



LARCHES
HIGH SCHOOL

Summer Newsletter 2024

Head Teacher's Message



Another fantastic year at Larches... and another year I feel privileged to be the Head Teacher. As you can see, we have been busy and pupils continue to work hard and produce some outstanding achievements. The year 11 pupils approached their exams with determination and have produced some exceptional pieces for their practical subjects. We look forward to results day

and wish them all the very best for the future.

Pupils have been out and about this term, on 'Memory Days', a new initiative, which will continue next year. The photographs inside show that everyone had fun.

Ofsted have visited, and we were all very pleased and proud with the report. Thank you to all staff, pupils, parents/carers as the report reflects our "Larches family" values and approaches.

I wish you all a happy and safe summer! Have fun and we will see you all in September.

C Mitchell





FOOD TECHNOLOGY

Our Food Technology department have waved goodbye to our Yr11 pupils after their final practical assessments. They planned, prepared and made an array of dishes such as Katsu Chicken with Jasmine rice with a dessert of fruit cheesecake, spicy chicken drumsticks served with a garlic dip and salad and Lemon meringue, Chicken Jambalaya, Mexican chicken and rice with a fruit cheesecake to follow. Their dishes were presented beautifully and we are now awaiting the results.

Year 11 food pictures:



Our KS3 pupils have baked and decorated some light and fluffy sponge cakes. They thoroughly enjoyed making and eating them luckily after we took photos! They continue practising their skills and we encourage them to take their food home for you all to try!



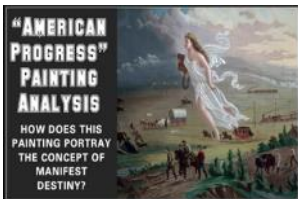


HISTORY

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 10 group have been studying:

The American West 1835-95



Many issues that were prominent in the American West, such as land rights, migration, and the treatment of indigenous populations, are still relevant today. Studying this period can provide historical context for understanding and addressing contemporary issues, promoting a deeper awareness of ongoing social and political changes.

KS3

Studying the Civil Rights Movement in KS3 is crucial for developing informed, empathetic, and active citizens who understand the importance of equality, justice, and civic engagement. It equips students with the knowledge and skills needed to navigate and contribute to a diverse and complex world. We will end the term looking at the experiences of the Windrush generation in the UK. Both movements highlight the importance of understanding and addressing the historical and systemic roots of racial inequality.





DESIGN AND TECHNOLOGY—KS3

Some pupils have been completing their 'Desk Organiser' projects since the end of last half term, many with fantastic results, before moving on to a new project for us this year, 'Funky Picture Frames'.

Some of the skills gained in the 'Desk Organiser' project were, the use of 2D Techsoft CAD to create detailed drawings and learning to 'export and convert' image files in specific formats to use in the RD Works laser cutter computer program.

The practicality and general function of the design was to be carefully thought about following the pupil's decision on the purpose of their design. Some went for simple storage solutions, while others went for a specific function like, phone holder, headphone stand etc.

A very high level of finish was achieved by many, examples below .



Most pupils have started the new project of design and build a 'Funky Picture Frame'.

Strong focus on technical considerations in this project, how light can be directed, diffused etc and material limitations. Different LED light modules have been sourced so the designs are not 'led' purely by the shape of the 'build'.

Some of the modules require soldering with wires, switch, battery box etc, so some electronic skills are going to be required. A couple of pupils are well on with the project and have already started constructing using laser cut 3D hologram-style images.

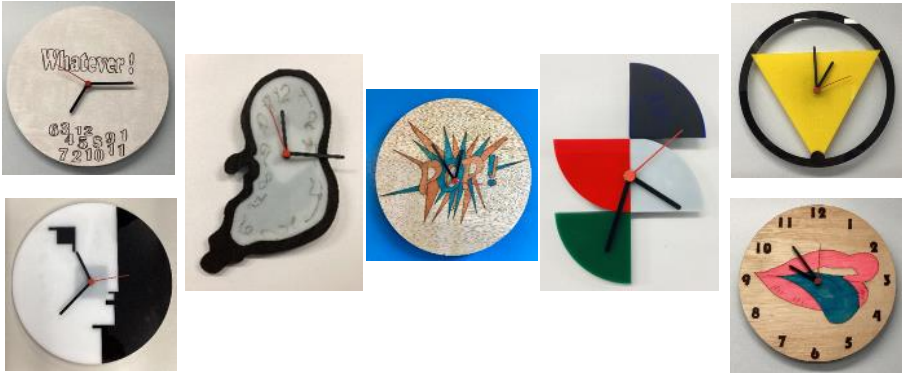
The previous terms project was 'Art Clock', the combining of an Art movement/Artist or aesthetic with the technical limitations of a clock movement and how to incorporate it.

Some of this year's best work came from this project with a lot of the pupils really executing some brilliant designs.





'Art Clock' project examples.



DESIGN AND TECHNOLOGY - KS4

Both groups have been completing work on creating designs based on the theme 'Dwellings' based on a previous GCSE exam question.



Quite a few pupils have moved on to a 'personalised' project for the year end. They range from 'prop design' to 'active portable speakers', using electronics and Bluetooth capabilities.





DESIGN AND TECHNOLOGY - KS4

Y11 GCSE 3D Design

All year 11's worked on completing portfolio tasks and revisiting all past projects to try to improve as best they could.

The standard from the groups this year has quite literally been phenomenal. The level of detail, precision and sheer dedication to the tasks was the best I have ever seen here at Larches.

I think the images speak for themselves.





HEALTH AND SOCIAL CARE

Our Year 10 Health and Social Care group have been busy working independently on their internal assessments and coursework. In September, we will be taking part in some work experience over at Acorns Primary School. This will be extremely valuable in order to help the pupils complete the rest of their coursework.

The Year 11s completed their final exam and handed in their last pieces of coursework which was moderated and verified by the external examiner. There have been some really successful outcomes. Well done to all; we wish them well in the future.

DRAMA

In Drama this term, the students have been focusing on characterisation skills and the use of narrative voice to heighten the drama of action sequences. Students have studied a variety of examples and explored how this aspect of performance creates tension and furthermore, how it impacts on audiences understanding of the sequence. Students have also studied review writing and assumed the role of a critic to explore different productions, both orally and in writing. In a creative sense, students have also used storyboards to map and sequence excerpts from existing stories to focus on how to manipulate the viewer's response, i.e. to shock, create excitement. They have also decorated masks to identify character traits giving thought to form and colour in the production of these pieces.





HAIR AND BEAUTY

In Hair and Beauty this term, Year 10s have been completing the Facials unit. The students have had fun creating price lists of treatments and have looked deeply into different skin disorders and diseases that clients may have that would prevent or restrict treatments. With this, they can identify different skincare contraindications for facials.



They have a thorough understanding of carrying out consultations and client care and the advantages of doing this together with the several types of verbal and non-verbal communication methods. They have looked at the various skin

types and their individual characteristics to be able to recognise a skin type after assessing the face. They have completed Facial practical assessments with a step-by-step procedure. They have also evaluated their own performance and identified their strengths and weaknesses of the treatment and how to improve for future treatments.

Year 11s have successfully completed the final Module of carrying out a Makeup Application and displaying some exceptional looks resulting in achieving a Beauty Therapy level 1 Award or a Certificate.

Students from last year achieved a Certificate and worked exceptionally well to achieve this, with a couple of students who started this academic year achieving a Level 1 Award whom we are also proud of. We wish our Year 11's all the best for the future.





HUMANITIES

This term our Key Stage 3 pupils have been fully immersed in the Civil Rights Movement in the United States of America in the 1950s and 1960s. The growth of the British Empire in the 15th and 16th century was investigated last summer and those pupils who were here last year remembered the impact the Slave Trade had on the Southern States of America. Those that were not here were reminded very early in the term.



Segregation and discrimination are words that the pupils use regularly in class along with references to leading activists and examples of lynching. The importance that the Civil Right Campaigners placed on Education also surprised the pupils. Although this unit is predominantly History based the Geography of the United States is taught with

reference to the differences between the North and the South's attitude towards the Black communities and where this lack of equality comes from.

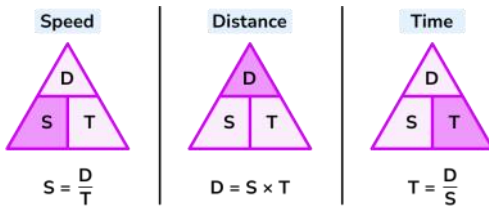
Various videos and role plays have been used to aid learning alongside newspaper articles during Reading Week. Most pupils have been fully engaged in lessons and are more than happy to discuss the topic of Racism with sensitivity and maturity.





MATHS

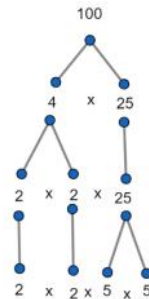
The maths department is now restored to its full capacity after the return of a full-time teacher from long term sick leave. Emil Bowe (teacher), Mark Holbrook (TA) and Karen Sanderson (TA) have done a sterling job of teaching students across the KS3 and KS4 curriculum, and who have worked tirelessly to ensure that the student have had access to the range of topics covered this term.



In KS3, with mixed classes (year 7 – year 9) it has been more essential than ever to ensure that learning is planned around the specific needs of the students, including gap filling when possible. Learning is scaffolded to allow students to develop their

confidence and gain experience in working in particular mathematical skills. This summer term has covered calculating Speed, distance and time, given 2 of the criteria necessary to calculate the answer. Students were able to engage with this topic, linked to driving and cycling. Students were able to interpret graphs and present their findings. We then looked at probability and were able to incorporate some practical tasks, using counters and money to estimate or predict outcomes. Students were encouraged to analyse and comprehend tier 2 word meanings to assist in their learning.

In year 10 we have looked at different sequences of numbers, including square and triangle numbers. We then learned how to categorise sequences as geometric or arithmetic, which we then used to figure out the next term in each of these sequences. Students then figured out how to calculate general rules, an “nth” term, in order to quickly calculate terms that were far away. This built on their algebraic skills of substituting values for letters. We then learned how to take advantage of the properties of prime numbers to be able to figure out how to find the LCM and HCF of large numbers without the need to list multiples. Student’s developed their factorising and multiplication skills in able to construct prime factor trees.





MATHS

Year 11s have engaged well in revision lessons up until the start of the exams and all maths exams have been attended well. Students have given positive feedback when speaking about their exams. Feeling that they were challenging but they were able to access most of the questions.

Well done to all students this term!

WHOLE SCHOOL LITERACY

We have continued to conduct the New Group Reading Tests across the whole school cohort, and this has enabled us to identify the pupils who are especially struggling readers. We bought in a reading intervention package called 'Yes We Can Read', which is phonics-based in its approach. Our fantastic intervention team have been working closely with the targeted pupils since February, and on a recent re-test, their reading ages had improved phenomenally. As a result, we will be continuing to target struggling readers with this scheme, as we know it has had an impact and hopefully will continue to do so.



Our whole school reading weeks have continued to be successful. In response to both staff and pupil feedback, next year, the reading weeks will be organised differently. Different subject departments are going to have one designated reading week timetabled across each half term, as a lot of our pupils have said they find it overwhelming to have such a lot of reading in all their lessons in the same week; they would prefer it to be spread out over a longer period of time.





PHYSICAL EDUCATION

The PE department again is in discussion to successfully gain funding to enhance extracurricular activities until March 2025 with the opportunity to extend until 2026. The proposal was specifically aimed at Football and Boxing (as requested from the majority of our pupils). Again, Larches has joined alliance with other PRU schools in the North West to enhance pupil progression and opportunities for the next academic year with more emphasis on female sports.

Events and Dates

The girl's festival will be re arranged for a later date due to the weather conditions.

The following activities are yet to take place before the end of the summer term.

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

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

AP Football Leagues - This year both our KS3 and KS4 football teams did excellently in the PRU league with our KS3 team coming 2nd and our KS4 team coming joint 1st on points, losing out on goal difference. Throughout the year all pupils that have contributed have been a credit to the school.





PHYSICAL EDUCATION

GCSE PE

This term GCSE pupils have developed their theoretical knowledge within a number of topics. A huge congratulations for the Y11 GCSE pupils who have now completed the full Edexcel GCSE PE course this year.

- Skeletal System
- Classification of Joints
- Sporting Injuries
- Respiratory System.
- Guidance on feedback.
- Drugs in sport
- Practical

Through the Summer term pupils have completed a block of lessons in both their core and GCSE practical lessons on the following activities;

- Cricket
- Athletics (To be continued/ weather dependant)
- Basketball
- Fitness/ Boxing
- Football





MEDIA STUDIES

'I want my MTV'



This term we have been looking at music videos, exploring the history of music videos and the evolution of MTV. The students were given a history lesson about MTV, looked at the derivative shows the channel created (such as MTV Cribs) and how it was the forerunner to all

music streaming that exists nowadays. There were mixed reactions to The Buggles video for 'Video Killed the Radio Star'! One comment was, 'How come the song is so catchy but they all look so miserable?'

Students have also looked at how music videos use narrative structure to convey meaning. This has involved watching and then writing/analysing about videos such as TLC's 'Waterfalls', Olly Murs' 'Dear Darlin'' and Katy Perry's 'Roar'.

The module also involves looking at how artists use music videos to promote lifestyle choices and influence people. This is linked in to how streaming platforms such as TikTok are being used by up and coming artists to reach out to wider audiences. We have explored how music videos can be used to make statements about the time and context in which they were created – Madonna's 'Material Girl' worked well and students used some prior knowledge and connected it to images of Marilyn Monroe.





SCIENCE

Another wonderful year ending with lots of things happening in the Science department.

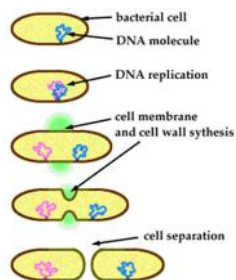
Year 11s can breathe a sigh of relief after sitting their GCSE exams, having tried their best. We hope they achieve their target grades and wish them all the best for the future, whatever it brings!

The year 10s are working through their GCSE course and have now



completed all the topics for paper 1, it's been a tough year for them with lots of disruptions and some really hard topics including Radiation and Nuclear Equations but their perseverance and resilience has shone through. Well done Year 10 we hope you keep it up next year. Enjoy your summer it's well-deserved!

The KS3 students have been working on the following topics: Reactions- energy diagrams, catalysts, exploring combustion, word equations, chemical and physical changes, Forces in action- levers and pivots, moments and balance, work done, simple machines. We also included some ethical debates into lessons such as cloning and genetic modification and our KS3 students are really getting on board with this part of the curriculum, which is lovely to hear. Well done KS3!





ART AND DESIGN

Year 10

Year 10 have selected their own projects this term which were selected from a list of previous GCSE 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. Topics selected range from Natural Forms, Portraits, Fantasy and Transport. In addition, year 10 have been expanding their knowledge in 'skills workshops' covering reduction lino printing, monoprinting and clay work; hopefully students can now include these techniques within their own personal responses.

Year 11

Year 11 have been completing their final GCSE portfolios and their externally set 10 hour timed exam, students chose from themes such as Portraits and Boundaries and Edges. It has been hard work but the 10 hour exam was completed by all students; it was also good to see attendance at after school sessions. All work has been marked and will be externally moderated. We now await final grades in August- I would like to send my very best wishes to the class of '24 and I hope the future holds great things for you all.

KS3

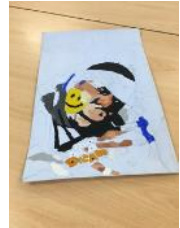
KS3 Pupils have explored two units of work this term; a Vermeer project looking at modern day Logos and clothing.

Our last project is a portrait project which explores mixing paints to create skin tones- this new project focuses on people from ethnic minority backgrounds who have been traditionally, underrepresented in classical art. We have looked at drawing the features of the face in pencil sketches and how to mix skin tones using paint. Final portraits will be completed by applying acrylic paint on board. On-going work.....



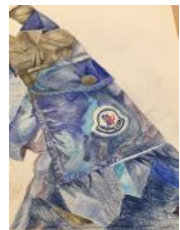


ART AND DESIGN



Examples of our Vermeer project.

In this project we have endeavoured to show texture in our work, most pupils used pencil crayons but David in year 9 attempted a 3D model which was great!!



Year 7 have covered illustration and more recently have been looking at landscapes linked to the artist Hundertwasser. We have also looked at land art creating temporary art with naturally found materials.



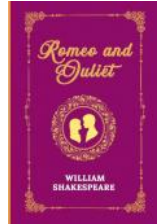
Mrs Sutton-Little





ENGLISH

We are coming to the end of the third year of our new KS3 curriculum and as a department we will be conducting an audit of all the units to see if any need amending or changing. Last half term, all the KS3 groups studied 'Romeo and Juliet' and created some excellent pieces of work about Shakespeare, the themes of fate, death, honour and friendship, as well as the characters in the play. This half term, we are continuing with the second year of our KS3 poetry unit - specifically concentrating on war poetry, which will prepare them well for the GCSE poetry



anthology in subsequent years. Amongst the poems to be studied are: 'Dulce et Decorum Est' by Wilfred Owen and 'Manhunt' by Simon Armitage.

Last half term, Year 10 were focused on narrative writing unit, as well as the reading response section of the English Language GCSE. This half term, they will be studying the poetry anthology and Macbeth. Again, some pleasing progress and outcomes shown, evidenced by both work in folders and books and also target grades met.



The Year 11s have all now completed their English Language GCSE and some were also entered for English Literature. We wish them well for their next steps.





PERSONAL DEVELOPMENT

This term we have continued to promote our Personal Development programme across school by increasing opportunities for our pupils.

The summer term for Personal Development focuses on 'Relationships' and 'Living in the Wider World'. We invited a number of visitors into school to speak to the pupils in small groups.

- The DWP ran mock interviews and CV workshops for years 10 and 11. The careers team are following up these sessions with 1:1 support where required.
- ASK Apprenticeships ran apprenticeship workshops in school for our year 11 pupils interested in a vocational pathway post-16.
- Willmott Dixon were kind enough to take some of our pupils on a site visit around the D'Urton Lane estate. They had the opportunity to look at the different stages of house building and what planning has to be done before any work is started on site.

We are excited to introduce our Careers Advisor, Shaheen Gul who will be in school weekly from September. Pupils will have access to 1:1 careers sessions alongside weekly lessons and 1:1 support from the careers team.

We will be opening inviting parents and carers each term to come into school to discuss their child's career plans and we are also available to support by telephone or email. Text messages will be sent out after September.

In addition to the careers team supporting our recent leavers in securing positive destinations for September, we are also working closely with Youth Futures to ensure that all our leavers have access to the support they need.

Through the Lancashire Local Skills Improvement Plan, employers expressed concern about the work readiness of young people. In response to that feedback, the Chambers, Lancashire Skills and Employment Hub and Lancashire Careers Hub are working in partnership with local employers to improve work readiness of young people. By defining a common work readiness language, we can support young people in their transition from education to work. This language can be integrated into employer encounters and experiences of the workplace, which will take place through careers provision and skill development within the curriculum. We will be arranging a number of visitors and employer encounters this year to support our pupils successfully transitioning into the workplace.





Raspberry & white chocolate muffins recipe



Ingredients

- 100g unsalted butter, softened
- 65g caster sugar
- 65g light brown sugar
- 2 large eggs, room temperature
- 125g Greek yogurt
- 1 tsp vanilla paste
- 5 tbs milk
- 250g self-raising flour
- 1 tsp baking powder
- 200g raspberries (fresh or frozen)
- 75g white chocolate chips

Method

STEP 1

Heat the oven to 200C/180C fan/gas 6 and line a 12-hole muffin tin with paper cases.

STEP 2

Beat the butter and sugar together for 5 mins until pale and fluffy. Add the eggs gradually and beat in until combined. Stir in the yogurt, vanilla and milk. Fold in the flour, baking powder and a pinch of fine salt until you have a smooth batter. Finally, fold in 150g raspberries and white chocolate chips and fill the muffin cases three-quarters full.

STEP 3

Push 2 raspberries into the top of each muffin so they're sticking out slightly. Bake for 8 mins, then reduce the oven to 180C/160C fan/gas 4 and bake for 20-25 mins more until risen and golden, and a cocktail stick inserted into the centre comes out clean.





INTERVENTION

What are interventions?

Interventions are often used to describe a focused teaching session, which is a deviation away from existing teaching practice. Interventions in schools can be one-to-one, or delivered as a group. We focus on the pupil's individual targets which are on their IEP.

This term the intervention team continue to support all pupils across the school. We currently have 75 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.

The intervention team is made up of Emma Whitehead, Amanda Crozier, Aimee Lloyd and Lucian Ellerton.

Since Easter term, Emma and Amanda have both completed their Level 3 ELKAN Speech and Language training, where they have built up on their already existing knowledge to support our pupils further with their speech and language development.

Aimee has completed her Level 2 Certificate qualification in Understanding Autism. This course outlines the person-centred approach as well as how to influence positive communication methods, support positive behaviour and how we can support children and young people with an autism diagnosis.

At the end of June, Aimee will be completing a multi-sensory teaching course to specifically support pupils with literacy difficulties.



As a team, we have been working with many pupils on the 'Yes We can Read' programme. Pupils who are enrolled on this programme have shown signs of reading delay through reading assessments completed in their English lessons. The aim of this programme is to build up pupil's confidence with reading as well as learning how to de-code 'tricky' words using the phonological method to improve their reading comprehension and fluency.

Since we have started this programme in February 2024, we have noticed a massive improvement in pupils reading abilities and age.





WHERE THE WILD THINGS ARE...

Visits to Blackpool Zoo

With GCSE exams out of the way and Ofsted having delivered their positive report, Mrs Mitchell decided pupils will be given some days out to Blackpool Zoo and Liverpool. On the 24th and 25th June and 1st July, in a double-decker bus, a group of KS3 and KS4 pupils and staff embarked on an adventure.



On 24th June, the weather was fantastic and when we arrived we divided ourselves in to small groups, grabbed a green bracelet and a map – off we went, stopping first to admire the huge tortoises. The highlights of the day included a sea lion show and watching two gibbons play fighting. We all met up for lunch at half-twelve, enjoyed some time in the shade and set off again to see some animals.

The pupils were fantastic and deserve much praise for their manners. I saw one pupil move aside so that some toddlers could see the penguin show – very respectful! A good day out, lots of fun had and memories created.





VALUES SCHOOL TRIPS

The form groups who achieved the most values strips for Responsibility, Empathy, Individuality, Respect and Empowerment were treated to trips to the Flower Bowl Cinema as a reward. The pupils enjoyed their films: Planet of the Apes and Ghostbusters.



Year 11s Pizza Party

As a reward for approaching their GCSE examinations with determination, the year 11 pupils were treated to Domino's pizzas as part of their leavers celebrations. We wish them all the very best for the future!





LOVING LIVERPOOL

Visit to Liverpool



On the 25th June we all set off for a trip to Liverpool to visit the Walker Art Gallery and The World Museum which sit side by side in the centre of the city.

We visited the Art Gallery first which was fantastic with a real diverse collection of artworks from some inspirational landscape women artists. It was also interesting to see sculpture work from Johnnie Vegas; more famous as a comedian and actor than an artist.

The gallery was showing a permanent collection of Renaissance and Baroque including exquisite watercolours, intricate drawings, and captivating prints.

We also had the chance to see one of the National Gallery's most acclaimed



masterpieces – 'National Treasures: Velázquez in Liverpool' sees 'The Rokeby Venus' form the centrepiece of a new display. The work is Diego Velázquez's only surviving female nude and one of his most celebrated pieces.

After lunch we moved onto the World Museum which houses a real mix of exhibitions including Egyptian mummies, Dinosaurs, a Planetarium, an Aquarium and a Bug House.

The pupils really seemed to enjoy the mix of displays at the museum and having the opportunity to see such rare and treasured pieces close up was an eye opener for staff and pupils alike.

Great for a family day out (especially with all the rain we have had) – The Museum and art galleries are free





🎉 OFSTED 🎉



LARCHES
HIGH SCHOOL

The school was visited by Ofsted inspectors at the end of April and our report is fantastic, with the school retaining its 'Good' status.

Inspectors commented positively on the high expectations the school has of all pupils and how our ambitious curriculum matches their needs. Behaviour of the pupils was also commented on, with the report noting that 'pupils behave well' and 'feel valued at this school'. Safeguarding was also judged as effective, with the school described as 'a safe and nurturing place to be'.

All members of the Larches family have played a part in our success, thank you. The full report can be found on the Ofsted website... it is well worth a read.

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.





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

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

01772 792412 EXT 216





Fantastic Attendance!



This half term we have been focusing on getting into school on time and attending every day for all 5 days – well done to the following that are our top attenders this term!

Suzanna St Jean	10S
Lilly Steel	KS3C
Kenzie Dilworth	KS3S
Ethan Jones	KS3R
Lewis Winder	KS3H
Simpson, Mason	KS3R
Lewis Winder	KS3H
Ellis Powell	10S
Mason Worgan-Smith	AP

We have continued 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 and attend every day! Please also make sure that school are contacted on each day of absence including illnesses.

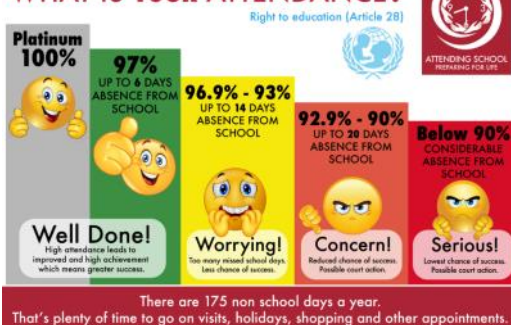
Ofsted noted that some parents/carers do not support the school with attendance. Please help us to help your child achieve.

If there is any problems please contact the attendance team:
Jonathan Barnish—Attendance Manager 01772792412 EXT 220

Beth Welsh—

Attendance Officer 01772792412 EXT 219

WHAT IS YOUR ATTENDANCE?



We wish all the best to Jonathan, who will be starting his teacher training!





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 Summer after school on **Friday 19th July**

Inset Day—School closed to students on **Monday 2nd and Tuesday 3rd
September**

School reopens to students on **Wednesday 4th September** at 8.55am

Mid Term Closure = Monday 21st October – Friday 25th October 2024
(inclusive)

