



SUMMER NEWSLETTER 2026



HeadTeacher's Message

As we reach the end of another successful academic year, I would like to take this opportunity to thank our pupils, staff, governors and families for their continued support and commitment to our school community. This year has been filled with achievements, progress and some fantastic 'Memory Days'. The pupils continue to impress us with their resilience and determination.

We wish our year 11 leavers all the very best for the future and look forward to celebrating their successes on results day.

Our new sports hall facility looks amazing and will be ready for first use in September.

The ongoing programme of building improvement remains a priority so that pupils have access to great facilities to support their learning.

As the summer holidays begin, I hope everyone has the chance to rest and enjoy the break.

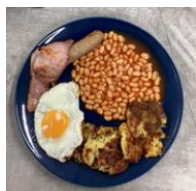
C Mitchell





FOOD TECHNOLOGY KS3

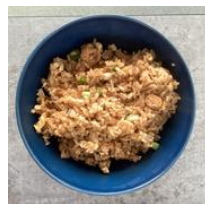
Our enthusiastic Key Stage 3 pupils have continued to develop their practical cooking skills this term by creating a range of delicious savoury dishes. As well as learning new preparation and cooking techniques, they have explored the important role that ingredients play in maintaining a healthy, balanced diet.



Through a variety of practical lessons, pupils investigated the difference between naturally occurring and added salts and sugars, discussing how excessive amounts can affect our health over time. They learned about the links between diet and conditions such as obesity, high blood pressure, heart

disease and Type 2 diabetes, helping them to make more informed food choices both now and in the future. The photographs showcase the fantastic dishes our pupils have produced, demonstrating their growing confidence, creativity and teamwork in the kitchen.

We are incredibly proud of their enthusiasm, willingness to try new flavours, and the excellent progress they have made throughout the term.





FOOD TECHNOLOGY KS4

Our Key Stage 4 students have also embraced a term of exciting savoury cooking challenges. Building on their growing confidence and independence, they have been creating their own recipes from a limited selection of ingredients, encouraging creativity, problem-solving and resourcefulness. They have also explored how to research, adapt and improve recipes, developing the skills needed to confidently prepare meals that they enjoy and can recreate at home.

This term, we also said a fond farewell to our wonderful Year 11 students. It has been a pleasure to watch them grow in confidence and ability throughout their Food Technology journey. We are proud to know that they leave us with valuable lifelong cooking skills, alongside a strong understanding of food hygiene and kitchen safety that will support them well beyond school.

Our new senior students in Year 10 have stepped confidently into their practical lessons and are already rising to new challenges. They have begun preparing multiple dishes at the same time, developing not only their culinary skills but also important transferable skills such as resilience, organisation, time management and independence. These "hidden skills" are an essential part of every Food Technology lesson and help prepare our students for success both in and out of the kitchen.

The photographs highlight the impressive range of dishes our students have created and the enthusiasm, determination and creativity they bring to every lesson.





COMPUTING

Summer Term 1

Topic Overview

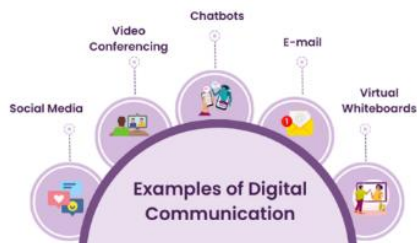
During Summer Term 1, Key Stage 3 pupils developed their digital literacy, communication, and document production skills through a structured IT workbook unit. The focus was on building confidence in using professional ICT tools, while encouraging clear and responsible communication in a digital environment.

Pupils made strong progress in working more independently, organising their files effectively, and producing high-quality digital work.

Curriculum Highlights

- Organising work through structured digital folders and routines
- Writing professional emails, including enquiries and complaints
- Understanding appropriate online communication and digital behaviour
- Improving writing through proofreading, editing, and redrafting
- Using key formatting and editing tools (fonts, layout, spell check, word count)
- Developing image editing skills such as cropping, layout adjustments, and background removal

Pupils applied these skills through real-world tasks such as promotional poster design, online research, and creating customer-focused documents. There was a strong emphasis on independence, with pupils showing creativity and confidence in extended projects.





COMPUTING

Summer Term 2

Topic Overview

In Summer Term 2, Key Stage 3 pupils are developing their understanding of binary and how data is represented within computer systems. This unit introduces key foundational computing concepts and supports pupils in understanding how digital systems operate.

Abstract ideas are made accessible through clear explanations, practical activities, and real-world examples, ensuring all pupils can engage with confidence.

Curriculum Highlights

- Understanding what binary is and why it is used in computing
- Learning how data is represented using 0s and 1s
- Converting between binary and denary (decimal) numbers
- Exploring how computers represent numbers and simple text
- Developing problem-solving skills through puzzles, games, and pattern recognition
- Applying learning through structured and independent activities

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Teaching Approach

- Breaking down complex concepts into manageable steps
- Using visual aids such as place value grids and diagrams
- Providing interactive and practical activities
- Embedding recall and retrieval practice to strengthen understanding





CONSTRUCTION

Curriculum Progress and Achievement

Overall, student progress across the programme has been positive, with the majority of learners meeting or exceeding expected outcomes.

- Most students have successfully completed their Health and Safety practical and theory portfolios.
- The vast majority of learners have fully completed both the practical and theoretical elements of the Carpentry and Joinery units.
- Painting and Decorating units have been completed by most students.
- Students have also demonstrated competence in practical applications, including constructing basic brick structures using appropriate bonding techniques.

Year 11 Outcomes

The Year 11 cohort has now completed the programme, and certification claims will be processed accordingly. All students have successfully achieved a Level Award qualification, supplemented by additional units in Carpentry and Joinery, alongside a bricklaying module.

From a departmental perspective, it is particularly encouraging that two students have expressed a clear intention to progress into further education within the Construction and Built Environment sector at their chosen FE providers. This reflects the positive impact of the course in supporting progression pathways.

Stretch and Challenge

Appropriate levels of stretch and challenge have been embedded throughout the curriculum. Students have been provided with opportunities to engage in increasingly complex and realistic practical tasks, supporting the development of advanced skills and problem-solving capabilities.

Examples of extended practical work include:

- The construction of small and large timber planters
- The building of brick arches
- Extended painting and decorating challenges

These activities have allowed students to apply their knowledge in practical contexts and further refine their technical abilities.





CONSTRUCTION

Key Stage 4 Recruitment (Year 9 Options)

The Year 9 options process has now concluded, and it is pleasing to note a strong level of interest in Construction as a Key Stage 4 subject.

As of the week commencing 15th June, 15 students have selected Construction as an option, with a small number of learners yet to confirm their choices. This uptake reflects the growing profile and success of the programme within the school.





GCSE HISTORY



This has been a productive and engaging term for our GCSE History pupils, particularly in Year 10. Students have successfully completed their study of the Elizabethan Era, developing a strong understanding of key themes such as power, religion, society, and exploration during the reign of Elizabeth I.

Following this, pupils have now started their next unit on the American West (c.1835–1895). This new topic has already sparked interest, as students explore the lives of Plains Indians, westward expansion, conflict, and the development of law and order. Early lessons have focused on understanding the challenges of life on the frontier and how different groups experienced change.



Studying these topics is important not only for examination success but also for developing a range of key skills. Through their work, pupils are learning to:

- Analyse and evaluate sources to build evidence-based arguments
- Understand change and continuity over time
- Consider different perspectives and interpretations
- Construct well-structured written responses
- Develop critical thinking and enquiry skills

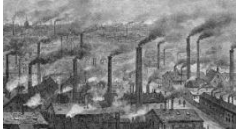
These skills are highly transferable and support success across the wider curriculum, as well as preparing pupils for further study and future careers.





HUMANITIES

During the Summer Term, Key Stage 3 Humanities pupils studied two significant topics: The Industrial Revolution and The British Empire. These units provided students with opportunities to develop their historical knowledge and understanding while strengthening key analytical and communication skills.



Throughout the term, pupils explored the causes and impact of the Industrial Revolution, examining how technological innovation transformed industry, transport, urbanisation and everyday life in Britain.

Students investigated major industries including the textile industry, coal mining, iron and steel production, and the development of the railway network. They considered both the benefits of industrial growth and the challenges faced by workers and families during this period of rapid change.



The study of the British Empire enabled pupils to examine Britain's expansion across the world and its influence on trade, culture and politics. Students were encouraged to consider different perspectives and interpretations of empire, developing their ability to evaluate historical evidence and engage

with complex historical issues.

A wide range of teaching and learning resources were used to support pupil engagement and understanding. These included primary source materials, secondary historical accounts, educational documentaries and video resources. Pupils demonstrated increasing confidence in analysing historical evidence, identifying bias and drawing informed conclusions from a variety of sources.

A particular focus this term was the development of extended writing skills. Students were encouraged to produce more detailed and structured responses, using historical evidence to support their arguments and explanations. Regular written tasks enabled pupils to improve the organisation of their work, strengthen their use of subject-specific vocabulary and develop greater confidence when expressing their ideas independently.





HUMANITIES

One of the highlights of the term was the departmental visit to the Science and Industry Museum in Manchester. This educational visit provided valuable opportunities for pupils to experience first-hand many of the innovations and developments studied in class. Students engaged positively with the exhibits and demonstrated enthusiasm for extending their understanding beyond the classroom environment.



Overall, pupils responded very positively to the topics studied and particularly enjoyed opportunities to work independently. Their engagement with a variety of historical sources, combined with a continued emphasis on extended writing, has contributed to strong progress throughout the term. The department looks forward to building upon these skills and experiences in future Humanities studies.

HAIR AND BEAUTY

In Salon this term we have been covering the Demonstrating Hair Styles unit,

We have worked on how to carry out a full consultation, including hair types, hair growth patterns, contra-indications and other aspects of the hair and scalps structure.

We have familiarised ourselves on when a treatment can or cannot be carried out and what will or will not work. We have also learnt about different products and how to style hair.



We also as part of our unit have taken a trip the wholesalers where the girls could have a good look at the different tools and products available to them and also the many ranges of suppliers within the hair and Beauty Industry.





INTERVENTION

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 78 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.

Areas of Intervention

Our team has delivered focused support across a range of areas:

- Literacy Skills — Yes, We Can Read, phonics, reading comprehension, and spelling
- Cognitive Development — auditory, visual, and working memory strategies
- Fine Motor Skills — supporting physical development and handwriting readiness
- Social & Emotional Development — social skills, ELSA support, and Lego therapy
- Behaviour & Mental Health — SEMH support and positive behaviour coaching
- Curriculum Access — filling gaps in knowledge to support progress across the curriculum



External Agency Support

The intervention team supports pupils through assessment and intervention pathways with external professionals. We work closely with Educational Psychologists (EP) and Speech and Language Therapists (SALT) to identify needs, gather evidence, and implement recommended strategies within school to support pupil progress.

The intervention team also 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.





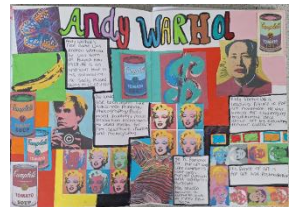
ART AND DESIGN KS3

KS3

This term, KS3 pupils have explored two exciting art movements: Pop Art and Cubism. Students have developed their drawing, colouring and design skills while learning about some of the most famous artists of the twentieth century.

Pop Art

Students began the term by investigating the bold and colourful world of Pop Art. Inspired by artists such as Andy Warhol and Roy Lichtenstein, pupils explored how everyday objects, celebrities and comic book imagery can be transformed into eye-catching artwork.



Using bright colours, bold outlines and repeated images, students created their own Pop Art designs. They experimented with colour blending, pattern and composition to produce artwork that really stands out.

Skills developed:

- Colour blending with coloured pencils
- Bold line drawing
- Pattern design
- Creative use of colour
- Composition and layout

Cubism



In our Cubism project, students explored the work of Pablo Picasso and Juan Gris. Pupils learned how Cubist artists broke images into shapes and viewed objects from multiple angles at the same time.

Students practised simplifying facial features into geometric forms before creating their own Cubist portraits. They experimented with changing the size, position and direction of features to create imaginative and expressive artwork.

Skills developed:

- Shape simplification
- Portrait construction
- Colour theory





ART AND DESIGN KS4

Year 10

Pupils in Year 10 continue working on their individually chosen project. 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 the great outdoors. It is great to see skills and confidence growing and being displayed in portfolio work. Skills workshops this term include Lino printing, mono printing, weaving and freehand sewing.





PERSONAL DEVELOPMENT

This term has seen continued development and delivery of our Relationships, Sex and Health Education (RSHE) curriculum, with a strong focus on preparing for the updated statutory guidance coming into effect from September 2026. We are pleased with the thoughtful and mature way pupils have engaged with this important area of learning. The updated guidance places increased emphasis on:

- Clearer sequencing of content across KS3–KS4 to ensure age-appropriate progression
- Stronger focus on healthy relationships, including consent, respect, and recognising harmful behaviours
- Enhanced teaching on online safety, including digital relationships, image-sharing, and managing risk
- Increased emphasis on mental health, wellbeing, and resilience, including how and where to seek support
- More explicit links to safeguarding, including recognising exploitation and abuse

We have already begun incorporating elements of the revised framework this term, allowing pupils to build familiarity and confidence ahead of full implementation in September. Staff training and resource development will continue over the summer to ensure consistency and high-quality delivery across all year groups.





PERSONAL DEVELOPMENT

Year 11: Exams and Post-16 Destinations

We would like to congratulate our Year 11 pupils on completing their examinations. They have shown resilience, determination and maturity during this important period, and we are proud of their efforts.

Many pupils have now secured places in a range of post-16 pathways, including:

- Further education colleges
- Apprenticeships and training programmes



We recognise that this transition can feel uncertain for some. Support remains available for any students who have not yet secured a destination. Our careers team and pastoral staff are continuing to offer guidance, advice, and assistance on results day and beyond to ensure that every pupil is supported in finding a suitable next step

RSHE remains a vital part of our curriculum, supporting pupils to develop the knowledge, skills and values they need to lead safe, healthy and respectful lives. We look forward to fully embedding the updated statutory content in September and continuing to work in partnership with families to support our young people.

KS3 ENGLISH TRIP: A DAY OF CHILLS, THRILLS AND CELEBRITY ENCOUNTERS

Our recent KS3 English Department Trip to Blackpool was certainly one to remember, combining a fascinating journey through Lancashire's darker past with a chance to rub shoulders with some of the world's most famous faces.

Our first stop was the Blackpool Tower Dungeons, where brave students stepped back in time and were regaled with chilling tales from Lancashire's gruesome history. Through a series of immersive shows, talented actors brought the past to life (or perhaps back from the dead!) as we learned about the horrors of the Black Death plague, the infamous Pendle Witches, and the fearsome torture methods once used in Lancaster Castle.





KS3 ENGLISH TRIP: A DAY OF CHILLS, THRILLS AND CELEBRITY ENCOUNTERS

There were gasps, laughter and the occasional nervous squeal as students came face-to-face with sinister characters and discovered just how unpleasant life could be in centuries gone by. Some of the torture devices on display looked particularly uncomfortable, and many pupils were very relieved that they live in the 21st century!

After surviving the Dungeons, we headed to Madame Tussauds Blackpool, where the atmosphere was considerably less frightening and much more glamorous. Students enjoyed meeting an array of famous figures from sport, television, music and royalty. There were plenty of opportunities for photographs as we posed alongside Mo Farah, challenged the patience of Sir David Attenborough, joined Ant and Dec for a photo opportunity, and even enjoyed a royal audience with members of The Royal Family.

One of the most popular exhibits was the legendary Michael Jackson, with many students eager to strike their best dance pose next to the King of Pop. Throughout the attraction, pupils had great fun spotting familiar faces and debating which wax figure looked most realistic.

The trip was a fantastic reward for our KS3 students, who represented the school brilliantly throughout the day. Their enthusiasm, excellent behaviour and willingness to embrace every activity made the visit a huge success.

From plague-ridden streets and witch trials to celebrity selfies and royal encounters, the day offered something for everyone and created memories that will last long after the wax figures have stopped smiling.





ENGLISH

It has been another busy and successful term for the English Department, with plenty of achievements worth celebrating across the school.

Year 11 Examination Success

Congratulations to our Year 11 students, who recently completed their Functional Skills Reading and Writing examinations. We are delighted that nine students passed both papers at the first attempt, a fantastic achievement that reflects their hard work and determination. Several other students narrowly missed one paper by only a small margin and will be re-entering soon. We wish them every success as they continue their journey towards qualification success.



There is more good news from our GCSE English Language cohort too. This year's Speaking and Listening recordings have now been submitted for moderation, with an impressive ten students successfully recording their speeches—the highest number ever achieved at Larches High School! This milestone highlights the growing confidence and communication skills of our students and marks a record-breaking year for the department.

Leading the Way in English Education

Following last summer's results, the department made the decision to move to the Pearson 2.0 GCSE English Language qualification, which offers shorter and more accessible examination texts for our learners. The impact of this change has attracted attention beyond our school, with Katy McWean, Lancashire Literacy Adviser, inviting our department to share our experiences at the Lancashire PRU English Network meeting. It is fantastic to see the work taking place at Larches being recognised and contributing to discussions across the county.

Strengthening Community Links

We were also pleased to welcome a Teaching Assistant from Acorns Primary School to the department in June. As part of our ongoing partnership work, she spent the morning observing lessons and learning more about our setting. The visit was a valuable opportunity to strengthen links between our schools and share good practice.





WHOLE SCHOOL LITERACY

Literacy continues to be a major focus across the school. The latest round of New Group Reading Tests has now been completed, providing staff with valuable information about students' reading strengths and areas for development. Individual reports and strategies have been shared with colleagues so that reading support can be embedded across all subjects. To further enhance our support for students who require additional help, the school has invested in the complete set of YARC (York Assessment of Reading for Comprehension) screening tests. These assessments will help us gain a deeper understanding of individual reading needs and allow highly targeted interventions to be put in place.

Looking ahead to September, we are excited to introduce Read Write Inc. as our new reading intervention programme. This evidence-based approach will provide additional support for students working to develop their literacy skills and confidence as readers.

Investing in Professional Development

On 12th June, Mrs Evans attended "Literacy Essentials for Pupils with SEND," a specialist training course led by literacy expert Alex Quigley. The day focused on adaptive teaching strategies to support learners with additional needs and provided a wealth of practical ideas. As a result, plans are already underway to deliver staff training next year, helping to ensure that effective literacy strategies are consistently embedded throughout the school.

Looking Ahead

From examination successes and record-breaking speaking assessments to exciting new literacy initiatives, it has been a highly productive and rewarding year for the English Department. We are incredibly proud of our students' achievements and look forward to building on this success in the year ahead. Well done to everyone involved!





HEALTH AND SOCIAL CARE



The Year 10 class went on a visit to Moor Park House, a local care home which supports adults with complex needs, including brain and spinal injuries. Lindsey, the manager, had a chat with the girls about apprenticeships, training and job opportunities within their setting. We also chatted to Demi Scanlan, one of our ex-pupils, who works there and has gained qualifications while working there. She is now in charge of a section of 26 of her colleagues. They then simulated an emergency situation, which the staff didn't know was a practice and we were able to see how this would be dealt with. As a result of this visit, two of our Year 10 pupils have expressed an interest in

completing a week of work experience there – the date is to be decided.

We have continued our valuable link with Acorns Primary School and a group of four of our Year 10 class are visiting every Thursday morning during this summer term to support with the PE lesson. Acorns have asked if we could help out with their KS1 sports day. This is invaluable experience for our students to see how the differing needs of their pupils are met.

Some photos from our visits to Acorns:





HEALTH AND SOCIAL CARE

One of our ex-pupils, Lucy Ashton, completed some work experience at Acorns whilst studying at for her Level 3 in Health and Social Care at Preston College. She has now been accepted onto a degree course at UCLan to continue her studies in the subject. A real Larches' success story!

PHYSICAL EDUCATION

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 visited the University of Lancashire to look at the Sport and Exercise Science facilities alongside a career focus in sports nutrition and business management within the sporting sector. All GCSE pupils who attended thoroughly enjoyed the experience.

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.



Sporting Success!!!

The PE Department has enjoyed a successful year, providing students with opportunities to compete, develop new skills, and represent the school positively in a range of sporting events.

Our students achieved an excellent second-place finish in the Table Tennis Tournament and were crowned champions of the Dodgeball Tournament, demonstrating both skill and teamwork. Recently, In football, the KS3 team enjoyed an outstanding season, winning their league title, while the KS4 team performed exceptionally well, finishing joint top of the league. Unfortunately, due to goal difference, they were placed third overall despite matching the point's total of the leading teams.





PHYSICAL EDUCATION

In addition to competitive fixtures, students have participated in a range of inclusive sporting opportunities. We attended non-competitive PRU sport days focused on girls' badminton and tennis, allowing students to develop their skills, confidence, and enjoyment of physical activity in a positive environment. We are already actively looking at organising with the other PRUs a cricket and rounders taster days, both competitive and non-competitive, for next year.

Unfortunately, the planned girls' sports festival was cancelled by the organisers. Despite this disappointment, the department remains committed to increasing participation and opportunities for all students.

Overall, this year's successes reflect the enthusiasm, commitment, and sporting spirit of our students, who have represented the school with pride throughout the year.

AP Football Leagues –

The school's football programme has enjoyed a highly successful season across both Key Stage 3 and Key Stage 4. These achievements highlight the positive sporting culture within the school and the commitment of students to representing the school with pride. Both teams have been excellent ambassadors, demonstrating sportsmanship, determination, and teamwork at all times.

KS3 AP Football League										
	P	W	D	L	F	A	D	PTS	PA	
1. Larches	14	6	3	5	19	9	10	21	1.5	
2. Belmont	14	4	4	6	10	14	-4	16	1.142857	
3. Diversity	14	4	4	6	11	16	-5	16	1.142857	
4. Heights Burnley	9	3	1	5	8	12	-4	10	1.111111	
5. Roselyn House	10	3	1	6	7	11	-4	10	1	
6. Eden	9	2	3	4	7	7	0	9	1	
7. Heights Blackburn	5	4	1	0	8	1	7	13	2.6	
8. Rose	5	3	1	1	8	8	0	10	2	
KS4 AP Football League										
	P	W	D	L	F	A	D	PTS	PA	
1. Blackpool	16	10	2	4	25	9	16	32	2	
2. Heights Blackburn	16	10	2	4	20	8	12	32	2	
3. Larches	16	10	2	4	18	10	8	32	2	
4. Belmont	16	9	3	4	22	10	12	30	1.875	
5. Eden	16	3	3	10	7	26	-19	12	0.75	
6. Oswaldtwistle	12	4	0	8	11	13	-2	12	1	
7. Rose	12	1	0	11	2	22	-20	3	0.25	
8. Roselyn House	6	2	0	4	5	10	-5	6	1	





GCSE PHYSICAL EDUCATION

During the Summer Term, Year 10 GCSE PE students have successfully completed several key topics within the theoretical component of the course. Students studied the skeletal system, including the functions and major bones of the body, before progressing to the classification of joints and the range of movements that occur at different joints.

Students will also start to look at sporting injuries, developing their understanding of common injuries, methods of prevention, and appropriate treatment and rehabilitation strategies.

Throughout the term, students have engaged positively with lessons and have shown increasing confidence in applying their theoretical knowledge to practical sporting situations. The completion of these topics provides a strong foundation for the remaining areas of the GCSE PE course in Year 11.

Practical

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

- Athletics
- Rounders
- Tennis
- Cricket





DESIGN TECHNOLOGY

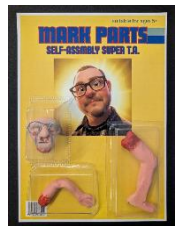
KS3

Most pupils have been working on their 'LED Desk Lamps' since the end of last half term, and many have done a really good job. They've now started a new project called 'Mini Automata', where they design and make small moving models. In this project, they learn about things like gears, forces, and how movement works, and they plan how their models will move. Their ideas have been based on things like dogs, butterflies, whales, and sharks.



This project also gives pupils the chance to use different materials and try new things, especially for their final project of the year. Some have used materials they hadn't tried before, like polymer clay and 3D-printed parts.

The work from the 'LED Desk Lamps' project shows how well pupils have done. There is also a great example from a packaging project, where a student made a 'self-assembly' model inspired by collectible kits, showing the range and quality of the work.



Year 10

Year 10 GCSE students have been working on design projects based on the theme of 'Dwellings', using a past exam question as a starting point. Many have produced very strong pieces, showing they can use a range of more advanced techniques.

All pupils have now moved on to their own personal projects, which they will continue for the rest of the year to help prepare them for the more challenging work in Year 11.





DESIGN TECHNOLOGY

Year 11

All Year 11 students have now finished their GCSE coursework and exams, and their work has been checked by the external examiner. Students who have been on the course since Year 10 have done particularly well, and their results are expected to be among the best in recent years. It's expected that every student will achieve a grade.





MATHS

Year 11 Exams Prep



To try to ensure that our Yr 11 pupils left us having acquired an accredited Qualification as a Dept we worked to identify the correct pupils and then have entered them for the GCSE Equivalent Functional Skills qualifications.

In preparation for their GCSE Exams the Yr 11's consistently attended after school Maths Club with an understanding that the sessions were to be used as a Revision 'Gap' filler. The Yr 11 pupils developed an understanding of how/why Maths staff track all classwork and Unit Assessments and regularly asked to look at the Maths Tracker as a way of identifying their 'Gaps' and seeking the necessary resources to fill.

Over the academic year 25-26 the Yr 11s have undertaken end of Unit/Half Term assessments. After some initial resistance the pupils began to see and understand the benefits of the assessments which has enabled the Maths Dept staff to use the Data from the Assessments allowing for a more Robust and accurate Maths Grade prediction for each pupil.

As a Department we have begun to make effective use of artificial intelligence to enhance teaching and learning, particularly in exam preparation. We have utilised AI in conjunction with Overleaf software to design highly personalised GCSE revision packs for Year 11 pupils. These packs were created following detailed analysis of classroom performance and mock examination data, allowing specific gaps in knowledge to be clearly identified and addressed. This targeted approach has ensured that revision materials are both focused and relevant, enabling pupils to concentrate on areas that will have the greatest impact on their attainment. In addition, the same data has been used to generate class-level summaries, highlighting common areas for improvement and supporting more strategic planning across the department.

This approach will be extended to Year 10, where data analysis will again be used to set precise targets and address gaps ahead of the GCSE course. Looking ahead, we aim to further develop the department's use of AI by incorporating data from initial baseline assessments, such as AAB testing, to identify gaps in learning at the earliest stages. This proactive strategy will allow staff to build stronger foundations in mathematical understanding from the outset, ultimately supporting improved outcomes at GCSE. Through these developments, the department is embedding a more data-driven and personalised model of teaching, ensuring that all pupils are better supported to achieve their potential.





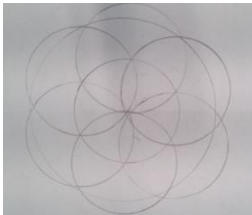
MATHS

KS4

In KS4 this term students have made strong progress in preparation for their examinations. Year 11 students have been working through personalised gap-filling sessions based on their mock exam data, allowing them to focus on specific areas for development. As the exam series began, students demonstrated resilience and focus under timed conditions. Revision sessions have continued to run every Wednesday after school, providing consistent structured support during this important period.

We started by revisiting percentages, where students developed their ability to solve problems involving percentage increase and decrease, as well as reverse percentages. Students were able to apply these skills to real-world contexts such as discounts, interest, and financial calculations, improving both fluency and accuracy.

We then moved on to sequences, where students explored linear sequences and the use of the n th term. They were able to identify patterns, generate terms, and express rules algebraically. More confident students were able to apply this understanding to solve missing term problems and link sequences to graphs.



After this we moved on to constructions using a pair of compasses, where students developed their understanding of geometric construction techniques. They were able to accurately construct perpendicular bisectors and angle bisectors, and apply these skills to more complex loci problems. Students showed good precision

and care in their construction work.

We finished the unit with enlargement of shapes, where students explored scale factors and the effect of enlargement on area and perimeter. They were able to enlarge shapes from a centre of enlargement and describe transformations accurately using correct mathematical language. As we continue through the term, students will consolidate these skills and apply them to mixed problem-solving and exam-style questions.





MATHS

KS3 Curriculum

In KS3 this term we began by developing students' understanding of ratio and proportion. Students were able to apply their knowledge to a range of problems involving sharing in a given ratio and scaling quantities up and down. They were also able to make links to real-life contexts such as recipes and comparisons of best value, showing increasing confidence in explaining their reasoning clearly and using correct mathematical vocabulary.

We then moved on to speed, distance and time problems, where students took part in a practical investigation measuring their own running speeds over a set distance. This helped them to understand how the formula links to real-world situations and strengthened their ability to rearrange and apply it in different contexts. Students particularly enjoyed the hands-on element of the lesson and were able to calculate average speeds accurately from their data.

After half term we moved on to writing probability, where students developed their understanding of how to express likelihood using fractions, decimals and percentages. We then extended this into calculating probabilities from tables, including two-way tables and frequency trees. Students were able to interpret structured data effectively and combine probabilities from different branches with growing confidence. They particularly enjoyed applying their knowledge through dice games, which helped reinforce theoretical probability in an engaging way.

We finished the unit by moving on to using algebra to represent numbers.

11) A number of men and women were asked which type of crisps they liked best. A total of twelve people said **Pain**, of which seven were men. Six women liked **Salt and Vinegar**. Fourteen men and twelve women like **Cheese and Onion**. There were 28 men in total.

a. How many people liked Salt and Vinegar crisps best?
b. How many people were asked altogether?

	Men	Women	Total
Pain	7	5	12
Salt and Vinegar	14	6	20
Cheese and Onion	28	12	40
Total	49	23	72

Students began to form simple algebraic expressions and use letters to generalise number statements. They showed increasing confidence in substituting values and working with unknowns, laying strong foundations for more advanced algebraic work in the future.





TRIP TO WADDECAR



Our end-of term trip to Waddecar Outdoor Activity Centre was a fantastic way to celebrate the pupils' hard work and achievements throughout the year. The children had a wonderful day taking part in exciting outdoor activities, trying new experiences, and making lasting memories with their classmates.



During the visit, pupils enjoyed three instructor-led activities: archery, indoor climbing, and tomahawk throwing. In archery, they learned how to aim safely and accurately, showing great patience and concentration as their skills improved. The indoor climbing session encouraged pupils to challenge themselves, build confidence, and cheer on their friends as they reached new heights. Tomahawk throwing was a particular favourite, with everyone learning the correct techniques while following important safety instructions.



We were incredibly proud of how the children conducted themselves throughout the day. They listened carefully to the instructors, followed all safety guidance, and showed excellent behaviour at every activity. It was wonderful to see pupils encouraging one another, celebrating each other's successes, and supporting friends who were trying something outside of their comfort zone.

The trip gave pupils the opportunity to develop confidence, resilience, teamwork, and communication skills, as well as enjoy a fun and active day outdoors. Most importantly, they returned to school with smiles on their faces, a sense of achievement, and plenty of stories to share.

A big thank you to the staff at Waddecar for providing such an enjoyable experience and to our school staff for helping to make the day run smoothly. We hope the pupils will remember this special trip as a wonderful way to end another successful term.





CLIMBING WALL TRIP



To celebrate the end of another fantastic term, our pupils enjoyed a brilliant visit to the Lakeland Climbing Wall. Two groups attended throughout the day, giving everyone the opportunity to take part in an exciting day of climbing and adventure.

The day began with a welcome from the experienced instructors, who introduced the pupils to the climbing centre and explained how to use the specialist equipment safely. Everyone was fitted with a climbing harness and learned about the importance of working together, listening carefully, and supporting one another throughout the session.

Pupils then took part in a range of climbing activities on walls of different heights and difficulty levels. They challenged themselves on a variety of climbing routes, using problem-solving skills to decide the best way to reach the top. As their confidence grew, many pupils chose to tackle more difficult climbs, showing determination and resilience as they worked towards their personal goals.



The session also included bouldering activities, where pupils climbed lower walls without ropes while focusing on balance, coordination, and movement. These activities encouraged pupils to think carefully about their route, build their confidence, and develop their climbing techniques in a fun and supportive environment.

Throughout the visit, pupils were encouraged to challenge themselves at their own pace. Whether they reached the top on their first attempt or kept trying until they succeeded, every achievement was celebrated. It was wonderful to see pupils cheering each other on, sharing words of encouragement, and celebrating each other's successes.

We were incredibly proud of the way the children represented our school. They listened carefully to the instructors, followed all safety guidance, and showed excellent behaviour throughout the day. Their positive attitudes, teamwork, and willingness to try something new made the visit enjoyable for everyone.

A huge thank you to the team at Lakeland Climbing Wall for providing such an enjoyable and well-organised experience, and to our school staff for helping to make the day run so smoothly.





SCIENCE

What an extraordinary year it has been. From electrolysis to ecosystems, from circuits to cells — our students have worked with curiosity, resilience and real scientific ambition.



Year 11 — GCSEs Complete!

An enormous well done to all Year 11 students — your GCSE examinations are now done! After two years of dedication, you should be incredibly proud.

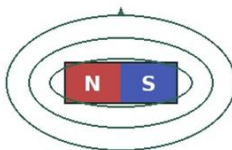
The final weeks were spent revisiting challenging topics and sharpening exam technique. The whole Science team has every confidence in you.

Topics covered this year:

- Waves and Ripple Tanks
- Ecology — sampling, distribution & abundance
- Electromagnetism
- Earth and Using Resources
- Life Cycle Assessments

We wish every Year 11 student the very best with their results and for everything ahead!

ELECTROMAGNETISM — FIELD LINES





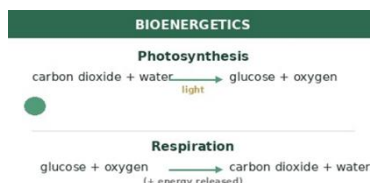
SCIENCE

Year 10 — Mocks Completed!

Year 10 have had a brilliant and productive year — now well into their GCSE course and thriving in the increased number of practical sessions. Mock examinations are complete and detailed feedback has been given. The department is delighted with the growing confidence pupils show in justifying conclusions.

Topics covered this term:

- Electricity — Circuits & Domestic
- Energy Changes (Chemistry)
- Bioenergetics — Respiration
- Bioenergetics — Photosynthesis
- Particle Model of Matter
- Radioactivity & Atomic Structure
- Quantitative Chemistry



Fantastic effort this year — keep the momentum going into Year 11!

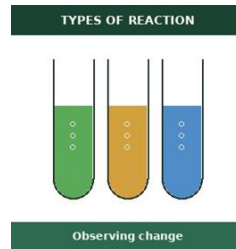
Key Stage 3 — Growing Scientists!

Our KS3 students have had an amazing year covering topics across all three sciences. They use a wide variety of resources — practical's, videos, quizzes, mind maps and knowledge organisers.

Their growing confidence using scientific vocabulary in written and verbal answers has been truly outstanding.

Topics covered this term:

- Earth and Climate
- Energy Costs
- Current, Voltage and Resistance
- Metals and Non-Metals
- Interdependence
- Types of Reaction



Keep pushing yourselves — you are the scientists of tomorrow!





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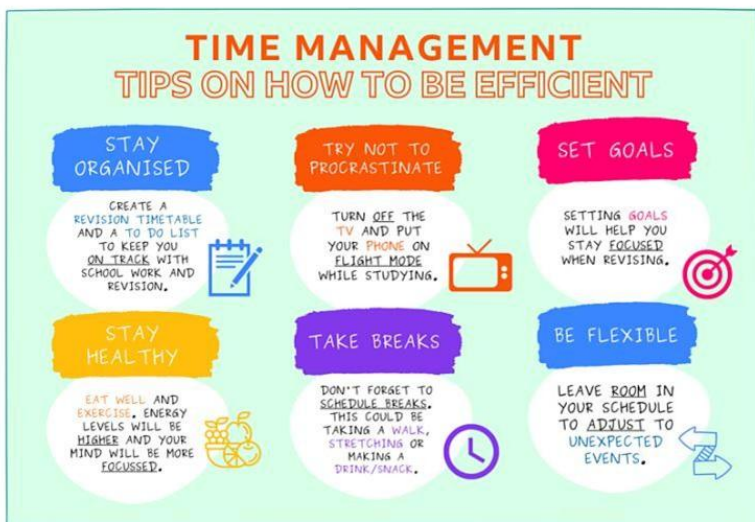


BBC BITESIZE

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.



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





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.

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!



Jacob Young	10S
Usman Hussain	KS3R
Tommy Dunkley	KS3R
Jake Edghill	KS3R
Fearne Allen	KS3R
Sienna James	KS3R
L'Taya Royle - Hypolite	OAK
Luisa Ormisher	10H
Raafahy Khan	10H
Tyler Harrison	10E
Monzir Abaker	10S
Kayla Knowles	KS3C

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 are any problems please contact the attendance team:
Lorraine Morrow—Attendance Manager 01772792412 EXT 231
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 on **Friday 17th July**

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

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

Mid Term Closure = **Monday 26th October – Friday 30th October 2026 (inclusive)**

