



Summer Newsletter 2025



Head Teacher's Message

Another very busy and successful year comes to an end. I am very proud of my pupils and staff. As you can see, some great work has been completed in all subject areas. The Memory Days have proved to be a real success and planning has already started for next year trips.

We welcomed Dr S Mahay to the Science Department midway through this term and have a new lead for Maths and a Construction teacher starting in September, which is very exciting. We will be delivering Construction on site from September for our pupils, so there is building works ongoing to upgrade our site.

Wishing you all a happy and safe summer holidays.





FOOD TECHNOLOGY

In Food Technology this term, we have been exploring new equipment such as the electric whisk and blender.

Whilst maintaining safe and hygienic practices in the kitchen. Our theory work has included these safe practices but also how to economically use a budget and also new vocabulary linked to our curriculum, to advance our cooking knowledge - and to be used when evaluating dishes.

Our Key stage 3 pupils have made marble cakes, smoothies, and potato salad/coleslaw and burritos.

Meanwhile the year 10 option groups have been making soups, pasta dishes, spring rolls, banoffee pie and marble cake.





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 GCSE group have been working on the first module for Paper 2. We will move onto The American West after the summer holidays.

Early Elizabethan England, 1558-1588

Studying Elizabethan History at GCSE helps students understand a pivotal period of change in England's political, religious, and cultural identity. It explores how Elizabeth I maintained power in a divided nation, how threats at home and abroad were handled, and how developments in exploration, theatre, and education shaped modern Britain. Learning about this era builds critical thinking, historical enquiry skills, and a deeper appreciation of how the past influences the present.



Year 11 pupils completed their final exams and we wish them all the best for the future.





DESIGN AND TECHNOLOGY - KS3

Since the conclusion of the previous half term, most pupils have been engaged in completing their "Wire Sculptures" projects, many of which have yielded impressive outcomes. Following this, students are transitioning to a new project, the "Steady Hand Game". This task involves the design and construction of a wire-based buzzer game, familiar to many, and serves as an introduction to fundamental concepts in electronics and soldering. A strong emphasis is placed on the cognitive and creative processes involved in the development of each design. Students have drawn inspiration from a diverse range of themes, including Minecraft, Love, the sea, and cacti.

The "Wire Sculpture" project has also provided an opportunity to reinforce essential yet often underemphasized skills. These include the refinement of fine motor abilities, mastery of challenging materials, and the application of joining techniques and laminating processes.

Additionally, students recently completed a sculpture-based project titled "Assemblages," which showcased their ability to explore and express artistic concepts through three-dimensional forms.

Some examples of our last completed project based around sculpture 'Assemblages'.



Year 10

Year 10 GCSE Art and Design students have recently completed a project centred on the theme of "Dwellings," inspired by a previous GCSE examination prompt. The outcomes have been highly impressive, with students demonstrating a wide range of sophisticated techniques and creative processes. This project has allowed pupils to explore architectural and conceptual interpretations of space and habitation through various media.





DESIGN AND TECHNOLOGY - KS4

Having concluded this thematic work, all students have now moved on to independent, self-directed projects that will occupy the remainder of the academic year. These personal explorations are designed to prepare them for the more abstract and conceptually challenging components of the Year 11 curriculum.



Year 11

Year 11 students have been diligently focused on completing their final GCSE examination pieces, while also revisiting previous coursework to refine and enhance the quality of their outcomes. This reflective process has allowed pupils to demonstrate growth in both technical skill and conceptual development.

The overall standard of work produced by this cohort has been exceptional, with many students exhibiting notable creativity, precision, and sophistication in their design work. The level of finish achieved across the group is commendable, and their accomplishments reflect a strong commitment to artistic excellence.





HAIR AND BEAUTY

In Hair and Beauty this term, Year 10s have completed the Facial 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 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 Demonstrating Hair Styling with some excellent work produced resulting in achieving a Beauty Therapy level 1 qualification with Distinctions.

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

Following our research into the Normans, Tudors and Victorian Britain in the Autumn term, the wider world, the seven continents and one particular country in Europe, Asia and Africa last term we returned to a Historical unit for the summer with the focus being the twentieth century.



We started with the First World War and its consequences, students enjoyed learning about why did it start, what happened on the Western Front, how Britain recruited volunteers, life in the trenches and how people's views on war changed between 1914 and 1918.

Research into the relationship between the countries involved in the War initially was invaluable and class discussions were interesting. They were fully engaged in the impact of Communism and the threat it had in Europe. Advancement in warfare also proved interesting and students learnt through primary and secondary sources. Propaganda, pressure and patriotism were key words and features but views changed when generations were lost due to poor leadership.



The failure of the League of Nations was a topic that students wrote extensively about and the threat coming from Germany and Italy during the late 1920s and early 1930s. Nazi Germany was studied in depth which ultimately led to the Second World War.

This term has seen a lot of independent learning and students have enjoyed that freedom. Providing various sources and loading their workload seemed a little intimidating initially but students have developed their learning through extensive reading, visual sources and a few video clips. Their writing skills have improved and some students are now producing essay style answers which will inevitably help prepare them for their GCSE subjects in September.

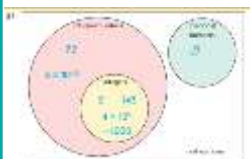
It has been an interesting, thorough and compact term of work and most of the students have enjoyed the work, excellent discussions and gained knowledge of the effects that both Wars had on modern history.





MATHS

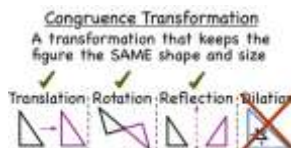
This summer term the maths team have been covering a wide range of topics in Key Stages 3 and 4 whilst year 11s completed their exams



KS3 started by defining key terms used when categorising numbers and solved number problems that resulted in irrational answers such as surds, and using Pi when calculating with circles. Students were able to understand that using roots and Pi symbols made these calculations easier to do, especially when

not using a calculator.

We then moved on to the topic of maths and money, by looking at maths through the contexts of bills and receipts. We also covered percentages by looking at how taxes are calculated, students chose their dream job and were able to use their skills with percentages to select a tax bracket and calculate income tax.



We ended the term by focusing on transforming shapes on graphs and Pythagoras' theorem.

Students started by investigating the terms similar and congruent and which type of new shape each transformation created.

In year 11 there was a main focus on exam preparation before completing their exams on either side of half term. Revision clubs continued as they had from January and there was good signs of revision also being completed off site at home, through work packs given out by school and students accessing their own resources online via YouTube. The very best of luck to all students for results day!





KS3 COMPUTING

Bringing Ideas to Life: Exploring Animation in Computing

This term, pupils in our Computing class have been exploring the fascinating world of animation—a subject that combines creativity, storytelling, and technology to bring digital ideas to life. From bouncing balls to interactive characters, students have been learning how to design and animate their own creations using a variety of tools and techniques.

The unit began with an introduction to the early principles of animation, followed by key concepts such as frames, motion paths, and timing. Pupils discovered how small changes in position and speed can create the illusion of movement, laying the groundwork for more advanced projects.

Throughout the term, students completed a range of imaginative and hands-on activities, including:

Thaumatrope – These simple optical toys helped students understand persistence of vision, the way our eyes blend images shown in quick succession. By spinning a disc with different images on each side—like a bird on one side and a cage on the other—students saw the two images merge into one.

Flip Books – Pupils created their own flip books by drawing a sequence of images that changed slightly from page to page. When flipped quickly, the drawings appeared to move, demonstrating how traditional animation works frame by frame.

Stop Motion Animation – Using everyday objects, clay figures, or paper cutouts, students brought their stories to life by capturing individual frames and moving their characters in small steps. When played in sequence, the frames created smooth, lifelike motion.

These projects not only introduced students to the technical side of animation but also encouraged creativity, patience, and problem-solving. Whether designing a character's walk cycle or animating a short scene, pupils worked both independently and in teams to bring their ideas to life.



It's been a term full of innovation, collaboration, and discovery—and we're incredibly proud of the creativity and enthusiasm our students have shown. We can't wait to see where their animation skills take them next!





PHYSICAL EDUCATION

Again, Larches has joined alliances with other PRU schools in the North West to enhance pupil progression and opportunities. We still have a number of activities taking place until the end of the school year. Please find below the activities that have taken place throughout the year. Thank you to all pupils involved this year, the turnout has been the highest since we started the PRU network 4 years ago.

Autumn Term 2 - 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 – (Re arranged due to weather)

Summer Term 2 - Orienteering @ Burnley - Fran from CCA - Tuesday 1st July

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

Events and Dates to take place

Summer Term 2

- Preston North End – Delivering in class sessions to our KS3 pupils.
- Kayaking/Sailing @ Blackburn - Don from Belmont – TBC





PHYSICAL EDUCATION

AP Football League 2024/25

Another, Successful season with our KS3 team coming in 2nd place and our KS4 team in 4th. Well done to all pupils that have contributed to the team this year and hopefully next year we will claim 1st place.

Please find below the final league tables sent from Burnley School Games.

KS3 AP School Football										
Pos	Team	P	W	D	L	F	A	D	PTS	PTS AV
1	Roselyn House	12	7	3	2	18	2	16	24	2
2	Larches	12	4	6	2	15	8	7	18	1.5
3	Eden	12	4	5	3	9	7	2	17	1.4167
4	Heights Blackburn	5	1	4	0	6	5	1	7	1.4
5	Heights Burnley	9	3	1	5	7	9	-2	10	1.1111
7	St Thomas	7	1	1	5	2	16	-14	4	0.5714
8	Coal Clough	5	0	2	3	1	4	-3	2	0.4

KS4 AP School Football										
Pos	Team	P	W	D	L	F	A	D	PTS	PTS AV
1	Shaftesbury	14	10	2	2	23	6	17	32	2.29
2	Blackpool FIC	9	6	2	1	13	1	12	20	2.22
3	Heights Blackburn	14	6	5	3	17	8	9	23	1.64
4	Larches	14	4	5	5	8	13	-3	17	1.21
5	Pegasus	9	1	4	4	1	17	-16	7	0.78
6	Eden	10	1	2	7	3	17	-14	5	0.50
7	Coal Clough Academy	5	3	1	1	5	2	3	10	2.00
8	St Thomas	5	2	1	2	4	8	-4	7	1.4

GCSE PE

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

- ◇ Skeletal System
- ◇ Joints of the body
- ◇ Sporting Injuries
- ◇ GCSE Y11 Revision

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
- ◇ Basketball
- ◇ Fitness/ Boxing
- ◇ Badminton
- ◇ Tennis
- ◇ Cricket





MEDIA STUDIES

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 'Vogue' and clips from the film, 'The Devil Wears Prada'. 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.



We have also this term been looking at the 'History of Rap' exploring the origins of the genre from the early 1970s (Sugarhill Gang 'Rapper's Delight') all the way through to the Super Bowl halftime show featuring Dr Dre, Snoop Dogg and Mary J Blige. Analysis has been on the changing nature of lyrics and content of music videos





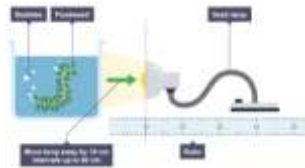
SCIENCE

We are coming to the end of another amazing year and celebrating with a new member of staff to the Science department, our team is going from strength to strength!

Year 11s can breathe a sigh of relief having now completed all of their GCSE Exam's. We hope they achieve their targeted grades and wish them all the best for the future, whatever it brings.



Well done year 11 we are extremely proud of you all!



Our year 10 cohort are coming to the end of all the scientific content needed to complete paper 1 in their GCSE's next summer. Their perseverance and resilience is really shining through as they complete some tough topics such as Nuclear Equations and Quantitative Chemistry, Bio-energetics looking at the importance of Metabolism and Exercise on the human body, the different types of Respiration in animals and plants and the Fermentation process when making food and drinks. Pupils carried out Required Practical's to investigate how light intensity affects the rate of Photosynthesis and looked at how plants are able to regulate the process of photosynthesis in order to preserve water.

Well done year 10, keep up the amazing work!

Key stage 3 have studied topics across all three disciplines such as Inheritance and evolution where pupils learned about the importance of preserving biodiversity and why conservation efforts are important to maintain ecological balance. Pupils were intrigued by our lessons on genetics and that certain traits are passed on by parents and some are because of the environment we live in. Our topic on Reproduction introduced pupils to the importance of flora and fauna and the impact of pollinators in our food cycle. Pupils have also studied Electricity and Electrostatic forces and were able to explain how a material can become charged using balloons, perspex and microfiber cloths.

Lovely work KS3, keep it up!

Thank you for a wonderful year, enjoy the summer and stay safe!





ART AND DESIGN

KS3

Our latest KS3 project has focused on using pencil to shade and add depth and tone to faces and facial features. It has been amazing to see confidence grow as these skills have developed. Some of the final results are a credit to the care and attention shown by pupils.



Key Stage 3 have explored the topic of 'Blue Planet'; researching and discussing life underwater and our role in preserving our environment. The students have prepared backgrounds where they have developed their painting and colour mixing skills by adding under the sea imagery to their unique backgrounds.

Some fantastic work has been produced.

Skills learnt

- Enhanced colour mixing skills.
- Gained a more secure knowledge of how to apply layers of acrylic paints.
- Considered composition in their work.

Beautiful Corals, sharks and floating jellyfish all remind us of our amazing world underwater. Of course, we are allowed some artistic creativity when producing artwork with shimmering mermaids!!

This work showcases some of the talented artists here at Larches some of whom will be selecting Art as a GCSE option at the end of this year.





ART AND DESIGN

Year 10



Year 10 have completed their first major GCSE project in which they looked at the topic of Portraits. The students 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. They have selected their own personal choice project as a second project, taking ownership of their learning by selecting a topic of interest usually leads to very unique and positive results as you can see from the

acrylic painting here.

Year 11

Year 11 have now completed their externally set exam and their work has been externally moderated. The students completed a 10 hour exam after their preparation period. All the projects are very individual and they should all be very proud of themselves. We wish them the best of luck as they start the next chapter in their lives.





ENGLISH

This term we have started running individual English intervention sessions for KS3 and KS4 students as a result of Year 11 having left school. We identified individual students who we felt would benefit from a 7-week programme of tailored intervention. Areas of focus have ranged from improving spelling to use of inference and deduction reading skills. We have also identified the need for a 'crash course' at the start of Year 11 (starting in September 2025) to reintroduce more rigorous specific English language terminology – a refresher, if you will.

KS3



The KS3 engagement with the new curriculum has continued to be positive overall. Last half term all the KS3 groups studied 'Romeo and Juliet' and created some excellent pieces of work about Shakespeare, the context of the play and the characters in 'Romeo and Juliet'. This half term, we are continuing with the second year of our KS3 poetry unit, specifically concentrating on song lyrics and poetry. The main focus has been protest songs and poems such as, 'That's Entertainment' by Paul Weller and 'War' by Bruce Springsteen.

Year 10



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. We have purchased some new Macbeth resources – which are accessible for our pupils. Again, some pleasing progress and outcomes shown, evidenced by both work in folders and books and also target grades met. Pleasingly, three pupils are on their second 80 page exercise book, having filled their first one with some great

quality work!

Year 11

The Year 11s completed their English Language GCSE and some were also entered for English Literature. As a department, we delivered a bespoke revision session after school on a Thursday, every week from February half-term onwards. We have also had many students taking their Functional Skills Reading and Writing exams.

V. Evans





PERSONAL DEVELOPMENT

Studying personal development in school equips students with the knowledge, skills, and values they need to thrive in life beyond the classroom. It promotes emotional well-being, resilience, self-awareness, and responsible decision-making. By exploring topics like mental health, relationships, diversity, and careers, students develop the confidence and character to navigate challenges, build healthy relationships, and contribute positively to society. Personal development helps prepare young people not just for exams—but for life.



The summer term for Personal Development focuses on 'Relationships' and 'Living in the Wider World'. We have arranged for a number of trips and visitors this term to support year 10 pupils to prepare for year 11 and the career related decisions they need to make. Our Careers Advisor is available to meet with all year 10 pupils to discuss their aspirations and advise on the next steps for them. The DWP have been in school a number of times this term to talk about 'Life after Larches' with year 10 pupils. The sessions have focused on post-16 options available to them, along with team building activity and a CV workshop. We are currently identifying opportunities for work place visits for the next academic year.



When we return to school in September, the careers team will be supporting the Year 11 pupils in identifying and securing positive post-16 destinations. Parents and carers will be invited into school to discuss options and opportunities.





Summer Word Search

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

RELAXATION
 TRAVELING
 HOT
 SUNSHINE
 POPSICLE

BARBECUE
 OCEAN
 BEACH
 SUNBATHE
 GRILLING

VACATION
 SWIMSUIT
 AIR CONDITIONING
 SWIMMING
 ICE CREAM

WATER PARK
 LAKE
 POOL
 CAMPING
 SPEEDBOAT



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INTERVENTION

This term the intervention team continues to support all pupils across the school. 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.

This term the intervention team continued to support all pupils across the school. We currently have 65 (not including the y11s) pupils with Individual Education Plans who access regular interventions to support their learning throughout the school day.

We have continued to work 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.



We also have a number of pupils completing intervention 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.

ELSA interventions are also taking part in school. ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long-term additional emotional need.





TRIP TO BLACKPOOL ZOO

What a fantastic day out!

To celebrate the end of a wonderful school year, our pupils took a much-anticipated trip to Blackpool Zoo—and it couldn't have gone better! From the moment we stepped off the coach, excitement filled the air, and the pupils were a credit to the school throughout the day.

The trip offered students a chance to see a wide variety of animals, from majestic lions and playful monkeys to curious reptiles and towering giraffes. A real highlight for many was the incredible sea lion show, which left everyone amazed by the sea lions' clever tricks and playful personalities.



We're proud to say that all the pupils behaved perfectly—showing kindness, curiosity, and respect throughout the day.

It was a day filled with learning, laughter, and lasting memories. We're already looking forward to next year's trip—we can't wait to see what adventures await!



Well done, everyone!





TRIP TO CHILL FACTOR



A group of students were taken to Chill Factor in Trafford. In the centre, they experienced cold conditions of -4 degrees and had to wear specialised equipment. The pupils had a blast throwing themselves down slopes on the donuts and sledges. Pupils and staff had lots of fun including many races to the bottom and a snow ball fight! It was a unique experience; one we hope to do again.



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

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

01772 792412 EXT 216





Fantastic Attendance!



Suzanna St Jean	11A
Ethan Waters	11R
Ryan Ekins	10H
Riley Downes	KS3C
Keegan Albin	KS3S
Zain Hussain-Smith	KS3R
Skye Newcomb	KS3R
Caroline Duncan	HS

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

If there is any problems please contact the attendance team:
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 Summer after school on **Friday 18th July**

Inset Day—School closed to students on **Monday 1st and Tuesday 2nd
September**

School reopens to students on **Wednesday 3rd September** at 8.55am

Mid Term Closure = **Monday 27th October – Friday 31st October 2025**
(inclusive)

