



Christmas Newsletter 2025



Head Teacher's Message

We have had a fantastic term at Larches. As you can see inside this newsletter, pupils have been doing some amazing work across all areas of the curriculum. Pupils continue to work positively towards our Larches Family values—Respect, Responsibility, Empathy, Individuality, Trust, Empower and there are always lots of nominees from staff every day.

Our new Construction offer is proving to be very popular for pupils. Phase 2 of our development in this area will start early 2026 combined with some improvements to our indoor sports provision. I do hope you can come to our next Parent/Carers Afternoon so you can see our new facilities.

Pupils have been out and about this term—Ribby Hall; a performance of 'Christmas Carol' in Bolton; Memory Days to Chill Factor and Liverpool Football Club; off site visits to support our Careers Support and Sports fixtures.

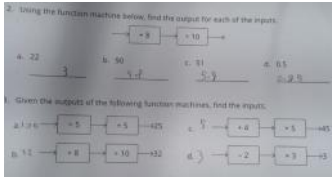
Wishing you all a Merry Christmas and all the best for 2026.





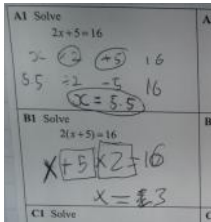
MATHS

KS3



In KS3 this term we started the new school year by covering graphs, we looked at how to use line equations to create graphs and how changing each part of $y=mc+c$ changed the resulting shape. Students were then able to pick out real world examples of these types of graphs. For example, using a

straight-line graph to exchange money to budget for a holiday. Work was adapted to challenge every student across the year groups and abilities present in these classes. We then moved on from Graphs to solving algebraic equations, starting from foundational skills of basic functions, students were able to break down two step equations into function machines. We used inverse machines to solve missing inputs.



This was then related to using algebra, replacing "input" and "output" with letters representing unknowns and solutions. Introducing equations in this way reduced the effect of the common aversion to algebra as they could fall back to using function machines if they were not sure. Students then progressed at their own rate, gaining confidence and solving more complex equations.

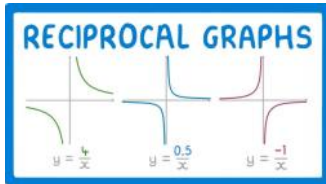
With students that were very secure and had moved on from function machines we introduced inequalities and related the method of solving these to equations. Other students were still able to achieve success in inequalities, using symbols to describe the relationships between two equations and representing them on a number line.

This related into our next two of properties of shapes by using shapes to generate equations to solve. After this we used knowledge of 2D shapes to define and show the properties of 3D shapes including prisms and pyramids. All students have been working on the same subject areas throughout this term but have progressed at their own pace with the majority of them showing progression as they have moved through the year.



MATHS

KS4



This term in KS4 we started by looking at graphs. Starting by recapping how to generate and plot coordinates from a table of values using the line equation. Links were made to the skills of algebraic substitution and calculating with negative numbers as these equations produced lines that laid in

all 4 quadrants. As we progressed, we looked at how raising the coefficient of X changed the resultant shape with student become familiar with quadratic and cubic graphs. Students that became sure in these also covered reciprocal graphs, with links made to fractional indices. Throughout this topic links were constantly being made to real world examples of the use of these and links to other parts of the maths curriculum, priming them for future learning.

We then moved on to the unit of statistics which gave a great opportunity for active maths experiences, for example collecting data around school through surveys and creating their own frequency tables. Students then were able to present this data in different ways, looking at which method is more appropriate for each data set. Students were able to categorise the data that they have collected into primary or secondary, with some becoming sure in tier 3 maths vocab of qualitative and quantitative information. Student progress has been assessed through assessment and then cross referenced with our comprehensive tracking system.

Frequency Table

A **frequency table** is a way of organising collected data. To do this we draw a table with **three columns**:

- The first column is for the different items in the data set.
- The second column is for the tally marks.
- The last column is the frequency column where we can add up the tally marks and write in the corresponding frequencies.

We can add up all of the frequencies to find the total frequency of the set of data.

E.g. Colours of 12 shirts in a wardrobe,

blue	pink	blue	white	white	blue
black	white	blue	pink	blue	white

Colour	Tally marks	Frequency
Black		1
Blue		5
Pink		2
White		4
		Total = 12





INTERVENTIONS



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.

The intervention team continue to support all pupils across the school. At the time of writing this, there are 71 pupils with Individual Education Plans in place who access regular interventions to support their learning throughout the school day. A new IEP format has been introduced for the Autumn term which includes long and short term targets in line with assessment data and recommendations made by Educational Psychologist and SALT specialist. These plans provide SMART, realistic and achievable targets along with opportunities to celebrate successes with our pupils.

We currently have a number of pupils on the 'Yes We Can Read' programme. Pupils enrolled on this programme have shown signs of reading delay; highlighted through reading assessments completed in their English lessons. The aim of this programme is to build up pupil's confidence with reading and develop skills to de-code 'tricky' words using phonological knowledge with a view to improving their reading comprehension and fluency. Recent assessment data indicates improvement in reading ages for pupils who have engaged with the programme.

We recently purchased a series of Rapid Recall resources to support pupils with working, auditory and visual memory skills. The books provide practical structured exercises to develop and extend visual/auditory/ working memory. These resources are being piloted with a number of pupils who have been identified through assessment by our Speech and Language Therapist - pupils are engaging positively with these resources.

The intervention team continue to support the SENDCO in school by preparing and collating evidence for EHCP needs assessments to further meet the needs of our pupils.



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.



In October, we welcomed a visiting author, Nathan Parker. Nathan's teen fiction novel, 'The Disappearance of Timothy Dawson', won the Lancashire Book of the Year Award. He read some excerpts from his novel, delivered some of his performance poetry and led workshops with some KS4 pupils on how to improve their narrative writing skills. These were really successful and well-received by the pupils.

As a department, we have since purchased a set of Nathan's award-winning book to use as a class reader with the KS3 groups and have developed a new and interesting scheme of learning to go alongside this. We will be inviting Nathan back into school in the Spring Term to deliver some workshops to the KS3 pupils and read some excerpts from the second book in his Granville trilogy.



Last half term in KS3, 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. October was Black History month, and they created some superb empathetic writing pieces, writing as Rosa Parks.



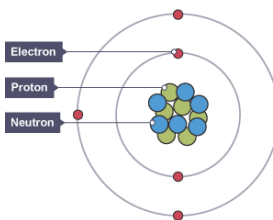
Year 11, as well as engaging in GCSE English Language lessons, are currently studying the poetry anthology for GCSE English Literature alongside 'A Christmas Carol'. We have planned a trip to the Bolton Octagon Theatre on Friday 12th December for the Year 11s to watch a live theatre performance of 'A Christmas Carol.' This performance promises to be very entertaining.



SCIENCE

We are coming to the end of term and we are celebrating our new member of staff, as our team is going from strength to strength, welcome Dr Sukhbinder Mahay!

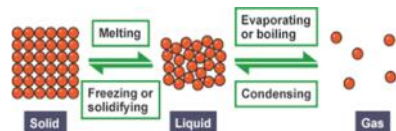
Key stage 3 pupils covered topics in all 3 of the sciences so far such as basic lab safety and how to spot hazards, The Particle Model in chemistry, Cells, Movement, Drugs and Health in Biology and Light and sound Waves in Physics. The students have been using a variety of resources including practical lessons in Breathing and microscopy, videos, quizzes, multi choice answers and extended written answers to prepare them for their next step. Lovely work KS3, keep it up!



Year 10 are settling well into their GCSE course and are enjoying the increased practical sessions. We have already covered topics on Cell Biology and cell transport including the completion of required practical sessions in microscopy, preparing their own slides by mounting and staining onion cells before viewing them and Osmosis.

Students had to prepare potato cylinders, place them in differing concentrations of solutions and write their own hypothesis based on previous learning from the topic. Other topics completed include Atomic Structure and bonding, this is one of the bigger topics in science and is very heavy in content. This cohort have shown amazing resilience using moly mods, Venn diagrams and comparison tables to break up the amount of theory involved in this topic. The students are very supportive of each other and work well to help with explanations when classmates are struggling. Well done year 10, keep up the amazing work!

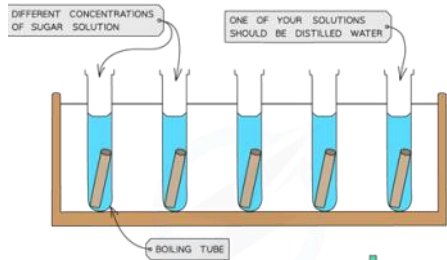
Year 11 continue to improve and give it their all, with required practical's such as Reaction times in Homeostasis and response, Measuring Rates of reaction using concentration of acid as an independent variable, Hooke's Law and the investigation of motion already being completed. Each practical comes with a write up of the method table of results and presentation of data, this allows the students to practice their graph skills, data analysis and gives them the opportunity to form a hypothesis.





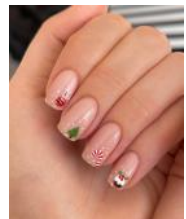
SCIENCE

The students are currently working through Inheritance and variation and are showing great maturity with the topic which includes inherited disorders, asexual and sexual reproduction cloning and selective breeding.



HAIR AND BEAUTY

In Hair and Beauty this term we have been working around creating an image based on a theme, the girls have all picked a theme relevant to themselves and have been practicing and evaluating hair, make-up and nail art techniques around this theme! They have each created a mood board and have followed the idea's on their mood board to put together a final theme. We have also run a Christmas nail art competition, they have researched Christmas themed nail art and each chosen 2 designs to put forward in the competition, this will be judged by SLT during the last week of term and the top 3 will win a prize.





CONSTRUCTION

Building Skills, Building Futures



The multi-skill construction course at Larches provides young learners with an excellent foundation in practical skills, career awareness, and personal development. This term (September–December), pupils have been actively engaged in carpentry and joinery, painting and decorating, and essential health and safety practices.

Stretch and Challenge

Students have been consistently stretched and challenged through complex and realistic construction tasks. Practical activities included:

- Building real roof trusses and constructing a timber-framed dwelling, requiring advanced measurement and assembly techniques.
- Progressing to advanced woodworking joints, moving beyond basic skills to achieve higher craftsmanship.
- Completing individual projects such as toolboxes, chairs, stairs, and tables—encouraging creativity, precision, and independence.

Theory sessions have also embedded stretch and challenge strategies, including:

- Higher-order questioning to deepen understanding.
- Problem-solving activities linking theory to practical application.
- Verbal discussions to build confidence in articulating ideas.

This combined approach ensures pupils are not only meeting expectations but are being pushed to achieve their full potential in both skill development and critical thinking.

Employer Partnerships

Strong partnerships with local businesses play a vital role in the success of vocational training. Larches is extremely grateful for the generous support received from local employers like Ashton Joinery and Jewson through material donations. These contributions allow students to work with authentic resources, bridging the gap between classroom learning and real-world practice. This collaboration enhances training quality and reinforces community commitment to preparing young people for future employment.



CONSTRUCTION

Phase Two Progress

Exciting developments are underway! On the 23rd November, Larches held its first meeting with Lancashire County Council to discuss Phase Two of construction development. Plans include:

- Enhanced facilities to create a multi-functional, realistic working environment.
- Expansion into additional trades such as bricklaying and tiling, complementing existing carpentry and joinery provision.

This next phase reflects our commitment to delivering a comprehensive, industry-relevant curriculum that prepares learners for future opportunities.

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.





HISTORY

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.

The year 10 GCSE group had the opportunity to visit the Imperial War Museum North in Manchester.

We watched 'Animals and War' on the 360-degree cinematic Big Picture Show before moving around the exhibits in small groups. The pupils took turns on the tank driving station and tried to identify smells from the trenches. The trip supports the content on Paper 1 and Paper 3 exam papers.





PERSONAL DEVELOPMENT

This year we have introduced the JIGSAW programme in Personal Development. We began the school year looking at 'Being Me in My World' before half-term. This focused on their own identity and possible influences. This half-term we have been 'Celebrating Difference' with KS3 and Year 10.



We were fortunate to have the Police in school to deliver a brilliant presentation on 'Knife Crime'. Operation Sceptre is a national, UK-wide police campaign that runs twice a year to tackle knife crime through a combination of enforcement, education, and intervention.

In year 11 this term pupils have been studying 'Dreams and Goals'. This has been supplemented with career specific sessions from external agencies, The DWP came into school to deliver mock interview training sessions which were available to all year 11 groups. They came in for an extra session to conduct mock interviews and provide feedback to pupils.



Department
for Work &
Pensions

PRESTON
COLLEGE

Preston College came into school to speak to the Year 11 groups about their post-16 plans and to answer any questions they may have about courses and entry requirements.

We have a new Independent Careers Advisor in school every Wednesday and many pupils have taken the opportunity to meet with him to draw up Action Plans. James Ainsworth is available to speak to parents and carers after 2:30pm on Wednesdays if you have any questions or concerns, please don't hesitate to contact school.



PE

Again, Larches has joined alliances with other PRU schools in the North West to enhance pupil progression and opportunities through the 2025-26 academic year. We are still connected with PNE in delivering football sessions in school, alongside organising specific trips to enhance pupil interest in sport and future career opportunities. As a PE department, we are looking to enhance careers within the curriculum with GCSE pupils attending organised career fairs or industries linked within the sport sector. The PE department is currently in discussion to take our GCSE pupils to visit a local gym and leisure centre to identify the different roles and jobs that are required within both settings. Pupils will also take part in some fitness testing and understand how to use the gym equipment.

Events and Dates

The following activities and dates have been organised for our PRU network 2025/2026 season.

Autumn 1

- ◆ Football – KS4 6/10/25 + KS3 13/10/25

Autumn 2

- ◆ Dodgeball – Thursday 11th December

Spring 1

- ◆ Badminton – Wednesday 28th January
- ◆ Football – KS4 02/03/26 + KS3 09/03/26

Spring 2

- ◆ Table Tennis – Date TBC
- ◆ Tag Rugby – Date TBC

Summer Term 1

- ◆ Futsal – Date TBC
- ◆ Football – KS4 27/04/26 + KS3 11/05/26

Summer Term 2

- ◆ This Girl Can Festival – 04/06/26
- ◆ OAA – Date TBC





PE

AP Football Leagues -

The first round of football fixtures have taken place, and both our KS3 and KS4 teams have started the season very strong.

KS3 League

	P	W	D	L	F	A	D	PTS	PA
1. Larches	4	4	0	0	9	2	7	12	3
2. Belmont	4	3	0	1	5	3	2	9	2.3
3. Heights Burnley	4	1	1	2	1	4	-3	4	1
4. Diversity	4	1	0	3	2	4	-2	3	0.8
5. Eden	4	3	1	0	1	5	-4	1	0.3

KS4 League

	P	W	D	L	F	A	D	PTS	PA
1. Blackpool	6	4	1	1	10	2	8	13	2.2
2. Belmont	6	4	1	1	8	2	6	13	2.2
3. Heights Blackburn	6	4	1	1	7	1	6	13	2.2
4. Larches	6	3	2	1	5	3	2	11	1.8
5. Oswaldtwistle	6	2	0	4	4	7	-3	6	1
6. Rose	6	1	0	5	2	9	-7	3	0.5
7. Eden	6	0	1	5	1	13	-12	1	0.2



GCSE PE

This term GCSE pupils have developed their theoretical knowledge within a number of topics:

- ◆ Physical, Social and Mental health
- ◆ Lifestyle Choices
- ◆ Components of Fitness
- ◆ Lever Systems
- ◆ Planes of movement and Axes of rotation
- ◆ Muscular System



Practical

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

- ◆ Football
- ◆ Table Tennis
- ◆ Basketball
- ◆ Fitness/ Boxing
- ◆ Badminton





FOOD TECH

Our fantastic KS3 pupils have been experimenting with incorporating hidden vegetables into their cakes, starting with these delicious carrot cupcakes. They also practiced their creative skills by adding festive decorations in preparation for the upcoming holiday season.

There are plenty more sweet treats to look forward to in the coming weeks, including a decorating competition with the chance to win a small but tasty prize.



KS4 pupils (Years 10 and 11) are currently working towards their BTEC Home Cooking Skills qualifications at Level 1 and Level 2. Year 11 students are focusing on effective time management by preparing two healthy courses within a set time frame, while Year 10 students are developing their independence by producing one healthy course without any assistance. These skills will support them as they prepare to cook a full Christmas dinner in the coming weeks and learn to manage busy kitchen environments.

A small group of KS4 pupils will also have the opportunity to visit Ribby Hall Village, where they will explore professional catering and hospitality equipment in the Papa John's kitchen and make their own pizzas. The visit will also provide valuable insight into the local job market and the wide range of career opportunities available in the hospitality sector.





COMPUTING

Autumn Term 1: Exploring Algorithms and Flowcharts

This term, the KS3C group delved into the fascinating world of Algorithms and Flowcharts. The lessons aimed to help pupils understand what an algorithm is, why it matters in problem-solving, and how to represent algorithms visually using flowcharts. Along the way, they developed essential skills in logical thinking and step-by-step planning.

We began by introducing algorithms as sets of instructions to solve problems, using relatable examples like making a sandwich or a cup of tea. Pupils then explored flowcharts, learning common symbols such as start/end, processes, decisions, and input/output, and how these help to visualize algorithms.

Hands-on activities were a highlight of the unit. Pupils created algorithms for everyday tasks, converted them into flowcharts, programming robots to go to specific places and worked collaboratively to debug and improve flawed instructions. These exercises strengthened their reasoning, problem decomposition, and teamwork skills.

The results were impressive:

- Pupils successfully created and interpreted flowcharts.
- They demonstrated clear algorithmic thinking through practical tasks, including programming robots with step-by-step instructions.
- Engagement was high, and feedback from group activities was very positive.

Many pupils started the term with little understanding of algorithms but finished confidently writing and representing them using flowcharts—a fantastic achievement!





HUMANITIES

Following last term studying the First World War, the rise of Hitler and the start of the Second World War, we have looked at the relationship between the United States of America and the Union of Soviet Socialist Republic during the war and, more importantly, in the years between 1945 and 1990.



To fully understand the relationship and the infamous Cold War, students enjoyed looking at the impact that both the USA and the USSR had on defeating the Germans in Europe. Sources ranging from Fiona Reynoldson's excellent account of events in *The Twentieth Century World* (which is ideally suited to our pupils), to real life accounts on BBC I Player has allowed students to appreciate what they are learning in lessons, repeated visually by outstanding historians.

Hitler's reasons for invading Russia and how he treated all Communist countries left students questioning why? The timing of the invasion intrigued classes as to the lack of preparation which led to their defeat. 20 million Russian soldiers and civilians were lost during the conflict which ultimately led to the Soviets wanting such protection from their border countries for the next 50 years.

Whilst the impact of the War in the East fascinated classes, the organisation and volume of soldiers involved with the D Day landing was another topic that caused lots of discussion over a few lessons. Varied sources were used to show how this military operation changed the direction of war but also sacrificed a lot of Allies, in the military and civilians. *D Day: The Unheard Tapes* was a three part series which gave insight into the scale, optimism, fear, loss and sacrifice associated with both the USA military and all three British armed forces.

Students have also come to realise that dropping the Atomic bomb on Hiroshima changed the modern world and we still live in fear of it happening again. Reynoldson's book quotes the pilot stating "*My God, what have we done?*" compared with the President who claimed "*This is the greatest thing in history*". Our students now appreciate different perspectives and can identify historical sources that have a different view and opinion. "*On September the 6th my daughter got sick...her hair began to fall out..after ten days of agony she died*". The empathy and understanding shown by our students whilst reading such quotes, clearly shows that they are enjoying the topic.



HUMANITIES



Whilst being in Humanities what I enjoyed the most was watching the documentaries, which gave an inside view and clear understanding of the wars and all the danger it caused to everyone participating. This also showed the differences on who ruled where and what they believed in, as well as how wars would

travel into other countries, which I personally really thought helped me understand and intake a lot more information. Key Stage 3 pupil.

Following a different political ideology has been at the forefront of our studies this term and students appreciate both democracy and communism. In The next few weeks we will look at:

- the division of Germany in 1945 which eventually led to the building of the Berlin Wall in 1961
- The Truman Doctrine and the Marshall Plan
- The Korean War
- The Cuban Missile crisis
- The Vietnam War

All these historical events have contributed to the Cold War. Each topic will follow the same format, various texts and sources (primary to secondary) from all sides involved. This will give our pupils a balanced account and allow them to have their own opinions on what caused the conflict and which ideology they believe in.

A final treat will be watching Rocky IV, a film produced at the height of the Cold War in 1985 comparing both ideologies. Who will our pupils support?????





DESIGN TECHNOLOGY/3D DESIGN

KS3

During the Autumn term, all KS3 students have been involved in designing and building bird boxes, also known as nesting boxes. The focus of this project is on creating designs that are suitable for wildlife while using traditional materials and hand-building techniques. Students began with research into modern styles to move away from the typical, standard bird box concept. This was followed by initial sketches, then detailed production drawings, cutting plans, precise measurements, and the use of traditional jointing methods. Most students completed their boxes before half-term, while a few are taking extra time to add intricate details, which is commendable.

Our current project is the creation of cardboard animal masks. The aim is to use simple, recycled materials to construct large-scale decorative pieces. Nearly all KS3 students are actively participating and contributing creative ideas. Some are using low-poly templates to assist with the basic structure of the masks, which they can later customize or modify.

For Halloween, several students also tried their hand at carving and whittling to make spooky skulls to take home!





DESIGN TECHNOLOGY/3D DESIGN

The groups have been working on creating passive phone speakers. This is a simple, brief-driven design project with clearly defined stages to follow. The purpose is to help students become familiar with the GCSE syllabus by building on their KS3 Design and Technology experience and introducing them to the structured stages of design before progressing to more abstract concepts.

So far, some outstanding designs have been produced.



GCSE

All pupils began with the theme “Natural Forms,” inspired by a previous exam question. The interpretations have been very creative, including a bee-hive-inspired building, a volcano and lava flow diorama, a mushroom-shaped desk lamp, and a “Ship of Shells.” Each piece is impressively executed and shows strong ability to develop ideas across multiple aspects—such as form, function, and conceptual thinking.





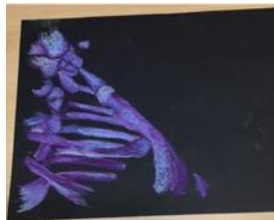
ART KS3

KS3 Pupils have explored two units of work this term; Graffiti and The Body. The Graffiti project has encouraged pupils to model in 3D and to explore the theme of scale when creating artwork.



KS3 year 8/9 have explored the topic of graffiti and looked at the work of Banksy and My Dog Sighs. We made our own 'tags' drawn out in coloured pencil and then moved on to creating a 3D graffiti initial based on Alex Cruz's cardboard artwork. All pupils were given the opportunity to complete Halloween inspired masks, this was greatly enjoyed.

We have just started a new project based on the topic of 'The Body' students have started by exploring positive and negative spaces through the use of skeleton images; they have looked at mixing oil pastels and creating contrast with a black background. We will move on to creating models in motion poses based around Alberto Giacometti's sculptures.



Successes

- KS3 wanting to take home the work they have created at school; this is encouraging and demonstrates the sense of pride pupils' experience.
- Great work is celebrated on the WOW wall in the class (work of the week) which shows ongoing and completed work and students are selected for Head teacher's award

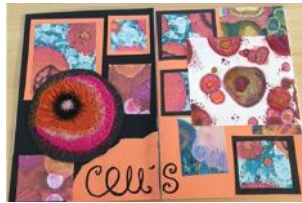


ART KS4

Year 10



Year 10 have started their portfolios with a project based on the theme of Cells. 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, the 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 Marbling and working with PVA and dyes to make samples based on the work of Artist Klari Reis and Bruce Riley.



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. Current topics in year 11 vary from Machines to Portraits; highlighting areas of interest and allowing students ownership of their own work.



There are some very talented artists in school and Mrs Sutton-Little is starting an Art Gifted and Talented group. If your child is invited to join this group, please encourage them to attend any after school opportunities or trips offered to them; they really do have an aptitude for the subject!!!!



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 have been attending on a Thursday afternoon. This experience is invaluable for our pupils to be able to complete the two pieces of coursework required for the completion of the course.

Some photos from their visits so far:



Two of the 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.

As a result of our Year 11 trip to Chorley Life Centre at Chorley Hospital last year, Keiran Marshall, one of our Year 11 pupils who left in June, has started an apprenticeship as a nursing assistant at Chorley Hospital.

These apprenticeships were explained to the Year 11s during our visit.

Keiran popped into school a couple of weeks ago in his uniform and was explaining what his daily tasks involved on the wards. A real success story!



We have made the change from Pearson exam board to the Eduqas Level 1/2 Health and Social Care qualification. One of the significant changes in the new syllabus is the learning and application of Maslow's Hierarchy of Needs. Below is an excellent piece of work from Cara M in Year 11.



WHOLE SCHOOL LITERACY

Our whole school reading weeks are continuing within clusters of departments. 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. I will be popping into lessons during the Spring Term to quality assure the delivery. We have continued to implement the New Group Reading Tests across the school and I recently delivered some whole staff INSET on how to analyse these scores and specific strategies that can be used in lessons to enable pupils to access the texts and resources and improve their confidence in reading fluency.



As a result of the NGRT reading age results and the AAB scores, pupils have been identified for the 'Yes We Can Read' reading fluency and phonics programme which is delivered by the intervention team during an 8 week block. We have also recently purchased some short reading books to use in inter-

vention for struggling readers. Both of these have been successful and yielded positive improvements in pupils' reading ages. We are going to be purchasing a different reading test via GL Assessments to assess the pupils whose reading ages are significantly low. The purpose of this is to be able to unpick their specific difficulties, be it phonics, fluency or comprehension. The YARC reading test will enable us to do this, and hopefully show a greater improvement as a result of our intervention programme.

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



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
- Barnardo's
- 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 220

Lauren Williams—l.williams@larches.lancs.sch.uk

01772 792412 EXT 216





Fantastic Attendance!



Attendance Winners Autumn Term:

Sufian Ali	A
Ryan Ekins	11R
Caroline Duncan	A
Luisa Ormisher	10H
Mason Worgan-Smith	S
Tyler Worden	High Support
Maisie Ibrams	High Support
L'Taya Faith Royle-Hypolite	KS3H
Haseeb Ur Rehman	High Support
Raafahy Khan	10H

Punctuality Winner

Tyler Worden	High Support
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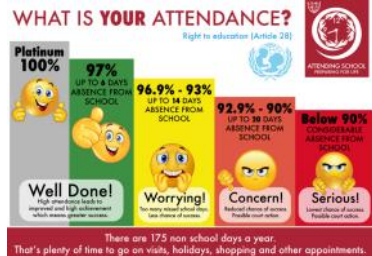
This year, we are working together to increase our school attendance and punctuality. As a school, we offer many supportive measures to improve/support attendance; it is extremely important to attend any meetings you are invited to. Our dedicated Family Support/Attendance Team can support you directly with attendance. However, our wider repertoire of support may also include any of our teachers, support staff or our behaviour, emotional and mental health support team, safeguarding team or from our SENDCo.

Remember, being in school each day is important—not just for your child's learning, but for building friendships and growing together. Everyday they attend school, they're contributing to their own success.

If there is any problems please contact the attendance team:

Lorraine Morrow —Attendance Manager
01772792412 EXT 233

Attendance Officer 01772792412 EXT 219





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.*









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.

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 REVISION.

- 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/>



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 8th December—Parent/Carer event 2.30pm—4pm

Monday 15th December— Christmas Lunch and Jumper Day—Finish at 1pm

School Closes for Christmas @ 1pm on **Friday 19th December**

School reopens to students on **Tuesday 6th January** at 8.55am

Mid Term Closure = Monday 16th February – Friday 20th February
2026 (inclusive)