

HAPPY EASTER



LARCHES
HIGH SCHOOL

Easter Newsletter 2025

Head Teacher's Message



Another busy term! Many thanks for all your support, it is much appreciated. We welcomed Bryony Nettleton as our new Food Tech teacher in January, and the pupils have been creating some fantastic dishes.

Our termly Memory Days are proving a great success with visits to a variety of venues, which are broadening the experiences of our pupils, ranging from pantomime performances, meals out, archery and climbing.

If any of you have any spare time, we are looking for some new Governors. Please do not hesitate to contact me should you require more information.

I wish you all a Happy Easter break and look forward to welcoming pupils back for the summer term.

WHOLE SCHOOL LITERACY

The Intervention Team have been working closely with pupils who have EHCPs and also those who need extra help to improve their reading, writing and spelling ages. The 'Yes We Can Read' programme has continued to be successful during interventions, improving the pupils' reading ages by several years in a short space of time. The English department have continued to administer the GL Assessment reading age tests in English lessons across the school in order to monitor reading ages and identify pupils who may need some reading interventions.

The whole school reading weeks have continued to take place across the school in subject blocks, which the pupils have responded well to.



HAPPY EASTER

PHYSICAL EDUCATION

The PE department has again received a further £2000 worth of funding to use on sports equipment and storage for this new equipment. This has enabled us to be more organised and to ensure all equipment is safe and secure. We have also further enhanced our relationship with PNE by securing a 2 year deal to deliver in school sessions and with the outlook to deliver afterschool clubs in the upcoming term.



Active 8 Martial Arts/ Defence training have completed sessions in school since Christmas and are looking again to restart in the coming weeks. This has been a great success amongst our pupils and will be working with other groups now to complete the programme.

Again, Larches has joined alliances with other PRU schools in the North West to enhance pupil progression and wider opportunities.

Events and Dates

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

Summer Term 1 –

Orienteering @ Burnley - Fran from CCA - Tuesday 25th June

Summer Term 2 –

Kayaking/Sailing @ Blackburn - Don from Belmont - TBC



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PHYSICAL EDUCATION

AP Football League 2025/26

KS4

Tuesday 15th October W3 D1 L1

Monday 3rd Feb W1 D1 L3

Monday 28th April

KS3

Monday 14th October W1 D4

Monday 10th Feb W4 D1 L0

Monday 12th May

GCSE PE

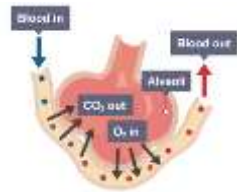
This term GCSE pupils will develop their theoretical knowledge within a number of topics:

- ◇ Opportunities in sport
- ◇ Influences in sport
- ◇ Sports Participation Pyramid
- ◇ Respiratory System

Practical

Throughout the spring 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)
- ◇ Tennis
- ◇ Cricket



HAPPY EASTER

HAIR AND BEAUTY

In Hair and Beauty, the current year 11s have been carrying out hair treatments such as Hair Washing, Blow Drying, French Braiding, Hair straightening, curling and many other types of styling. Together with this they have learnt consultation techniques and how important customer consultations, customer care and feedback is in performing treatments, and incorporated this when working with each other.



Alongside this they have learnt how to use equipment in a safe manner and how to use products and perform treatments in. All the students have worked extremely well completing tasks to a good standard with a good understanding of the safe and hygienic working practices.



Year 10s are working towards achieving their Hair and Beauty Level 1 Award. They are currently working on Facials and learning about the importance of PPE (personal protective equipment), Safe and hygienic practices in the salon and have learnt about the importance of personal presentation and hygiene. They have also learnt about Health and Safety laws.



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MEDIA STUDIES

The focus for KS3 this term has been advertising – particularly television adverts looking at a range of products and how image, lifestyle, product and audience are presented.

Focus is on advertising and marketing across different decades looking at how advertising and marketing has developed; a focus on representation and the use of social class within advertising.

We started off with the 2013 Mercedes Benz Superbowl advert– this has many links to cultural references (deal with the devil, price of fame etc). The advert tells a story of a man sat in a bar, confronted with the Devil who says he can have the Mercedes (and everything that goes along with it) if he will sell his soul. He then visualises models, dancing with Usher, photo shoots, being chased by fans, a trip to Las Vegas (Sin City) and a chance to race in the Indy 500. There is always plenty of discussion and there were good written responses looking at how the advert appeals to the target audience.

We have gone on to look at Fairy Liquid adverts from 1980-1990 and 2025, focusing on the people in the advert, how the demographics have changed over time and what the product claims to be able to do. Likewise, we have done the same with Nike and McDonald's adverts – with the latter showing how the product (actual food and drink) does not feature as much in the modern adverts. KS3 classes concluded that was because the product was so well known there was no need.



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HUMANITIES

Following our research into the Normans, Tudors and Victorian Britain last term our focus has been on the wider world, the seven continents and one particular country in Europe, Asia and Africa.

We always start at home with the United Kingdom. Students enjoyed learning about the identity and culture of the four nations that make up the UK, our location within our continents and where we are in comparison to other major nations. Students were surprised at how small our island is and how we have become such a diverse country through our history as an Empire that dominated various countries throughout the world.

Europe was of particular interest, in particular with which countries shared borders with each other within mainland Europe. Student became aware of the difference in climate depending on whether they were Northern, Southern, Eastern or Western. Students successfully identified various seas in Europe and the major capital cities. South East Asia was another area that fascinated the students with the sheer number of countries and the same applied for the Middle East. All other continents were researched and extensive questions and tasks given regarding their location, number of countries, cultures and customs.



Italy was the main focus for Europe, looking at the main Geographical features, how it became such a developed country since its formation in 1870. The North / South divide was also reviewed with industry, tourism and wealth dominating the North, with the Skiing resorts of the Alps being fine examples. Students enjoyed comparing the resort from the 1960s to the present day and how the Valle d'Aosta has changed. The strong links with the neighbouring countries in the North of Italy compares drastically with those in the isolated South.



We then moved onto Japan and its main features, its development through major companies, what life is like in their capital city, Tokyo, and the problems that such a highly populated city can cause.



HAPPY EASTER

HUMANITIES

We finally went to Africa and the less developed country of Kenya. In comparison to the majority of their neighbours, Kenya is a developing country but not compared to our two previous countries. Is health, wealth and education as readily available in Kenya compared to Italy and Japan? We also looked at the capital city, Nairobi, its population of over 2 million and the contrast between the rich and the poor within the city. It has been an interesting, thorough and compact term of work and most of the students have enjoyed the work and produced good work, excellent discussions and gained knowledge of the wider world.



FOOD TECHNOLOGY

This month and next, our year 11 students are finalising their BTEC qualification by cooking one and two course dishes.

Pictured are examples of the skills our students have been independently using such as baking, marinating, frying, simmering and knife techniques.

As well as working on their presentation skills and developing creativity and confidence in home cooking.



In our theory work, we have also looked at creating dishes on a budget, using leftovers, along with understanding origins of dishes such as Tacos and Chicken Fajitas which our Key Stage 3 pupils have enjoyed making and exploring the different spices involved



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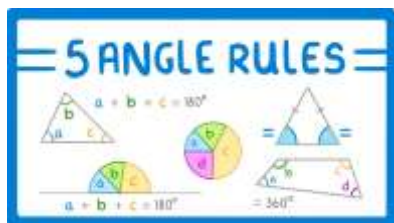
MATHS

This term the Maths department has utilised the work done by staff that has identified the major gaps in that are restricting the progress of learners across the school in Maths. We are beginning to see improvements in ability and confidence in foundational skills throughout the school.

An example of this is in KS3 we have designated specific time in lessons specifically for times tables interventions, as this was the largest area for improvement. Through the use of online resources such as Blooket, where the emphasis is on fun competition between classmates, students have been practicing and improving their times table skills. This has resulted in noted improvements throughout all topics such as calculating percentages of amounts and percentage change.

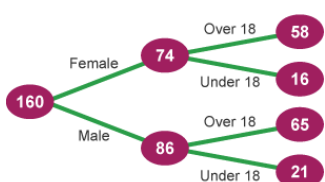


In Key Stage 4 year 10 students have been exploring the different properties of shape and angles. Building on the foundational knowledge of interior angles of triangles students have successfully explored how to apply this to polygons of any number of sides. Students have then combined this with the rules of angles on parallel lines to solve complex angles problems involving shape. Continuing the topic of angles we then moved on the bearings and discovered the real world applications which include use in the shipping industry and orienteering. This linked to the topic of vectors and students were able to recognise the links between a bearing which controls the direction and the vector which also includes the magnitude.



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MATHS



Year 11s completed their mock exams which was an opportunity for staff and students to be able to get a detailed overview of the strengths and areas of improvement across the year group. This has then been targeted in revision sessions and interventions. In lessons we have covered all for transformations and students

have been learning the key points when performing and describing each type. We have then moved on to probability and looked at the different ways data can be displayed such as frequency trees, Venn Digrams and sample space diagrams, and calculated the probability of events using these methods.

Revision sessions continue to be running up until the exams which are available to all students whether they are working to improve their grade or want to consolidate their learning.

KS3R

This last half term over in R we have had a space theme, learning facts about space / planets and incorporating this in to many subject areas. The children have really engaged in all aspects of this topic. Going forward our new themed topic is Ancient Egypt



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3D DESIGN—DESIGN AND TECHNOLOGY

A good start to the year after Christmas with some excellent work produced by KS3.

'Cardboard Houses' was well received, and pupils produced some very varied ideas. There were also some good seasonal makes, with candy cane houses and Christmas decorations.

We moved on to 'Perpetual Wooden Calendars'. Lots of focus on repeating hand skills to produce identical cubes that go into the calendar, lots of measuring, marking and cutting needed plus some simple CAD elements like text engraving and number stencils production. Working a natural material with hand tools and its unforgiving properties.

Pupils also had to research and produce evidence about the evolution of modern calendars.



HAPPY EASTER

3D DESIGN—DESIGN AND TECHNOLOGY

Year 10

Both groups have created 'Passive mobile phone speakers' with some superb results. All have moved on top producing work based on the concept of 'Dwellings'. This topic has been used before and has produced some great results. A lot of detailed model making skills are involved in this generally as most pupils tend to make representations of existing buildings or fabricate fantasy structures, I'm still waiting for someone to create one that has some other use, like a 'tent as a desk lamp' or something more abstract but I'm sure it will come eventually.



Year 11

We are some weeks into exam piece preparation now, with only a few weeks left until the actual exam itself. Most are on target to be ready for the exam with their final designs prepared and the refining of manufacturing/ craft techniques being practised. Lots of scale models have been made and materials tested.



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PERSONAL DEVELOPMENT

This term we have been focusing on 'Relationships' up to half-term, then 'Health and Wellbeing'. Safenet were invited into school to speak to all groups about 'Friendship and Conflict', the content was adapted to meet the needs of the different age groups. Blackpool Sexual Health Service also came into school to speak to KS4 around 'Consent' and 'STIs'.



KS3 started the term looking at 'Valuing difference', racism and religious discrimination. They have moved onto 'Body Image' and 'Online Safety'.

Year 10 started with relationships and have moved onto identifying positive role models. This then leads onto the social and emotional risks of drug use.

Year 11 also started with relationships but moves onto making positive lifestyle choices and keeping themselves safe in independent contexts. The Careers Team continue to work with year 11 pupils to secure positive destinations for September.

KS3 R have been studying the topic of Space. We arranged a trip to Jodrell Bank to look at the telescope, the Whispering Dishes and the world's largest Orrery, a moving model of the solar system.



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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.

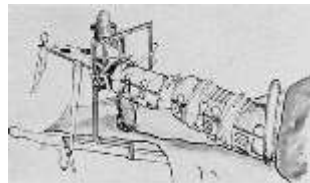
This term, the Year 10 GCSE group have been finishing the first module, paper 1.

Medicine in Britain: c1250 - Present

We are moving onto the Historic Environment:
The British Sector of the western Front, 1914-18.

World War 1 significantly advanced medical practices, leading to breakthroughs in surgery, the development of blood transfusions, and improvements in the treatment of infections, laying the foundation for modern medical care.

This term, the Year 11 GCSE group are coming to the end of 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.



HAPPY EASTER

ART AND DESIGN KS3

We have been looking at the Pop Art movement at KS3 and have explored the topic through either painting, drawing, model making or textiles.

POP ART—Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s.

Year 9 have been working in 3D, constructing models based on the theme of Food; this work was inspired by another Pop Art artist called Claes Oldenburg who created public sculptures. This project really did allow students the opportunity to choose very different models to construct and lots of skills were developed such as drafting a net template, using modroc and applying paint and lettering to their models. The final sculptures will include crisps, chocolate bars, cans and ice-cream- enough to make you hungry!!



HAPPY EASTER

ART AND DESIGN KS4

Year 10



Year 10 are completing their first major GCSE project in which they are looking at the topic of Portraits. The students must follow the Art and Design process in this project by researching the work of artists, experimenting with a wide variety of materials and developing their ideas.

Additionally, students need to link their own



original work to famous portrait artists and they have studied Rembrandt, Françoise Nielly and Shepard Fairey. In addition, year 10 continue to expand their skills by completing skills workshops; hopefully students can now include these techniques within their own personal responses.



Year 11

Year 11 continue to produce work for their final portfolios and it is brilliant to see some work being completed at home too; demonstrating the determination and motivation that our students can show! The exam board issued the external exam in January and we have had 6 weeks of preparation to consolidate ideas and thoughts

on a final response. The students will have a 10hr timed exam to complete their final pieces.

Topics for the exam cover a wide range of starting points including Narrative, Landmarks and Connections. We wish them the best of luck as they approach their GCSE examinations and remind all parents that there is an after school support class held every Wednesday.

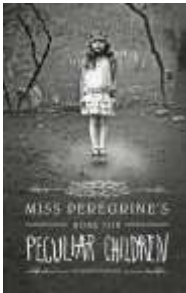


HAPPY EASTER

ENGLISH



In January, we had our second visit to school from author, poet and spoken word specialist Nathan Parker. During this visit, Nathan delivered two creative writing workshops to Year 10 and Year 11. Nathan read some extracts from his award winning published novels and helped them to understand the elements of a successful short story. The pupils really enjoyed these and were able to create some fantastic pieces of writing; this prepared them well for the narrative writing section of the GCSE English exam.



The KS3 pupils have continued to respond well to the 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 'The Hunger Games' by Suzanne Collins or 'Miss Peregrine's Home for Peculiar Children' by Ransom Riggs. Pupils also enjoyed creating their own dystopian, 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 will be writing their own biography of a chosen person.

Year 11 have been entered for their terminal 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. Mock exams took place in January for all Year 11s and after school revision sessions are on offer for any Year 11s that wish to attend.

We have also had 10 Year 11 pupils pass both their Reading and Writing papers in the Functional Skills English exams. The ones who narrowly missed the pass mark for one of the papers have been re-entered for a later date in the year.

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



HAPPY EASTER

HEALTH AND SOCIAL CARE

The Year 11 Health and Social care group completed their work experience at Acorns Primary School just before Christmas and in early January, and they have since been able to use their valuable experiences to enable them to complete the two remaining pieces of coursework on 'Health and Social Care Values' and 'Effective Communication in Health and Social Care'. Both of these coursework assignments are lengthy and have 3 separate tasks within them. In this course, there are 3 pieces of coursework altogether, each worth 25% of the final mark, and a terminal exam in May, also worth 25%. They were able to see the Acorns pupils deliver the dress rehearsal for their Christmas play, which was so valuable because the school are absolutely marvellous at including every pupil in the performance, regardless of their ability or differing needs.

As well as this, our students were placed individually into different classes during each visit. The staff at Acorns were extremely complimentary about the conduct of our students and impressed with how they got involved with the Acorns pupils, helping them in activities and building relationships with them in such a short space of time.

It was pleasing to be able to contact the parents/guardians of our students and relay such positive feedback and praise. The Year 11s have said how much they enjoyed their time at Acorns and have been able to reflect on how valuable this experience has been.



HAPPY EASTER

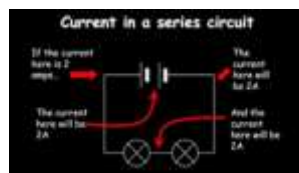
SCIENCE

We are part way through another amazing year with lots of new additions to the Science department.

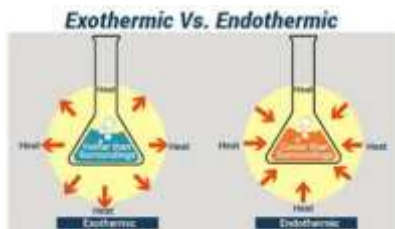


Year 11s can breathe a sigh of relief having now completed all required learning for their GCSE course. This term they have looked at Waves and ripple tanks, Ecology including sampling, distribution and abundance, Electromagnetism and Earths Resources. We hope they achieve their targeted grades and wish them all the best for the future, whatever it brings!

The year 10s are working through their GCSE course and are studying hard, their perseverance and resilience is really shining through as they complete some tough topics such as Electricity, Organisation and Infection and Response. Pupils have utilised the circuitry equipment to build series and parallel circuits, calculate potential difference and apply Ohms law to calculate resistance.



Key stage 3 have covered topics such as: Heating and cooling; how our homes are heated through conduction, convection and radiation then looking at how energy loss within our homes can be reduced. Exothermic and Endothermic Reactions with practical lessons on making hand warmers and coolers. Pupils really enjoyed our topic on Drugs, Alcohol and Cigarettes and the effects these substances have on a developing foetus, the pupils utilised their discussion skills well in this topic and were able to use scientific terminology to discuss the effects of drugs/alcohol with their peers and staff.



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

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

01772 792412 EXT 216



HAPPY EASTER

INTERVENTIONS

This term the intervention team continued to support all pupils across the school. We currently have 73 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 continued 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. Recent assessment data indicates improvement in reading age for a number of the pupils who have engaged with the programme.



The department have recently purchased a number of new resources to support the development of auditory, visual and working memory skills. This resources are being piloted with a number of pupils who have been identified through assessment by our Speech and Language Therapist.

As part of whole school CPD, the team have accessed further training with our Educational Psychologist around Neurodiversity – the identification of Executive Function needs of our cohort. Following the half term break Aimee and Amanda attended Red Rose Letters and Sounds phonics training with colleagues from a number of high schools in the Preston area. This training has been set up to respond to the increasing number of pupils entering KS3 with significant gaps in their reading and writing skills, impacting their ability to access the school curriculum.



HAPPY EASTER

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



Chocolate Fudge Easter Cakes

Ingredients:

140g soft butter
140g golden caster sugar
3 medium eggs
100g self-raising flour
25g cocoa sifted

For the frosting

85g milk chocolate broken
85g soft butter
140g icing sugar sifted
235g/1.5oz packs white chocolate (Maltesers, mini foil-wrapped chocolate eggs. We use Fairtrade Divine milk chocolate eggs from Waitrose)

Method:

Step 1

Heat oven to 190C/fan 170C/gas 5 and put 16 gold cases into a fairy-cake tin. Tip all the ingredients for the cake into a mixing bowl and beat for 2 mins with an electric hand-whisk until smooth. Divide between the cases so they are two-thirds filled, then bake for 12-15 mins until risen. Cool on a wire rack.

Step 2

For the frosting, microwave the chocolate on High for 1 min. Cream the butter and sugar together, then beat in the melted chocolate. Spread on the cakes and decorate with Maltesers and chocolate eggs.

Courtesy of bbcgoodfood.com



HAPPY EASTER

Fantastic Attendance!



Suzanna St Jean	11A
Cara Muskett	10S
Sufian Ali	S
Caroline Duncan	HS
Sky Newcomb	KS3R
Kayden Holden	KS3R
Allisia O'Neill	KS3C
Mason Worgan-Smith	S
Jacob Tootell	A
Rohann Narboneta	KS3H

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 illness-es.

If there is any problems please contact the attendance team:

Lorraine Morrow—Attendance Manager 01772792412 EXT 220

Attendance Officer
01772792412 EXT 219





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 **Friday 4th April**

Bank Holiday = **Monday 21st April**

School reopens to students on **Tuesday 22nd April** at 8.55am

May Day Bank Holiday Closure = **Monday 5th May**

Mid Term Closure = **Monday 26th May – Friday 30th May**
(inclusive)

