



Christmas Newsletter 2023



Head Teacher's Message

Welcome to our Autumn Term 2023 Newsletter. As usual we have been busy and I am sure you will enjoy reading all about what the pupils have been studying, trips that have taken place, conferences we have attended and fixtures we have won. We say goodbye this term to some staff who have been with us a number of years: - Mrs S Purnell (English/ Drama), Mr A Murray (Behaviour) and Ms A Cullen (TA). We wish them all the very best in their new roles. May I take this opportunity to thank you for your continued support and wish you all a Merry Christmas and all the very best for 2024.



Want to Get Involved? Want to join the Larches Family?

We are looking for parents to join our management committee. They meet twice a term and are involved in supporting and challenging the school to ensure improved outcomes, opportunities and life chances for our pupils. Please contact the school for more information if you are interested.



MATHS

On our return after the summer break, KS3 started with 'Collecting data and averages'. Students were able to practice different ways of presenting and analysing information, and used the data to work out different types of averages.

Averages from a Table

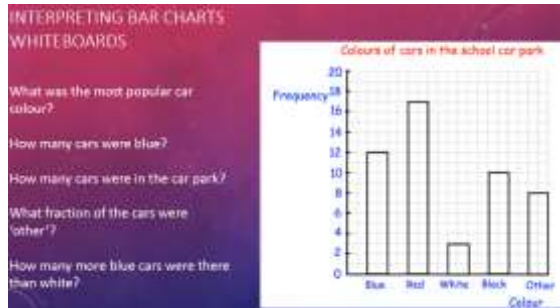
Goals	Freq.
0	6
1	6
2	2
3	2
4	0
5	2
6	1
7	1
Total	20

Altogether there were 20 goals.

To calculate the location of the median:

$$\frac{20 + 1}{2} = 10.5^{\text{th}} \text{ piece of data}$$

The median lies in the second box, so is 1 goal.



We then moved on to algebraic manipulation. Although students can often struggle with determining unknowns, using step by step approach, they were able to see that working out the cost of 1 item, when buying in bulk, is a useful skill.

In the couple of weeks before half term we looked at measures, both metric and imperial. The students were surprised that imperial measures such as feet and inches, pounds and stones were meant to be replaced by metric measures introduced when we joined the EU, back in 1974.

This half-term, we have completed the topic, estimation, and are now looking at representing data including pie charts, bar charts, stem and leaf and scatter graphs. Students are encouraged to use colour when presenting information.



MATHS

In KS4 this summer term we started with recapping multiplication and division skills, students used long multiplication to multiply 2 and 3-digit numbers together without a calculator. This was a good recap for those that only needed a reminder and was also able to identify those who needed extra work on these key skills.

$\begin{array}{r} 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$ <p style="font-size: small; margin-top: 5px;">Answer: 384</p>	$\begin{array}{r} 12 \\ 124 \\ \times 26 \\ \hline 2480 \\ 744 \\ \hline 3224 \end{array}$ <p style="font-size: small; margin-top: 5px;">Answer: 3224</p>	$\begin{array}{r} 12 \\ 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \end{array}$ <p style="font-size: small; margin-top: 5px;">Answer: 3224</p>
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We then looked at different ways of presenting data, and how to take averages from this. For example, how to take the mean and mode from

frequency tables. We also looked at what was the most appropriate chart or graph to use when presenting different types of data. Using a bar chart when there is only a small number of different answers and grouped frequency tables when there are many different responses.

Key: 3 | 2 means 23 mph

	2	3	4	4	6	6	7	8	8				
9	8	6	5	4	2	0	3	0	0	1	2	5	7
6	4	4	4	3	1	4	0						

The above presented data is the speed of cars on two different roads.
Complete the following table

	Mode	Median	Range
Road 1	4	3	12
Road 2	4, 6, 6, 6	3	7

Write a sentence about each road.

Before moving on to expanding and factorising algebraic terms into brackets which moved into solving equations with unknowns on both sides of the equation. Students were able to cancel out and rearrange algebraic terms before attempting to solve complex equations. After the half term break, we have looked at probability, first how to write probability in fractions, decimals and percentages, with the pros and cons of each format analysed. We then revisited charts and graphs and looked back at how to probabilities from Venn diagrams and frequency tables. For the last week the topic has been ratio and proportion, first at how we share totals in a ratio, and then how to calculate missing ratio and combining 2-part ratios into three-part ratios to find missing values.



HAIR AND BEAUTY

In Hair and Beauty, Year 10 students developed the skills and behaviours needed to progress to the next stage of their learning, identifying progression opportunities and creating a plan to enable them to get there. They have carried out self-audits, identifying own strengths and developing the next steps to achieve their personal goals. They have also learnt about the different options available to them after their course such as Hair and Beauty apprenticeships, College courses and private courses and learnt about entry qualifications and where to source advice and guidance for this.

After completing this they had an opportunity to develop and practice, under supervision, practical skills used in hair and beauty in a salon environment. They have been learning different hair styling techniques, the basics of skincare and how skin health is the foundation of the next unit they will be learning which will be facials.

Some Year 11's have successfully achieved an Award from last year and are building on this further. All Year 11's have learnt key techniques to help organise their work and priorities and manage their time effectively. They have been able to do this by exploring and using techniques that will improve their organisation skills. They were taught different time management technique, organisation techniques, how planners help with organising time and a review of their own time and organisational skills.

Year 11s have also been learning Nail Art. They have had the opportunity under supervision to develop and practice skills using basic nail art techniques. They have created posters showing the factors that influence nail art treatments, produced mind maps of tools, products and equipment needed and have created a design chart with different 2d images showcasing their creative nail art designs. They have practiced the nail art techniques and designs and created some stunning nail art designs.



DRAMA

In drama, we have studied script writing and Ancient Greek theatre masks.

Script writing is the process of writing stories in the screenplay format. Script writing is writing down the movement, actions, expression and dialogue of the characters in screenplay, in screenplay layout. Students had to create a script with some screenplay images.

Masks are used commonly in history, society and the theatre. The three groups involved with the mask are: the artist, the wearer and the spectator. The mask has a powerful effect on the audience. It's a different way to interpret communication. It stops the audience from reading the codifiers of the face. The masked actor has to consider carefully each subtle movement, gesture and positioning of their whole body. In Ancient Greek theatre, the mask is used so that an actor can play more than one role, to convey an exaggerated emotion to an audience at any distance and to amplify the voice.

Students had to take this into consideration when designing their own Ancient Greek masks and when writing their evaluation of their research and design.





LATIN

In Latin, the students have studied Roman life based on the Roman site of Vindolanda and the treasures discovered there. The grammar focus was the use of adjectives, nouns and verbs. Students have assessed their learning. They have created sentences using the Latin adjective and noun agreement and the Latin verb conjugations.

3. Write a description of yourself (using the third person) in Latin. Use the words to help. Remember, the adjective you use must have the right ending: 'us' for a masculine name, and 'a' for a feminine name.
 Example: *Markus callidus est.*
Elena callida est.

WORDS TO HELP

bonus/bona good	magnus/magna big
callidus/callida clever	minimus/minima very small
fórmósus/fórmósa beautiful	optimus/optima very good
ignávus/ignáva lazy	parvus/parva small
improbus/improba naughty	strénuus/strénua energetic

4. The underlined words come from Latin, answer the questions and write the Latin word.

1. What animal does pork come from? = Pork comes from ... and the Latin word is...
2. What would an equestrian statue look like?
3. If you scored maximum points in a test, would you be happy?
4. If you put minimal effort into your work, would your teacher be pleased with you?

Adjective Masc.	Adjective Fem.	Meaning	Noun	Meaning
sordidus	sordida	filthy / dirty	brassica	cabbage
magnus	magna	great / large / loud	villa	house
parvus	parva	small / tiny / little	patera	bowl
optimus	optima	best / fine	carota	carrot
bonus	bona	good / kind / gracious	cultellus	knife
maximus	maxima	great/big/ supreme	cochlearibus	spoon
formosus	formosa	handsome / beautiful	porcina	pork
strenuus	strenua	strenuous / strong	pavo	peacock
frigus	friga	cold	pullus	cooked chicken
splendidus	splendida	splendid	bubula	beef
durus	dura	tough	caseus	cheese



Describe the cena and use the word banks to create your own sentences like this: *Patera sordida est = the bowl is dirty.*
 Just like in English, there are some irregular examples.



PSHCE

This term we have been very fortunate to have some amazing sessions delivered to our year 10 and year 11 pupils. Representatives from CYJS have been coming into school with a variety of experts. Pupils received services from We Are With You to nurses' from Blackpool A & E service who brought in a life-sized medical mannequin to demonstrate the impact of knife wounds and what to do if someone found a casualty.



The autumn term for PSHCE focuses on careers education for year 11. I would like to say a massive well done to those pupils who have already submitted an application to college. For those who have applied to Preston College, we already have dates booked in for early 2024 for interviews. Those who have applied to other colleges will be supported when preparing for their interviews. Some of those who have already applied to college have done so as a back-up in case they don't manage to secure an apprenticeship before September. In year 11 we are now looking at preparing CV's, cover letters and how to register on apprenticeship websites. Many apprenticeships will only be advertised next summer, I would prefer pupils to have everything they need before then so they can focus on their GCSE's. Staff are available to support them throughout the year. If you have any concerns or questions regarding post-16 plans for your child staff will be available on the Parents afternoon on Monday 18th December or call school and request a call back from Sharon Settle or Tom Waring.



ENGLISH

The English Department have continued to collaborate on our new long term curriculum overview plans. We are now embarking upon the third and final year of a fairly radical overhaul of the KS3 curriculum, to enable the pupils to access a broader curriculum. This has meant purchasing several new and exciting class readers for various groups, and developing new and interesting resources to go with them.

Last half term we looked at the use of character description and extremes in children's literature, specifically focusing on Grimms' Tales, Alice Wonderland and the conventions of Fairy Tales. This half term we are focusing on the art of persuasive writing and public speaking, specifically looking at the use of linguistic devices, structure and tone in protest songs and poetry.

Year 10 will be studying 'The Woman in Black' by Susan Hill next term. We took some of our pupils on a theatre trip to see 'The Woman in Black' on 2nd November at Blackpool Grand Theatre. This popular stage production of the well-known horror novel has been running since 1987 in the West End and went on tour round the country in March of this year. It was a privilege to be able to watch professional actors on stage and our pupils were both impeccably behaved and suitably scared out of their wits! The trip was a great success.

Year 11 are currently studying the poetry anthology for GCSE English Literature alongside 'A Christmas Carol' by Charles Dickens.





GCSE HISTORY

This term, the Year 11 GCSE group have been fortunate to have visited the Imperial War Museum North. This time we were able to extend the trip to some KS3 pupils. All pupils behaved impeccably.

Year 10 are currently studying Medicine through time, from 1250 to the present day and The British Sector of the Western Front, 1914-18: injuries, treatments and the trenches.



Year 11 are currently studying Germany between the two world wars and the museum has some amazing displays, including a Matilda tank which was built locally in Horwich, Bolton.

On the hour throughout the day there are short films projected on to the walls in the museum. Whilst we were there we watched on the role of animals in war: 'Winkie' the pigeon that alerted an RAF base to a plane crash; a dog who sniffed out survivors in the blitz and a dolphin named KDog which wore a locating pinger and performed mine clearance work in the Persian Gulf during the Iraq war.



PRESTON VOCATIONAL CENTRE (PVC)

In KS4 our students can choose as part of their options to go to Preston Vocational Centre (PVC) to start learning trades including plumbing, bricklaying, plastering, joinery and painting & decorating.





Lancashire Positive Minds Parent/Carer Support Group

Anxiety / Obsessions and Compulsions / Depression /Self Harm
Eating Disorders / Psychosis / Suicidal Thoughts / Autism
Low Mood / Attention Deficit Hyperactivity Disorder/
Borderline Personality Disorders / Self Esteem and confidence issues
and more.

Supporting a child, whatever age, with Neurodiverse and Mental
Health difficulties and needs can be really challenging, isolating,
emotionally, physically and mentally exhausting.
You are not alone!

Come along to the group, meet with other likeminded Parents/Carers
in similar situations and get both peer and professional support in a
confidential, safe environment. The Group is very much parent led but
professionally supported who can provide support, advice, guidance,
practical tips and strategies, topic discussions and guest speakers all
whilst you can have some time for you and have a cup of tea/coffee!

Leyland Group meet - First Monday of the month from 6.30 –8.30pm
Preston Group Meet - Second Thursday of the month from 6.30-
8.30pm
Contact Susie for further details.

Email: Lancashirepositiveminds@gmail.com

Parent Founder: Susie – 07713 337182

Instagram: [Lancashire_Positive_Minds](https://www.instagram.com/Lancashire_Positive_Minds)

Twitter: [Lancashirepositiveminds@lancashireminds](https://twitter.com/Lancashirepositiveminds@lancashireminds)

www.Lancashirepositiveminds.co.uk

Facebook Closed Group: Lancashire Positive Minds

**All Facebook requestors will receive a message in messenger prior to approval, please check your spam messages.*



HUMANITIES

This half term we have followed the new curriculum that we updated last summer. The topic has been Physical Landscapes of the UK and the first few lessons centred on identifying countries, seas, cities and counties throughout our island. Through using colourful maps the interest and knowledge expanded to tourist attractions where I was impressed with their prior knowledge.

The Land's End to John O'Groats Challenge was researched through an article written by the owner of UK Cycling Holidays. Our students researched the distance that each day of the Challenge entailed. They differentiated between the 9, 14 and 21 Day Challenges and identified the mental and physical demands of each Challenge, the miles cycled each day, the terrain and the attractions from Cornwall to the Northern Coast of Scotland. Mind Maps were created by certain classes which supported pupil learning styles alongside the Reading Week.



The article also confirmed the prior knowledge learnt in the first few on English Counties; their location, population, industrial background, tourist attraction and terrain. The students were not aware of the diversity we have in the UK and were interested in the difference between remote and highly populated counties, coastal counties and those who were surrounded by others.

Following the break we are looking at the Physical Geography of the UK, concentrating on the Landscape Process including weathering, erosion, transportation and deposition. River, coastal and mountain landscapes will also be investigated with The Lake District being our Case Study.



PE

The PE department has successfully gained funding to enhance extracurricular activities until March 2024. The proposal was specifically aimed at Football and Boxing (as requested from our female pupils). Again, Larches has joined alliances with other PRU schools in the North West to enhance pupil progression and opportunities.

Events and Dates

Autumn Term 2 - Dodgeball @ Clayton Green

Spring Term 1 - Table Tennis @Hyndburn

Provisionally Wednesday 24th January

Spring Term 2 - Intro to Tennis @ South Ribble Tennis Centre

'We do Tennis & Tennis Activators

Summer Term 1 -This Girl Can Festival @ Burnley Park

Wednesday 22nd May

Summer Term 1 - Orienteering @ Burnley - Tuesday 25th June

Summer Term 2 - Kayaking/Sailing @ Blackburn

AP Football Leagues - Dates for the diary

KS3

9th October

5th February

13th May

KS3 AP School Football Table

Pos	Team	P	W	D	L	F	A	D	PTS
1	Belmont	5	4	1	0	16	0	16	13
2	Larches	5	3	2	0	7	3	4	11
3	Hope	5	1	3	1	4	4	0	6
4	Roselyn House	5	1	2	2	5	9	-4	5
5	The Heights	5	0	3	2	2	8	-6	3
6	Eden	5	0	1	4	3	12	-9	1

KS4

17th October

20th Feb

14th May



GCSE PE

This term GCSE pupils have developed their theoretical knowledge within a number of topics.

- ◇ Physical, Social, Mental health.
- ◇ Lifestyle Choices.
- ◇ Short term effects of exercise.
- ◇ Lever Systems.
- ◇ Planes of movement and Axes of rotation.
- ◇ Muscular System (Currently completing)



Through the autumn term pupils have completed a block of lessons on the following activities;

- ◇ Badminton
- ◇ Table Tennis
- ◇ Basketball
- ◇ Fitness



FOOD TECHNOLOGY

Our pupils have been practising their biscuit and decorating skills on the lead up to Christmas. The KS3 pupils have enjoyed making and decorating snowflake biscuits and gingerbread people.



The KS4 are currently designing and making gingerbread houses and photos will follow. Some have made Christmas cakes and mince pies, the smells in the kitchen have been fantastically festive.



If you would like a copy of any of our tried and tested recipes, please contact school.





HOPE HACK

The Hope Hack was organised by Lancashire Violence Reduction Network. Young people from across the county were invited to give their voice on inequalities and making the county a safer and fairer place for all.



The students were nervous to begin with but as the day went out they flourished. We were set a project of 'reducing knife crime and raising awareness about knife crime in the county'. This led to our group coming up with the points, developing them and then presenting them to a room of approximately 120 young people and adults. Our pupils came up with the ideas of, more street lights, more knife bins, a number to text when you feel like you're in trouble and more places for young people to go when they have nothing to do i.e. a 'chill zone'.

Suzanna presented these points at the end of the day and she spoke immaculately and brilliantly in front of the big crowd. The other pupils supported by holding paper up and banners up further presenting the ideas.

A huge well done to all Larches pupils, Ellis, Suzanna, Rajmund, Jess and Dotty, who attended the day as they were a credit to not only the school but also themselves.

Suzanna is to receive a special commendation from the Lancashire Chief Executive Officer, Angie Ridgwell.





INTERVENTIONS

The intervention team would like to welcome Lucian Ellerton to Larches High School to work alongside Emma and Amanda.

At Larches we currently have a high number of students with Individual Education Plans (IEP) who access regular interventions to support their learning. We aim to support pupils in a variety of ways, to develop their cognition, speech and language, and strategies to promote behaviour for learning, social interactions, peer relationships, understand their mental health, emotional regulation and behaviour.

A reminder that you can contact any of us to discuss their IEP or with any concerns you may have.

Emma Whitehead E.Whitehead@larches.lancs.sch.uk
Amanda Crozier A.Crozier@larches.lancs.sch.uk
Lucian Ellerton L.Ellerton@larches.lancs.sch.uk

The team have also been out on visits to other high schools to see year 7 pupils who attended 'The Bridge' programme in the summer term. The Bridge programme supported over 30 identified year 6 pupils with transition into mainstream secondary schools.

STEM CLUB

We are currently running a STEM club every Tuesday in Larches High school. We are carrying out different scientific investigations. Recently, we investigated a flood defence system where we used a water pump to pump out water out of a mock village as part of finding solution to environmental flooding problem. There are many opportunities for students to have a practical experience in STEM club . Stem club is open to every science student in Larches High School.

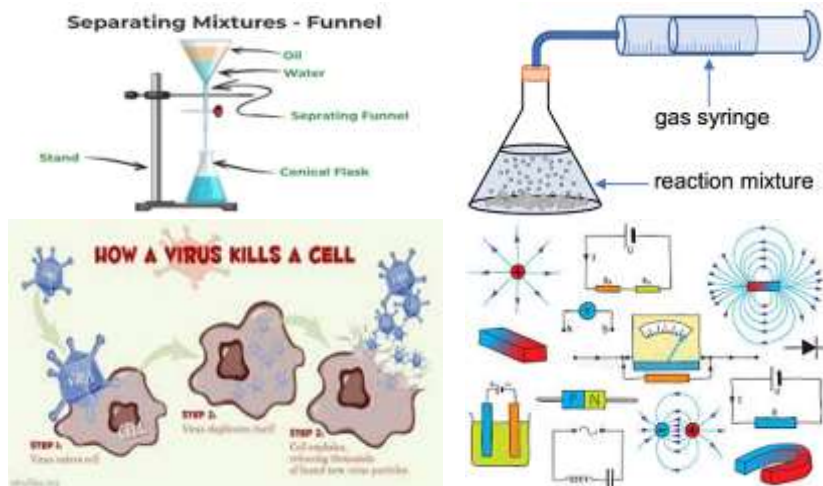




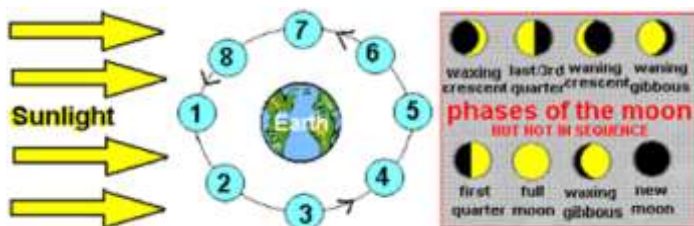
SCIENCE

The school is currently improving science infrastructure to ensure easy access to science resources.

We have covered a wide range of topics in science which includes Elements, compounds, and mixtures. Chemical reactions.



Infection and response, Electricity and Magnetism, Energy, Chemical quantity, Energy changes, Chemical analysis, Rate and extent of chemical change and more. Key stage 3 covered topics such as: Space – gravity, mass, weight, the universe, days, night, years, and seasons. The periodic table, trends in metals, non-metals and groups. Chemical symbols of common elements. Energy and electromagnets – electrical circuits, current, charge, potential difference, resistance, electrostatic and more.








BBC BITESIZE

Get revising: Tips on how to be efficient when revising

It's easy to get distracted when you're revising... you might be tempted to check your socials, catch up on a boxset or hang out with your friends – then before you know it, it's time for bed! But organising your day can really help.

Here's some tips on how to revise effectively, get organised, stay healthy and set some goals to help keep you on track with your revision.

TIME MANAGEMENT TIPS ON HOW TO BE EFFICIENT

- STAY ORGANISED**
CREATE A REVISION TIMETABLE AND A TO DO LIST TO KEEP YOU ON TRACK WITH SCHOOL WORK AND REVISION. 
- TRY NOT TO PROCRASTINATE**
TURN OFF THE TV AND PUT YOUR PHONE ON FLIGHT MODE WHILE STUDYING. 
- SET GOALS**
SETTING GOALS WILL HELP YOU STAY FOCUSED WHEN REVISING. 
- STAY HEALTHY**
EAT WELL AND EXERCISE. ENERGY LEVELS WILL BE HIGHER AND YOUR MIND WILL BE MORE FOCUSED. 
- TAKE BREAKS**
DON'T FORGET TO SCHEDULE BREAKS. THIS COULD BE TAKING A WALK, STRETCHING OR MAKING A DRINK/SNACK. 
- BE FLEXIBLE**
LEAVE ROOM IN YOUR SCHEDULE TO ADJUST TO UNEXPECTED EVENTS. 

Courtesy of: <https://www.bbc.co.uk/bitesize/>



DESIGN TECHNOLOGY/3D DESIGN (Art & Design)

DT Key Stage 3

During Autumn term the whole of KS3 have been taking part in a competition. The return of the ever-popular 'Pinewood Derby Car Rally'.

Pinewood Derby is massive in the U.S., it involves buying a standard kit (all hardware stores sell them) which consists of a block of wood of a standard weight and four wheels and a couple of axels. Then you design and construct your car using only the contents of the kit. When finished you would then race them in heats against each other to see who gets the fastest time, simple.

For the Larches version, I decided we would go for distance rather than speed as the measuring would promote measuring skills. All KS3 got really behind the project and approximately 20 cars were constructed, some very simple, others very fancy.



The next project is creating an 'Insect Hotel'. This is all about suitability for nature and using hand building methods and traditional materials. Lots of production of 'cutting plans', accurate measuring and cutting, plus use of traditional jointing techniques. This is well under way, with quite a few pupils having already moved on to constructing after researching, comparing existing products, producing designs sketches and plans.





DESIGN TECHNOLOGY/3D DESIGN (Art & Design)

3D Design Year 10

The groups have been working on 'passive phone speakers'. This is a straight-forward 'brief-driven' design project, with clear stages to achieve. The reasoning behind this is to 'acclimatise' the pupils to the 'GCSE' syllabus from their experience of 'DT' at KS3 and allow the learners of the 'stages of design', before we start to move onto the more abstract concepts.

Some exceptional pieces have been designed so far.



3D Design Year 11

All pupils started with the topic 'Natural Forms' and we have had some very interesting takes on this topic. So far, we have a 'Bee themed' bicycle, a 'Lava flow' coffee table, a mushroom money bank and a clock of hearts. All are very well executed and demonstrate the ability to develop an idea across a wide range of points, form, function and an ideological standpoint.





ART AND DESIGN

KS3

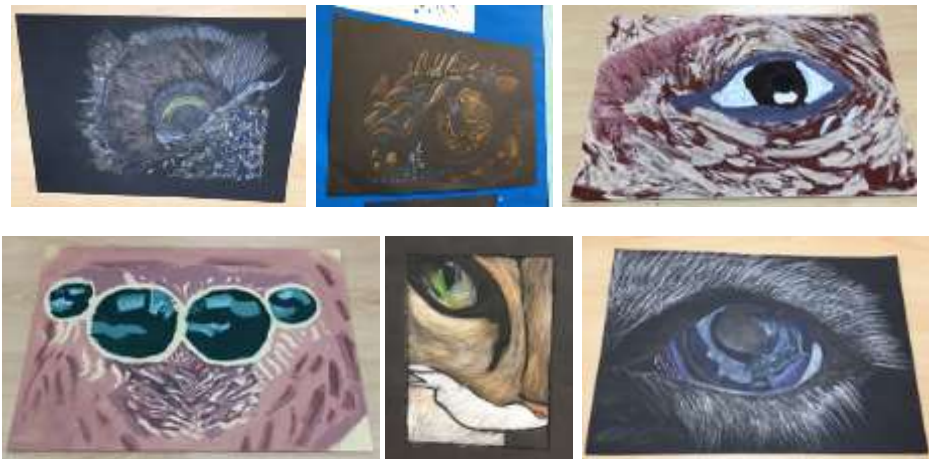
KS3 Pupils have explored two units of work this term; Food Sculptures based on the work of Claes Oldenburg and Animal eyes.

The Food sculptures project has encouraged pupils to model in 3D and to explore the theme of scale when creating artwork.



The main skills gained during the work on Giant Sculptures are: - Modelling, Designing, Proportion, Painting.

The Animal Eyes project focused on colour mixing, application of acrylic paint and the option to draw on dark backgrounds to create a dramatic effect. The outcomes were brilliant and varied; here is just a small selection.





ART AND DESIGN

Year 10

Year 10 have started their portfolios with a project based on the theme of 'Cells'. The students must follow the art and design process in this project by researching the work of artists, experimenting and developing their ideas and linking their own original work to famous artists. The work has been colourful and expressive.



Year 11

Year 11 have been completing their portfolios and will receive their externally set task in the New Year. Topics such as Architecture and Natural Forms have been very popular with some great work developing.

Year 11 Leavers

Summer 23 GCSE entries saw some of the highest achieving grades in fine art for a long time. 67% of students in the class gained a level 4 and above with all students achieving a grade in the subject. Feedback from the external moderator was very positive and highlighted the personalised approach to learning that takes place at Larches High. Students have returned to school to collect their portfolios; showing that they do appreciate and hold the work in high regard. One student has pursued their interest in art onto further education and is at Newman College and has been upgraded to the level 3 Art and Design course which is fantastic news.



FAMILY SUPPORT

The focus within family support is to work with external services and engage families in support to make positive changes. We have regular visitors in school from Child and Family Wellbeing Service and The Wish Centre providing support and a range of self-help programmes for pupils, which they can be referred into.

Services We Can Offer:

- Child and Family Wellbeing Referrals
- Children's Social Care Referrals
- Parachute Referrals
- Respect Young People's programme Referrals
- Butterfly and Phoenix Counselling Referrals
- Inspire Drug and Alcohol Services
- Support with Housing
- Referrals to Independent Domestic Violence Advisor (IDVA)
- Multi Agency Support Panel—pupils at risk of CCE
- Supporting children and families with issues that may arise such as bereavement, separation and parents in prison.
- Support from School Nurse
- Community Safety Team
- Signposting to further external agencies

If your family or child may feel like they would benefit from support from our services, please do not hesitate to contact family support within school.

Chrissy Mclean – c.mclean@larches.lancs.sch.uk
01772 792412 EXT 223

Natalie Thomas— n.thomas@larches.lancs.sch.uk
01772 792412 EXT 217





Fantastic Attendance!



KS3H—Lily-May C
KS3H—Elijah M
10S—Suzanna SJ
10H—Imogen JH
10E—David J
10H—Dani B
10H—Rajmund B
11L—Jessica A
11L—Harley F
11A—Leon F

Effective School Attendance Improvement and Management



Version 12 CMf



Useful External Agency Contact Numbers

Action for Elder Abuse—0800 069 9784

Childline—0800 1111

CRUSE Bereavement—0808 808 1677

Food Bank—0808 208 2138

Mindsmatter—01772 773437

National Domestic Abuse Helpline—0808 2000 247

NHS—111

NHS COVID Helpline— 119

The Samaritans—116 123

Victim Support—0808 168 9111

**Contact Number for Christine Mitchell (Head Teacher)—
07967630212**

Important Dates for your Diary

Monday 18th December—Parent/Carer event 2.30pm—4pm

Wednesday 14th December— Christmas Lunch and Jumper Day—Finish at 1pm

School Closes for Christmas @ 1pm on **Friday 22nd December**

School reopens to students on **Tuesday 9th January** at 8.55am

Mid Term Closure = Monday 12th February – Friday 16th February
2024 (inclusive)