



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS LETTER



## “Amazing” Library Supports Literacy Development

Earlier this year Radio Humberside’s Breakfast Show presenter Kofi Smiles referred to our Library as ‘amazing’. This week we celebrate both the contribution the wonderful facilities and our highly skilled and dedicated staff make to the development of our pupils’ literacy skills, while we also feature an inspiring workshop enjoyed by our A Level students.

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Lower School pupils are able to make the most of our Library as each fortnight they use the facilities as part of the Accelerated Reader programme. This programme sees each pupil choose a book, which they enjoy reading before taking a short quiz on what they've read. Quizzes are written to ensure pupils have read the whole book and they give teachers an insight into their results to set new goals, monitor their progress and personalise planning.

Year 7 pupil Kathryn enjoys spending time working in the Library. She said, "You get quiet space." Jack is also in Year 7. He said, "It's quiet and I'm working hard to improve my reading."

Our Library and Literacy Manager Ms Carvill said, "Every day in the Library is different. It's such a privilege to work across all the year groups and watch our pupils' and Sixth Form students' literacy skills develop, listen to them, and respond to their individual needs. A love of literature is such a joy in life, and if we can provide that as a school, we are making a difference."

Ms Carvill and Mrs Clarke work together to support pupils, who are able to move between the main Library with its various workspaces and IT facilities and the Accelerated Reader Room which is filled with a wide range of wonderful books to choose from.

Pupils and Sixth Form students also use the facilities before and after school and during break and lunchtimes.

Lexie, who is in Year 7, enjoys using the Library. She said, "There's a wide choice of books. I especially like drama books. You get help with your reading as well." Another Year 7 pupil, Molly, added: "It's quiet. My favourites are the Harry Potter books."

Assistant Headteacher Mr Taylor said, "Our Library is a wonderful resource staffed by dedicated, hard-working, committed colleagues who believe whole-heartedly in reading the written word, language and literacy."

We are certainly proud that our pupils and Sixth Form students can enjoy and benefit from such a fantastic resource.



## 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**

**39,657**

**THOUGHT**

**169,543**

**VISION**

**153,651**

**GRAND**

**TOTAL:**

**362,851**



# Welcome from the Headteacher



**When you have the privilege to work with young people every day, it is impossible not to be filled with hope and excitement for the future. It has been wonderful this week to see offers pour in from universities across the country to our Year 13 students, and to talk to Year 11 pupils about their next steps.**

In preparing our young people for the future, it is our commitment to provide a curriculum and experience that enables and empowers, that is inclusive, promotes critical thinking and recognises the importance of hard work and discipline in achieving success. We believe that students should experience a broad range of opportunities to develop knowledge and skills across subjects and disciplines, their social and cultural capital, and to grow as individuals with a confident sense of self and place in the world. We aim to educate children academically, physically and morally as well as possible, carefully crafting their learning journey from Year 7 to Year 13 so that it builds coherently and comprehensively, never leaving anyone behind.

Our careers, PSHE and pastoral curricula provide key elements in developing 'Great Vision' for our pupils and these have all recently been transformed. It is great to see this vibrant aspect of our curriculum being so well received, supported by the return of experiences lost to the pandemic such as visitors and guest speakers. This week for example, local professionals involved in our 'Women in Engineering' programme were back on site to work with our Year 10 girls.

As a school we have a proud history of providing a wealth of opportunities and enrichment, not least in sport, performing and creative arts which you will see reflected weekly in our newsletter and across our communication platforms. It has been fabulous to see so many students enter the final stages of preparation for this year's school production, 'Oliver' which will be performed to a live audience this week, to talk to students about their sporting fixtures, and to see students taking opportunities in our clubs and support sessions both at lunch time and at the end of the day.

We encourage students to seize the many opportunities that are available to them at our school, and will continue to celebrate the acts of 'Great Vision' we see all around us each and every day. These acts are recognition of a developing preparedness and ambition for the future, where students are alive to their potential and committed to realising it.

**Mr Perry**  
Headteacher



# LOWER SCHOOL



## Mr Worthington writes:

The New Year is also an opportunity for our Lower School pupils to set themselves personal goals for the coming year. To help our pupils develop personal goals that are realistic, measurable and achievable, form tutors will be working with pupils across Lower School to set learning goals for the Spring Term.

Last week, our Year 7 pupils and their parents visited us for the Year 7 Parents' Evening. These are always very positive events, with parents, teachers and pupils celebrating each pupil's individual strengths and achievements over the past year, and setting personalised targets for the coming year. We look forward to celebrating with our Year 8 pupils and their parents at Parents' Evening next month.

Parents and carers also play a vital role in encouraging pupils in their homework, checking that the work is completed, and raising any concerns regarding homework with form tutors and subject teachers. In Lower School, our pupils are set homework for each subject. Pupils should be set no more than three separate pieces of homework per evening, and each homework should take no longer than 30 minutes each unless part of a larger project over a longer period of time.

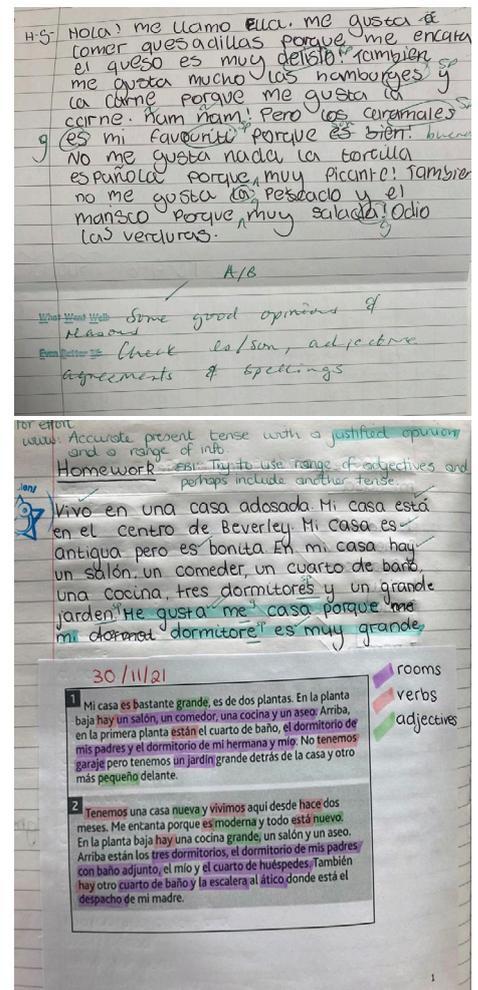
If a parent requires a new log-in and password to monitor their child's homework, please contact me via [school@longcroft.eriding.net](mailto:school@longcroft.eriding.net) and one can be sent to you.

Homework is a fundamental part of our pupils' learning; it helps pupils to develop their organisation, self-motivation and resilience. Most importantly, homework enables our pupils to develop their love of learning for its own sake; to pursue their curiosity and to practise newly learnt skills.

Please see some examples of some lovely work from our Year 9 pupils who are studying Spanish, developing their vocabulary and language skills further. It is through repeated practice and hard work that these pupils are making progress.

Take care

**Mr Worthington**  
Head of Lower School





## UPPER SCHOOL



### Mr Colepio writes:

### Period 6 and Lunchtime support – Year 11

Please see below our initial offer for additional support lessons for Year 11 this term. These will mainly take place after school although there is some lunchtime provision also available. We are extremely grateful to our staff for giving up their time to support our pupils as they prepare for their final exams in this crucial last full term. We will discuss with pupils and encourage them to make immediate use of the offer, focusing on areas where they may need to develop their skills and knowledge.

Subject	When?	Who?	Where?	Target Group	Starting
English	Monday 3.15 – 4.00pm	Mrs Clegg	Room 9	Sets 1	Monday 24 <sup>th</sup> January
English	Monday 3.15 – 4.00pm	Mr Dear	Room 4	Open to all	Monday 10 <sup>th</sup> January
English	Wednesday 3.15 – 4.00pm	Mrs Foster	Room 10	Open to all	Now
English	Thursday 3.15 – 4.00pm	Mrs Thomas	Room 6	Open to all	Thursday 13 <sup>th</sup> January
Maths	Wednesday 3.15 – 4.00pm	Mr Ita	Room 17	Foundation Maths	Week 17 <sup>th</sup> January
Maths	Thursday 3.15 – 4.00pm	Mrs Low	Room 18	Further Maths	Week 17 <sup>th</sup> January
Maths	Tuesday 3.15 – 4.00pm	Mrs Wilson	Room 16	Higher Maths	Week 17 <sup>th</sup> January
Maths	Tuesday 3.15 – 4.00pm	Mrs Woolner	Room 15	Foundation Maths	Week 17 <sup>th</sup> January
Geography	Wednesday 3.15 – 4.15pm	Mr Bull	C6	Open to all	Now
Geography	Thursday 3.15 -4.15pm	Miss Brown	C8	Open to all	From 20 <sup>th</sup> Jan
French	Thursday lunchtime 1.35 – 2.05	Mrs Barry	A4	Open to all	Thursday 7 <sup>th</sup> January
Spanish	Wednesday 1.35 – 2.05	Mrs Lear	A1	Open to all	19 <sup>th</sup> January
History	Tuesday 3.15 – 4.15pm	Mr Pearson	C1	Open to all	From 8 <sup>th</sup> Feb
Art	Monday 3.15 – 4.15pm	Mrs Gibson / Mrs Holmes	Room 51 / 53	Open to all	Now
Art	Mon-Thurs lunchtimes	Mrs Gibson/ Mrs Holmes	Room 51 / 53	Open to all	Now
Tech – Product Design	Tues / Wed / Thurs 3.15 – 4.15pm	Mr Dyson	Room 32	Open to all	Now
PE GCSE	Tuesday 3.15 – 4.15pm	Mr Martin	Sports Hall Classroom	Open to all	18 <sup>th</sup> January
Food	Wednesday 3.15 – 4.15	Mrs George	Room 22	Open to all – NEA catch - up	19 <sup>th</sup> January



Tutors will be regularly sharing this information with their form and encouraging pupils to attend where possible. We would expect all pupils to attend a session in the next week and build up to 2 sessions by the end of the month. We appreciate that this is not always possible but we must, together, do everything possible to overcome barriers to attending these support classes.

This list is a working document i.e it will be updated regularly as I receive more information and I will post this weekly in the newsletter.

Many thanks to everyone involved and by working together we can give pupils every chance to succeed.

### ***Mock results and Progress Update 2 dates***

All Mock exam results will be entered into our data systems by the 20th January and Mock results and Progress Update 2 (including effort and Predicted Grade) will be made available to pupils and parents the following week. This is an extremely important data set and should inform all stakeholders where to target their efforts. Pupils should discuss with staff about focus areas and extra study sessions to help them maximise progress.

### ***Year 9 / 10 Football***

Congratulations to all the pupils who took part in last week's 2-0 victory over South Hunsley School. A fantastic result!

**Mr Colepio**  
**Head of Upper School**



# SIXTH FORM



## Mr Henderson writes:

**Great news for our Year 13 students! At the time of writing, with 9 days still left to go before this year's UCAS application deadline, The East Yorkshire Sixth Form students have already amassed 24 offers of places on university degree courses, with 5 students receiving unconditional or reduced points offers. With the last of our UCAS applications going out this week, we expect a flurry of new offers as we approach deadline day on the 26th of January. It is testament to the hard work and dedication our students put into writing their personal statements, and the time and effort they put into gaining the experience and qualifications needed to fulfil their ambitious plans.**

Year 12 students who are completing the Extended Project Qualification have been meeting with their mentors, Mr Brown and Ms Carvill, to update their plans and ensure they are learning and applying the skills they need to complete their projects. We are looking forward to seeing the results of their work and we will tell readers more about the projects in future issues.

The first of our future EYSF students from Year 11 have received their offer of a place to begin their KS5 study with us in September. The arrival of the letters in form rooms caused quite a stir when they were handed out and we have had lots more applications coming in to meet the 20th of January deadline.

We endeavour to offer a place to all Year 11 pupils wishing to study a full-time course of A levels and level 3 BTECs at

The East Yorkshire Sixth Form, with a tailored programme of study that includes far more than the subjects to be learnt.

Our program includes the Extended Project Qualification (EPQ) and weekly tutorials on careers and PSHCE as well as dedicated support with apprenticeships and of course UCAS applications. All EYSF students are mentored throughout the year to help ensure they receive the support and guidance they need, and we actively encourage our students to act as mentors themselves, working with younger pupils in areas such as literacy. We centre most of our activities around our designated Sixth Form Study Area with its own dedicated ICT facilities, café and members of the Sixth Form team on hand to offer support.

**Mr Henderson**  
Head of Sixth Form





# SAFEGUARDING



**Mr Rogers writes:**

It may seem strange for me to talk about cryptocurrency but on lots of school safeguarding forums, the number of discussions around this topic is increasing. As many children have new devices after Christmas and with the increase of social media advertising for cryptocurrency I thought I would take this opportunity to share what we know.

Cryptocurrency is software enabling the exchange and storage of digital 'coins' representing financial value. To monitor who owns which coins, platforms save an online record of every transaction, called a 'ledger' or 'blockchain'. This is secured by cryptography; a set of methods for protecting sensitive information. Bitcoin, released in 2009, was the first cryptocurrency. As cryptocurrency becomes a more established part of digital life, young people are bound to come across it and show an interest, so it's vital that trusted adults understand any associated risks and how it can be explored and used safely.

**Mr Rogers**  
**Deputy Headteacher**  
**Head of Care and Achievement**

**What Parents & Carers Need to Know about CRYPTOCURRENCY**

**What is cryptocurrency?**  
Cryptocurrency is software enabling the exchange and storage of digital 'coins' representing financial value. To monitor who owns which coins, platforms save an online record of every transaction, called a 'ledger' or 'blockchain'. This is secured by cryptography; a set of methods for protecting sensitive information. Bitcoin, released in 2009, was the first cryptocurrency; other platforms have since launched such as Ethereum, Teos and Fibecoin. As cryptocurrency becomes a more established part of digital life, young people are bound to encounter it – so it's vital that trusted adults understand its risks, and how it can be explored and used safely.

**COMPLEX TECHNOLOGY**  
Like any new software, cryptocurrency comes with bugs, flaws and limitations, broadly, it hasn't yet evolved to be as user-friendly as web browsing or social media. Using it may mean spending time learning about the complex technology it uses. We would strongly suggest anyone considering getting involved in cryptocurrency should consult a dedicated business adviser about it properly in advance.

**WIDESPREAD EXAMPLES**  
Cryptocurrency software for smartphones is often free to download from app stores. Emails with links to play games or apps can land in any inbox. Cryptocurrency is also advertised in on-line games (for example to buy additional items or power-ups). It can't be purchased easily without a credit card or bank account, but young people will still be exposed to cryptocurrency in various settings.

**CHANCE OF SCAMS**  
Cryptocurrency provides another opportunity for scammers to access personal data and money from internet web users. Unlike credit card transactions or wire transfers, a bank can't reverse cryptocurrency – making it an appealing channel for online scammers. These transactions do leave evidence in the blockchain, however, which means that cryptocurrency scammers can and do get caught.

**BEING LOCKED OUT**  
If you forget your online banking password, you can reset it by proving your identity in another way. In the world of 'crypto', however, the private key is your funds – and it can't be reset. Cryptocurrency operates without intermediaries like banks – an online access to a copy of users' private keys. This has security benefits, but also presents the huge risk of permanently losing access to your account. Learn how to store private keys securely before purchasing any significant amounts of cryptocurrency.

**RISKY INVESTMENT**  
Prices can be very volatile, so cryptocurrencies are considered high-risk investments. If you might need your savings soon, you should avoid cryptocurrency as its value could drop suddenly and sharply. Sometimes, cryptocurrency may be a profitable investment – but note that any gains are taxable, you may even have to pay tax when exchanging the currency, you're exchanging to a price higher than it was when you bought it.

**Advice for Parents & Carers**

**AVOID IF UNSURE**  
In the UK, cryptocurrency is considered risky, because users aren't well protected if something goes wrong. Most cryptocurrency software developed by decentralised communities, so there's no customer service to contact if you have a problem or you lose access to your mobile cryptocurrency wallet. Unless you understand the technology, it's a good idea not to get involved. If you do, it's best to avoid dealing with that aren't.

**CHECK CREDENTIALS**  
Buying cryptocurrency for the first time involves writing funds from your bank to a cryptocurrency exchange – a business that converts your money into cryptocurrency. They can also store cryptocurrency for you, though this could present a security risk. Cryptocurrency businesses in the UK must have a licence with money laundering regulations that are approved and it's best to avoid dealing with that aren't.

**Meet Our Expert**  
Dr Virginia Conradi is an associate professor of University College London's School of Management. Her award-winning research on technology and organisations has been published in leading academic journals as well as in two books. She is also a speaker and adviser on insurance, the financial and crypto.

**EXPECT EXPOSURE**  
If your child plays online games that involve some form of virtual currency, and has access to some kind of payment method, they may find themselves in a position to buy and use cryptocurrency. These things could be useful. If your child is old enough to understand the concepts of spending and saving, it's a good idea to talk to a professional, then they're old enough to learn about cryptocurrency.

**STAY CAUTIOUS, STAY INFORMED**  
Approach cryptocurrency with caution as well as curiosity. Don't click on links in unexpected emails referring to cryptocurrency and be wary of promotional promises. If you're considering cryptocurrency for personal information, avoid installing on social media that you won't be prepared to delete. If you're considering cryptocurrency, check specialised sources (such as Coinbase).

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#WakeUpWednesday

www.nationalonlinesafety.com @nationalonlinesafety

# What Parents & Carers Need to Know about CRYPTOCURRENCY

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### WIDESPREAD EXAMPLES

Cryptocurrency software for smartphones is often free to download from app stores. Emails with links to cryptocurrency services can land in any inbox. Cryptocurrency is also advertised on search engines, on social media and in online games (for example to buy add-ons which help players level up). It can't be purchased easily without a credit card or bank account, but young people will still be exposed to cryptocurrency in various settings.

### CHANCE OF SCAMS

Cryptocurrency provides another opportunity for scammers to extract personal data and money from unwary web users. Unlike credit card transactions or wire transfers, a bank can't reverse cryptocurrency transactions after a suspected fraud – making it an appealing channel for online extortion. These transactions do leave evidence in the blockchain, however, which means that cryptocurrency scammers can and do get caught.

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If you forget your online banking password, you can reset it by proving your identity in another way. In the world of 'crypto', however, the private key to access your funds can't be reset. Cryptocurrency operates without intermediaries like banks – so no-one stores a copy of users' private keys. This has security benefits, but also presents the huge risk of permanently losing access to your account. Learn how to store private keys securely before purchasing any significant amounts of cryptocurrency.

### RISKY INVESTMENT

Prices can be very volatile, so cryptocurrencies are considered high-risk investments. If you might need your savings soon, don't hold them in cryptocurrency as their value could drop suddenly and sharply. Sometimes, cryptocurrency may be a profitable investment – but note that any gains are taxable. You may even have to pay tax when exchanging one cryptocurrency for another if the currency you're exchanging is priced higher than it was when you bought it.

## Advice for Parents & Carers

### AVOID IF UNSURE

In the UK, cryptocurrency is considered risky, because users aren't well protected if something goes wrong. Most cryptocurrencies use software developed by decentralised communities, so there's no customer service and no support if your funds get stolen or you lose access to your mobile cryptocurrency wallet. Unless you understand cryptocurrency, it's probably best not to use it. After all, if you couldn't comprehend the highway code, it wouldn't be safe for you to drive.

### EXPECT EXPOSURE

If your child plays online games that involve some form of virtual currency, and has access to some kind of payment method, they may find themselves in a position to buy and use cryptocurrency. There's probably no immediate danger, but discussing the potential risks with them could be useful. If your child is old enough to understand the concepts of spending and saving or to grasp the basics of programming, then they're old enough to learn about cryptocurrency.

### CHECK CREDENTIALS

Buying cryptocurrency for the first time involves wiring funds from your bank to a cryptocurrency exchange – a business that converts your money into cryptocurrency. They can also store cryptocurrency for you, though this could present a security risk. Cryptocurrency businesses in the UK must now comply with money laundering regulations: the Financial Conduct Authority's website has a list of all business that are approved, and it's best to avoid dealing with any that aren't.

### STAY CAUTIOUS, STAY INFORMED

Approach cryptocurrency with caution as well as curiosity. Don't click on links in unexpected emails referring to cryptocurrency and beware of promotions promising free cryptocurrency in exchange for personal information. Avoid mentioning on social media that you own cryptocurrency, as this can attract scammers. Stay informed of potential new risks and regulations by regularly checking specialised sources (such as CoinDesk).

### Meet Our Expert

JP Vergne is an educator and associate professor at University College London's School of Management. His award-winning research on technology and organisation has been published in leading academic journals as well as in two books. JP is also a speaker and advises on startups. He tweets at @PirateOrg.



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## TEACHING &amp; LEARNING



## Mr Taylor writes:

**Hello again. Part of our ethos in school is “Great Vision”. Our Year 11 pupils and Year 13 students are now entering a critical phase of their education; the run up to GCSE and A Level examinations. Having the vision to understand the importance of thorough preparation for these exams, and the role it will play in their future life choices is key for all our pupils now as the weeks tick down to the start of the exam season.**

You are all too aware of how important the next few months are and the pressure your son/daughter is under. You may feel that you are worrying more than he or she is! You may feel anxious that your son/daughter is working too hard, or you may feel they are simply not doing enough. Whatever stage you are at my Newsletter articles over the next few weeks are designed to give you some practical tips to support your child through the next few months. Clearly, you know your son or daughter best, and these articles will set out some suggestions for you to work alongside him or her. It does not offer a quick solution to the problem of revision because there is no quick fix. I hope you will find something to offer for you and your own situation. Helping your child to manage their time can create problems. Parents must remember that calmness and encouragement are the key issues for these discussions. There is a cost associated with spending too much time out with friends or watching television, which will only be recognised too late. However difficult it may feel, always try to keep calm and smile a lot - it is important not to add to the pressure. Tell your son/daughter when they have done well, but also be determined where time management is concerned.

### Productive revision

#### 1. Focus

Under no circumstances should a pupil revise in front of the TV or when streaming videos on a device. The only exception is if they are watching a revision video.

#### 2. Distractions

Revising whilst at the same time checking social media, texting, instant messaging or watching video clips are not compatible activities. When revising, your child needs to find a way of avoiding constantly checking their phone.

#### 3. The Sound of Silence

Attempting to memorise facts and information or working through exam papers under exam conditions should be done in silence. If occasionally pupils are going to listen to music, it should be played at low volume and they should choose something that doesn't distract them.

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Pupils need to get used to working in silence, their exams will be from 45 minutes to 2 hours 15 minutes long so working for extended periods of time in silence is essential.

#### 4. Healthy Body & Healthy Mind

Having a good night's sleep is vital when studying hard, so having a regular time when they switch off lights and sleep is important.

It is also important that they do something when they have finished studying for the evening to help them relax such as catching up with friends on social media, watching videos/TV, reading, listening to music, gaming, etc.

Eating well reduces overall stress on the body and can also make a person feel good. Exercising helps to clear the mind and provides a way of releasing a great deal of the muscle tension which stress produces.

#### 5. Friends

Pupils can help each other revise but this is only useful at certain points in the revision process. Effective ways that pupils can help each other are:

- Testing each other verbally, but only once pupils have spent time alone memorising the content.
- Swapping tests, based upon the content they have learnt and marking each other's answers. This way they have to re-visit the material in order to be able to do this effectively.
- Friends also can also help pupils keep exam stress to a minimum by arranging their social arrangements around their revision...let's revise Saturday morning and meet up to play football at 12.00 etc.

#### 6. Working Environment

Ideally, when they are studying at home, they need a permanent, quiet, well-lit place to study with very few interruptions or distractions. The best set-up is probably to have a flat surface such as a desk or table in their bedroom. The problem with using other spaces, such as the living room or kitchen, is that they are more likely to be interrupted from their studies.

However, pupils like to work in different places, in different ways and working at a desk or table isn't always possible, practical or even preferable. Instead, some pupils do like to work in the kitchen or living room or if they do study in their bedroom, prefer to lie on their bed rather than sit at a desk.

When studying, they should make sure that the desk or table they are working at is clear of everything except for relevant material and equipment and free from anything that might distract them. It is a good idea for them to get into the habit of tidying up their workspace at the end of each revision session so that it is clear when they start again.

I hope these tips offer some thoughts around revision you might discuss with your child. Over the next few weeks I will be sharing specific methods you might use for revision.

**Mr Taylor**

**Head of Teaching and Practitioner Development**



# Memory Lane

This week our trip down Memory Lane offers the opportunity to pay tribute to former pupil and subsequently parent of Longcroft pupils, Paul Acklam.

We were saddened to hear that Paul lost a short battle with illness last week.



The family-run business, which has served Longcroft pupils well for so many years, has become a market leader, a model of excellence and a significant local employer – the name recognised nationally and across Europe.

Founded in 1952 by Paul's father Bernard as Alpha Taxis, the business became a thriving coach company headed by Paul. A pupil at Longcroft during the 1960's, Paul joined the family business which purchased its first coach in 1980. Mr Baker recalled that throughout the 1990's that coach, usually driven by Paul, transported Longcroft's teams to fixtures across the East Riding and beyond – memorably to Leeds where Longcroft's Under 13 cricket team played at Headingley in the Yorkshire Cup Semi-Final. Paul's younger son Brian was Longcroft's wicketkeeper that day in an outstanding team, many of whom went on to enjoy their cricket as adults with Beverley.

Paul's older son Alan also played in many fixtures for Longcroft, particularly in rugby and of course cricket. He joined the company and with his father oversaw an expansion of the business which now maintains a fleet of 50 vehicles ranging from highly specialised coaches to minibuses.



Paying tribute to Paul, the Confederation of Passenger Transport wrote: "Paul was a great ambassador of the industry, a great operator and above all a true gentleman."

Mr Baker said, "Paul was a wonderfully loyal parent and great company on many trips around the East Riding with our sports teams. His sons were and still are both a credit to him, and he loved watching them – a proud parent who was always encouraging and positive. He was always keen to step in and umpire. Alan and Brian were key members of some of Longcroft's best sporting teams - both played rugby, but

particularly in cricket. Obviously Alan has gone on to feature prominently in the game locally and I know Paul was tremendously proud of both. I knew Paul for over 30 years and in that time he never changed – a lovely, modest family man."

He added, "Hopefully Paul's peers from his schooldays at Longcroft will enjoy seeing the photos featured with this article and reminisce that they were friends with someone who has become highly and widely respected as a family man who loved his sport and his town - a local legend, associated with success as a businessman but also with treating people well."



Our first picture is from 1961 and features a smartly dressed Paul in his first year at Longcroft alongside his classmates in 1B3 and form tutor Miss Hudson.



**Back Row:**

S Snowden; S DeMoulied;  
D Donkin; S MacMasters;  
B McGowan; B Aherne; P  
Stokes; R Langley and A  
Skinner.

**Middle Row:**

S Hayton; P Holgate;  
J Mulcahy; P Acklam; E Dixon;  
C Barker; R Killeen; D Prentice;  
A Middlesworth and S Roberts.

**Front Row:**

A Griffin; S Dennis; J Danby;  
S Williams; S Dixon;  
Miss Hudson; D Robinson  
E Hawkins; J Arnott; J Foster  
and J Megson.

Two years later, Paul was pictured in the middle of the back row alongside 3BE.



**Back Row:**

D Donkin; M Hambier;  
C Fallowfield; J Hesketh;  
R Killeen; P Acklam; C Allan;  
R Harvey; T Fawcett; L Dalley  
and L Jenkins.

**Middle Row:**

G Huntley; P Holgate; S Hayton;  
I Dowson; M Bowser; J Butler;  
H Cox; F Hutchins; S Dixon and  
M Dawson.

**Front Row:**

C Clarke; J Foster; S Dennis;  
A Andrews; J Megson; C Milner;  
A Griffin and J Arnott.



# IN FOCUS

## YEAR 10 ARTISTS IMPRESS!

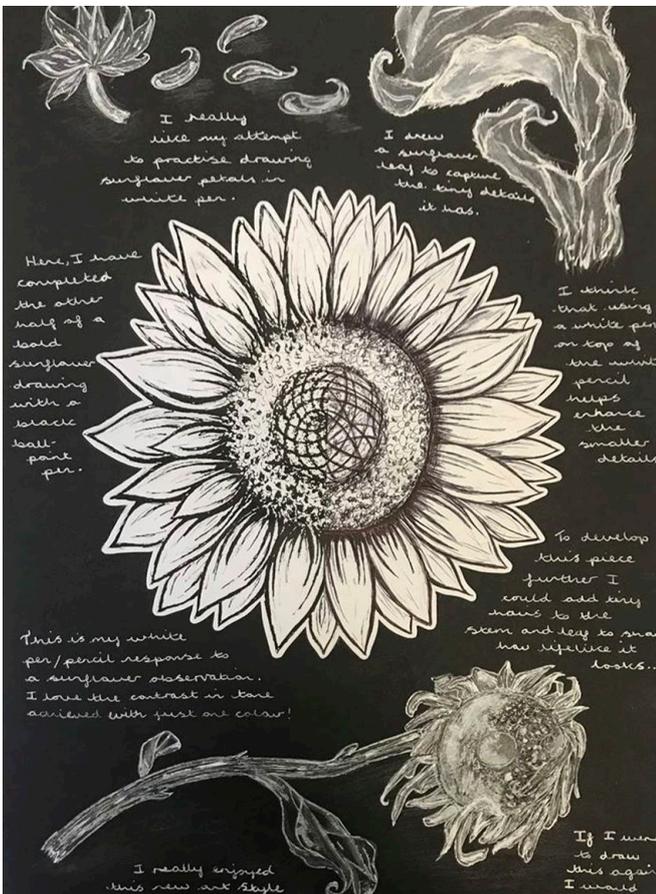
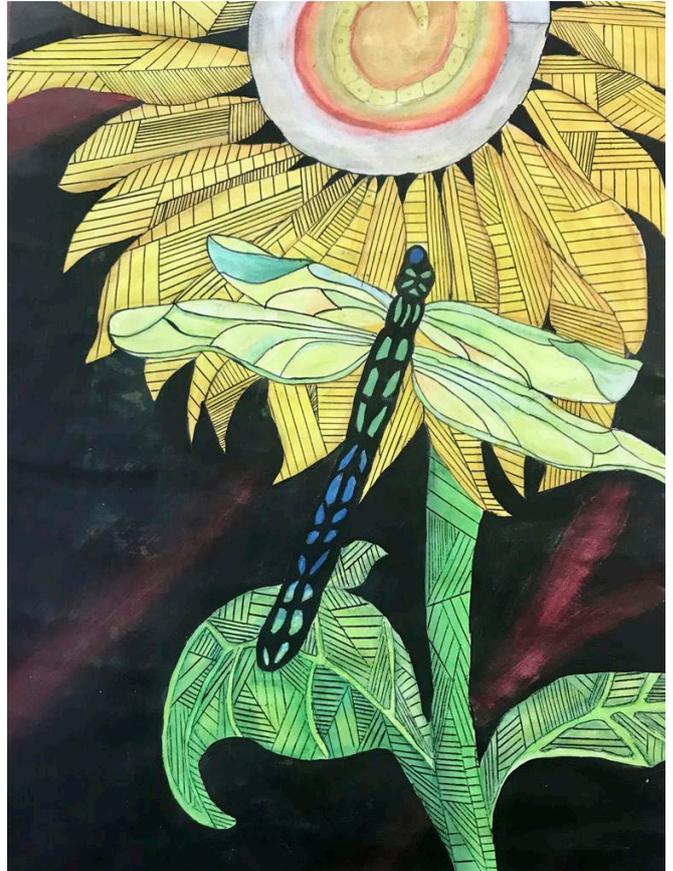
Year 10 GCSE artists have been working hard to develop their skills by exploring the theme of Natural Forms.

They have investigated sunflowers in Art and are currently developing paintings and other mixed media studies of pomegranates.

They have looked at many artists works for inspiration, Van Gogh and Angela Faustina to mention a few. We are very impressed by the quality of their work and their commitment to the Art course.

Well done Year 10!









# Sam Bowring— From Thunder to a Hurricane!

**We are proud of all our former students who have made an impact in top level sport. The dedication required to succeed is exceptional, and this week we are delighted to celebrate the achievements of Sam Bowring who is combining his preparation for the rugby season with National Betfred League One club Midlands Hurricanes with his role as a Sports Scientist at Premier League club Wolverhampton Wanderers.**

Sam joined Wolverhampton Wanderers in January 2020 having enjoyed roles at Barnsley F.C. and Hull City. Having graduated with a BSc in Sports Coaching and Performance in 2014 from the University of Hull, in 2016 he earned his MSc in Sports Science and Strength and Conditioning. While studying for his degree, in 2013 Sam represented England Students in the Rugby League World Cup Final. A Certified Strength and Conditioning Specialist, Sam is now a British Accredited Sport Exercise Scientist who also holds Level 2 Coaching Awards in a range of sports including football, rugby league, rugby union, gymnastics and cricket.

At Wolves, Sam leads the Under 18's strength and conditioning individual program, delivering the players' on-field athletic development program which he bases on the player's positional demands and specific physical needs. Sam manages players' training load and liaises with the Under 18's GPS analyst regarding the week to week loading plan.



Sam said, "I had a great school experience at Longcroft of representing the school at a variety of sports. These experiences taught me how to combine work and playing professionally. Longcroft always supported my sporting achievements, whilst ensuring my work was up to the required standard."

Having played rugby league professionally for a range of clubs including Batley Bulldogs and Newcastle Thunder Sam will be playing for Midlands Hurricanes, a professional rugby league club based in Birmingham. The Hurricanes compete in the National Betfred League One competition of the Rugby Football League which sits just below the Championship and Super League.

The club is a new re-brand from Coventry Bears who have developed the sport for many years in the West Midlands. The club's first competitive fixture will be an all-League 1 meeting in the Challenge Cup against

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Rochdale Hornets who won the trophy back in 1922. The game will be played on Sunday January 30, with a 1pm kick-off, and will be streamed live on BBC iPlayer and BBC Sport website and app. Mr Baker said: "I'm looking forward to watching the game and seeing how Sam, who I'm sure is now regarded as one of the more experienced senior players at his club, plays."

Sam said, "At the Hurricanes we are wanting to push for the play-offs and promote the club in the Midlands. The club is going to be playing in the Commonwealth Stadium at Alexandra Park in 2023, therefore performing well and winning in front of the fans is crucial to promote Rugby League in the area. I'm one of the more experienced players in the team, therefore it's important that I keep helping the younger players and push them to help the team reach its goals."

League fixtures commence on Sunday 27th March when the Hurricanes visit Doncaster and will include matches against established names such as Swinton, Oldham, Keighley, Rochdale Hornets and Hunslet. The season also offers the exciting opportunity of a trip to newly established Cornwall on April 10th.

In the future, Sam aims to complete his UKSCA accreditation within the next year and hopes to begin studying for a PhD in football. He aims to bring the physical and technical demands of football closer to manage training workload. Mr Baker said, "Sam's achievements, both on and off the pitch, are extremely impressive and testament to his hard work and commitment. To be working at a Premier League football club while playing semi-professional rugby league is fantastic and everyone at Longcroft wishes him well for both this season with the Hurricanes and beyond."



# Careers programme continues to inform and inspire!

**Women into Manufacturing and Engineering is an initiative by Green Port Hull, Siemens Gamesa, Airco and Jobcentre Plus to encourage women to choose a career in these industries.**



Despite a high demand for people with STEM (Science, Technology, Engineering and Maths) skills and qualifications, women are under-represented in these roles.



As part of our Careers Education programme, Mr Coupe has been working with a group of Year 10 girls, and on Friday they enjoyed their second of a programme of sessions led by Gemma Southwell from Bostonair and Jenny Harrison from CB Solutions.

Pupils were thinking about what makes them remarkable and what makes them unique. Initially they reflected on this, and then used newspapers and magazines to create a vision board for themselves and their future.

The next steps are to study the STEM jobs market and start matching themselves to what is out there in terms of careers.

Mr Coupe said, "The girls really enjoyed working with Gemma and Jenny, who are inspiring role models. The sessions are both informative and thought-provoking, and while these pupils will undoubtedly have a wide range of opportunities available to them in the future it may be that some choose to follow Gemma, Jenny and the many former Longcroft pupils who currently enjoy the challenges of working in STEM industries."





# Extra-curricular Sporting Success!

Well done to the following pupils who have completed their extracurricular bronze loyalty card

Millie Berry

Gabbie Caruso

Maddy Clappison

Rubie Vickerman

Amelia Sadler

Ellie Rawlings

They will now move onto their silver card. Well done!



On Thursday evening, Longcroft's footballers took on South Hunsley in a friendly match. The Year 9/10 team dominated possession in the first half but struggled to put the ball in the back of the net. However, it wasn't long into the second half that the Longcroft side were able to convert their chances on goal and take the lead. The Longcroft team were victorious with the final score 2-0!

The Year 7/8 team made a great start to the game and were able to create good opportunities against the South Hunsley team. They went into half-time 2-0 up. In the second half, the fantastic performance continued with some excellent passing and the Longcroft girls moved the ball well into space. The final result was 10-0 to the Longcroft side! A great night for girls' football!



## LIBRARY NEWS

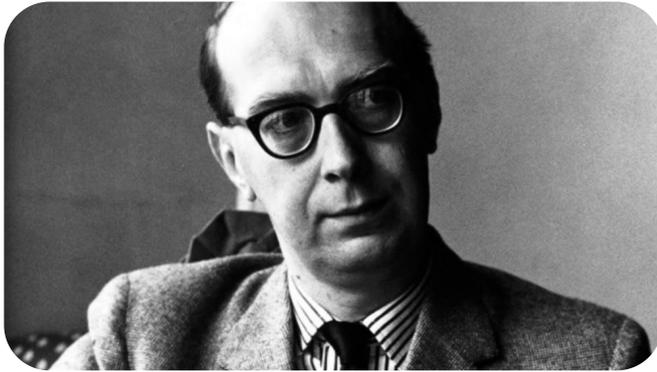
Heartfelt thanks to Philip Pullen who visited Longcroft Library on Monday to talk to A Level English students about the poet Philip Larkin. 2022 marks the centenary of Larkin's birth, and a number of exciting events are planned under the heading of 'Larkin 100' to celebrate one of the nation's best loved poets. Philip Pullen, a trustee of the Philip Larkin Society, is co-ordinating the centenary celebrations, and prior to the pandemic ran walks in Beverley, as part of the 'Walking East Yorkshire Festival' based on Philip Larkin's links with the town.

Larkin, a controversial figure, has been referred to as 'the greatest Poet Laureate that Britain never had'. Significantly, unlike many more prolific late 20th century poets his poetry still sells well, is frequently quoted, and regularly taught in schools and universities.

Philip Pullen began his talk by examining Larkin's complex character, and referring to Pretending to Be Me, the acerbic one man show detailing Larkin's life as a poet, librarian, and jazz enthusiast, first performed by Hull born actor Tom Courtney.



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Larkin loathed reading out his own poetry, generally refused to be filmed or interviewed, and from an early age seemed to have a fear of death. Pullen explained how Larkin fell into his career as a librarian, working in the East Riding for 30 years and completely transforming the Library at the University of Hull. At the unveiling of the new, state of the art building in 1961 he was introduced to the Queen Mother by a colleague as 'This is Mr Larkin, our poet librarian'. Larkin is, of course, chiefly remembered for his poetry and to a lesser extent the two excellent novels he wrote, but as an outstanding librarian he had a huge impact on many university students.

Pullen spoke about Larkin's childhood, his sense of duty to his mother – he wrote to her nearly every day after his father's premature death - and his rather entangled relationships with women. Death was one fear, marriage another. Pullen illustrated his talk with photographs, and footage of Larkin's manuscripts with a recording of his voice describing his creative process which involved numerous re-writes and ferocious editing, often taking months if not years.

It was wonderful to see our A Level English students so engaged, and confident enough to ask challenging questions. 'How much was writing a cathartic experience for Larkin? Was his work semi-autobiographical? What contributions did Larkin really make to 20th century literature?'

Perhaps one of the reasons Larkin's poetry is so enduring is that his poems are like dialogues. They ask the reader to listen and understand. The language is razor-sharp, hugely moving and frequently devastating and for that reason they have a universal appeal.

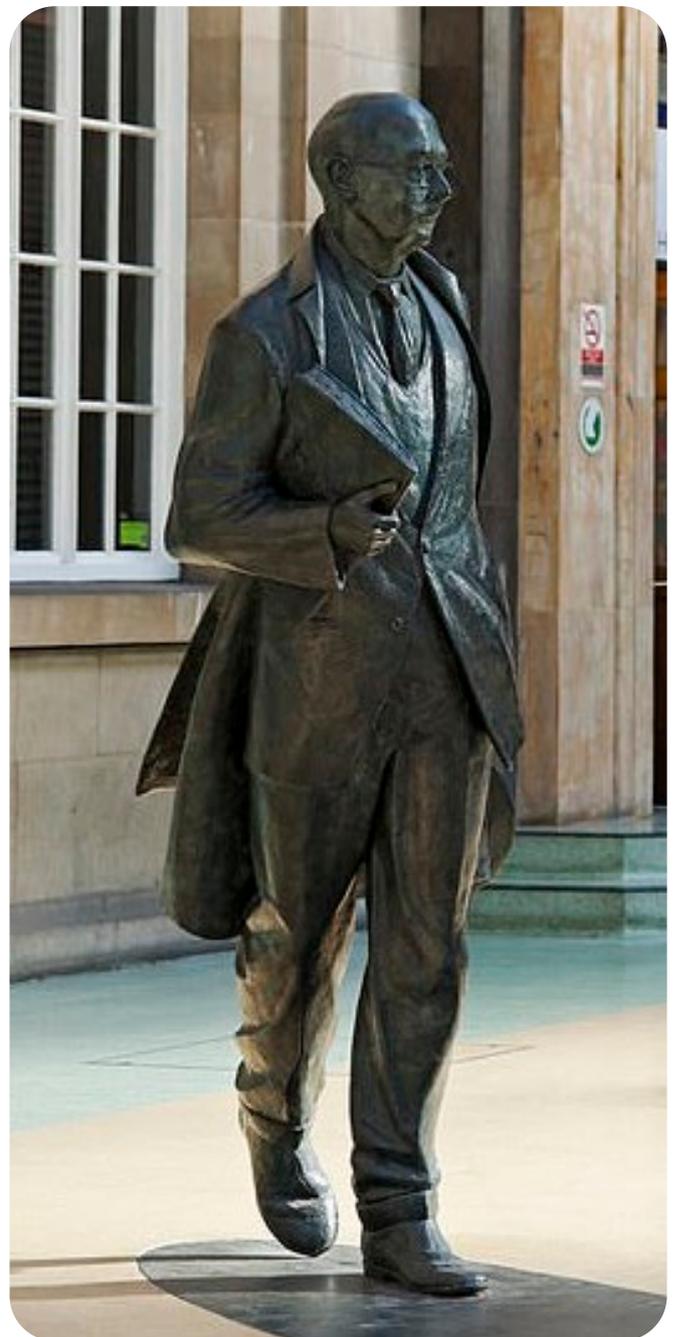
*"I suppose the kind of response I am seeking from the reader is, Yes, I know what you mean, life is like that; and for readers to say it ... not only in England but anywhere in the world." Philip Larkin*

A huge thank you to Philip Pullen for so enthusing our students and sharing his passion and expertise with us.

If you would like to learn more about Philip Larkin you can find copies of his poems and novels in the library or visit the site below:

<http://philiplarkin.com/>

The poet, who died in 1985, was honoured with a posthumous statue at Hull Paragon Interchange railway station in 2010.





## Care and Achievement Co-ordinators

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

They work to care and support children to achieve academically by establishing a positive learning environment by 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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