

HAPPY EASTER



LARCHES
HIGH SCHOOL

Easter Newsletter 2024

Head Teacher's Message



Another busy term at Larches! We have been focusing on attendance and punctuality and thank you for your support with this. It is really important that all pupils attend school so that they can achieve the positive outcome they are capable of. Within this newsletter you can see the topics which your child has been working on and I am sure you will agree it is impressive.

All pupils at Larches will now be given a school lunch free of charge and following discussions with our provider, we are moving to a new (hopefully more exciting) menu after Easter.

We are still looking for a Parent Governor. Please don't hesitate to contact me if you require more information.

Wishing you all the very best for the Easter Holiday and thank you for your ongoing support.

Whole School Reading

Last year, in order to prioritise disciplinary literacy across the school, we introduced half-termly dedicated **READING WEEKS** across the whole school. These involved teacher-led, expert reading of subject and curriculum-specific texts in all lessons and with all pupils, along with comprehension and vocabulary instruction to check for understanding. Our whole staff were provided with extensive and regular training on the delivery of the teacher-led reading and the science behind how pupils learn to read.

Our dedicated whole school reading weeks have continued and we have just had our fourth one of this year. We have added some Readers' Theatre into the reading weeks, which involves choral and echo reading. Staff have received training on this and the feedback from staff and pupils has been very positive.



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PHYSICAL EDUCATION

The PE department is looking to gain funding again for 2024/25 to enhance extracurricular activities until March 2025. The proposal will be aimed at enhancing a wide variety of sports and activities. This will be in addition to the PE PRU network activities and events.

GCSE PE

This term GCSE pupils will develop their theoretical knowledge in the following topics;

- ◆ Diet
- ◆ Opportunities in Sport
- ◆ Influences in Sport
- ◆ Cardiovascular System
- ◆ Respiratory System

Through the spring term pupils will complete a block of lessons on the following activities;

- ◆ Hockey
- ◆ Rounders
- ◆ Basketball
- ◆ Fitness
- ◆ Cricket



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SPORTS REPORT

Upcoming Events and Dates

Spring Term 2 - Intro to Tennis @ South Ribble Tennis Centre - Darren from Larches - 'We do Tennis & Tennis Activators – Monday 18th March

Summer Term 1 -This Girl Can Festival @ Burnley Park - Helen Tyson - Wednesday 22nd May

Summer Term 1 - Orienteering @ Burnley - Fran from CCA - Tuesday 25th June

Summer Term 2 - Kayaking/Sailing @ Blackburn - Don from Belmont - TBC

AP Football Leagues – Larches have recently completed the second

KS3 AP School Football										
Pos	Team	P	W	D	L	F	A	D	PTS	PTS AV
1	Belmont	10	9	1	0	29	1	28	28	2.8
2	Larches	11	7	2	2	7	3	4	23	2.0909
3	Shaftesbury	6	4	0	2	10	4	6	12	2
4	Hope	5	1	3	1	4	4	0	6	1.2
5	The Heights	9	2	4	3	10	9	1	10	1.1111
6	Eden	10	2	2	6	11	17	-6	8	0.8
7	Roselyn House	10	2	2	6	8	19	-11	8	0.8
8	Pegasus	5	0	0	5	3	18	-15	0	0

round of fixtures, with both KS3 and KS4 recording some very good results. Please find below the current league tables. WELL DONE!!!!

KS3

Monday 9th October

Monday 5th February

Monday 13th May

KS4

Tuesday 17th October

Tuesday 20th February

Tuesday 14th May

KS4 AP School Football										
Pos	Team	P	W	D	L	F	A	D	PTS	Avg.
1	Heights Blackburn	9	7	0	2	27	2	25	21	2.3
2	Larches	9	6	2	1	13	3	10	20	2.2
3	Blackpool	9	6	1	2	12	7	5	19	2.1
4	Pegasus	9	2	2	5	6	13	-7	8	0.9
5	Heights Burnley	5	0	2	3	2	11	-9	2	0.4
6	Eden	9	1	0	8	0	24	-24	3	0.3



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HAIR AND BEAUTY

In Hair and Beauty this term, the year 11s are completing the “Demonstrating Makeup Techniques Module”. They have learnt how to prepare to use makeup techniques together with using makeup techniques to provide makeup treatments. They have also developed and communicated ideas for makeup. Together with this they have learnt how important customer consultations, customer care and feedback is in performing treatments, and incorporated this when working with each other. They have learnt how to use products in a safe manner, how to handle them and perform treatments in a safe and hygienic manner. All the students have worked extremely well completing tasks to a good standard with good understanding of the safe working practices, including P.P.E.



Year 10s have been doing the facial module this term carrying out facials on each other in class. They have researched skin treatment products and learnt the steps on how to prepare and carry out a facial. They have knowledge about the importance of PPE (personal protective equipment), safe and hygienic practices in the salon, the importance of personal presentation and hygiene, about sterilisation and sanitation. They have also learnt about certain laws and how these are a necessary requirements of insurance when working in a salon environment.



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MEDIA STUDIES

This term Key Stage 3 have been looking at magazines, exploring the industry and analysing the way different magazines appeal to different audiences. They have focused on layout, use of colour, font and images deployed to sell the product. They have looked at Cosmopolitan, GQ and FourFourTwo.

Students have explored the use of iconic figures (David Beckham, Jesy Nelson) and had to decide why these people are used. The main focus has been exploring the idea that none of the choices made on a magazine cover are accidental, that it is a billion dollar pound industry that influences lives – an interesting task for a generation that do not necessarily read magazines by choice.



STREET SAFETY SESSION

On March 14th, we were visited again by Dean Coady OBE who delivered sessions to all pupils around 'Street Safety'.

The students all engaged really well and Deans' feedback was very positive:

"As always a top day at Larches. Pupils were highly respectful and engaged well in some very real 'street-based' problems. Credit to you and your staff"



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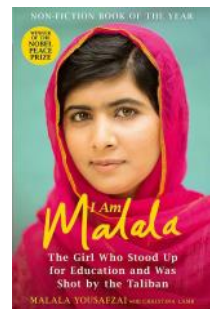
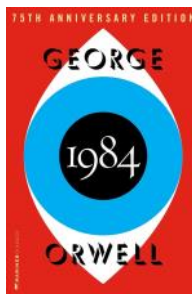
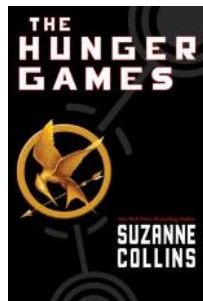
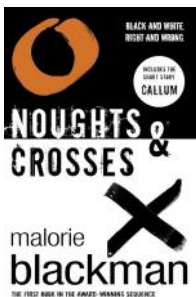
ENGLISH

The KS3 pupils have continued to respond well to the new three year KS3 curriculum. They particularly liked studying the Dystopian Fiction unit; pupils produced some fantastic empathetic pieces of work, writing as a character from either Noughts and Crosses by Malorie Blackman or Katniss Everdeen from The Hunger Games. Pupils also enjoyed creating their own dystopian world, and in a more positive mode, their own utopian worlds. We also studied extracts from '1984' by George Orwell and created some really successful pieces of narrative writing.

This half term, we have embarked upon the Autobiography/Biography unit, and they have been analysing the structural and language features, looking at Greek roots of words, and pupils have been writing their own biography of a chosen person, as well as working towards a short autobiographical piece of writing.

Year 11 have been entered for their final exams. GCSE English Language is on offer to most pupils, as well as GCSE English Literature being offered depending on their attendance. Lord of the Flies, Macbeth and A Christmas Carol are the set texts.

Year 10 have been busy creating pieces of transactional writing as per their curriculum plan and there have been some excellent submissions.



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ENGLISH

The English department has been administering the New Group Reading Tests in English lessons across the school each term, so that we can assess pupils' reading ages and abilities and provide targeted interventions for any struggling readers.

This term we have had a trainee teacher in the English Department – Miss Hannah Khan - from Edge Hill University, who has successfully completed her 'B' placement with us and has secured a position as an English teacher in a local high school. We thank her and wish her well in her future career!

FOOD TECHNOLOGY

The pupils in Food lessons were excited to take part in Pancake day, which became Pancake week to ensure that all our food groups could take part! They were encouraged to use fruit as an alternative to chocolate and sugar! Some attempted to hide the chocolate with the fruit!

These are some of the delicious pancakes made and devoured! Well done everyone.

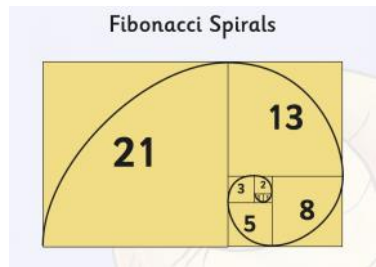


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MATHS

It was a busy start to the Easter term in the Maths department this year, Students have been working closely with staff to make progress.

In KS3 we started with ratio and proportion, discovering how we can use ratio to apply to real world scenarios such as cooking and sports and fitness. Students enjoyed exploring the relationship between proportional shapes and used this skills to find the area and perimeter of similar shapes with missing sides. We also looked at all different types of sequences from Fibonacci to triangular numbers and found where they show up in real life, for example how the shells of snails are similar to the Fibonacci spiral.



In Year 10 we have focussed on the properties of right angle triangles through Pythagoras and Trigonometry. Students have applied this knowledge to solve real world problems such as finding the distance between two points on a map and how engineers use Pythagoras' theorem in construction to calculate angles. We examined the similarities and differences between Pythagoras and Trigonometry and decided on rules on which method is best used depending on which part of the triangle we were trying to calculate. Students have fluently used the Sine Cosine and Tangent ratios to find missing sides and angles.

In year 11, buoyed by mock exam results, there has been a marked improvement in engagement throughout which has been fantastic to see. We analysed the mock papers and students have been able to focus on which topics they need to prioritise their revision. Students have transformed shapes on graphs by rotation, reflection, enlargement and translation. And have learned how to identify and describe each of these. This had lead into constructing these transformations to a high degree of accuracy using compasses and protractors.

Well done to all students this term!



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HUMANITIES

This term our pupils have been investigating the fashion industry and it's links with sport. They have looked at the Globalisation of sport and the impact of Transnational Companies have on employment, production and location throughout the Globe. Transport and communication also impact fashion and sport, allowing live events to be broadcast simultaneously at major events such as the Olympics and Football World Cup.

Geography skills and knowledge of continents and countries have developed through the History of the modern Olympic Games and which cities have hosted since 1948. Using the English Premier League as another example, we looked at the origins of the players currently playing in the league and a staggering 62 different countries provide 45 per cent of players in each squad.

The final area of study has been the development of new Stadiums in relation to their location, size, ability to regenerate areas, creating employment opportunities and the finances it can generate. Discussing the advantages and disadvantages were interesting and we intend to finish the term with a study of the Hillsborough disaster with the anniversary of this tragedy, falling during our Easter holidays.



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3D DESIGN—DESIGN AND TECHNOLOGY

DT Key Stage 3

A good start this semester with some excellent work produced around the topic of 'Art Clocks'.

We have worked on 'general' art & design based clocks a couple of years ago but, this time the brief was refined to learning about 'Bauhaus' and 'Pop Art' movements before moving into the design phase so pupils could base their ideas solely on these two areas, extending their cultural knowledge and hopefully expanding the range of influences to produce greater creativity.



The current project, 'Desk Organiser' has been well received, and pupils are on with producing some very varied ideas as to what makes an ideal desk tidy.

Lots of use of CAD within this project and I've also introduced elements of 'isometric drawing' to hopefully develop three-dimensional visualisation skills in pupils.

I am also pushing the use of creating prototype models 'maquettes' to test proof of concept and refining of ideas.



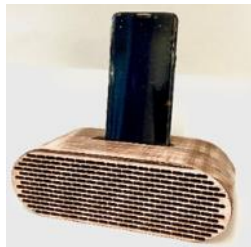
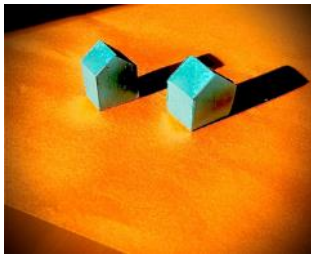
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3D DESIGN—DESIGN AND TECHNOLOGY

3D Design Year 10

The groups have continued to work on 'passive phone speaker' designs before moving on to the topic of 'Dwellings'. This moves pupils from a more straight-forward 'brief-driven' design project, with clear stages to achieve to a more 'open' brief, which a lot of pupils struggle to come to terms with initially. 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 are on with their GCSE preparation currently ready for their formal exam in a couple of weeks. 'Portraits' and 'Fragments' have been popular topics chosen from the exam options this year. We currently have under development the following pieces. A shipwreck in a bottle, a mosaic topped table, a 'wall of flowers', a symbolic Chinese gateway, an 'infinity staircase', a tribal mask and a three-dimensional 'pixel' bust of a two-dimensional cartoon character.



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DRAMA

The KS3 Drama curriculum continues to cover a breadth of performance and theatre skills that reflect job opportunities in the performing arts.

Students have followed up the academic year by studying the main drama skills and techniques that are used in performance and how they create different effects for the study of a play, character and the audience. The first assessment was to create a performance / storyboard interpretation of a poem / story / song using the techniques of freeze frame and conscience alley. This year's focus was Hamilton, an American musical. Students enjoyed the use of rap, gospel and dance to reflect a 1776 historical context.



The focus of study continued with the purpose of masks in Drama: performing in, wearing, non-verbal forms of communication and showing emotion in a mask. The focus of assessment was to create a mask design / model based on the study of fox/cat) mask design and they have been looking at designing posters to publicise films and musicals.



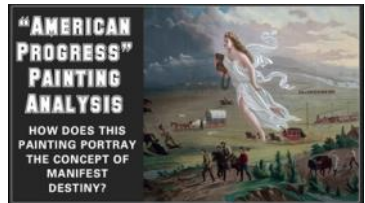
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GCSE HISTORY

Studying history enriches our understanding of the world, shapes our identities, and equips us with essential skills and insights for navigating the complexities of the present and shaping the future.

This term, the Year 11 GCSE group have been working hard towards their final GCSEs in the summer term. They have covering the last units on their specification which are:

- ◆ Health and the people, c1100 to the present day— Studying medicine through time in the GCSE curriculum enhances students' understanding of medical history, promotes critical thinking and ethical reasoning skills, and fosters a deeper appreciation for the complexities of healthcare practices and advancements.
- ◆ The American West—Studying the American West provides insights into key historical, cultural, economic, environmental, and social issues that continue to resonate in American society and beyond.
- ◆ Early Elizabethan England 1558 – 88—Year 10 are currently studying Early Elizabethan England, this was a time of cultural flourishing, political stability under Queen Elizabeth I, and the dawn of England's Golden Age.



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ART AND DESIGN

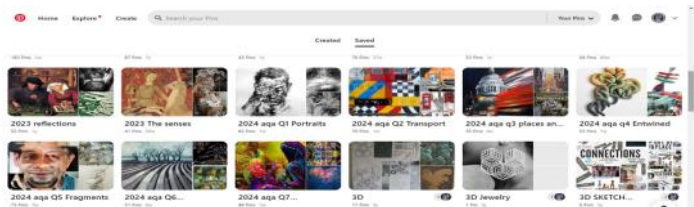
Year 10

Year 10 continue to develop their portfolios with individually chosen projects. 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. Topics chosen range from Illustration/Fantasy artwork, Natural Forms to Skulls and Bones.

Year 11

Year 11 started their GCSE externally set task in the New Year. The choice of questions from the exam board hopefully has 'a little something for everyone'. To help support students they can access our Larches Art Pinterest boards- search for Larches Art on Pinterest for lots of ideas for all students.

After their preparation period, the year 11 students will have a 10 hour timed exam (broken up into blocks!!) to show their own personal response to their chosen exam questions.



Please have a browse/follow our boards to see how you can help and support your child and perhaps open up a conversation about their work.

Any year 10/11 students who want to boost their grades by collecting primary research in the form of their own photographs can email them to me on my school email which is e.little@larches.lancs.sch.uk. These images can be saved on pupil user areas and edited when creating individual artwork. This is a real easy win to show your ideas and create something individual.



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ART AND DESIGN

KS3

KS3 Pupils have explored a new unit of work this term; The Antoni Gaudi project looked at the famous Spanish Architect and artist and explored his fabulous buildings in Barcelona.

This project has looked at art movements, mosaic and modelling in card.

Antoni Gaudi project skills gained;-

- ◆ Modelling using cardboard
- ◆ Designing using shapes from Architecture.
- ◆ Painting/ colour choices- looking at harmonious and contrasting colours.
- ◆ Linking design work to an artist.
- ◆ Exploring Art Nouveau and understanding the principles and inspiration behind the art movement.
- ◆ Considering scale and composition.



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PERSONAL DEVELOPMENT



This term we have revised and renamed the PSHE curriculum to embrace a whole school Personal Development programme. Integrating personal development into schools fosters the holistic growth of students, equipping them with essential life skills beyond academics. It cultivates self-awareness, emotional intelligence, resilience, empathy, and critical thinking, nurturing well-rounded individuals capable of navigating challenges, building healthy relationships, and contributing positively to society.

The Spring term for Personal Development focuses on 'Relationships' and 'Health and wellbeing'. Blackpool Sexual Health Service came into school and delivered sessions to Years 9, 10 and 11 to meet the statutory requirements for Relationships and Sex Education.

Preston's College are scheduled to come into school three times in spring term to conduct interviews with pupils who have applied for a place in September. A huge congratulations to those who have had their interviews, they impressed the college staff with their honesty and maturity.

We are looking forward to welcoming a number of visitors this term and early into the summer term. Willmott Dixon, the DWP and Ask Apprenticeships will be coming into school offering the following employability sessions: mock interviews; interview skills, CV development; support preparing for application for apprenticeships; teamwork and financial skills.



HAPPY EASTER

PERSONAL DEVELOPMENT

This term Personal Development has been rebranded across school to further progress our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the Spiritual, Moral, Social and Cultural (SMSC) issues that are part of modern life. All students receive timetabled Personal Development lessons through a structured PSHE curriculum. These cover the statutory content expected within the PSHE/RSE guidelines.

Whole School Awareness days

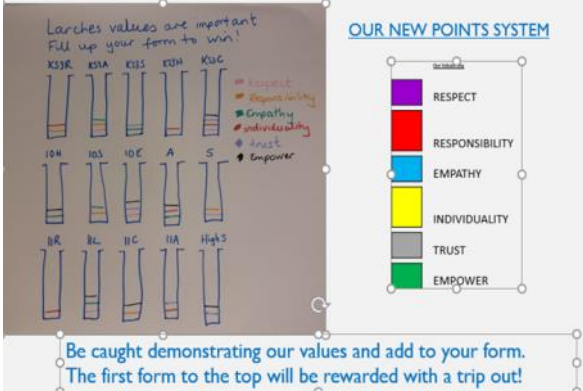
- ◆ Throughout the year pupils will be made aware of specific awareness days through completing form time activities. Currently we have looked at the Holocaust, Mental Health, Bullying, St David's day, and Careers.
- ◆ Each subject area will also identify key awareness days specific to their curriculum.
- ◆ Each half term the whole school we focus on one of the school values and one of the British values throughout the 6-7 weeks. This half term pupils have identified "RESPECT" as the key focus.



LARCHES
HIGH SCHOOL

OUR VALUES

- ✓ Empathy
- ✓ Responsibility
- ✓ Individuality
- ✓ Trust
- ✓ Respect
- ✓ Empower



Larches values are important
Fill up your form to win!

K3SR	K3A	K3S	K3H	K3C
10H	10S	10E	A	S
BR	BL	BC	HA	H+S

Legend:
● Respect
● Responsibility
● Empathy
● Individuality
● Trust
● Empower

OUR NEW POINTS SYSTEM

RESPECT
RESPONSIBILITY
EMPATHY
INDIVIDUALITY
TRUST
EMPOWER

Be caught demonstrating our values and add to your form.
The first form to the top will be rewarded with a trip out!



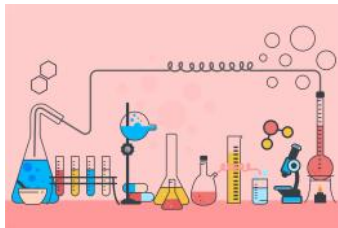
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SCIENCE

Chemistry:

Year 10 in chemistry have been doing quantitative chemistry, looking at calculating relative formula mass, percentage composition and balancing chemical equations.

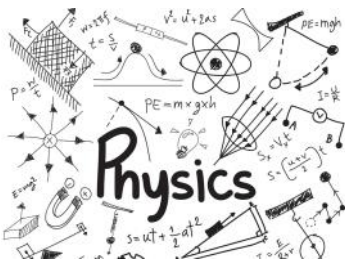
Year 11 in chemistry have been doing the rate and extent of chemical change, looking at collision theory and how to spot the signs of a chemical reaction, then looking at how factors such as concentration, temperature, pressure and catalysts affect the rate of reaction.



Physics:

Year 10 in Physics have been doing electricity, learning about the different symbols for electrical components and looking at series and parallel circuits, measuring potential difference and looking at electrical resistance.

Year 11 in Physics have been doing forces, learning about scalars and vectors, weight mass and gravity, resultant forces and elasticity.



Biology:

KS3 Biology have been doing healthy living with the digestion system and it's functions. We are just moving over onto alcohol and drugs which is all under the healthy living umbrella of biology.

Year 10 have been doing health and diseases - communicable and non communicable diseases with viruses and genetics.

Year 11 have been working on DNA - reproduction, meiosis / mitosis. Our chromosomes & enzymes, and how our genes make us all unique through environment and hereditary DNA.



HAPPY EASTER

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
- 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

Lorraine Morrow— l.morrow@larches.lancs.sch.uk

01772 792412 EXT 216



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INTERVENTIONS

The intervention team continue to support all pupils across the school. We currently have 35 pupils with Individual Education Plans who access regular interventions to support their learning throughout the school day. We aim to support pupils in a variety of ways: to develop their cognition skills; support in class; SALT activities and strategies to promote behaviour for learning.

We continue to use the Do It Profiler with all pupils in school to identify any support needs they may have; including wellbeing, feelings, anger, sensitivity and empathy. We began to roll out the profiler in January 2022 and we have now been able to use the profile to reassess some of our pupils to ascertain their progress with areas of concern previously identified.



All pupils complete an emotional literacy assessment during induction, a number of pupils have benefited from Emotional Literacy interventions (ELSA) and we have seen progress in a number of areas following engagement with the sessions.



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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 REVISIONING. 
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/>



HAPPY EASTER



Easter Word Search



Words are found across, diagonal, and down.

S	E	A	S	T	E	R	P	C	E	Z	C
C	L	A	D	A	G	O	N	A	B	T	A
S	R	H	C	M	G	J	U	R	C	R	G
F	P	O	C	O	S	M	C	R	L	A	S
B	T	P	S	H	L	R	T	O	D	B	A
U	H	S	C	S	I	Y	B	T	R	B	F
N	B	G	E	S	P	R	I	N	G	I	A
N	R	N	T	V	N	A	X	W	S	T	M
Y	V	B	A	S	K	E	T	C	H	R	I
F	P	A	E	R	S	N	S	L	E	K	L
A	F	L	O	W	E	R	S	G	T	R	Y
S	R	H	S	U	H	T	E	H	U	N	T

BASKET

CROSS

FAMILY

HUNT

BUNNY

EASTER

FLOWERS

RABBIT

CARROT

EGGS

HOP

SPRING

CraftCornerDIY.com

Courtesy of: craftcornerdiy.com



HAPPY EASTER

Fantastic Attendance!



This half term we have been focusing on getting into school on time and attending every day – well done to the following that are our top attenders this term!

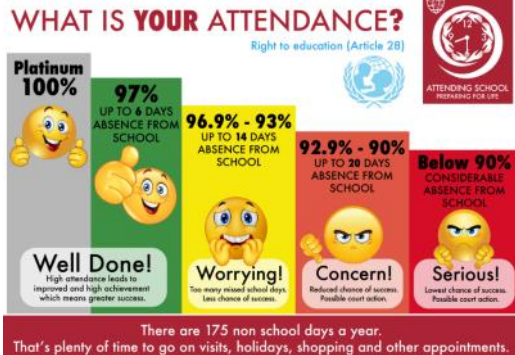
10H—Alesha McQuade
KS3H—Reece Jones
11L—Jessica Arthur
KS3C—Lewis Winder
KS3C—Lily May Cottam
11A—Daniel Omonije
A—Saira Ikhalaq
11R—Ellie Hawkins
10S—Ellis Powell
11R—Ruby Stillwell

We have been really trying to focus this term on punctuality and coming to school on time. Whilst improvements have been made we still need to keep it up to make sure we attend school on time! Please also make sure that school are contacted on each day of absence including illnesses.

If there is any problems please contact the attendance team:

Jonathan Barnish—
Attendance Manager
01772792412 EXT 220

Beth Welsh—
Attendance Officer
01772792412 EXT 219



HAPPY EASTER

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

School Closes for Easter on **Thursday 28th March 2024**

Inset Day—School closed to students on **Monday 15th April**

School reopens to students on **Tuesday 16th April** at 8.55am

May Day Bank Holiday Closure = **Monday 6th May**

Mid Term Closure = Monday 27th May – Friday 31st May 2024
(inclusive)

