

HAPPY EASTER



LARCHES
HIGH SCHOOL

Easter Newsletter 2026

Head Teacher's Message



As we reach the end of another busy term, it has been lovely to see our pupils getting involved in such a wide range of exciting learning experiences. From creative classroom projects to wider opportunities across the school, our pupils continue to impress us.

This term also marks a sad moment as we say good bye to Erica Sutton - Little, our Art teacher, who is retiring after more than ten years of teaching at Larches. Her passion for creativity has shaped countless pupils' journeys, guiding them not only in developing their artistic skills but also in achieving their qualifications

with confidence. Her classroom has always been a place where imagination is encouraged. We wish her the very best in her well-deserved retirement. As we head into the Easter holidays, I hope everyone enjoys a restful break and wish you all a peaceful and happy Easter.

We look forward to welcoming everyone back for an exciting summer term ahead.

WHOLE SCHOOL LITERACY

We recently had a visit from Katy McWean, the Lancashire Schools' Literacy Adviser. She was very pleased with how our Whole School Reading Weeks have become embedded within the curriculum and how well the teaching of the Tier 2 and Tier 3 vocabulary is being audited and taught explicitly across all the subjects. Mrs. Evans was able to show her our extensive bank of Reading Week resources that staff have created and placed in the shared folder. This has proved extremely useful for any new staff to be able to see the kind of resources that have proved successful in lessons.



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PHYSICAL EDUCATION

Again, Larches has joined alliances with other PRU schools in the North West to enhance pupil progression and opportunities through the 2026-27 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 through the PNE foundation. 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. We have recently booked a visit to Lancashire University in April 2026 to look at the Sport and Exercise Science facilities alongside a career focus in sports nutrition and business management within the sporting 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.

Spring 1

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

Spring 2

- Table Tennis – 04/03/26
- Tag Rugby – Date TBC

Summer Term 1

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



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PHYSICAL EDUCATION

Summer Term 2

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

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

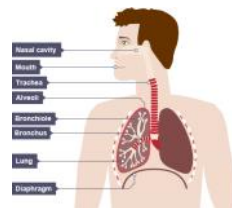
KS4 League

	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 will develop their theoretical knowledge within a number of topics:

- Diet and Nutrition
- Cardiovascular System
- Components of Fitness
- Respiratory System
- Opportunities in sport
- Influences in sport
- Sports Participation Pyramid



Practical

Through the spring term pupils will complete a block of lessons in both their core and GCSE practical lessons on the following activities:

- Football
- Hockey
- Basketball
- Tennis
- Cricket



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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 studying the first module, paper 2.

Early Elizabethan England, 1558 - 1588

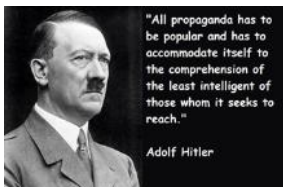
This is the British Depth study and makes up 20% of the final GCSE mark. Depth studies cover a shorter period of time and require knowledge about society, people and events in detail. Students need to understand how the different aspects of the period fit together.



The British Depth Study tests two main skills:

- Knowledge and Understanding – Students get marks for showing knowledge and understanding of the key features of the topic.
- Thinking Historically – Students will need to use historical concepts to analyse key events and developments. These concepts include significance, continuity and change, and cause and consequence. Students will also need to use historical concepts to give a judgement on an issue. This may require them to explain how important they think a person, event or development was in Early Elizabethan England

Year 11 pupils should be finishing off the topic Weimar and Nazi Germany - 1918-1939 and focusing on revision in preparation for their exams starting in May.



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FOOD TECHNOLOGY



Some of our options group in year 10/11 have been fortunate enough to visit Ribby Hall Village over the last few weeks to visit the campus, find out about catering and hospitality roles, see a real life 'busy' working kitchen and speak to the chefs and other professionals in their role to inspire fu-



ture prospects for our pupils. The pictures below reflect the Papa John's pizza making session whilst on the trip - where our pupils showed off their skills in cooking!

KS3



Key Stage 3 pupils have been learning about the different types of healthy foods including how to balance food plates and diets as a whole, also the impact of bad diets. How garnishes can make our foods look more attractive and marketable! This group will be exploring more sweet dishes in the upcoming weeks with the celebration of Eid and Easter fast

approaching.

KS4

Whereas our Key Stage 4 pupils have been working on their presentation of these healthy food plates and how to design a balanced meal, which reflects the appropriate portion size. The year 11 pupils are completing their theory work to conclude their level 2 qualification in home cooking skills where they have produced two courses within a short time scale. The year 10 pupils are celebrating their success of completion of a level one award in home cooking skills - ready for the introduction of level two next!



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HUMANITIES

Our focus has been more Geography based this term looking at the climate in particular. Starting in the UK we looked at the weather throughout the four seasons, concentrating mainly on the summer and the winter. Pupils' knowledge of towns and cities in the UK improved throughout the term especially their location on our island, for example, Inverness in North East Scotland compared to Falmouth in South West England. Through regular tasks including map reading, detailed diagrams, tables and graphs pupils discovered that the South was mostly warmer than the North and the West wetter than the East. Being slightly closer to the Equator and having the North Atlantic Drift coming in from the Atlantic are the main reasons for this and most pupils understood this.



We progressed to looking at Seaside Resorts and the impact our climate has on their economy. Pupils independently researched one coastal resort from each country in the UK, the attractions and how the weather affects the popularity of these resorts. This task followed from a task where all pupils looked at Newquay, Bournemouth, Great Yarmouth, Blackpool, Scarborough and Oban.



Factors affecting climate was researched, primarily; latitude, distance from the sea, prevailing winds, and height. These were key factors for investigating the Equatorial Climate. Pupils came aware of the location of these climates, the daily temperatures and rainfall patterns. Altitude was another factor which found snow on mountain tops in Kenya despite being on the Equator. The wildlife, trees, culture, inhabitants and scientific research within the

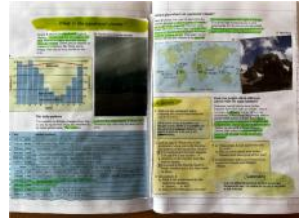
rainforests were supported with excellent educational films from the BBC specifically aimed at Key Stage 3. These were shown after the work was completed to support the research.



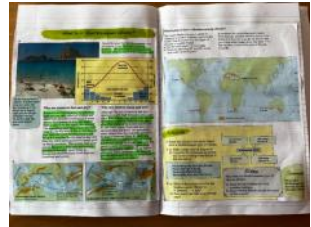
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HUMANITIES

We then moved onto the deserts of Americas and Africa, compared both, its temperature and rainfall, location and how wildlife survives. BBC Teach was used again to aid research as was turning the deserts near Dubai into tourist attractions which the pupils really enjoyed.



Whilst studying the tropical rainforest and hot deserts seem alien to our pupils the next chapter was a lot closer to home and some had recent experience of visiting a few places we were investigating. The Mediterranean climate does exist beyond where we normally associate with; California, Central Chile, South Africa and South West Australia share the same climate as the traditional UK holiday destinations of Spain, Greece, Italy,



Croatia, Tunisia, Egypt and Turkey. Pupils soon realised the previous work on the UK climate was evident, with the North Atlantic Drift and its prevailing winds affecting the climate in the Mediterranean during both the summer and winter seasons. Comparing its location to the Equator was again a repetitive fact that pupils referred back to and fully understood. The vegetation in this area was looked at once again and the final task was researching a particular holiday destination chosen by pupils individually ranging from mainland Spain to North Africa.



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CONSTRUCTION

Overview

The multi-skill construction course for young learners at Larches provides an excellent foundation for practical skills, career awareness, and personal development. This report outlines the advantages of such a programme, Pupil buy in and emphasising the importance of health and safety, carpentry and joinery, and painting and decorating, which the pupils have been undertaking within the first terms (September-February).

Student's progress

The multi-skill construction programme has made strong progress during the first and second terms. Most students are developing well across the key units, which include carpentry and joinery skills, basic woodworking joints, health and safety, and preparation of surfaces for decorating.

- Health & Safety practical and theory portfolios have been completed by most
- C&J units (practical and theory) have been fully completed by the vast majority.
- P&D units have been completed by most

Current students on programme breakdown:

20 (3 year 11's, 10 year 10s, 4 SEND, 3 external schools)

While progress overall is positive, there have been some challenges with pupil attendance, which has affected a small number of learners. Interventions have been implemented, these measures are helping to ensure that all students remain engaged and have the opportunity to achieve the required standards.

Student's behaviours

Student behaviour in the practical workshop environment has been consistently positive throughout the term. Pupils have demonstrated strong engagement and genuine interest in the subjects, showing clear commitment to learning and applying practical skills. They have adhered to the strict workshop rules, ensuring a safe and organized working environment at all times.

Stretch and Challenge

Students have been consistently stretched and challenged throughout the term by engaging in complex and realistic construction tasks. Practical activities have included:

- Small/Large Planters
- Christmas trees
- Chopping boards
- Chess boards
- Small bedside tables
- Stools



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CONSTRUCTION

Employer partners

Larches is extremely grateful for the generous support received from a number of local businesses through the donation of materials. These contributions have been instrumental in delivering key components of the course, allowing students to work with authentic resources and gain practical experience that reflects professional environments. Donations have come from:

- Jewson's building supplies Preston, Timber to the value over £800
- Ibstock brick has kindly donated 10,000 Bricks, to the value of roughly £8750

Phase Two Progress

Phase Two will provide a multi-functional, realistic working environment designed to broaden the scope of practical learning for pupils. The new facilities will enable students to undertake additional trade activities such as bricklaying and tiling, complementing the existing carpentry and joinery provision. This expansion reflects our commitment to delivering a comprehensive and industry-relevant curriculum that prepares learners for future employment opportunities.

During the week commencing 16th February, we were pleased to see the start of construction on the new semi-permanent building that will support the delivery of bricklaying, block paving, and a wide range of additional construction-based disciplines. This purpose-built, 100-square-metre facility represents a significant investment in our practical learning environment, and I am delighted to confirm that the project has been completed on schedule and is now fully ready for use. The development marks an important step forward in enhancing the hands-on learning opportunities available to our students, providing them with a modern, spacious, and professionally equipped area in which to develop their skills. Phase Two of the project has also delivered a number of substantial improvements across the wider site, including:

- Enhanced access to the courtyard from the existing workshops, improving movement and connectivity for both staff and students
- Installation of new perimeter fencing, creating a safer and more defined working environment
- A dedicated mixing area, designed to support a variety of practical construction activities while maintaining strong health and safety standards
- The installation of upgraded electrical systems, future-proofing the space and enabling the safe use of modern tools and equipment



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CONSTRUCTION

These additions have been carefully designed to complement the school's long-term construction vision and to ensure that our students can learn in a high-quality, industry-inspired setting. The improvements not only strengthen our practical provision but also demonstrate our continued commitment to creating an engaging and professional learning experience for all learners at Larches High School.

We are confident that this new facility will play a vital role in supporting our curriculum, inspiring students, and broadening the opportunities available within the construction pathway.



High Support Key Stage 3

In High Support (KS3) pupils have created Eid decorations and learnt about Ramadan and why people of the Muslim faith fast during this holy month. Muslim pupils also explained to the group some of the phrases related to Eid and Ramadan and their significance.



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HAIR AND BEAUTY

This term, our Hair and Beauty students have been developing their creative and professional skills through practical workshops focused on nail art design. These sessions allow learners to explore both artistic expression and the essential industry standards required to deliver safe, high-quality nail services.

Starting with a Full Client Consultation

Before any nail art service begins, students are taught the importance of conducting a thorough consultation. This includes:

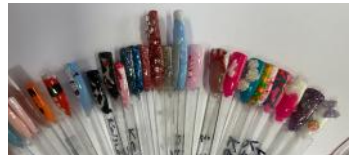
- Discussing the client's desired style or theme
- Assessing nail condition and natural nail shape
- Identifying any previous treatments or sensitivities
- Agreeing on colours, finishes and the type of nail art to be created
- Setting realistic expectations for the final design

These consultation skills help build confidence, communication, and professionalism—key attributes for any future beauty therapist or nail technician.

Understanding Contraindications

A crucial part of training involves studying contraindications—conditions that may require a service to be adapted or avoided. Students learn how to identify issues such as:

- Nail infections
- Broken or damaged skin around the nail
- Severe nail splitting or peeling
- Allergic reactions
- Inflammatory conditions (e.g., eczema or psoriasis on the hands)



By recognising these early, learners ensure the safety and wellbeing of their clients.

Our fantastic Hair and Beauty students have thoroughly enjoyed practicing these techniques on swatches and on each other, they have produced some fantastic work.

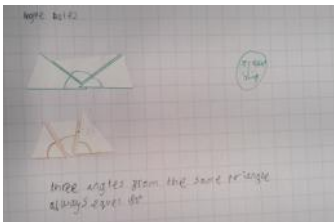


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MATHS

The Maths department started the classroom use of our department iPads this year, firstly with the use of times table rock stars. Students were immediately engaged with learning in this way and it gave students the opportunity to demonstrate their maths skills and identify specific areas of improvements. We have scheduled multiple periods throughout the week as intervention but have also incorporated the use of iPads into regular lesson structure in order to provide more engaging lessons. Examples of this are included in the section below.

KS3



In the new year in KS3 we started by doing a deep dive into the main categories of numbers, inegers, rational, irrational and imaginary. Students were able to put any number or fraction into these categories and use the features of each one to complete complex calculations. For example, knowing that you can express PI as a symbol instead of a long string of numbers made calculations involving circles much simpler. Being able to express irrational numbers as fractions also made calculating with decimals easier as students then covered how to do the four operations with fractions. They showed real confidence with interpreting subject specific vocabulary such as denominator and numerator and were able to use fractions in complex problem solving. Such

Rate	Time	Amount
10%	2yrs	1000 x 2 = 2000 ✓
10%	7yrs	1000 x 7 = 7000 ✓
5%	1yrs	1000 x 1 = 1000 ✓
5%	2yrs	1000 x 2 = 2000 ✓

Practise today getting a mean

as area of a triangle with fractional lengths.

We then moved on to a the topic of money, cross curricular links were made to personal development and students were able to talk confidently about budgeting and personal finance. We looked at filling out a bank statement and then checking pay slips. This empowered students to be able to advocate for themselves with clear links to real world applications for maths. We then moved on to how important percentages are for personal finance first in terms of savings accounts and then tax. Students used iPads to search for the best accounts they could find and then calculated their estimate savings and tax from a chosen job, which they also researched online.



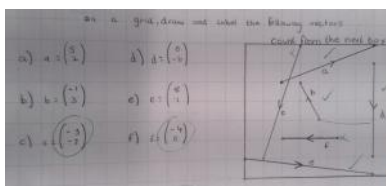
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MATHS

After half term we moved on to angle rules, students explored why certain shapes always have the same sum of interior angles, linking back to interior angles topic from last half term. We then moved on to quadrilaterals with unique properties namely kites, rhombi and parallelograms. As we continue towards Easter we will develop student's understanding of angles by showing how to use chains of reasoning to calculate missing angles in compound shapes.

KS4

In KS4 this term the benefits of times table interventions were seen quite quickly, resulting in great engagement and progress early on. Students enjoyed the competitive aspect of activities such as booket as a lesson started and then more often stayed engaged throughout each lesson. We started by describing how to move across



as graph from one point to another using column vectors, and once students had grasped this they were quickly able to apply this to whole shapes and project an image of a translated shape. Tier 3 language such as congruency was used in order to assist students in accessing higher reading age content which is needed as they move towards their exams.

We continued looking at shape by discovering the features of circles, students recapped how to find the value of PI and then used this to calculate measurements that would be difficult to take in real life. For example the difficulty of measuring a solid curved surface with physical tools such as rulers, linked to the construction curriculum. Those students that took that as an option really engaged with the practical uses of this. iPads were used to research these real world applications and this Students who progressed deeper into the topic were able to calculate the area of compound shapes and developed their understanding of circle theorems in order to solve angle problems. As we progress towards Easter we enter the topic of fractions and probability, students will be able to write the probability of a given event as a fraction. Then by developing their calculation skills they will be able to present how on event affects the probability of another.



HAPPY EASTER

3D DESIGN—DESIGN AND TECHNOLOGY

KS3

The spring term commenced positively following the Christmas break, with Key Stage 3 pupils producing work of a notably high standard. The Animal Masks project was particularly successful; pupils engaged well with the brief and generated a diverse range of imaginative outcomes. These included large-scale, full-head low-poly constructions as well as smaller, more organic designs. Creativity and experimentation were actively encouraged throughout, resulting in a collection of highly inventive and varied pieces.

Subsequently, pupils progressed to the Packaging Re-Design project. This unit placed significant emphasis on initial research, exploration, and the iterative development of ideas—an intentional shift from the more practical, production-focused activities commonly associated with Design and Technology. This approach was adopted to provide pupils with a more authentic insight into the nature of creative study at Key Stage 4, particularly as option choices are approaching. Once again, pupils demonstrated strong critical thinking and originality, engaging with the design process in a reflective and conceptually rich manner.



HAPPY EASTER

3D DESIGN—DESIGN AND TECHNOLOGY

Year 10



Both groups have completed creating 'Passive mobile phone speakers' with some superb results. All have moved on to 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 week left until the actual exam itself. Most of the regular attenders 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.

Two of the exam topics have been particularly popular, 'Facades' and 'Nature' have led the way with 'Interlocking' coming up a close third. Designs range from realistic miniature dioramas of peaceful countryside and trees to scaled representations of urban building fronts and abstract wooden wall-hangings of three-dimensional shapes.

These are some visualisations of the proposed designs.



HAPPY EASTER

KS3 COMPUTING

This term, the KS3 Computing group explored one of the most important topics in digital literacy: Online Safety. The lessons were designed to help pupils understand how to stay safe, behave responsibly, and recognise potential dangers when using the internet and social media. Pupils learned how to identify harmful behaviours, how to protect themselves, and how to respond appropriately if something online makes them feel uncomfortable.

We began by looking at Cyberbullying and how negative behaviour online can impact someone's wellbeing. Pupils discussed real-life scenarios, identified different types of online bullying, and reflected on the importance of kindness and empathy in digital spaces.



Next, pupils learned about Catfishing and Online Grooming—understanding why some people create fake identities online, how manipulation works, and the warning signs to look out for. The lessons emphasised the importance of not sharing personal information and talking to a trusted adult if they ever feel unsure about someone's online behaviour.

We also examined Phishing, helping pupils recognise suspicious emails, fake links, and scams designed to steal personal data. Pupils worked through examples of both legitimate and fraudulent messages, learning how to check URLs, look for red flags, and understand the tactics scammers use.



HAPPY EASTER

KS3 COMPUTING



To bring everything together, the class explored the Dangers of Social Media, including oversharing, privacy settings, digital footprints, and peer pressure. Pupils practised adjusting privacy settings, identifying misleading content, and evaluating the reliability of information posted

online.

- The results were impressive: Pupils confidently identified signs of cyberbullying and knew how to report it.
- They recognised grooming and catfishing warning signs and understood the importance of protecting personal information.
- They successfully analysed phishing examples and spotted common scam techniques.
- Their maturity, thoughtfulness, and engagement in group discussions were outstanding.

Many pupils began the unit only vaguely aware of online dangers, but finished with a strong understanding of how to stay safe, think critically, and protect themselves and others online — a fantastic achievement!



HAPPY EASTER

ART AND DESIGN KS3



Great work continues to be 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 awards and values stickers.

KS3

KS3 Pupils have explored two units of work this term; we have continued with the theme of The Body and also explored the concept of Abstract Art through a painting project.



Key Stage 3 have also been exploring the topic of Abstract Art and taking inspiration from artists such as Kandinsky, Mondrian and Miro. Abstract art can be a very difficult concept to understand but by using shape and colour they have created some very pleasing designs with interesting composition elements.



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ART AND DESIGN KS4

Year 10



Pupils in Year 10 have started their individually chosen project 2, they have been given a free choice and hopefully they have selected a real area of interest to themselves. They are still required to fulfil the four assessment objectives of developing, refining, recording and presenting a personal response. Topics chosen include Natural Forms, Under the Sea, Portraiture and Carnival. It is great to see skills and confidence growing and being displayed in portfolio work. There is an Art G&T group on Wednesday straight after school, please encourage your child to attend and have the chance to try something new. Skills workshops this term include Gelli printing and Lino printing students can explore new techniques which they can then add into their own portfolios.



Year 11

Year 11 have completed their GCSE exam prep and sit their exam on Wednesday 4th and Thursday 5th March. Pupils have had since the start of January to prepare for their 10 hour timed exam. The exam accounts for 40% of the overall grade so it is hoped that pupils really dedicate themselves to achieving during this exam period. When the exam is finished, pupils are not allowed to revisit it however, they are expected to return to their portfolios and improve these; final marks are not sent to the exam board until May so it is still possible to make a real difference to the overall GCSE grade.



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ENGLISH

The KS3 pupils have responded well to the topics and content studied in groups. They particularly liked studying the Dystopian Fiction unit; pupils produced some fantastic empathetic pieces of work, writing as Jake from 'Miss Peregrine's Home for Peculiar Children' or Triss from 'Divergent'.

Pupils also enjoyed creating their own dystopian world, 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 pupils have been writing their own biography of a chosen person, as well as working towards a short autobiographical piece of writing.

Year 11 have been entered for their terminal exams. GCSE English Language is on offer to all 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.

In addition to this, we have entered the majority of Year 11 pupils for the Pearson Functional Skills English exams. These will be administered before Easter. One of the modules for this award is a Speaking and Listening element. Pupils have been filmed delivering their speeches, presentations and discussions, ready to be sent off to the external moderator.

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



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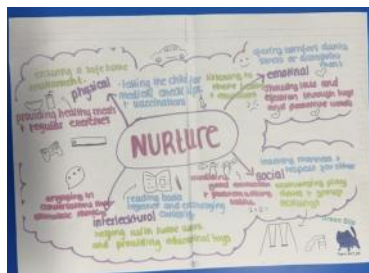
HEALTH AND SOCIAL CARE

We have changed the exam board for Health and Social Care as the coursework unit of the Eduqas course is much more accessible and prescriptive for our pupils.

The Year 11s have been working on the 40% coursework element of the course under controlled conditions in lessons and produced some excellent work. This will be submitted at Easter. They also did well in their mock exams.

The Year 10s have now completed their Human Lifespan Development unit and are working on Health and Social Care Values. We have two trips planned – one to Moor Park residential and care home and one to Chorley Life Centre.

Below are 2 pieces of excellent work from Luisa Ormisher in Year 10.



HAPPY EASTER

INTERVENTIONS

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

This term the intervention team continue to support all pupils across the school. We currently have 71 pupils with Individual Education Plans who access regular interventions to support their learning throughout the school day. We aim to support pupils in a variety of ways: to develop their cognition skills; support in class; SALT activities, strategies to promote behaviour for learning, emotional Literacy, Lego therapy, and phonics.

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. Last half term 5 were submitted. We continue to support those pupils in school with EHCP and those awaiting placement.

This term Emma has been completing a CPD on fine motor skills as we have identified several pupils who need further support in this area. We also have several new resources to enhance skills.

As part of whole school CPD, the team have been completing short online CPD training through Aspire; including Keeping children safe in education/ emotion coaching, The pace approach, EBSA, Sensory circuits.

We have also purchased some new reading comprehension packs in response to low attainment score from induction assessments and to support reading across the whole school.



HAPPY EASTER

PERSONAL DEVELOPMENT

This term KS3 and Year 10 have been studying 'Dreams and Goals', as pupils progress through KS4 this links with career planning and identifying possible post-16 destinations. Since half-term the topic has been 'Healthy Me' which encourages pupils to identify how they can make healthier choices for both their physical and mental health.

Year 11 pupils studied 'Healthy Me' before the half-term and have moved onto 'Relationships' until Easter



We were fortunate to have Safenet in school to deliver a brilliant presentation 'Online Safety' to all groups in school. Blackpool Sexual Health Service are in school this term to deliver a session to year 11 pupils. They will be back after Easter to speak to years 9 and 10.

Lancashire Sexual Health Service

We held a 'Careers Fair' in January which was a great success! We had local employers and representatives from local FE providers. The pupils were given the opportunity to visit in year groups and ask questions about the industry and careers. We have already

booked them in again next year but would love to invite more employers in to speak to the pupils. As a school we were also able to forge stronger links with the employers which means we can facilitate more meaningful encounters for our pupils moving forward.

Preston College have been in school twice to conduct interviews for those who have chosen to continue their education at Preston.

Our 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.



HAPPY EASTER

MEMORY DAYS—LIVERPOOL FOOTBALL CLUB

Our end of term Christmas memory day trip to Liverpool was an unforgettable experience for both pupils and staff. The highlight of the visit was our time at Anfield Stadium, home of Liverpool F.C. From the moment we arrived, pupils were excited and eager to explore one of football's most iconic venues.

During the stadium tour, pupils had the opportunity to walk through areas normally reserved for players and staff. They visited the changing rooms, walked down the famous players' tunnel, and stood pitch-side where so many historic matches have taken place. Many pupils said this was their favourite moment of the trip, imagining what it would feel like to run out onto the pitch in front of thousands of supporters.



The museum visit was equally impressive. Pupils were fascinated by the club's rich history, learning about legendary players, historic matches, and the many trophies the club has won over the years. Seeing the European Cups up close was a particularly memorable moment, and many pupils commented on how inspiring it was to learn about the dedication and teamwork behind the club's success.



Throughout the day, pupils were engaged, enthusiastic, and clearly amazed by everything they experienced. The trip sparked lots of conversations about football history and the importance of determination in achieving success. Staff were pleased to see pupils so curious and respectful during the visit.

Overall, the trip was a fantastic way to celebrate the end of the school year. Pupils thoroughly enjoyed the experience and will no doubt remember their visit to Anfield for years to come.



HAPPY EASTER

MEMORY DAYS—CHILL FACTORE

As part of our end of term Christmas memory days, pupils attended a school trip to Chill Factor in Manchester. The visit provided an exciting opportunity for pupils to take part in a unique outdoor-style activity.

During the session, pupils spent time on the lower slopes where they were introduced to a range of basic skiing and snow-based skills. Under the guidance of experienced instructors, they practised essential techniques such as balance, controlled movement, and stopping safely on the slope. Pupils engaged positively throughout the session and showed great enthusiasm when trying new skills. Many supported and encouraged their peers, contributing to a positive and inclusive atmosphere. For several pupils, it was their first experience on real snow, which made the activity particularly memorable.

Overall, the trip was a highly enjoyable and rewarding experience. Pupils demonstrated resilience, teamwork, and a willingness to step outside their comfort zones. The visit to Chill Factor was a fantastic way to conclude the school year, giving pupils the chance to celebrate their achievements while taking part in a fun and active learning experience.

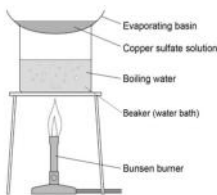
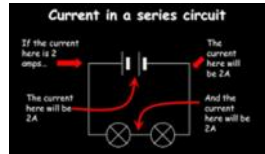


HAPPY EASTER

SCIENCE

We have had a lovely term in the Science department and pupils are working extremely hard.

Key Stage 3 pupils are working hard and have now completed topics including Earth and Climate, Energy costs, Current, Voltage and Resistance and Human reproduction. The pupils use a variety of resources including practical lessons, videos, quizzes, multi choice answers, mind maps and the knowledge organisers to access new learning. Pupils are also working hard on their scientific vocabulary and are beginning to utilise this in their answers in class.



Year 10 are well into their GCSE course and are enjoying the increased practical sessions. We have now covered topics on Energy Transfers, Chemical changes, Organisation which includes, Tissues, Organs and Organ systems, Enzymes and Digestion and Health and Disease. Pupils are accessing modelled answers to enable them to analyse data,

describe techniques and make comparisons using their own scientific knowledge to justify a conclusion. Pupils have completed the required practical on Electrolysis and testing food for the presence of starch, proteins and fats.

Year 11s can now breathe a sigh of relief having completed all required learning for their GCSE course; we will now utilise lesson time to revisit the more difficult topics. This term they have looked at Waves and ripple tanks, Ecology including sampling, distribution and abundance, Electromagnetism, Earth and Using Resources. We hope they achieve their targeted grades and wish them all the best for the future, whatever it brings!



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
- 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



01772 792412

www.larcheshigh.co.uk

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/>



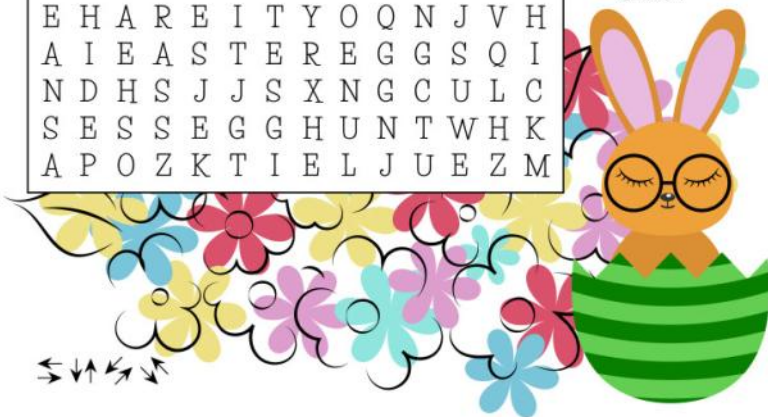
HAPPY EASTER

EASTER

Word Search Puzzle

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

BUNNY
LAMBS
APRIL
EGG HUNT
EASTER
DYE
RESURRECTION
SPRING
CHICK
BASKET
DAFFODIL
HOP
SUNDAY
GRASS
HIDE
JELLYBEANS
EASTER EGGS
CANDY



Courtesy of vertostock.com



HAPPY EASTER

CARROT CAKE MUFFINS

Ingredients

Crumb topping

100 g plain flour
75 g light brown soft sugar
65 g unsalted butter (melted)

Muffin Mix

175 ml sunflower/vegetable oil
3 medium eggs
250 g carrots (grated weight)
175 g light brown soft sugar
250 g self raising flour
2 tsp mixed spice (see below)
1 tsp ground cinnamon
1 tsp ground ginger
1.5 tsp bicarbonate of soda

Icing drizzle

150 g icing sugar
0.5 tsp vanilla extract
0.5 tsp ground cinnamon
pinch of sea salt
2-4 tbsp milk

Instructions

- Preheat the oven to 190°C/170°C fan and grab 12 tulip cases in a 12 hole muffin tray
- Mix the crumb ingredients together in a bowl, and chill in the fridge or freezer
- Add the oil, eggs, carrot and sugar to a bowl and combine
- Add the flour, spices and bicarb and mix again - try not to over mix
- Split the muffin mix between 12 tulip cases evenly
- Mix the chilled crumb up with a fork and sprinkle over the muffins
- Bake in the oven for 22-25 minutes and then cool
- Mix the drizzle ingredients together until thick and then drizzle over the muffins

Courtesy of: janespatisserie.com



HAPPY EASTER

Fantastic Attendance!



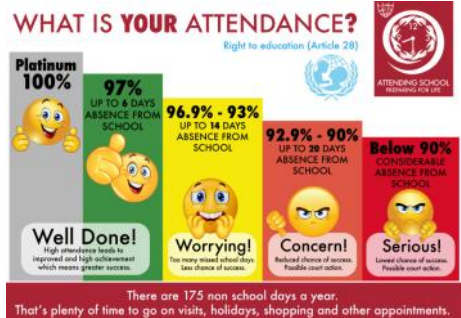
Jacob Young	10H
Freya Smith	HIGH SUPPORT
Kayden Holden	INT. SUPPORT
Tyler Sleddon	11L
Ayan Amjid	SEND
Caroline Duncan	SEND
Luisa Ormisher	10H
Hashim Ubolidbeh	10H
Junior Fitzgerald	KS3C
Riley Downes	10E

It is vital that all students have excellent attendance at Larches High School. Research shows that even a few days of absence can have a negative impact on students' performance. Here at Larches we are committed to working with students and parents/carers so each student can aspire to achieving a minimum attendance of 97%.

If your child's attendance falls below 97%, with sustained attendance it will quickly start to rise again. We do appreciate that there are a range of reasons why your child's attendance can fall below this target, but it is important to positively promote attendance and understand the strong links between positive attendance and positive attainment and progress.

We wish to work with you and offer help and support, if needed, to help your child attend and achieve the best attendance percentage they can.

If there is any problems please contact the attendance team:
Lorraine Morrow—Attendance Manager 01772792412 EXT 220
Attendance Officer 01772792412 EXT 219



HAPPY EASTER

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 27th March**

School reopens to students on **Tuesday 14th April** at 8.55am

May Day Bank Holiday Closure = **Monday 4th May**

Mid Term Closure = **Monday 25th May – Friday 29th May**
(inclusive)

