



Parents@Park

Parents@Park is back - the place to be for all things Park!

This week, we had lots to celebrate from student achievement across all year groups and fantastic displays of Ambition. Our annual KS4 Presentation Evening highlighted just how important school life is and how much Park High has and continues to have an impact on our Y11 leavers. It is always a fantastic evening seeing students reap the rewards of their hard work and determination. The Class of 2025 was back and it was great to hear them settle into post-16 education so well.

Read below for this week's edition...

KS4 Presentation Evening



Thank you to everyone who joined us for our annual KS4 Presentation Evening on Thursday. What an amazing evening it was celebrating the achievements, effort and progress of our wonderful students. A huge well done to the award winners. A big thank you to all parents and carers who supported the event and I am sure students have made you just as proud. It was great to welcome back the Class of 2025, now thriving in Year 12 as they collected their GCSE results. It was great to catch up and hear the next steps of their journey. A thank you to all students who spoke at the evening and for our guests, CEO John Tarbox, Governor Penny Sutcliffe and ex-governor/special guest Karen Clark with a heartfelt message. We are already looking forward to the KS3 Presentation Evening later this academic year.

#Ambition - Taking Pride in our Work

We recently held another 'pop-up stall' where students (and staff!) could show off their pieces of work to be most proud of. This helps students share pride in their work and celebrate their own efforts in and out of lessons. The pop-up shops continue to be a success and remind us that hard work pays off!





Wider Personal Development

At Park, we take great pride in our Personal Development offer which includes:

- Personal Development Curriculum
- A wide range of opportunities
- Careers education
- Assemblies
- External speakers
- Behaviour Curriculum
- Student Briefing
- Student Voice
- Student Leadership
- Pastoral support
- Safeguarding support
- Form tutor led intrinsic Personal Development

Information regarding Personal Development can be found on the following webpages:

[Colne Park High School - Spiritual, Moral, Social and Cultural Development](#)

[Colne Park High School - Early Help, Wellbeing and Support](#)

[Colne Park High School - Personal Development](#)

[Colne Park High School - Student Voice](#)

[Colne Park High School - Extra-Curricular](#)

[Colne Park High School - Careers and Further Education](#)

This week we would like to spotlight our Behaviour Curriculum.

The behaviour curriculum is a combination of explaining the why of key behaviours which are intrinsically linked to the local labour market. This has been informed by research in which work ready behaviours have been ranked by the local labour market. These behaviours are linked to cultural themes and school behaviours and learning habits. This session provides information, discussion opportunities and raises awareness of topics that are of great importance in development of character and Safeguarding. Alongside this, it also signposts support that all students can access. Above all, this session creates a forum in which students can deliberately practice expected behaviours as modelled and walked through by staff and Form tutors.



- Scenario:
You have heard a student using derogatory/unkind behaviour/language towards another student.
You MUST report them to a member of staff.

'Miss/sir, please can I talk to you.
I have heard/seen.... Towards...

Where
Who else was present
When.

Spotting	Reporting
<ul style="list-style-type: none">• To get someone else involved• To stop yourself getting involved• To get something sorted• To have a quiet moment and think	<ul style="list-style-type: none">• To keep yourself safe• To keep someone else/other safe• The person might be unwell/hurt• You may need an adult's help• Keeping our names and other people's names safe

Deliberate Practice:



Syed – “what appears as natural talent or innate ability is often a result of countless hours of focused, purposeful practice, coupled with opportunities and supportive environment.”

Ericsson – “deliberate practice, rather than innate talent, is the key factor in attaining and maintaining superior performance.”

What is the most important thing?



What is a community?

 community

/kəˈmjuːnɪti/

noun

1. a group of people living in the same place or having a particular characteristic in common.
2. the condition of sharing or having certain attitudes and interests in common.

Ability to work in a group or team



What is meant by this? Teamwork refers to the skills and qualities of being able to work well with others during conversations, projects and meetings in a professional capacity.

LEARN

How can you learn and demonstrate this work ready skill whilst at school?

- Working well with others in class or on a project.
- Listening to others in a group and enabling their contribution.
- Supporting the other participants in a group or team.
- Participating in team sports.
- Taking part in an Enterprise Challenge or team careers activity.
- Acting as a Form representative, School Council or Prefect.
- Explicitly teach the focus-essential skill steps from the Universal Framework (see below).

• *This half term we are focusing on the Values of **Collaboration** and **Respect** alongside the work ready skill of **“Ability to work as part of a team”**.*

Equality, Diversity and Inclusion

Colne in Bloom - Winners!



Colne in Bloom Gold Award

This week students of the Outdoor Learning Group and Lunchtime Gardening Group were thrilled to receive the Gold Standard Award by Alice Mann, the chairperson, of Colne in Bloom. They were awarded certificates, seeds and chocolate for all their impressive hard work.





Despite the colder weather, the students are still busy both inside and outside. This week, students have worked collaboratively to create a dead hedge, plant bulbs and paint wooden snowmen using exterior paint ready for school's outdoor winter display. A massive well done to all the students involved.

Year 11 Interventions

After School Intervention

Monday

English Priority Night

Tuesday

Maths Priority Night

On Monday and Tuesday English and Maths have priority for intervention with students.

Every subject has sessions after school – please check with your **individual teacher** what night they have a session for you to attend

Extra-Curricular Success





Huge congratulations to Ava who recently took part in a Ju-Jitsu competition and came away with 2 gold and 1 silver medal!

The medals were awarded for kata, sparring and ground fighting.

Well done Ava, we are super proud!



Also, a massive congratulations to Robbie who became European Champion with the England U15's side! Well done Robbie!

Sports Round-Up

Year 9 Boys Football: Year 9 continued their outstanding start to the season with a commanding 7–2 win over Darwen Vale in the Lancashire Cup. Despite a slow start that saw Park fall 2–0 behind, the team once again showed the same resilience displayed in the previous night's 3–3 comeback draw against Fishermore. Kai C sparked the fightback with the first goal, before Jacob H levelled the score with a superb strike from outside the area into the top corner. From that moment on, Park took full control, heading into half-time with a 3–2 lead. The second half was nothing short of exceptional. Four more goals followed as the boys dominated the game from start to finish. Jacob H completed the match with an impressive four-goal haul, Ivá M added two, and Kai C finished with one. An excellent all-round performance from the team, who now look forward with confidence to their second-round tie against Cardinal Allen.

U16's Girls Football: Our U16 girls finished runners-up in the 7-a-side Tournament organised and hosted by Burnley Football Club on Wednesday. Despite a wet and bitterly cold day, the team showed fantastic spirit, determination and teamwork throughout. Across six matches, the girls produced some brilliant football, winning four of their games and securing their place in the final. There were standout performances across the pitch, including hat-tricks from both Isla and Martha, who were relentless in front of goal. Isla played a central role in

the team's success, showcasing her technical skill and unwavering determination. Martha's relentless work rate and pace helped Park convert clinical chances and provided consistent pressure on the defence. We also saw well-taken goals from Imogen, Hannah and Lexie, each contributing to the team's strong attacking display. A special mention must go to Annie, who stepped up to play in goal despite normally being a defender. She showed real resilience, bravery, and excellent reading of the game, keeping the team in the games. The girls battled all the way to the final, where they were narrowly defeated 1–0, conceding in the final three minutes of an incredibly close contest. We are incredibly proud of their effort, attitude and performance throughout the day.



PD Day 2 - Friday 28th November

We are pleased to announce that the second of our Personal Development days is on the horizon. Personal Development is an essential part of every student's experience at school and plays a pivotal role in preparing students for the opportunities, decisions, responsibilities and experiences of later life.

On Friday 28th November, each year group will take part in a wide range of opportunities to contribute towards their Personal Development.

Year 7: Year 7 will be taking part in workshops, covering the theme of Careers education. They will explore a wide range of activities exploring future pathways, a range of employment sectors and a chance for them to participate in sharing their voice regarding their careers education at Park.

Year 8: Year 8 will be taking part in workshops based upon Social, Moral, Spiritual and cultural learning. The theme for the day will be festivals of light.

Year 9: Year 9 will be completing two sessions that will contribute towards their DoE Bronze award. They will also take part in two workshops linked to RSHE. All year 9 students will also have a guest speaker talking to them about Prevent duty, tolerance and hate crimes - a session that is spoken highly about from students that have previously worked with Tim, our guest speaker.

Year 10: Year 10 will be taking part in workshops based upon RSHE. They will be exploring the themes of sexual health and healthy relationships. All year 10 students will also have two guest speakers talking to them. Session 1 will be about Prevent duty, tolerance and hate crimes - a session that is spoken highly about from students that have previously worked with Tim, our guest speaker. Session 2 is the local PCSO who will be delivering a session about knife crime.

Year 11: Year 11 will have a range of workshops addressing a range of themes to prompt deeper thinking about themes and topics that relate to older teenagers. The themes cover misogyny and incels, tolerance, Adam's story - consequences and wider impacts of decisions and behaviours. They will also have sessions that link to preparation for upcoming GCSE's to ensure that all students are fully prepared for managing their own time and workloads efficiently over the coming months.

Notices and Information Share

Governor Vacancy - Blacko Primary School

Are you passionate about education and making a difference in your local community? Blacko Primary School is looking for a dedicated Local Governor to join our governing board.

No prior experience is needed — just a commitment to learning and a desire to contribute. Training and support are provided.

Time commitment: Governors must be committed to attending three meetings, carrying out two school visits and attending at least two school events each year.

You may also be required to attend infrequent additional meetings and training as necessary.

Governors usually serve a four-year term.

If this could be you, or someone you know, please visit [Blacko Primary School - Governor Vacancies](#) or contact Helen Whitaker, Head of Governance on h.whitaker@apex-trust.org



What Parents & Educators Need to Know about AI-GENERATED VIDEOS

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can irritate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

WHAT ARE THE RISKS?

DEEPFAKE ABUSE CONTENT

Shockingly, artificial intelligence is now being employed to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse often generated by manipulating real children's photos, including ones shared innocently online. Why might this be? AI-generated content that has never been filmed or recorded in real life, which is often AI-generated, this content causes harm and distress and is considered a precursor to a criminal offence under UK law.

EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. Fake footage of crying children, injured children or burning buildings may be created purely for clicks, donations or gofundme appeals. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their emotions.

BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos, including those shared on social media. This is a problem for the "click or share" habit that has become so ingrained in our digital lives, as it encourages more harmful content to be shared.

DISINFORMATION

AI-generated videos can spread false news, making it harder for children to separate fact from fiction. Fake clips may include deepfake interviews, news extracts or manipulated sports coverage. As it becomes easier to produce convincing or persuasive content that appears authentic, if they can't always trust what they see, children may accept fake content as truth.

USED FOR BULLYING

Deepfake technology is already being used to create false evidence of child sexual abuse or other harmful acts. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying clips create layers of harm that are often difficult to remove.

IMPERSONATION AND SCAMS

With just a few prompts or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers to create fake videos of children, teachers or celebrities. These impersonations can be used for financial harassment or humiliation, and can spread easily through social media or group chats, due to the viral potential of videos, in particular on social media.

Advice for Parents & Educators

TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating what is real versus what is AI-generated can help to build awareness. Discuss how faces, voices and even movements can be copied by computers. Encouraging the technology behind how and builds confidence in navigating digital content safely.

TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This job helps you to help in reality if harmful content has been shared, trust is vital and needs to be nurtured.

ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? If trying to persuade that these tools encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared is based on evidence to be true, even if it looks convincing at first, and that the safest approach should always be one of speculation.

STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies, or personal videos on public platforms. As tools often scrape content from social media to create deepfakes, use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

Meet Our Expert
 Brendan O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, GDPR, and pastoral care.

Wake Up Wednesday
The National College

[@wake_up_weds](#) [/wux.thenationalcollege](#) [@wake.up.wednesday](#) [@wake.up.weds](#)

Copies of this guide are at all their own discretion. No liability is entered into. Current as of the date of release 12.2023

Monday 6 October
Monday 17 November
Saturday 17 January
Wednesday 11 March
Monday 15 June

Colne Park High School · Follow

School/university · 1.6K followers

Have you seen our Facebook page? Follow us for regular information and updates.

Please note credits, misdemeanours and attendance are all available on MCAS. Don't forget to log on to stay informed on a daily basis.

- **Teacher Training Day Dates 2025/6:** Parents and Carers please note the amendment to Teacher Training Days for 2025-26. They are as follows: Monday 05 January 2026, Tuesday 06 January 2026, Friday 19 June 2026. All term dates and training days are available on our website.
- Parents@Lordst

Extra-Curricular Clubs

Extra-Curricular Activities	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breaktime: Mindful colouring - Library	Breaktime: Chess club - library	Breaktime: Lego club - Library	Journalism club: Room 205 3:10pm		
Craft/book club: Library 3:10pm	Reading Ambassador Meeting 3:10pm Library	Board Game club: Room 519 3:10pm	Journalism Club 2025-26		
Club reminders	LIBRARY ACTIVITIES	AFTER SCHOOL GAMING CLUB	DUNGEONS & DRAGONS		
Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do	Be curious and eager to learn		
		Persevere and try to bounce back from setbacks			

Journalism Club 2025-26





After last year's huge success, we are pleased to announce the return of Journalism Club! If you are interested in Journalism, News Reporting, Photography, Videography or Content Creation then get involved! We look forward to meeting another team of brilliant Journalists!




Thursdays 3:10 – 4:00

Open to all students

Room 205

Miss O’Gorman



Celebrating Success



COLNE PARK
HIGH SCHOOL

Park Point
Lucie James



CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



PARK POINT



COLNE PARK
HIGH SCHOOL

Park Point
Yvie Davenport



CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



PARK POINT



COLNE PARK
HIGH SCHOOL

Park Point
Ethan Bennett



CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



PARK POINT



COLNE PARK
HIGH SCHOOL

Park Point
Katy Hurst



CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



PARK POINT



COLNE PARK
HIGH SCHOOL

Park Point
Annabelle McLeod




PARK POINT

CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



PARK POINT



COLNE PARK
HIGH SCHOOL


Nil Sine Labore

Strength
Griffin

Loyalty
Dragon

Pupil of the Week


Awarded to – *Annie Broughton*



The Best That We Can Be
Seniors

Inspiration
Pegasus

Resilience
Phoenix



COLNE PARK
HIGH SCHOOL


Nil Sine Labore

Strength
Griffin

Loyalty
Dragon

Pupil of the Week


Awarded to – *Molly Broughton*



The Best That We Can Be
Seniors

Inspiration
Pegasus

Resilience
Phoenix



COLNE PARK
HIGH SCHOOL


Nil Sine Labore

Strength
Griffin

Loyalty
Dragon

Pupil of the Week


Awarded to – *India Rose Clarke*



The Best That We Can Be
Seniors

Inspiration
Pegasus







Resilience
Phoenix



COLNE PARK
HIGH SCHOOL

Pupil of the Week







Awarded to— Jessica Holden



COLNE PARK
HIGH SCHOOL

Pupil of the Week







Awarded to— Eleanor Reeder



COLNE PARK
HIGH SCHOOL

Pupil of the Week






Awarded to— Layla Snell

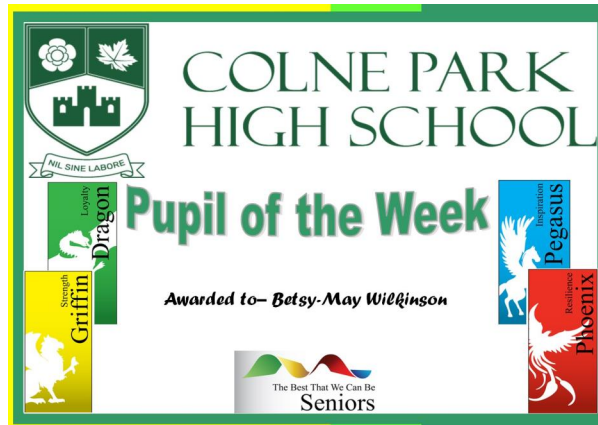


COLNE PARK
HIGH SCHOOL

Pupil of the Week

Awarded to— Lexi Thorpe





@Contact Us

- [The link here](#) links to the school website where key staff and department contacts are listed as well as a flow diagram to support families in navigating to the correct team/staff member depending on the enquiry they have.

In the first instance the form tutor is the first point of contact to guide and advise.

School Holiday Dates 2025-26

[Colne Park High School - Term Dates \(park-high.co.uk\)](http://park-high.co.uk)