



Christmas Newsletter 2024



Head Teacher's Message

Another busy half term at Larches has finished with some more Memory Day trips to the pantomime at Lytham and the Italian Orchard for pizza - both enjoyed by pupils and staff. As you can see the pupils have again created some fantastic work in all subject areas. We continue to reward pupils for following our Larches family values - Respect, Responsibility, Empathy,

Individuality, Trust and Empower - and it has been lovely to witness how pupils have worked hard to "live" these around school. We say Goodbye and Happy Retirement to a valued member of staff at the end of this term - Nina Bradley - who has worked at Larches for 19 years teaching and supporting pupils in Food Technology and other subjects. She will be missed by us all and I am sure you will join me in wishing her all the very best and thanking her for all her hard work and commitment to our pupils over the years. I wish you all a safe and joyful Christmas and all the very best for 2025.





MATHS

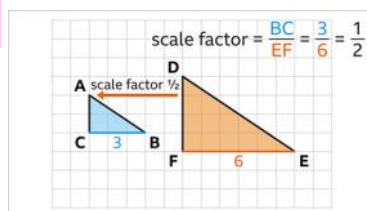
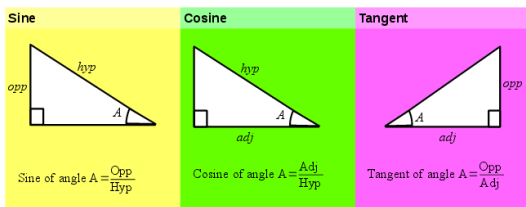
The team has been working hard to understand where our pupils may be struggling, enabling us to identify specific gaps in children's foundational knowledge.

As a proactive response, we have introduced targeted interventions aimed at addressing these gaps, it's encouraging to see early signs of improvement to their engagement in lessons. This has also helped us identify tools within the classroom they may need; such as multiplication squares.

Furthermore, we are making notable progress in advancing the breadth of foundational knowledge and skills within the Key Stage 3 (KS3) curriculum. Multiplication and Division is a skill that many pupils struggle with or lack confidence in, so we have been targeting this area for games, activities, exit tickets and starters.



In Key stage 4 (KS4) we have explored the topics of graphs and geometry. Students have been able to evaluate linear equations to fill out tables of values and then used that to plot coordinates on a graph. After this we saw the differences between plotting quadratic and cubic equations. Year 10s looked at how to find the scale factor of a pair of similar shapes and how this relates to transforming shapes by enlargement. We then moved on to trigonometry where side ratios are used to find missing angles and sides in right angle triangles. We have then consolidated this knowledge in the context of using shape to create and solve equations across the key stage.





MATHS

We are confident that by taking steps to improve their basic skills the children will be more able to engage with their mathematics education and will feel more successful in lessons.

We have been liaising closely with the Intervention team to share good practice and what we have found works best with particular pupils.

We are also exploring opportunities for more practical, hands-on experiences for our children. This includes planning outdoor learning experiences that make math more relatable and fun, while also promoting teamwork and creativity.

The Maths Department are hosting a Maths club each week and both teachers are going to be starting Maths Revision sessions afterschool to help those pupils who are not yet meeting their targets.

MATHS QUIZ

KS3

1. What is the definition of "congruent"?
2. How many vertices does a cube have?
3. How do you convert the radius of a circle to the diameter?

Year 10

1. What is the name of the longest side of a right-angle triangle?
2. What happens to a shape if it has been "translated"?
3. Where is the solution of a simultaneous equation on a graph?

Year 11

1. What are the features of a graph of direct proportion?
2. What is the sum of the interior angles in a hexagon?
3. What is the opposite of expanding brackets called?

Answers can be found near the end of the Newsletter.



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 learning about entry qualifications where to source advice and guidance for this.



After completing this they had an opportunity to develop and practise, 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. So far this year 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 organisation skills.

Year 11s have also been learning Nail Art. They have the opportunity under supervision to develop and practise 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, together with creating 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.



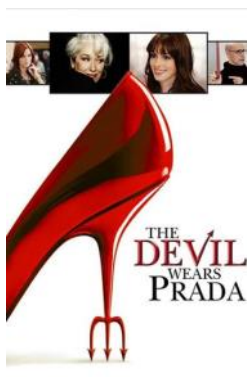
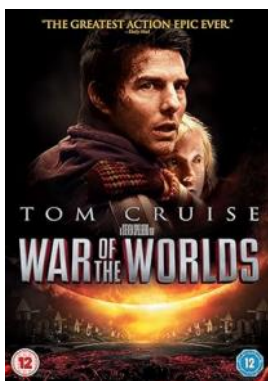


MEDIA

In accordance with the Scheme of Learning, students have spent the first half-term looking at the broader picture of Media Studies, acquiring some subject specific vocabulary (denotation, connotation, target audience) and looking at magazines and how front covers are composed. This has been followed up with some reading of extracts from 'The Devil Wears Prada' and clips from the film. Students have also made their own collages aimed at capturing a mood/atmosphere or theme.

The second half-term has started by looking at film – specifically camera shots and camera angles (low/high angles, Dutch angle, overhead etc.) then looking at 'War of the Worlds' to see how camera angles and shots are used to create specific effects. We also look at theories of narrative, including those derived from Propp (character types).

There is also a focus on narrative development: We introduce terms: exposition, disruption, complication, climax, resolution. We also look at audience 'appeal of narrative': enigma, closure. We introduce terms: cinematography, shots, angles, montage, and denouement. Reviews of films will be analysed to allow clear development of appropriate language and terminology for describing films.

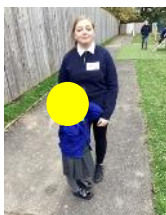




HEALTH AND SOCIAL CARE

Acorns Primary School have very kindly allowed the Year 11 Health and Social Care group to take part in some work experience again. We are going every Thursday for a double lesson this half term up to Christmas. This experience is invaluable for our pupils to be able to complete two out of the three pieces of coursework required for the completion of the course.

Some photos from their visits so far:



The three Year 11 Health & Social Care students who left in June this year and completed all of their coursework, achieved excellent results and have gone on to study Health and Social Care at Preston College.

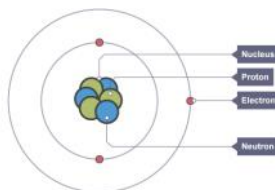
One of these pupils, Lucy Ashton, has begun a Level 3 course, which requires some extensive work experience. She enjoyed her visits to Acorns Primary so much when she was a Larches pupil, that she has organised a 3 week placement with them for her new course. She came to visit us a couple of weeks ago to tell us how much she was enjoying her new course at college.

When Lucy completed her work experience at Acorns while at Larches, the staff commented that 'She is a natural'.

[illegible]

A diagram of a green plant with roots and leaves. The Sun is shown in the top left corner, emitting a yellow arrow labeled 'Light energy' that points to the leaves. A blue arrow labeled 'Oxygen given out' points away from the leaves. A red arrow labeled 'Carbon dioxide in from air' points towards the leaves. A yellow starburst in the leaves is labeled 'Glucose turned into starch and stored in all parts of the plant'. The roots are in the soil, and a blue arrow labeled 'Water taken in from soil by roots' points towards them.

A diagram of the human digestive system. The labels on the left side, from top to bottom, are: Mouth, salivary glands, liver, gallbladder, appendix, and small intestine. The labels on the right side, from top to bottom, are: oesophagus, stomach, pancreas, large intestine, rectum, and anus. The diagram shows the internal organs in a stylized, colored manner (e.g., stomach is red, large intestine is brown) against a white background.





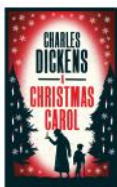
ENGLISH

The English Department have continued to audit and adapt our KS3 curriculum, especially in line with the reading ages of some of our new pupils, to enable them to fully engage and make progress in the lessons. 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 gothic literature, specifically focusing on Dracula and Frankenstein as gothic characters. 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 adverts and charity appeals.



Year 10 have created some excellent pieces of narrative writing and are currently studying various styles of transactional writing in order to prepare them for Paper 2 of the GCSE English Language exam, as well as engaging in essential literacy activities to plug any gaps in their knowledge.



Year 11, as well as engaging in GCSE English Language lessons, are currently studying the poetry anthology for GCSE English Literature alongside 'A Christmas Carol'.

We have entered 30 of our Year 11s for the Pearson Functional Skills English exam and they will be sitting this in December. Good luck to all the Year 11s!



GCSE HISTORY

Studying history in school helps students understand the past, develop critical thinking skills, and gain insights into how historical events shape the present and influence the future.

This term, the Year 10 GCSE group have been studying the first module, paper 1: **Medicine in Britain: c1250 - Present**

This is the Thematic Study which tests two main skills:

- Knowledge and Understanding
- Thinking Historically

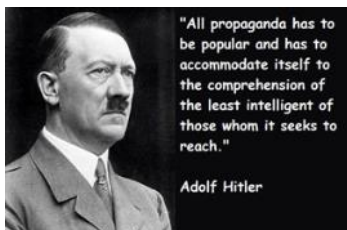
The thematic study is divided up into four different time periods and pupils will need to think about the whole topic for the exam and make links between different time periods. The study focuses on what changed, and what didn't change over time.



This term, the Year 11 GCSE group are working on the final module, the modern depth study which is paper 3: **Weimar & Nazi Germany, 1918 – 1939.**

The modern depth study include questions about sources, which are pieces of evidence from the period. They may also be someone's reflections on an issue or event they experienced, written or recorded after it took place.

It also includes questions on interpretations. Interpretations are written by historians, they express opinions about an event or issue in the past. They study sources when they're writing interpretations, sources help historians to understand the past and develop their point of view.





HUMANITIES

Medieval Britain was a fascinating period in our History and created the Norman dynasty. The Battle of Hastings clearly showed the weaknesses of the Anglo Saxons and their warfare technique compared to the Normans. Our pupils thoroughly enjoyed investigating the Battle of Hastings through various texts, sources and video clips. The impact the Normans had creating the Feudal System was another topic of discussion, as was paying Homage to the King and Domesday Book. The differences between the Normans and Anglo Saxons in terms of warfare, tactics, armour and preparation were evident in the Bayeux Tapestry which was seen as a primary source.



Our pupils engaged in the Sir Thomas Becket tale in which his legendary status as a Martyr was created which resulted in Pilgrims visiting his shrine centuries after his murder at the hands of the Kings Knights, following his quarrel with Henry II and his 7 year stay in France. Various primary and secondary sources were used to gain a balanced argument as to the causes and reasons for their quarrel and how both were viewed centuries later.

Defending Christianity and regaining Jerusalem from the Turks was the sole aim of the Crusades and our pupils soon realised that the English, French and Austrians joined forces during his campaign. This 200 year quest ultimately failed with diseases, fever, shipwrecks, not enough soldiers, fighting far away from home and quarrelling amongst themselves as the reasons. The impact of the Crusades was illustrated by showing clips of the 1989 classic "Indiana Jones and the Last Crusade" which shows the length Muslims took to defend the whereabouts of the "cup of Christ" and the status that Richard the Lionheart had.





HUMANITIES

The beginning of Parliament and the Magna Carta created a lot of tension between the King and his Barons and followers, but generated a lot of support from the peasants. Pupils studied how laws were passed through the House of Lords and House of Commons and soon realised that this is how laws continue to be passed in the UK today.

Speaking of the UK as an identity, we then studied the relationship between the King of England and the other three "home nations", in no particular order, Wales, Scotland and Ireland. It was during one of these lessons when a question arose "is this why no one supports England at the World Cup?"

followed by "I've been to a lot of those Castles in North Wales and thought that the Welsh built them?"



The Tudor Monarchy and the age old rivalry of the War of the Roses and the continued strained relationship with the Home Nations has allowed our pupils to voice an opinion on how History still affects the relationship today and most pupils see it through sporting occasions when passion, enthusiasm and nationalism is at its peak.



Lancaster Rose



York Rose





PE

The PE department again has successfully gained funding to enhance extracurricular activities until March 2025 with the opportunity to extend until 2026. The funding process is almost complete and the following has been proposed:

- Continue with PNE in school lessons for a further 2 Years.
- Swimming lessons starting in the next few weeks.
- Active 8 Martial Arts/ Defence training starting in December and will run again in the spring.



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 –

- ◇ Girls Badminton 5/11/24 Larches Girls 2nd Place
- ◇ Dodgeball @ Clayton Green - Johnathan from Shaftesbury - TBC

Spring Term 1 –

- ◇ Table Tennis @Hyndburn - Omar from the Heights Provisionally Wednesday 24th January

Spring Term 2 –

- ◇ Intro to Tennis @ South Ribble Tennis Centre -Darren from Larches - 'We do Tennis' & Tennis Activators - Date TBC

Summer Term 1 –

- ◇ "This Girl Can Festival" @ Burnley Park - Helen Tyson - Wednesday 22nd May
- ◇ Orienteering @ Burnley - Fran from CCA - Tuesday 25th June

Summer Term 2 –

- ◇ Kayaking/Sailing @ Blackburn - Don from Belmont - TBC





PE

AP Football Leagues 2024/25 **KS4**

Tuesday 15th October W3 D1 L1

Monday 3rd Feb

Monday 28th April

KS3

Monday 14th October W1 D4

Monday 10th Feb

Monday 12th May



GCSE PE

This term GCSE pupils will develop their theoretical knowledge within a number of topics.

- Lever System
- Planes and Axes
- Muscular System
- Sporting Injuries
- Lifestyle Choices
- Sedentary Lifestyles and consequences
- Components of Fitness



Practical

Throughout the autumn term pupils will complete a block of lessons in both their core and GCSE practical lessons on the following activities;

- Football (Including GCSE filming)
- Basketball
- Fitness/ Boxing
- Badminton (Including GCSE filming)





FOOD TECH

This is a very, fun, busy and festive time for all of our students as they are planning, designing and preparing to make their Christmas cakes and gingerbread houses which they are very excited about. Other students are making festive window biscuits to hang on their Christmas trees. We are looking forward to seeing the end results of the houses etc and posting our photos in the next newsletter.



One of our KS3 groups have asked if they can plan, prepare and eat a Christmas dinner! They are ultra excited about this and the planning has begun!



To get the staff in the festive spirit we had an evening for staff well-being making Christmas toppers. As you can see the end results were fab. Well done everyone.

Recently, the KS4 pupils made sticky Asian chicken. They enjoyed this recipe so much that we have included the recipe and some photos of the dish. Enjoy!



CRISPY SESAME CHICKEN

Ingredients

- 5 tbsp vegetable oil
- 2 eggs lightly beaten
- 3 tbsp cornflour (cornstarch)
- 10 tbsp plain (all-purpose) flour
- ½ tsp salt
- ½ tsp pepper
- ½ tsp garlic salt
- 2 tsp paprika
- 3 chicken breast fillets chopped into bite-size chunks





CRISPY SESAME CHICKEN

Sauce: *

- 1 tbsp sesame oil optional - you can leave out and just sprinkle with plenty of sesame seeds at the end if you prefer
- 2 cloves garlic peeled and minced
- 1 tbsp Chinese rice vinegar white wine vinegar will work too
- 2 tbsp honey
- 2 tbsp sweet chilli sauce use more or less depending on the brand and how spicy you like it
- 3 tbsp ketchup
- 2 tbsp brown sugar
- 4 tbsp soy sauce

To Serve:

- boiled rice
- 2 tbsp sesame seeds
- small bunch spring onions/scallions chopped

Instructions

1. Heat the oil in a wok or large frying pan until very hot.
2. Whilst the oil is heating, place the egg in one shallow bowl and the cornflour in another shallow bowl. Add the flour, salt, pepper, garlic salt and paprika to another shallow bowl and mix together.
3. Dredge the chicken in the cornflour, then dip in the egg (make sure all of the chicken is covered in egg wash), and finally dredge it in the seasoned flour. Add to the wok and cook on a high heat for 6-7 minutes, turning two or three times during cooking, until well browned. You may need to cook in two batches (I find I can do it in one batch so long as it's no more than 3 chicken breasts). Remove from the pan and place in a bowl lined with kitchen towels.
4. Add all of the sauce ingredients to the hot wok, stir and bubble on a high heat until the sauce reduces by about a third (should take 2-3 minutes). Add the chicken back in and toss in the sauce to coat. Cook for 1-2 minutes.
5. Turn off the heat and divide between four bowls. Serve with boiled rice and top with sesame seeds and spring onions.

Notes

Double these ingredients if you want extra sauce, rather than just coating the chicken.

Courtesy of kitchensanctuary.com



PERSONAL DEVELOPMENT

This term we have been focusing on 'Health and Wellbeing' up to half-term, then 'Living in the Wider World'. KS3 are currently looking at their 'Rights and Responsibilities' at school and in the community. Year 10 have been looking at the causes and solutions to debt and will focus on the issue of gambling for the remainder of the term.

This term is crucial for year 11 pupils as we work to support every pupil in identifying their next step.

Careers education, information, advice and guidance plays a crucial role in preparing students for their futures in a number of ways:

- Informed decision-making: helping them identify training paths aligned to their skills and interests.
- Enhanced awareness: increasing awareness of a broad range of career opportunities, including vocational and academic routes.
- Skill development: equipping pupils with essential employability skills, such as CV writing and interview preparation
- Smooth transitions: facilitating transitions from education to work or further education by offering guidance on applications.



We have working with Year 11 pupils to ensure they submit applications to college before the end of term as many colleges are closing for applications to some courses at Christmas; other are open until February.

We have had a number of visitors in to speak to pupils this term:

- The Department of Work and Pensions for interview preparation and CV support
- Blackburn College
- Preston College
- Myerscough College
- Cardinal Newman College
- Street Doctors
- Lancashire Teaching Hospital
- ASK Apprenticeships
- Safenet, positive relationships (all year groups)



INTERVENTIONS

This term the intervention team continued to support all pupils across the school. We currently have 72 pupils with Individual Education Plans who access regular interventions to support their learning throughout the school day. 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. We aim to support pupils in a variety of ways: to develop their cognition skills; support in class; SALT activities, strategies to promote behaviour for learning, emotional Literacy, Lego therapy, and phonics.

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. We currently have 22 pupils completing the programme.



Lego therapy interventions are continuing to be used across school in many different areas. These are used not only to further develop language and communication skills but also in a therapeutic manner to support pupils with regulating emotions. More recently an overview of the benefits of Lego therapy was delivered to all staff.

Aimee attended a multi-sensory teaching course which centred on literacy and dyslexia. She is working with a number of pupils who have been identified as having gaps in their phonological knowledge to begin to close the gaps in their understanding.

As part of whole school CPD, the team have been completing short online CPD training through Aspire; including challenging behaviour and de-escalation, ADHD, PACE approach and attachment.



DESIGN TECHNOLOGY/3D DESIGN

KS3

The first project this year has been quite well received, 'Cardboard Architecture'. Designs have been very varied, some simple houses but others have made shops, temples, Big Ben and even the 'Brutalist Masterpiece' that is Preston Bus Station.



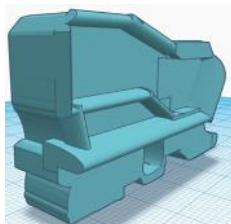
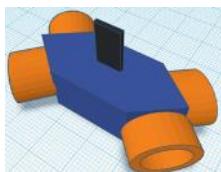
Pupils have had to look at artists and designers that have worked with paper/cardboard in their work and then planned with sketch, then onto a smaller scale card maquette, then onto a larger 'scaled up' cardboard model. Concerning themselves with practical construction problems and the use of scale that meet the requirements of the design brief.



Year 10 3D Design

Both groups have been working on creating 'Passive mobile phone speakers' for 'John Lewis'. It has quite a lot of technical considerations due to the acoustic requirements and looking at the work from a client's perspective.

The use of 3D software modelling has really taken off in this project as has the use of the new 3D printer. Some of the results so far are seriously impressive, with a few pupils creating 'quite technical' models from scratch and printing them out as component parts for the design.





DESIGN TECHNOLOGY/3D DESIGN

Year 11 3D Design

All have started on the 'Natural Forms project (from a previous exam question). There have been some very interesting takes on this topic. Room lights based on Orchids, differing natural elements being reproduced onto a human skeleton, vases based on coral formations etc.

Most are still completing this project and some have returned to projects from the end of last year to add or amend things, this is great as they have learnt things since they did them and this is adding to the quality of the older projects.





ART KS3

KS3

Pupils have explored two units of work this term; Mythical creatures based on the work of street artist Phlegm

PHLEGM — Street artist and sculptor.

Giant Sculptures skills gained;-

- Modelling in Papier Mache
- Designing
- Proportion
- Painting



The Phlegm project has encouraged pupils to model in 3D and to explore the theme of scale when creating artwork. We have looked at using Papier Mache and pupils were encouraged to use their imagination to create their own creature.



We have also touched on image and Identity and why people wear masks. This timed nicely with Halloween and some of the finished masks show imagination and excellent modelling skills.





ART KS4

Year 10



Year 10 have started their portfolios with a project based on the theme of Portraits. 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. Additionally, we students take part in skills workshops to learn new techniques which they can then select to incorporate into their own portfolios. We have recently explored the medium of Lino Printing with some great results.



Skills Workshop- Reduction Lino prints
Skills Gained- process of lino cutting using health and safety rules and selecting correct equipment.



The images show some examples of reduction printing using 2 colours

Year 11

Year 11 have been completing their portfolios and will receive their externally set task in the New Year. Coursework accounts for 60% of the GCSE grade and the 40% gained through the externally set task is very important to student's overall grade. The exam will culminate in a timed 10 hour practical exam so selecting a question which will offer the opportunity to explore and showcase skills is very important.

Year 11 Leavers

All year 11 leavers entered for Art GCSE in 2024 gained a pass and we wish them all well with their next steps as they move into their working lives.





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.



MUSIC

We have been running a twice weekly after school Music club for most of the term now. One session focusing on electric guitar and the other focusing on the creation of electronic based music. Pupils are encouraged to try other instruments in the sessions also, the acquiring of drums, electronic hand drums, keyboard and a very fine acoustic piano has really helped them to experience a variety of instruments and hopefully find something that they might enjoy. Form teachers have been asked to promote this as much as possible, with a few pupils taking advantage of the opportunity. Hopefully the number of pupils getting involved will increase as the word gets around.





WHOLE SCHOOL LITERACY

After lots of research, we purchased some books entitled 'Crossing the Line' by Tia Fisher, for tutor groups to read during form time. We have started with Year 10. It is written in verse and has been well-received so far by the Year 10s.

The teaching and learning of Tier 2 and Tier 3 vocabulary across all subjects continues to be a whole school target for this year. I recently delivered some training on the different ways to teach Tier 2 and Tier 3 vocabulary. Pupils complete an individual audit of the vocabulary to be learnt at the beginning and end of every half term.

This year, we have decided to change the way our whole school reading weeks were run, in response to the pupil voice and staff feedback. Therefore, subjects have been placed into clusters and they will be following a timetable of reading weeks across the year. Staff are placing their reading week resources into a central folder on the shared drive so that it can be quality assured, and new staff are able to see what types of texts and questions have been successful. So far, this has been a positive change, and keeps whole school disciplinary reading at the forefront of our lessons across the school.



WHOLE SCHOOL LITERACY BLOCKS AND DATES 2024-25		
BLOCK A	BLOCK B	BLOCK C
FOOD	ENGLISH	MATHS
DT	HUMANITIES	SCIENCE
ART	PERSONAL DEVELOPMENT	PE
HAIR AND BEAUTY	HISTORY	HEALTH AND SOCIAL
SEND GROUP	R GROUP	HIGH SUPPORT
DATES	DATES	DATES
13.01.25	28.01.25	10.02.25
03.03.25	18.03.25	01.04.25
29.04.25	06.05.25	23.06.25
09.06.25	19.05.25	07.07.25



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

Beth Welsh—b.welsh@larches.lancs.sch.uk

01772 792412 EXT 216





Fantastic Attendance!



Attendance Winners Autumn Term:

Jack Cross	KS3H	98.18%
Suzanna St Jean	11A	94.55%
Keiran Marshall	11C	90.91%

Punctuality Winners (No lates):

Burke, Dani Zain	11R
Jack Cross	KS3H
Ryan Ekins	10H
Ethan Jones	AP
Mason Wogan-Smith	S

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:

Lorraine Morrow —

Attendance Manager

01772792412 EXT 220

Kirsten Scott—Attendance

Officer 01772792412 EXT 219

WHAT IS YOUR ATTENDANCE?

Right to education (Article 28)





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](https://twitter.com/Lancashirepositiveminds)

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.*



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.

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

ANSWERS TO MATHS QUIZ

KS3

1. Identical shapes
2. 8
3. double it



Year 10

1. Hypotenuse
2. Moved from one point to another
3. W the lines intersect)

Year 11

1. Goes through (0,0), straight line
2. 720 degrees
3. Factorising





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 16th December—Parent/Carer event 2.30pm—4pm

Thursday 19th December— Christmas Lunch and Jumper Day—Finish at 1pm

School Closes for Christmas @ 1pm on **Friday 20th December**

School reopens to students on **Tuesday 7th January** at 8.55am

Mid Term Closure = Monday 17th February – Friday 21st February
2024 (inclusive)