



Parents@Park

Parents@Park

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

The past two weeks at Park have been filled with Year 10 mock assessments, and students have once again demonstrated exceptional dedication, striving to perform at their best. Learning walks have highlighted how, after receiving teacher feedback on their completed assessments, students have actively engaged in constructive discussions to refine their understanding. We continue to 'Model, Mentor, Master' and by reviewing their work, addressing misconceptions, and collaborating to strengthen their knowledge, they are taking valuable steps toward continuous improvement and reaching their full potential. Their focus and commitment during exams have been outstanding, creating a vibrant and motivated learning atmosphere throughout the school.

Find out more below...

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](#)

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 11 half-term sessions.



Half Term Revision Sessions

Day	Subject	Time	Room
Monday	Maths - Mr Park	9.00am-11.00am	601
	Maths - Mrs Baines	9.00am-11.00am	605
	Graphics /Engineering Design – Miss Sagar	10.00am-1.00pm	307
	Physics - Mr Jackson (all welcome)	1.00-2.00pm	302
Tuesday	Health and Fitness - Mr Allen & Mr Curran	9.00am-2.00pm	118
	Biology - Mrs Eulert (all welcome)	10.00am-2.00pm	302
Wednesday	Health and Fitness - Mr Orme & Mr Schofield	9.00am-2.00pm	118
Thursday	Business coursework – Mr Hughes	10.00am-2.00pm	118
	Art – Mrs Gibbons	10.00am-3.00pm	310
Friday	Food Prep & Nutrition – Mr Rigby Wilson	9.00am-2.00pm	315

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 3		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 3 (14 Students)	Biology - Paper 1	Physics - Paper 1		Option 1 - Paper 3	Hums P - Paper 1 / French - Writing Paper	Physics - Paper 2		Hums P - Paper 2
PM Form	Maths - Paper 1	Art P and AQA in class Pd4 and Pd5	All other students in class				Maths - Paper 2	Art, Music, Perf Arts & Graphics in Class			All French Students - English/Maths Masterclasses Pd 4 and Pd 5
Period 5											

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

Wednesday FOCUS GROUP room 108

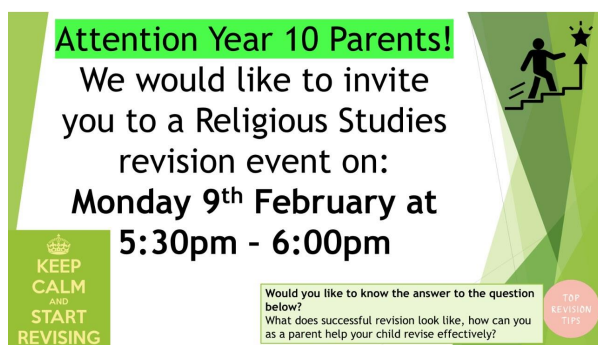
48 Days of school until the GCSE's start

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 9th 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

Building Bridges

Year 7 students enjoyed a morning of Building Bridges with other Year 7's from Marsden Heights. Students were respectful, engaged and collaborative throughout all the activities, and demonstrated all our core values. They engaged in debates on topics including the future of Tiktok for young people, political leaders around the world and whether pineapple belongs on pizza or not! They also came up with effective ways for social cohesion across our communities. A real credit to Park!



Sports Round-Up

Pendle Badminton:

It has been a successful fortnight in the Pendle Badminton tournaments with Park pupils performing superbly across the both singles and doubles competitions. All tournaments involved players participating in a group stage against other Pendle schools before the group winners progressed to the Semi-Final stage. Notable performances came from the players below.

U14 Girls Champion was Ava Garner

U14 Boys Semi-finalist – Shah Khan

U14 Girls doubles Champions – Ava Garner and Scarlett Bannister

U14 boys doubles Semi-finalists – Iva Mfecane and Dylan Cox, Shah Khan and Louie Johnson

U14 Mixed Doubles Champions – Ava Garner and Shah Khan

U14 Mixed Doubles runners-up – Scarlett Bannister and Louis Johnson

U14 Mixed Doubles semi finalists – Heidi Robinson and Dylan Cox

U16 Girls Champion – Imogen Taylor

U16 Girls Runner up – Martha Pearson

U16 Girls Semi-finalist – Hannah Beebe

U16 Boys Champion – Will Crossley

U16 Boys Runner-Up – Arthur Gorman

U16 Boys doubles Champions – Will Crossley and Arthur Gorman

U16 Mixed Doubles Champions – Imogen Taylor and Will Crossley

U16 Mixed Doubles Runners-Up – Kara Turner and Jack Devine

U16 Mixed Doubles Semi-finalists – Martha Pearson and Arthur Gorman, Isla Holgate and Sam Carr.

U14's Girls Football: After being knocked out of the English Cup, the girls were determined to redeem themselves and put in a strong performance against tough opposition. From the opening whistle, it was clear both teams had influential players capable of changing the game in an instant. The match was end-to-end, with both sides showing real attacking threat and keeping the goalkeepers on their toes. Defensively, both teams stood firm, refusing to be the first to concede, and the score remained 0–0 at half-time. Park needed a spark — and it came through Maisie, whose football intelligence shone through. Spotting Emily making a dangerous run in behind the defence, Maisie delivered a perfectly weighted ball over the top. Emily controlled it superbly and smashed it past the keeper to make it 1–0. Balshaws responded quickly with an equaliser, setting up a tense final spell. A couple of changes followed, including the return of Mia, who has been battling a knee issue — and what an impact she made. Receiving the ball on the edge of the box, Mia turned efficiently and, with a first-time left-footed finish, slotted the ball into the bottom corner, catching the keeper completely off guard. With less than ten minutes remaining, Balshaws raised their intensity and managed to score twice, sending them through to the quarter-finals. A special mention to these girls, who have already played over 13 games this season. They continue to demonstrate high technical quality, tremendous talent, and commitment.

Year 8 & 9 Girls Football – Pendle Practice Tournament: Park enjoyed a positive, albeit very cold and bitter, afternoon at the Pendle Practice Tournament, with 23 girls representing the school across three teams — a fantastic reflection of how rapidly girls' football continues to

grow at Park High. Despite the large numbers and multiple teams involved, all three sides won the majority of their games, showcasing the girls' strong footballing ability, teamwork, and determination. It was particularly encouraging to see so many players representing Park for the first time, highlighting the increasing interest and confidence in girls' football. A special mention goes to Willow, whose hard work and dedication played a key role in helping her team secure goals and victories. Her potential is clear, and there is no doubt more to come in the years ahead. Heidi also deserves recognition for her resilience and technical ability, which provided a huge boost of motivation for her team throughout the tournament. Both girls demonstrated tremendous sporting talent. With the main tournament taking place next week, we hope to see even more schools entering, giving the girls further opportunities to enjoy competitive football. Mr Morrison would also like to thank all parents/guardians for their continued support in making events like this possible.





Etihad Trip

The girls recently enjoyed an excellent visit to the Etihad Stadium, giving them the opportunity to experience a top-level professional football environment first-hand. The trip provided valuable insight into elite standards, facilities, and the pathways available within the game for aspiring students. Experiences like this are hugely important in inspiring young players, reinforcing ambition, and supporting their development both on and off the pitch. We hope this trip inspires more girls to get involved in physical activity. It was a memorable day for everyone involved, and thank you to all staff who helped make it possible.



Interventions

This week, our Park High students took on an exciting **teamwork and leadership challenge: Build the tallest free-standing tower using only paper.**

Armed with nothing but creativity, communication skills, and a pile of paper, students worked in teams to plan, test ideas, adapt their designs, and support one another under time pressure. What emerged wasn't just a collection of tall towers—it was a brilliant display of:

Leadership – Students naturally stepped into roles, guided their groups, and encouraged peers.

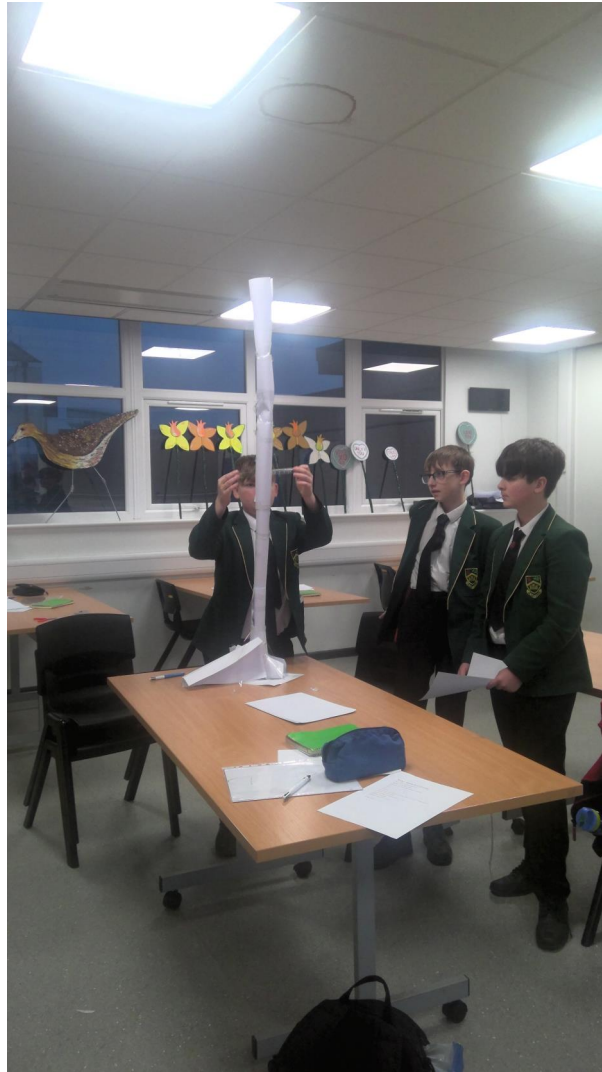
Teamwork – Effective collaboration shone through as teams shared ideas, problem-solved, and refined their structures together.

Resilience – When towers wobbled (or completely collapsed!), teams regrouped, rebuilt, and came back stronger.

Creativity – From wide bases to clever folded supports, students experimented with engineering principles in fun, hands-on ways.

The room buzzed with excitement, focus, and determination—exactly the kind of learning experience that builds confidence and key skills for life. A huge well done to all involved. Our students proved that with collaboration and a bit of imagination, even a few sheets of paper can become something impressive!





SEND Talk

There is a free access to a SEN talk about Anxiety School-Based Avoidance. Also, this February half term, week commencing 16th February, Boulsworth RDA is delighted to offer free taster riding sessions for children and adults with a disability. The aim is to make the joy and therapeutic value of horses accessible to more local families, and they would love to welcome new riders into our community.



Online FREE talk by Jane Keyworth

Anxiety Based School Avoidance

March 26th 7-8pm



Book online
www.facefamilyadvice.co.uk
go to PARENTS - Live Talks page



Competition Winner!

Well done to Jessica B in Year 10 for winning the 'Celebrity Career Path' competition. Jessica showed great creativity and included a wealth of information about her favourite celebrity, which she also illustrated beautifully. Jessica received her huge chocolate bar as a prize after Miss Barker and the career ambassadors chose the winner! Well done to all of the students who entered the careers competition!



Children's Mental Health Week

Children's Mental Health Week February 9th – 15th Theme: **"This Is My Place" – Belonging Matters**

Children's Mental Health Week is a time to reflect on how we can support the wellbeing of children and young people. This year's theme, **"This Is My Place,"** focuses on the importance of **belonging**—feeling safe, valued, and accepted for who we are.

A strong sense of belonging helps children and young people feel confident, supported, and able to thrive. Whether it's feeling included in a classroom, heard by a friend, or welcomed into a community, knowing *"I belong here"* can make a powerful difference to mental health.

Belonging isn't about fitting in or being the same as everyone else—it's about being able to be yourself and knowing that you matter.

How we can all support a sense of belonging:

- 🧠 **Listen and notice** – taking time to check in and really listen can help someone feel seen.
- 👉 **Be inclusive** – small acts of kindness and welcoming others can go a long way.
- 🌱 **Celebrate differences** – our unique interests, cultures, and identities make our community stronger.
- 🏠 **Create safe spaces** – places where everyone feels respected and supported.

This week let's take time to reflect on what makes our place meaningful, and how we can help everyone feel a sense of belonging.

3G Pitch



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:

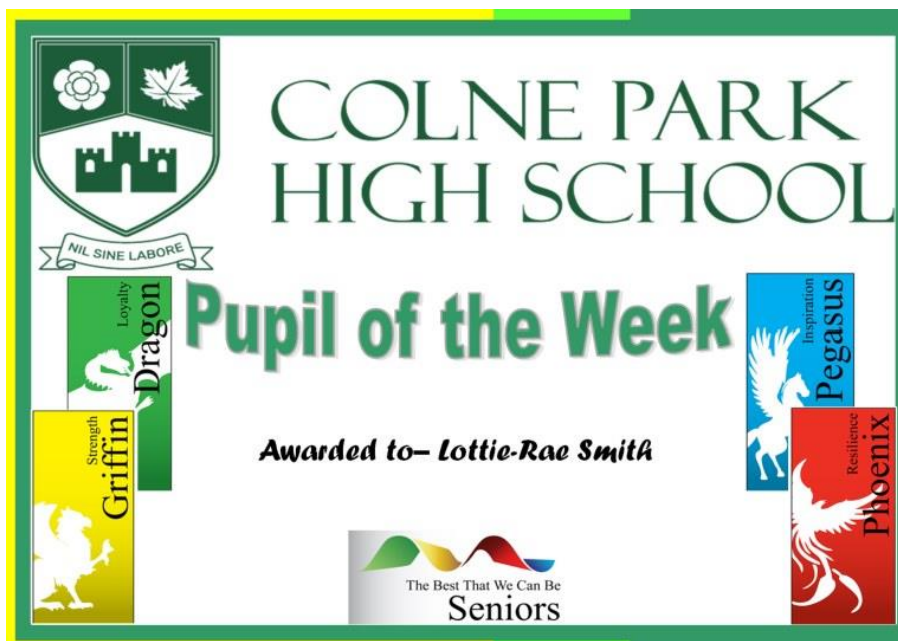
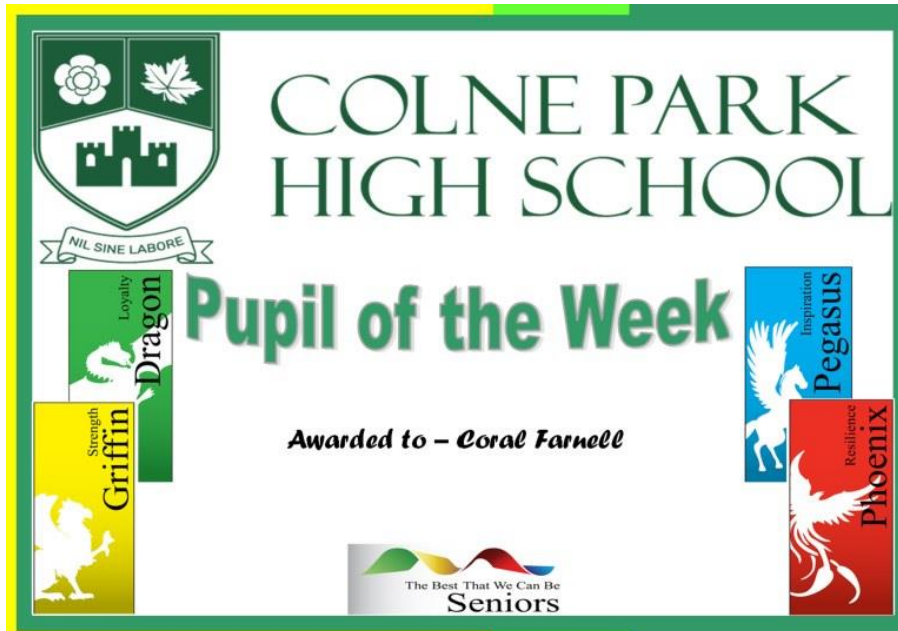
- ✓ Provide high-quality sports facilities for **schools and grassroots local sports clubs**
- ✓ Support local clubs including **junior sports, women's and girls' football, disability football and rugby**
- ✓ Be part-funded by the **Football Foundation**, with significant national investment coming into 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

Strength
Griffin

Loyalty
Dragon


Inspiration
Pegasus

Resilience
Phoenix

Pupil of the Week

Awarded to– Betsy Matthews

The Best That We Can Be
Seniors



COLNE PARK
HIGH SCHOOL

Strength
Griffin

Loyalty
Dragon


Inspiration
Pegasus

Resilience
Phoenix

Pupil of the Week

Awarded to– Aki Jenkins







The Best That We Can Be
Seniors



COLNE PARK
HIGH SCHOOL

Pupil of the Week






Awarded to– Jess Fitzpatrick




COLNE PARK
HIGH SCHOOL

Pupil of the Week

Awarded to– Albert Davies










COLNE PARK HIGH SCHOOL

Pupil of the Week

Awarded to- Jake Askew


COLNE PARK HIGH SCHOOL

Park Point Imogen Disley

CONGRATULATIONS YOU RECEIVED THE MOST PARK POINTS LAST WEEK.






COLNE PARK HIGH SCHOOL

Park Point
Jaxon Simpson-Fort



CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



COLNE PARK HIGH SCHOOL

Park Point
Isabelle Hartshorn



CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.





COLNE PARK HIGH SCHOOL

Park Point Joel O'Neill

CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.



PARK POINT



PARK POINT



COLNE PARK HIGH SCHOOL

Park Point Isabelle Shickle

CONGRATULATIONS YOU RECEIVED THE
MOST PARK POINTS LAST WEEK.

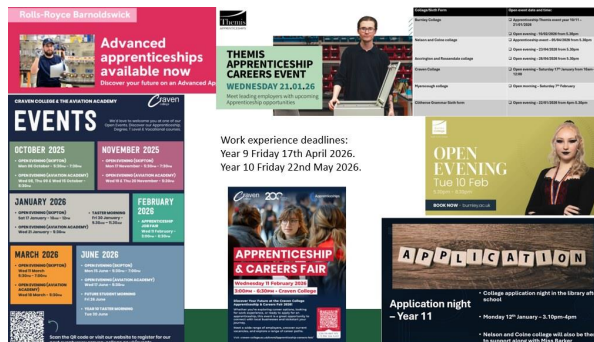


PARK POINT



PARK POINT

Notices and Information Share



Advanced apprenticeships available now
Discover your future in an Advanced Apprenticeship

THEMIS APPRENTICESHIP CAREERS EVENT
WEDNESDAY 21.01.26
Including information and careers advice, apprenticeship opportunities

EVENTS

OCTOBER 2025	NOVEMBER 2025
JANUARY 2026	FEBRUARY 2026
MARCH 2026	JUNE 2026

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

OPEN EVENING
Tue 10 Feb
5.30pm - 7.30pm

APPRENTICESHIP & CAREERS FAIR
WEDNESDAY 21 JANUARY 2026
12.00pm - 4.00pm

APPLICATION NIGHT - Year 11
Monday 12th January - 3.10pm - 6pm
* Collage application night in the library after school
* Nelson and Colne colleges will also be there to support along with Miss Barker

Beat the Goalie!

Sports Hall
Monday 9th, Tuesday 10th,
Wednesday 11th Feb.
Break Time

(follow the one-way
system up to the Sports
Hall)

Goalies: PE Teachers and a
mystery guest!



Pay £1 for **THREE** shots.
Score **AT LEAST** two goals, and you
go into a prize draw for a £10
Amazon Voucher!!



Anthea Bell Prize for Young Translators

**Are you a risk taker? A problem solver?
A critical thinker? A creative writer?**

Take part in the Anthea Bell Prize for Young Translators, a national translation competition for secondary school students aged 11-18.

Monday 2 February - Friday 27 March
Winners announced in June 2026

Translate poetry, fiction and non-fiction from:

- **French** (into English and Welsh)
- **German**
- **Italian**
- **Mandarin**
- **Russian** (including beginners')
- **Spanish**



THE QUEEN'S COLLEGE
UNIVERSITY OF OXFORD



The Queen's College
Translation Exchange



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
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: 8th March 2026 11:59pm



THE GATSBY BENCHMARKS
6000+ Careers Outcomes

COUNTY LINES

WHAT IS "COUNTY LINES"?

County lines is a type of child criminal exploitation. Criminal groups use children and young people to move drugs and money between areas. Children may be asked to travel, carry drugs, store drugs, or collect money. This can happen to children from any background, in any community.

HOW CHILDREN ARE TARGETED

Criminals may:

- Befriend children in person or online
 - Offer money, clothes, phones, or gifts
 - Offer friendship, protection, or a sense of belonging
 - Use threats, violence, or debt to control them
- Children may not realise they are being exploited. They may feel scared, trapped, or unable to say no.

SIGNS A CHILD MAY BE INVOLVED

You might notice your child:

- Going missing or staying out overnight
- Travelling to unfamiliar places
- Having money, clothes, or phones with no clear explanation
- Being secretive about where they are going or who they are with
- Using more than one phone or hiding their phone
- Becoming anxious, withdrawn, angry, or aggressive
- Changes in school attendance or behaviour
- Contact with police or other authorities

One sign alone does not mean county lines. Several signs together is a concern.

WHY CHILDREN DO NOT TELL ADULTS

Children may:

- Be frightened of being harmed
- Worry that criminals will hurt or threaten their family
- Feel ashamed or guilty
- Think they will get into trouble
- Believe they cannot leave

This is exploitation. Children involved are victims, not criminals.

WHAT PARENTS AND CARERS CAN DO

- Stay calm and listen
- Reassure your child they are not in trouble
- Avoid blaming or judging
- Notice changes in behaviour or routines
- Set clear boundaries where possible
- Get help early
- Talk to your child and listen carefully
- Speak to school staff or other trusted professionals
- Contact local safeguarding services
- Contact police

IF YOU ARE WORRIED

www.SocialWorkersToolbox.com

10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online spaces, including games, streaming platforms, and school tools. Explain that AI uses patterns in past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how Netflix works to recommend what to watch or how a search engine finds relevant information and provides links based on AI being able to learn from data.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing text, photos and deep-fake videos. Encourage children to think critically about what they read and hear. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

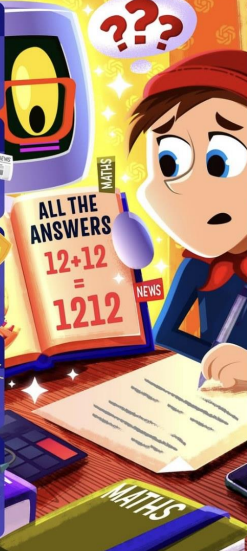
Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by free services like Google or YouTube.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This boosts confidence, imagination, and divergent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or created using clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools require consent but should not be used with guidance and boundaries in place.



6 USE AI TOGETHER

Exploring AI tools together can help reduce uncertainty from new and unfamiliar technology. Try AI writing or editing with an adult's guidance or experimenting with one AI art tool. This encourages curiosity, helps young people informed about the latest AI tools, and offers you a chance to look out for signs of any unwise, misleading, or harmful use.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used. Just as you would with any digital technology, set explicit rules that do not use AI tools to complete school assignments without permission, or to create or spread any form of hate speech. Consistent boundaries help manage time and use of devices.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting alternatives. Encourage children to ask for support their thinking, not replace it. Celebrate effort and process over perfect answers. Reflect that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, what it might be biased, and why ethical thinking matters. Building digital literacy alongside critical thinking ensures children engage with AI critically, not just passively. Help young people to understand that not all people using AI are legitimate. Encourage questions about fairness, representation, and who benefits from certain tools, both about algorithms, who owns them, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

As technology rapidly and constantly evolves, staying informed helps you support the young people in your care. Follow trusted sources for updates and news. The conversation going on AI brings up is new and fast-moving. Look for opportunities to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education professionals get about developing their expertise and managing compliance. Our three membership levels of access and types of setting open resources, save time, reduce risk, and build a culture of improvement.



Craven
college

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

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



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	Breaktime: Mindful colouring - Library Craft/book club: Library 3:30pm	Breaktime: Chess club - library Reading Ambassador Meeting 3:10pm Library	Breaktime: Lego club - Library Board Game club: Room 519 3:30pm	Journalism club: Room 205 3:30pm Journalism Club 2025-26	
Club reminders					
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		
LORD ST HIGH SCHOOL		Apex			

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

 The Journalism Weekly 	
<p><i>Written by Alice Williamson</i></p> <p>Safer Internet Day – Tuesday February 10th 2026</p> <p>Safer Internet Day 2026 will take place on the 10th of February 2026, with celebrations and learning based around the theme 'Smart tech, safe choices – Exploring the safe and responsible use of AI.'</p> <p>AI is on the tip of everyone's tongues at the moment, as teachers talk about it being helpful in the classroom, young people are using it online, and celebrities too. Safer Internet Day is important to recognise that all young people should have the skills and confidence to make the right choices when they are using smart technology.</p>	
<p>THE GOOD – Why can AI be a useful tool?</p> <p>It can be beneficial for us because it can help to provide you with sports advice, training plans, and help you with a revision timetable. For example, if you're in Year 11 and looking to put together a revision timetable, AI can help if you tell it how much time you are willing to dedicate per week and what subjects you want to prioritise. It can even suggest different ways to revise. It also provides the following:</p> <ul style="list-style-type: none"> • Helps with homework • Allows you to connect with friends. • Entertainment • Generate playlist for your music taste. • Creates stories to share with friends. 	
<p>THE BAD – Why can AI be harmful?</p> <p>Despite the Good things, AI can have a negative impact on young people. Remember, if you do see anything hurtful, please report it to a member of staff/ Safeguarding Lead. Be mindful of the following when using AI:</p> <ul style="list-style-type: none"> • Giving false information / misinformation • AI generated photos / facts. • Can weaken creativity and critical thinking 	
<p style="text-align: right;">GET INVOLVED</p>	
<p>DATES FOR YOUR DIARY</p> <p>1-7 February 2026 - Children's Mental Health Week</p> <p>10th February - Safer Internet Day</p> <p>14th February – Valentine's Day Week</p> <p>17th February – Lunar New Year</p>	
<p style="text-align: center;">USE AI RESPONSIBLY</p>  	

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- [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)