to leave the country unnamed.

This is a book about the horror of war and its impact on human nature. It's unsettling and profound.



## Year 13

### The Great Gatsby AR Colour Code – Purple

I recently heard a superb programme on Radio 4 marking The Great Gatsby's 100th birthday. Against the Current: The Great Gatsby at 100. It presented some fascinating perspectives on the novel that went far beyond the usual readings with their emphasis on the American Dream. It rekindled my interest and so I read it again, probably for the fourth time. It's a book that one can revisit and find fresh nuances with each reading.

The story is set in the jazz age and features the enigmatic Jay Gatsby, a man with a mysterious past in a world obsessed with wealth and status. Gatsby, the host to all, is madly in love with Daisy Buchanan, a flower from his youth.

The novella is written in the most poetic of styles, incredibly lyrical and awash with colour and light. A feast of numerous delights!

"Reading is important, because if you can read, you can learn anything about everything and everything about anything."

—Tomie dePaola – American writer and illustrator



**ANNUAL  
MEMBERSHIPS**

**PAY  
MONTHLY**

**HALF-TERM**

# Activity camps

**FOR AGES  
5-12**

**KIDS  
TAKEOVER**  
HAPPY HEALTHY KIDS

**KIDSTAKEOVER.CO.UK**

**FROM £23.50 PER DAY**

**27TH - 30TH MAY**

**9:30AM-4:30PM**

**WRAPAROUND  
FROM 8AM-5:30PM**

**TIMES AND DATES MAY VARY**

**BOOK NOW!**

Call our team on

**01482 218 753**

Or scan the  
QR code to  
book online



[info@firststep-sports.co.uk](mailto:info@firststep-sports.co.uk)

**10% OFF SIBLING DISCOUNT**

WE ACCEPT A VARIETY OF PAYMENT OPTIONS



**GREAT VENUES TO CHOOSE FROM**  
See reverse for full details



**facebook** kidstakeover **instagram** kidstakeovercamps **x** fskidscamps





**HALF-TERM**

**FOR AGES  
5-12**

# Football camps

 **BALLERS**  
ACADEMY

[BALLERSSOCCERACADEMY.CO.UK](http://BALLERSSOCCERACADEMY.CO.UK)

**FROM £15 PER DAY**

**27TH - 30TH MAY**

**9:30AM-1:30PM**

**EXTRA-TIME OPTIONS  
FROM 8AM-5:30PM**

**TIMES AND DATES MAY VARY**

## **GREAT VENUES**

**HYMERS COLLEGE**

**📍 HU3 1LW**

**WILLERBY CARR LANE**

**📍 HU10 6JT**

**BEVERLEY LONGCROFT**

**📍 HU17 7EJ**

**WELTON PRIMARY**

**📍 HU15 1TJ**

 [ballers.soccer.hull](https://www.facebook.com/ballers.soccer.hull)  
 [ballers.soccer](https://www.instagram.com/ballers.soccer)



**BOOK  
NOW!**

**BALLERS  
OF THE  
WEEK**

**GAMES &  
TOURNAMENTS**

**SKILLS  
& DRILLS**

**AND SO  
MUCH  
MORE!**

 **Ofsted**

 **Hull**  
City Council  
APPROVED COACHING PROVIDER

**ERMOS**  
EAST RIDING MINIMUM OPERATIONS STANDARDS

 **First Step**  
Sports Group



## 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](mailto:vicky.fox@longcroft.eriding.net)



**Year 8**

**Mrs Thwaites**

**07444 847881**

[gemma.thwaites@longcroft.eriding.net](mailto:gemma.thwaites@longcroft.eriding.net)



**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**

[annette.ellis@longcroft.eriding.net](mailto:annette.ellis@longcroft.eriding.net)