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# Parents@Park

## Parents@Park

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

Welcome to this week's edition of Parents@Park and it has been a week of ambition and achievements!

As January rapidly turns into February, we wrap up another fantastic week on school site. A big shout-out to all the students who have been working hard on their assignments, assessments and coursework. Special mention must go to Year 10 who have successfully navigated their first week of GCSE mocks with determination and diligence. Our school teams have been making us proud with some super matches and results this week. Students have shown great teamwork and sportsmanship. This week has been full of achievements, learning and collaboration. Students have a great energy and continue to strive for excellence. Remember, every small effort counts towards something big!

Read below to find out more...

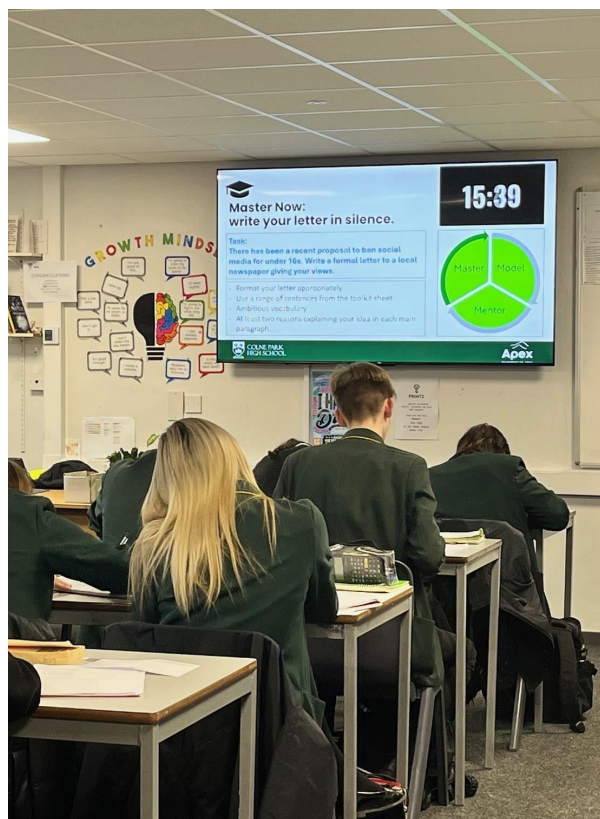
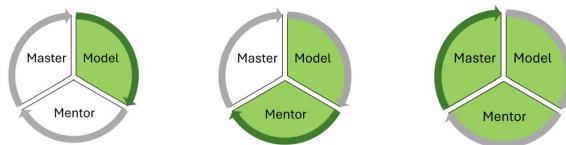
## Model, Mentor, Master

Independent students are successful students! It is essential that our students develop independence and resilience to ensure that they confident and capable lifelong learners. Therefore we are codifying a routine around independent practise within lessons to ensure that all our students can thrive.

Research shows that teachers modelling their thought process followed by mentoring activities (scaffolding) can ensure that students are effectively prepared for independent tasks.

We will be incorporating symbols on our slides to help the students know which phase they are in and what type of learning environment they are expected to be in, for example silent, paired or group.

This is an exciting time for all our learners and staff as we embrace our core value of ambition to ensure that everyone succeeds both in and outside the classroom.



## 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](#)

We look forward to our Personal Development offer being celebrated, as we enter the final stages of the EPDA award.



This week we would like to spotlight '**Student Voice**'.

This week our Intrinsic PD session allowed all students to engage in 'The Big Question'. This is a chance for all students to share their views within form, hold healthy conversations about their feelings and develop suggestions for school improvements. Discussions have been held around:

- The dining offer at Park - Catering
- Wellbeing
- House identity

Following on from these discussions, Form leaders will meet with the Senior Student Leaders, Student Heads of House and The student Head of School to further discuss these items before bringing them to the Senior Leadership Team, to influence change and improvements.

Senior student Leaders are also working hard behind the scenes, to drive forward their area of responsibility through their leadership of committees. Last half term, Elliott (Fundraising and charity Committee Leader) drove forward fundraising initiatives to fundraise for school opportunities, Open door and Children in Need.

This term we look forward to seeing... Millie and Theo (Student Voice and Communications committee) working alongside the Journalists to publish a wide range of student led communications. Olivia (wellbeing committee) leading wellbeing initiatives alongside Mrs Sims (DSL).

## **Business Enterprise**

Business Breaktimes!

Students in the Park High Business project have been hard at work making and preparing products to sell to the school. On Mondays, until half term, there will be a stall in the Drama studio (cash only) at break time for students to come and visit.

Monday 2nd of February is Creamy Treats, selling homemade mint creams.

Monday 9th of February is Printz, selling 3D printed fidgets and key chains.

There will be more stalls after half term.

## KS4 Interventions and Mocks

Please see below for Year 11 intervention nights, the timetable for Year 11 mock exams including Y10 RS (first two weeks after half-term) and Year 10 in-class mock exams.

### Year 10 in class Assessments

Week 2 of Year 10 in class assessments

Week beginning Monday 2<sup>nd</sup> Feb

### AFTER HALF TERM – Y11 Mocks and Y10 RS

	Mon 23-Feb	Tues 24-Feb	Wed 25-Feb	Thurs 26-Feb	Fri 27-Feb	Sat 28-Feb	Mon 02-Mar	Tues 03-Mar	Wed 04-Mar	Thurs 05-Mar	Fri 06-Mar
Form											
Period 1	YEAR 10 RS	English Lang Comp. 2	English Lit Comp 2 (2.5 Hrs)	Hums B - Paper 2 ... Option P (in class Pd 1 and Pd 2)	Chemistry - Paper 1		Biology - Paper 2	Chemistry - Paper 2	Maths - Paper 3	French Listening and Reading	YEAR 10 RS 2
Period 2										All other - English Masterclass P1 and normal	
Break											
Period 3	Normal Lesson	Normal Lesson	Normal Lesson	Normal Lesson	Normal Lesson		Normal Lesson	Normal Lesson	Normal Lesson	Normal Lesson	Normal Lesson
Lunch											
Period 4		Hums B /Option P - Paper 1	Computing Paper 2 (14 Students)	Biology - Paper 1	Physics - Paper 1		Option 1 - Paper 1	Hums P - Paper 1 / French - Writing Paper	Physics - Paper 2		Hums P - Paper 2
PM Form	Maths - Paper 1	Art P and ASDAN in class Pd4 and Pd5	All other students in class				Maths - Paper 2	Art, Music, Perf Arts & Graphics in Class			All French students - Eng/Soc/Maths Masterclasses Pd4 and Pd5
Period 5											

### After School Intervention

**Monday**  
**Tuesday**      **English Priority Night**  
                                 **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

**Wednesday**      **FOCUS GROUP room 108**

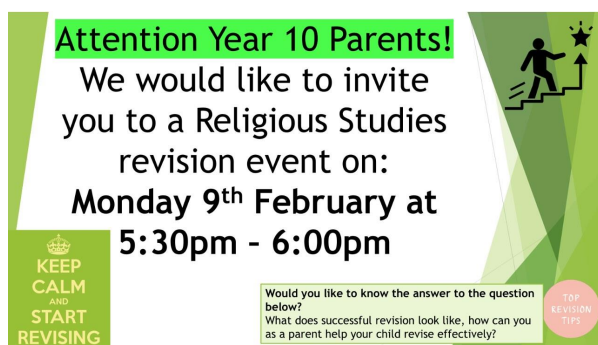
**54** Days of school until the GCSE's start

Year 11 French Intervention sessions restarting after school.

Thursdays in 215 - 3:10 - 3:40

Open to all Year 11 French groups and tiers.

## Year 10 RS Revision



**Attention Year 10 Parents!**  
We would like to invite you to a Religious Studies revision event on:  
**Monday 9<sup>th</sup> February at 5:30pm - 6:00pm**

KEEP CALM AND START REVISING

Would you like to know the answer to the question below?  
What does successful revision look like, how can you as a parent help your child revise effectively?

TOP REVISION TIPS

## Sports Round-Up

**U16's Girls Badminton:** The U16 girls' doubles badminton tournament at Primet featured four teams from Park, with all players competing with great ambition and determination. A wide range of impressive badminton skills were showcased in the first round from Amelia and Zubaiyda, and Alicia and Lexi including strong teamwork, sharp movement, and well-placed shots.

How ever it was Kara and Martha, along with Imogen and Hannah, both progressed to the semi-finals after winning all of their matches. Both teams powered through their semi-finals to book their places in the final. This set up an all Park final, which proved to be a thrilling contest. After an exciting game of cat and mouse, Imogen and Hannah emerged triumphant, capping off a fantastic tournament performance! Well done Park! Imogen also became U16 Girls Champion in the singles, with Martha runner-up. U16's semi-finalists were Hannah B. Well done girls!

**U16's Boys Badminton:** After success in the U14 badminton tournament there were more excellent performances in the U16 singles. The finalists of both the girls and boys events all came from Park, notable performances include

U16 Boys Runner-Up – Arthur Gorman

U16 Boys Champion – Will Crossley

Well done to all that played.

**U14's Girls Football:** Having reached the last 32 of the English Schools Cup the U14 girls travelled to Penistone Grammar School near Barnsley knowing it would be a tough test. The game started and it was clear from the start we were up against a good side with some excellent players but our girls battled hard to reduce the number of chances Penistone could produce and, in goal, Gracie dealt comfortably with any efforts on target. Park were unable to create many chances on goal and then 10 minutes before half time Penistone took the lead to send them in 1-0 at the break. In the 2nd half we improved and Emily and Maisie

started to create things to cause the opposition concern. However, we could not find an equaliser and 2 quick goals saw Penistone lead 3-0. The girls never, ever stopped trying to get back in the game and were rewarded for their efforts when Maisie smashed a 25 yard shot past the keeper. Minutes later we were unlucky not to score again as Maisie hit the post with a free kick. At this point another goal for us could have really changed the game but it was Penistone who scored the final goal of the game to take a deserved 4-1 victory. There were 463 teams who entered the competition this year so it is a fantastic achievement for the girls to reach the last 32 in the country. We are very proud of their attitude, resilience and considerable talent and look forward to the next round of the Lancashire Cup looking to progress further.

**Year 7/8 Indoor Athletics:** The annual Year 7 and 8 indoor athletics event kicked off with the field events with boys on javelin, shot putt and vertical jump and girls on long jump, triple jump and speed bounce. Each event is a test of strength and power in addition to ambition, determination and resilience. In both Year 7 and 8 teams got off to a good start winning a number of their events setting us up for the track events. The track races were fantastic to watch with the pupils performing superbly. In Year 7 both the boys and girls teams finished as runners up. In Year 8 the girls were also narrowly beaten to finish 2nd. In the Year 8 boys event the team were superb being triumphant in all but one of their races. We saw a tremendous 6 lap run from Logan D digging deep when the rest of the field began to tire. Well done to all teams involved. The Year 8 boys will now progress to the county finals in Blackpool.

**Y10 Boys Football:** Friday evening saw our Year 10 B-Team competing in the Pendle Schools competition. On a cold wet evening, this was a fantastic tournament with our team finishing unbeaten in the five games. They missed out on first place by goal difference. Zac made his school debut in goal and was superb in every game. A strong defence of Rohan, Harry and George only conceded one goal on the evening. They were solid! The midfield of Josh, Koeban and Koby dominated each game and dominated possession. Our forwards, Will and Jayden were rapid on the break and a threat in every game. Mr Allen was so proud of the lads and how they represented the school.









## Park High does... Pendle Parkrun!

Staff would love to thank Pendle Parkrun's wonderful volunteers for the lovely warm welcome they gave us last Saturday morning. 102 participants ran, jogged and walked the Alkincoats course. Sam M took the lead early doors and led for much of the way only to be beaten in the final sprint by Mr Gardner! Both managed a course PB and their lead was over a minute! Ryan's return to Pendle Parkrun saw him really push himself and he was the second Park student through the finish! Joey put in an excellent performance and bagged a brilliant time! Mrs Biggin sailed through the finish as second staff member with a fab time since her recent return to her beloved parkruns! It was fantastic to have members of Colne Youth Action Group Lucas and Aaron come and battle the course too and were apparently heading off on an 8 mile hike later the same day! A cold and bracing January morning was certainly made warmer by the hot chocolate and cakes in the Pavilion afterwards. Huge thank to all of the volunteers and to regular Pendle park runners; many of whom took the time to support and encourage our students!





## 3G Pitch

**We need your help.**

Support a new 3G pitch for our community & Park High School

The FA has identified this pitch as a flagship facility, and the school is currently seeking a £1 million grant towards the project. Your support is vital to help demonstrate how important this is to our community.

Sign our petition 

 COLNE PARK HIGH SCHOOL 

Park High School is working with the **FA and Football Foundation** to deliver a **much-needed 3G pitch** for our local community.

This facility would:

- Provide high-quality sports facilities for **schools and grassroots local sports clubs**

✔ Support local clubs including **junior sports, women's and girls' football, disability football and rugby**

✔ Be part-funded by the **Football Foundation**, with significant national investment coming into our area

✔ Create a long-term community asset for health, wellbeing, and participation

*The FA has identified this pitch as a **flagship facility**, and is currently pledging a **£1 million grant** towards the project upon approval of planning permission. Your support is vital to help demonstrate how important this facility is to our community.*

**Please support the project by signing the petition below:**

[Colne Park High School - Support a new 3G Pitch for our community and Park High School](#)

## Celebrating Success





COLNE PARK  
HIGH SCHOOL

**Park Point**  
**Blake Crabtree**



PARK POINT

CONGRATULATIONS YOU RECEIVED THE  
MOST PARK POINTS LAST WEEK.



PARK POINT



COLNE PARK  
HIGH SCHOOL

**Park Point**  
**Tyler Whitaker**



PARK POINT

CONGRATULATIONS YOU RECEIVED THE  
MOST PARK POINTS LAST WEEK.



PARK POINT



# COLNE PARK HIGH SCHOOL

**Park Point**  
**Maxwell Thompson**



PARK POINT

CONGRATULATIONS YOU RECEIVED THE  
MOST PARK POINTS LAST WEEK.



PARK POINT



# COLNE PARK HIGH SCHOOL

**Park Point**  
**Mollie Hartley**




PARK POINT

CONGRATULATIONS YOU RECEIVED THE  
MOST PARK POINTS LAST WEEK.









PARK POINT



COLNE PARK  
HIGH SCHOOL

**Pupil of the Week**






*Awarded to – Niomi Armitage*



COLNE PARK  
HIGH SCHOOL

**Pupil of the Week**

*Awarded to – Jonathan Birtwistle*





# COLNE PARK HIGH SCHOOL

## Pupil of the Week

**Awarded to— Edie Dewhurst**



# COLNE PARK HIGH SCHOOL

## Pupil of the Week

**Awarded to— Harriet Lord**



**COLNE PARK HIGH SCHOOL**

**Pupil of the Week**

*Awarded to– Besa Mohammed*

The Best That We Can Be  
**Seniors**

**COLNE PARK HIGH SCHOOL**

**Pupil of the Week**

*Awarded to– Annie Watts*

The Best That We Can Be  
**Seniors**

**Notices and Information Share**

**Advanced apprenticeships available now**  
Rolls-Royce Barnoldswick

**THEMIS APPRENTICESHIP CAREERS EVENT**  
WEDNESDAY 21.01.26

**EVENTS**

**Work experience deadlines:**  
Year 9 Friday 17th April 2026.  
Year 10 Friday 22nd May 2026.

**OPEN EVENING**  
Tue 10 Feb

**APPRENTICESHIP & CAREERS FAIR**  
WEDNESDAY 11 FEBRUARY 2026

**APPLICATION**  
Application night – Year 11

Sion Pantomime Society Presents

**GOLDILOCKS**  
and the  
**THREE BEARS**  
by Tom Whalley Pantomimes



Tuesday 17th to Saturday 21st  
February 2026  
Adults £10  
Children £7  
Sion Baptist Church  
Church Street  
Burnley BB11 2DW

**BOX OFFICE:**  
[www.ticketsource.co.uk/sionpanto](http://www.ticketsource.co.uk/sionpanto)  
Tel: 07351 420723



Booking fees apply. Please check our Facebook page @sionpanto for all the latest ticket and event information



## Advanced apprenticeships available now

Discover your future on an Advanced Apprenticeship

At Rolls-Royce, we're proud to be a business that has helped shape the modern world, and we're committed to being a force for progress; powering, protecting and connecting people everywhere.

Our Engineering Advanced Apprenticeship gives you the real-world experience and expert training you need to help build some of the most advanced engines in the world. From day one, you'll get outstanding career support, debt-free qualifications and the chance to work in a friendly, supportive environment where you can be yourself. You'll start by gaining a strong foundation in practical skills with one of our approved training providers, then spend three years broadening your knowledge through attachments across our Civil Aerospace business. This is hands-on work with state-of-the-art products, equipment and machinery, where you'll train with engineering experts, work on live projects and earn as you learn.

### Ready to apply?

#### Machinist/Inspector

As a Machinist/Inspector, you'll carry out precision work, making components from specialist materials using hand and CNC machine tools, as well as measuring and checking they're exactly right for our requirements. You'll also carry out inspection and quality control activities by checking components for both dimensional and geometrical accuracy. At the end of your apprenticeship, you'll have the skills and knowledge to undertake a Machining or an Inspection role.

In your first year, you'll gain a strong foundation in the practical skills you need with one of our approved training providers across the UK. Over the following three years, you'll broaden and deepen your knowledge through a range of attachments within our Civil Aerospace business, all the while working towards completing your apprenticeship standard and gaining relevant engineering qualifications.

[Find out more and apply](#)



### Application support

**Top tips!**

#### What do I need to do?

Our online application helps us get to know you. **The real you.** You'll write answers to a short series of questions. This will help us understand your interests and what motivates you to join Rolls-Royce.

#### What can I use to help me?

We encourage you to research Rolls-Royce using Google and our website. Tools like ChatGPT can also help you structure answers, spark ideas, and shape a first draft. But remember that AI should only be your starting point. **Your application needs your personality, interests, and experiences, because only you can tell your story.**

#### What does the application involve?

The first part of our online application asks straight-forward questions about your name, education, and where you live. After this, we'll ask two or more in-depth screening questions.

#### Further support

You'll find the exact questions we ask, and some tips to help you answer them in our [handy application guide](#).

#### What role? - watch now!

Watch our Advanced Apprenticeship video to understand what roles we offer!



### GOOD LUCK!

We look forward to receiving your application.



#### Detail for all roles:

**Starting Salary:** £17,595 per year. (Your salary progression from here will depend on the role that you go into.)

**Location:** Barnoldswick

**Duration:** 4 years

**Requirements:** Have or working towards min. of 4 GCSEs (or equivalent) at grade 4/C. Additional criteria may apply

**CLOSING DATE:** 8<sup>th</sup> March 2026 11:59pm



THE GATSBY BENCHMARKS  
6000+ careers outcomes



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

At The National College, our *WakeUpWednesday* guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For more details on National Online Safety, these guides now address wider topics and themes. For further guides, NWS and tips, please visit [thenationalcollege.com](http://thenationalcollege.com).

## What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

**WHAT ARE THE RISKS?**

**POPULAR ONLINE SOURCES**  
 Platforms like TikTok and Instagram are some of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and over-simplification, which is appealing to young audiences. This unverified content can cause perceptions, or (re)framed unrealistic expectations and misinterpretations about mental health conditions.

**RISK OF SELF-DIAGNOSIS**  
 Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnoses can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate emergency conditions into more significant mental health issues requiring comprehensive clinical support.

**LACK OF FILTERS**  
 Social media platforms struggle to filter misinformation effectively, allowing false content to spread easily and quickly. Without proper guidance, young users may be misled. Real-time filters, potentially introducing inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

**IMPACTFUL PAST TRENDS**  
 Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or self-harm symptoms. For example, past TikTok trends on self-harm or anxiety have caused damaging online, underlining the risk when misinformation is not promptly addressed or corrected by professionals or adults.

**MISLEADING CLINICAL TERMS**  
 Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or stigmatising underlying issues. Such misrepresentation can be harmful, and have previously led to the creation of the Mental Health Charities' potentially preventing them from identifying real mental health issues in themselves or others.

**REPLACING PROFESSIONAL HELP**  
 Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unvetted online advice. This avoidance can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

### Advice for Parents & Educators

**MONITOR ONLINE ENGAGEMENT**  
 Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This helps to normalise mental health, building their digital habits and informed critical thinking about mental health.

**SCHOOL-HOME COLLABORATION**  
 Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

**IDENTIFY RELIABLE SOURCES**  
 Teach young people to critically evaluate mental health content by checking credentials, source transparency, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

**ENCOURAGE OPEN DIALOGUE**  
 Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly seeking their online experiences and perceived mental health concerns helps clarify misunderstandings, improve responsiveness, and build trust. This encourages their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

**Meet Our Expert**  
 Anna Bannister, Director of Health and Education (L1), Director for Wellbeing and Family Services at Leigh Tink, and Lead Expert for mental health at The National College. Anna specialises in creating mental health lessons for schools, supporting educators and families to improve resilience, emotional literacy, and expert wellbeing for children across the UK.



@wake\_up\_weds    /www.thenationalcollege    @wake.up.wednesday    @wake.up.weds

# We're here for families



**Whatever your family is going through, help is just a phone call or a message away**

We can support you through our free national helpline, WhatsApp message, live online chat and email support. We provide a range of face to face services across England and Wales supporting families.



**0808 800 2222**

WhatsApp - 07441 444125

Live chat - [www.familylives.org.uk](http://www.familylives.org.uk)

[askus@familylives.org.uk](mailto:askus@familylives.org.uk)

**We build better family lives together**

[www.familylives.org.uk](http://www.familylives.org.uk)



@FamilyLives

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**INVESTORS IN PEOPLE**  
We invest in people Standard

Family Lives is registered as a company limited by guarantee in England and Wales No. 3817762. Registered charity No.1077722. Registered address: The Annex, York House, Salisbury Square, Hatfield, AL9 5AD.

## APPLICATIONS ARE NOW OPEN FOR JUNIOR BAKE OFF

Aged between 9-15 and love to bake?  
We'd love to hear from you!

[WWW.APPLYFORJUNIORBAKEOFF.CO.UK](http://WWW.APPLYFORJUNIORBAKEOFF.CO.UK)



APPLICATIONS CLOSE 15TH MARCH 2026



**colneparkhigh**  
Colne Park High School



Colne Park High School · [Follow](#)

School/university · 1.6K followers



Have you seen our Facebook & Instagram pages? 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. The next teacher training day is Friday 19 June 2026. All term dates and training days are available on our website.
- [Parents@LordSt](#)

## Extra-Curricular Clubs

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

## 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**



## @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)