



DRIFFIELD  
SCHOOL  
& SIXTH FORM

# CORNERSTONES

CARE - PERSEVERANCE  
RESPECT - RESPONSIBILITY

## Personal Development at Driffield School

- To ensure students understand the benefits of looking after their mental and physical health
- To provide opportunities for students to access and remember for a lifetime
- To promote equality and diversity and respect difference
- To raise aspirations to achieve personal excellence





# DRIFFIELD SCHOOL AND SIXTH FORM

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## NEWSLETTER

### HALF TERM 2

#### What are pupils studying in APEX this half term?

##### Year 7, 8 and 9

This half term students will be learning about politics. These lessons will explore key topics such as democracy, voting and general elections. Students will also learn about the roles of local and central government, as well as what a political party is and how it functions within the political system.



##### Year 10

This half term, students will be learning about social media, fake news and women's rights. The lessons will focus on the impact of social media validation, how to identify challenging fake news and the ongoing fight for women's rights and equality.





# Y6 TRANSITION

## WELCOME YEAR 6

Welcome to all our Year 6 students and their families who will be transitioning to Driffield School and Sixth Form in September 2025. We appreciate it can be an exciting yet apprehensive time moving from your primary school to your secondary school setting and we are delighted you have chosen us for your next steps. We hope our efforts this year into your transition have eased some of your worries and answered your questions.

Your journey to joining Driffield School started back in September during our Year 6 open evening and we have worked closely with the primary schools since to prepare for your transition. We have held transition events at Driffield School during November 2024 and February 2025, when students were able to engage in maths, English, geography and modern foreign languages activities. All students at our feeder primary schools have been visited by a senior member of staff, who has explained the transition process and answered a range of questions from students. Our new Head of Year 7, Miss Parsons has begun a range of transition work with primary schools, parents and students.

## YEAR 6 INDUCTION DAY AND EVENING

Our Year 6 induction day was held on Thursday 26 June. All 243 students expected in September attended a full day at Driffield School and took part in a range of taster lessons, a site tour and had an opportunity to meet their form tutor. That evening parents were invited to attend the Year 6 induction evening where there was a talk from the headteacher and other key staff members. There was also an opportunity to visit a range of information stands, including; buses, uniform, attendance, well-being and more. Staff were on hand during the evening to answer any questions parents had.



# YEAR 6 TRANSITION

## THE FIRST DAY

On the first day in September (Tuesday 2 September) Year 7 will be the only year group, along with Year 12, on site. This will help them settle into the new term. The next day the rest of the students will return.

On their first day students will go to their form room and should arrive in full school uniform and with the listed equipment.

**SCHOOL BAG****PENCIL CASE****PENS****PENCILS****RULER****RUBBER****CALCULATOR**

## SUPPORT FOR YEAR 7

Our Year 7 students will have a range of support as they start Driffield School. Firstly, they will meet their form tutor each morning for 20 minutes. Form tutors will check their uniform, equipment, planners and answer any questions and reassure any concerns they may have. Form tutors often form the most positive and significant relationships with our students as they see them most often. In addition, their Head of Year, Miss Parsons, is a non-teaching member of staff on hand to support and she will be the first point of contact for parents. There is also a Head of House, a teaching member of staff, who will support and monitor all students from Years 7-11 within their House. Alongside this we have an extensive pastoral team with a safeguarding and attendance officer and a well-being and antibullying coordinator to ensure students and parents will always have someone they can talk to in school and get the help they need. We also have a range of external agencies such as a school nurse and MIND support we can refer to as appropriate.

## FURTHER INFORMATION

Ahead of September if parents have any questions you can email [transition@driffieldschool.org.uk](mailto:transition@driffieldschool.org.uk) or you can visit our website where you can find information on uniform and other policies.





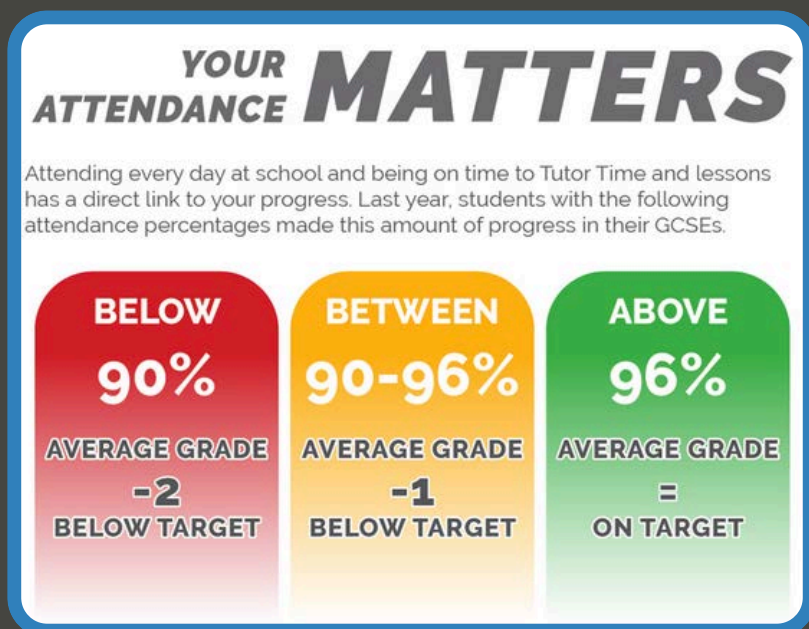
# BE HERE

## EVERY DAY COUNTS!

We continue to remind our students that attending school every day is vitally important. There is a strong body of evidence which shows that children who attend school over 95% of the time are able to develop stronger, more positive relationships with their peers and other members of the school community. They are more likely to become involved in a range of extracurricular activities both in school and outside of school, helping them develop into much more rounded individuals. The more students attend school, the more likely they are to enjoy school and develop the skills to become confident young adults.

Good school attendance links strongly with our Cornerstone expectations: perseverance and responsibility.

Our own data, along with national statistics, demonstrates that students who attend school over 95% of the time achieve at least one grade higher across **all** their subjects than those who attend less than 90% of the time. This is true for all year groups, not just Year 11 students, as any missed learning could lead to significant gaps in knowledge that are needed to build on at a later date. This could make a huge difference to your child's future choices.



It is very important to consider these factors when booking your family holidays for next year. If you book a two-week holiday during term time, your child cannot achieve higher than 95% attendance over the whole year, even if they have no further absence during the school year. If they have any further absences due to illness their attendance could drop below 90% which means they are identified as persistent absentees.

If you have any questions regarding school attendance, please contact your child's Head of Year, Miss Hickey (Attendance Improvement Officer) or Mr Johnson (Attendance Officer).

# BE HERE



## Reporting Absences

We understand that there are some occasions where students are unable to come into school, for example, when they are ill.

Parents or carers must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 am, or as soon as reasonably possible. If a student is off for more than one day, school should be notified on each day of absence.

If the school is not notified of the reason for absence then the absence may not be authorised.

Student absence can be reported in the following ways:

**App:** Arbor parent app

**Email:** [office@driffieldschool.org.uk](mailto:office@driffieldschool.org.uk)

**Telephone:** 01377 253631

Full details can be found on the attendance page on the [school website](#)

## NEW YEAR 6 STUDENTS

We're so excited to welcome our new Year 7 students to the school this September! Starting secondary school is a big step and we know it can feel both exciting and a little nerve-wracking.

To help you get ready for the journey ahead, we have a transition resource on our school website.

It's full of helpful information, tips, and activities to help you feel more confident and prepared over the summer.

You can find the resource [here](#) or on our [attendance section](#) on our school website.

We can't wait to see you all again in September—have a fantastic summer!



# BE WELL

As part of The Education Alliance (TEAL), we continue benefit from the TEAL Be Well programme. This programme provides emotional and wellbeing support for students, parents and staff in addition to what schools are normally able to offer. In a climate where we are experiencing an increasing need and reduced access to external services support, this programme has been extremely valuable and has provided much needed support for many of our school users.

As part of this programme, Driffield School users benefit from:

## **Hull and East Yorkshire (HEY) Mind Whole School Approach**

Mel Lyon from HEY Mind is based with Driffield School for two days per week (Monday and Wednesday). Students are supported through a range of activities, including a listening service, pupil resilience training, student Well-Being Ambassador training and more intensive support through the Big Umbrella programme.

The Mind Whole School Approach supports school staff to effectively support students within the school by providing a high quality training programme. As part of this programme, 50 members of staff volunteered to undertake training to become Youth Mental Health First Aiders. These members of staff wear green lanyards, so they are easily identifiable for students.

Parents are also able to seek support from Mind by either speaking to Mel during parents' evenings or contacting her directly on [mlyon@heymind.org.uk](mailto:mlyon@heymind.org.uk). She can provide a listening ear or signposting service depending on individual need.

## **Listen Loud**

The Listen Loud programme supports young people who are experiencing emotional and mental health difficulties through a combination of one to one support and/or group work. At Driffield School we are supported by a trained practitioner, who is based in school on a Tuesday and Friday.

Our allocated practitioner also provides lunchtime 'drop-in' sessions for any student requiring additional support.

Areas covered by the programme include:

- Apologising
- Boundaries
- Communication/conversation skills
- Resolving conflict
- Social Cues
- Personal Space
- Manners
- Social Skills
- Circle of control
- Negative thoughts



# BE WELL

## Social Prescribing

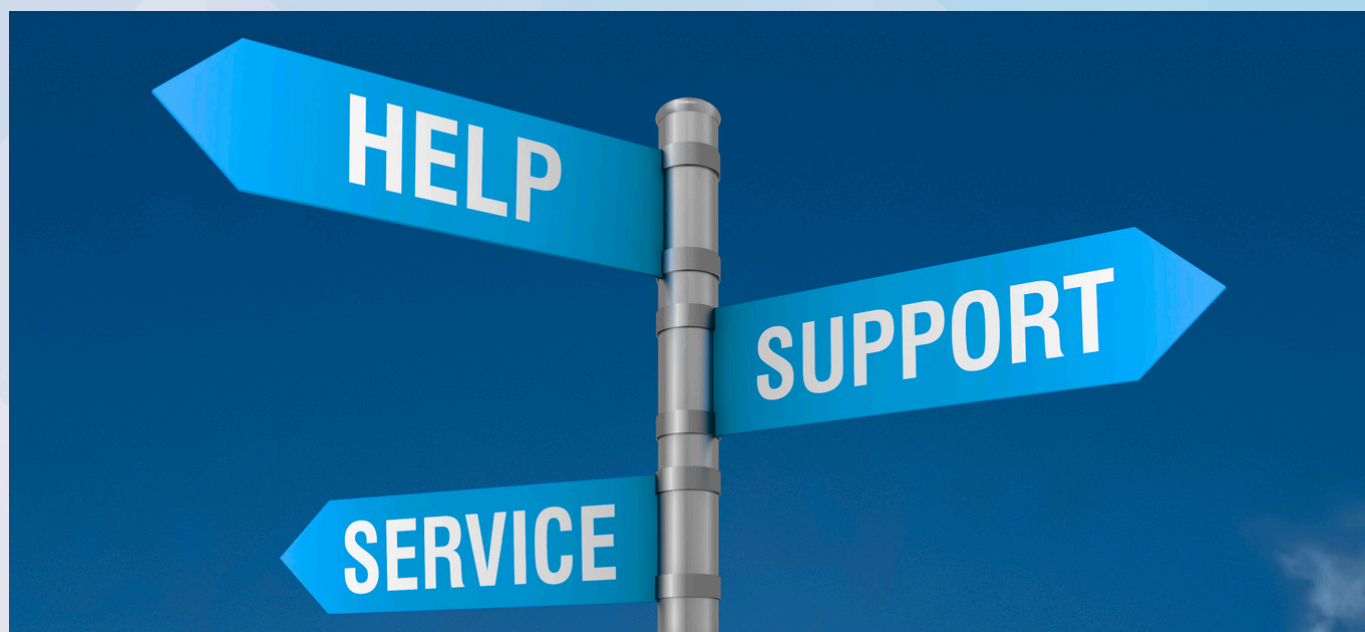
Through the Be Well programme, we are very fortunate to have access to Youth Social Prescribing and have an allocated practitioner, Charlotte Bird, for two days per week.

Youth Social Prescribing is a relatively new initiative across the East Riding and is offered by Yorkshire Health Partners. It helps young people access a range of support and services to improve wellbeing through one to one support.

During the summer term, Driffield School have successfully trialled a group intervention run by this service.

If you would like to find out more about the interventions available in school or the Be Well programme specifically, please contact your child's Head of Year in the first instance.

More information about the Be Well programme and links to personal development curriculum can be found on the school website [here](#).



## School Nurse

We are also in the fortunate position to be able to provide access to the School Nurse, Kerry Moody, once a week during school hours. Students are able to make an appointment directly or attend a drop in service during their lunchtime. If you would like your child to meet with Kerry, please contact your child's Head of Year and they will organise an appointment for you.

To find out more about what the East Riding School Nursing Team offer, please click this [link](#).



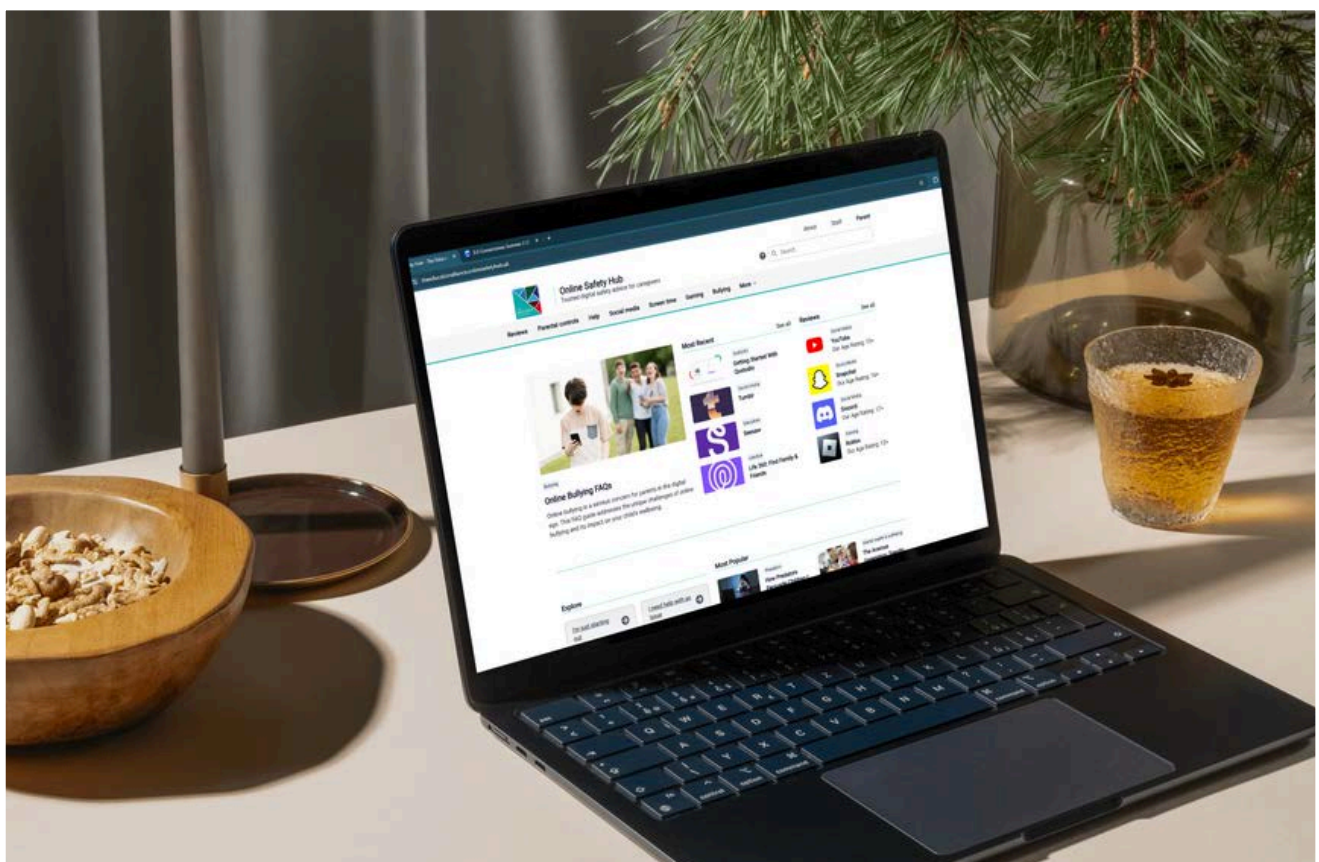
# ONLINE SAFETY

## ONLINE SAFETY - HOW CONFIDENT ARE YOU?

Ensuring children are safe online can be a constant worry for parents, particularly with the rapid pace in which technology improves and changes. With this in mind, through TEAL, we have purchased a supportive resource for parents called Qustodio. This resource will provide you with the information and support you need to ensure your children are safe online by providing easy to use advice, tips and tools. This resource can be accessed via the school web page (click on 'Online Safety Hub' at the top right hand side of the web home page) or through this [link](#).

Once you have accessed this page, it is easy to navigate for parental advice and online safety tech. There is an option for you to create your own account under the heading, Parent App.

For reporting any concerns, please check our website page from CEOP [here](#).





# What Parents & Educators Need to Know about OFCOM MEDIA REPORT 2025

Every year, Ofcom releases its Children and Parents: Media Use and Attitudes Report, offering fresh insights into how young people are using digital platforms. The 2025 edition highlights key safeguarding concerns as children's engagement with social media, gaming, and live streaming continues to grow. This guide pulls out the top statistics from the report, focussing on the main areas of concern for parents and educators.

## ONLINE LIVES

Children are engaging with social media and online content at increasing rates:

**37%**  
3-5s

now have access to social media platforms; however, only a small proportion use it independently of parents.

**79%**  
3-17s

have a social media profile, with 16% including a public photo.

**66%**  
3-17s

watch livestreamed videos regularly, with 16% of them streaming their own content.

**POST**

## PARENTAL CONCERNS

Parents are increasingly worried about online risks:

**70%**

fear their child may see age-inappropriate or sexual content.

**68%**

fear exposure to content that promotes self-harm.

**72%**

worry about their child distinguishing real from fake information.

**61%**

worry about exposure to extreme views.

**69%**

are concerned about online bullying.

## ONLINE GAMING

Gaming remains popular but raises concerns:

**74%**

of children say they play with someone they know, while 32% report playing with strangers.

**62%**

of parents worry about their children talking to strangers while gaming.

**31%**

of children who game online chat with people they don't know.

## SCREEN TIME

Screen time is still a major challenge for parents:

**70%**

of parents of 13-17s say it's difficult to manage screen time.

**33%**

of 8-17s think their own screen time is too high.

**At 29% vs 24%**

boys were more likely than girls to disagree that their screen time is too high.

**18**

## HARMFUL CONTENT & INTERACTIONS

A significant minority of children continue to have negative feelings about social media and messaging apps:

**Nearly four in ten 8-17s**

believe that people are mean or unkind to each other online all or most of the time.

**Girls aged 8-17**

are more likely than boys to say they have experienced someone being nasty or hurtful to them online (31%).

**One third of teenagers**

agree that it's important that people can say what they want online, even if it offends someone.

## ONLINE SAFETY IN SCHOOLS

Positively, the vast majority of children reported learning about online safety at school:

**92%**

of children aged 8-17 recall at least one lesson on online safety and most report finding them useful.

The top three topics covered are:

**63%**

How to recognise harmful content.

**63%**

How to keep personal information safe.

**62%**

Being kind and respectful online.

**#WakeUpWednesday**

The National College



# What Parents & Educators Need to Know about EMOJIS

## WHAT ARE THE RISKS?

### GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

### SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

### RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (👤) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

### MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

### NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🔥🍷 (fire + 'woozy' face + pill emojis) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

## Advice for Parents & Educators

### LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like emojiopedia.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

### ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

### CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

### PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.

## EMOJI CHEAT SHEET - The following slang terms and emojis are some common examples – please be aware this isn't an exhaustive list.

### COMMON EMOJIS:

🤡 (Clown face) Foolishness or clowning around	🥺 (Pleading face) Over-affectionate or 'simping'
😬 (Cold face) Cool, stylish or ruthless	👁️ (Eyes) Watching drama unfold
😂 (Hot face) Intense attraction or excitement	🐐 (Goat) Greatest of all time (G.O.A.T.)
😐 (Moai) Stone-faced, unbothered	👉 (Nails) Confidence, sassiness, or indifference
👑 (Crown) 'Slaying', as in doing great	🚩 (Triangular flag) Red flag; a warning sign about someone's behaviour

### POTENTIALLY CONCERNING EMOJIS

🍌 (Ear of corn) Slang for pornography (avoids censorship algorithms)	🌵 (Wilted flower) Often used to convey emotional struggle or sadness
❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine	🐍 (Snake) Can represent betrayal or being 'two-faced'
🗝️ (Key, lying face) Related to cocaine use	🔫 (Water pistol) Sometimes used to reference violence or self-harm
🍃 (Falling leaves, herb, maple leaf) Can symbolise cannabis	⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
💊 (Pill) May reference drug use or prescription misuse	🍜 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

### Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of emojiopedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



The National College



# YEAR 11

The Year 11 Prom will take place at Lazaat Hotel, Cottingham on Thursday 10 July.

Students may arrive from 18:30 onwards, with the buffet being served at 19:30. Students will be offered a drink on arrival.

We are looking forward to seeing Year 11 together on this special evening!

Carriages at 11pm.

## YEAR 11 LEAVERS

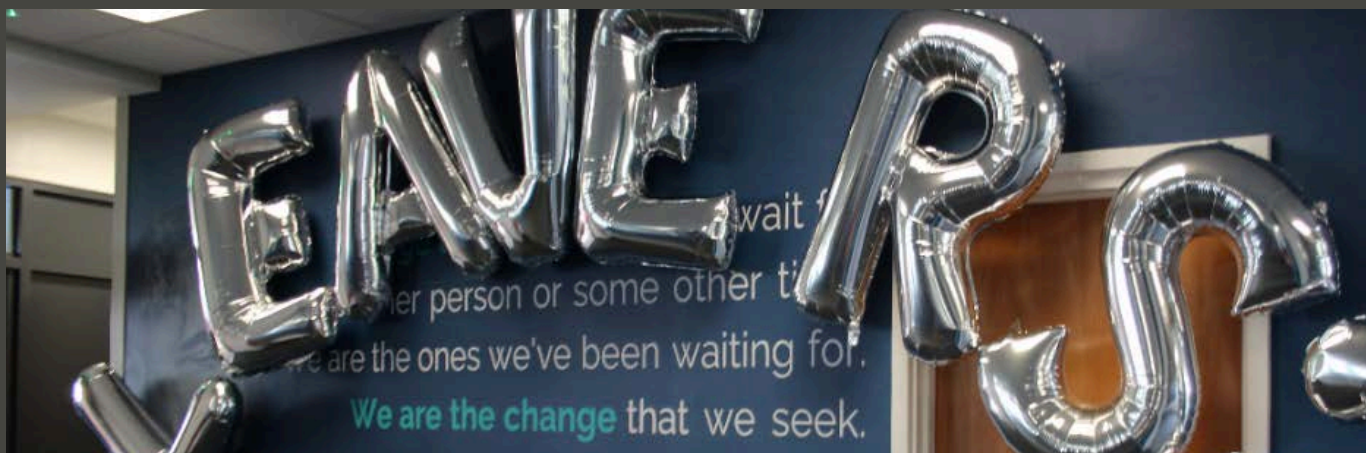
## GOODBYE & GOOD LUCK IN YOUR NEXT STEPS

On Wednesday 11 June, Year 11 students at Driffield School gathered for their final assembly together. Mr Fisher, along with our Heads of House Mr Jenkinson, Ms Windmill, Mr Davison and Mr McDonald, reflected on Year 11's time in school and celebrated their successes. This year we had less photographs than previous years as this cohort joined the school during the difficult period of Covid restrictions. This makes their successes even more impressive.

Cornerstones awards were presented for Care, Perseverance, Respect and Responsibility, with a very special One Driffield award being presented by Miss Parsons, Head of Year 11. Winners of these awards were as follows:

Cornerstone Award	Bronte	Holtby	Johnson	Mortimer
Care	Casper Richardson	Connie Youd	Faith Ratcliffe	Phoebe Goodlass
Respect	Lewis Atkinson	Harrison Hornshaw	Lucy Roberts	Sophie Shipley
Responsibility	Alexa Huntley	Max Tyler	Oliver Copeland	Chloe Jackson
Perseverance	Daisy Joy	Millie Kidd	Steven Hurtado	Sophie Manford

At the end of the assembly students received a Leavers book as a memento and were able to sign shirts. The atmosphere was fabulous and it was a joy to see them all enjoying their last formal school day and celebrate with each other. We are all very proud of this year group, especially how they have conducted themselves through this exam period and we would like to wish each and every one of them every success in their next steps.





# ONE DRIFFIELD

## ONE TEAM - TEAM COLOURS

School uniform plays a very important role in promoting pride, self-confidence and a real sense of belonging. We are proud to be part of One Driffield and when worn properly our uniform helps students look smart and feel fully part of the team. Wearing a uniform helps prepare students for the world of work by instilling professionalism and a work ethic very early on. It also links very closely to our Cornerstones of care and respect.

As we move towards the end of the school year and the summer holidays are almost upon us, it won't be long before back to school adverts are all around us. This is time the that many parents and carers start to think about purchasing new items of school uniform. Before buying anything new it is advisable to check our uniform policy first. Unfortunately, just because a high street store may advertise clothing as 'back to school' it does not mean it will meet our code of dress expectations. Further information on our dress code can be found [here](#).

As one of the schools in The Education Alliance (TEAL), careful consideration was given to the development of the school dress code, ensuring the DfE guidance on school uniform was adopted. TEAL schools are careful to ensure that uniform is accessible and affordable for all. If you would like to provide any feedback on the dress code, please do so [here](#). We urge parents and carers to please take note of the expectations around piercings, alongside the actual uniform requirements. For health and safety reasons, students are not permitted facial piercings and are required to remove all ear piercings for activities such as PE.



# ONE DRIFFIELD

## BEHAVE - HAVE YOUR SAY

We have been using the same Behaviour for Learning policy very successfully for a number of years and as a result we have successfully reduced low level disruption in school to achieve disruption free learning. This was noted in our latest Ofsted inspection (February 2025) and the report states:

— “ —

The school is calm and orderly. Pupils behave well and are respectful to staff and visitors. They hold open doors and show good manners. This means the school can focus on learning.

Pupils behave very well in school. They are respectful and kind.

— ” —

However, we are not complacent and are constantly striving to make further improvements. With this in mind, we are considering a tweak in some of the language used in the policy to better describe what we are aiming to achieve. We are considering replacing the term written warning with reset. The aim of the policy is to give students choices and help them understand that their chosen behaviours always lead to the same outcome. The written warnings are designed to inform students that their behaviour might not be positive and they need to make a change. We feel that 'reset' could better explain what we would like to happen in the classroom and would very much like to hear your views. Feedback can be provided through this [link](#).

Thank you for your support. It is very much appreciated.





# CAREERS UPDATE

## For Entrepreneurs Only Year 8x Event

Our entire Year 8x cohort recently took part in the exciting "For Entrepreneurs Only" event, where students had the opportunity to work directly with a large range of entrepreneurs to plan, organise, and design their own business ideas and products. The winning team was Flex Lens, who impressed the judging panel with their innovative concept: multi-function, indestructible glasses with interchangeable lenses tailored for different activities. The team presented a clear vision, thoughtful financial planning, and a dynamic marketing strategy, earning them first place in the final presentation. Congratulations to all involved – and especially to our winning students!

Congratulations to the winning students shown below:



## York Hospitals Work Experience and Information Opportunities for Year 12 and 13 Students

We encourage all our students in Sixth Form interested in a career in Healthcare to attend the below events facilitated by the York Hospital team.

- Nursing - Scarborough Hospital - Friday 27th June
- Medicine/HYMS PBL - Scarborough Hospital - Tuesday 1st July
- Nursing - York Hospital - Friday 4th July
- Pharmacy - Scarborough Hospital - Monday 7th July
- Pharmacy - York Hospital - Thursday 10th July

For more information on these (including times, content and QR code for sign up) please visit: [yorkhospitals.pagetiger.com/StudentOutreach](https://yorkhospitals.pagetiger.com/StudentOutreach), or: <https://forms.microsoft.com/e/zMuMZQxPcw>

# CAREERS UPDATE

## Countryside Careers Fair

In May, many of our students, parents and carers attended the fantastic Countryside Careers Fair held at the Driffield Showground. This fantastic event opened up a wide range of opportunities, including apprenticeships, part-time summer roles, and full-time employment across a wide variety of industries. Students left the event feeling empowered and inspired by the possibilities available to them. A huge thank you to the Driffield Agricultural Society for organising and delivering such a valuable event for our students.

Please note this is an annual event and will be held every May. We advise students and parents/carers to attend yearly as it is so beneficial to future career planning.





# CAREERS UPDATE





# CAREERS UPDATE





# CAREERS UPDATE

## Year 10 Engineering Students Explore Modern Construction at Reds10

A group of Year 10 Engineering students recently enjoyed an inspiring visit to local modular construction company Reds10, gaining valuable insights into modern construction methods and career opportunities in the industry.

The visit included a guided tour of Reds10's state-of-the-art factory, where students saw first-hand the full manufacturing process – from design and fabrication to assembly and final fit-out. The immersive experience highlighted how innovative construction techniques are transforming the sector, with an emphasis on sustainability, efficiency, and cutting-edge technology.

During the tour, students had the opportunity to speak with a range of staff from across the business. A particular highlight was meeting a current apprentice and an apprentice mentor, who shared their experiences and offered advice on pursuing a career in construction and engineering. Their stories provided real-life context to the skills students are developing in the classroom.

The students were highly engaged throughout the visit, asking thoughtful questions about the processes, materials, and careers on offer and we look forward to visiting again in the near future.



# CAREERS UPDATE

## St John Emergency First Aid Practice and Careers in Health Days

On Wednesday 18 June and Friday 20 June we welcomed the St John Ambulance Healthcare team into school and a training ambulance. A total of 207 students took part on the Wednesday, and 225 students on the Friday, engaging in a wide range of CPR training for adults, children and babies and basic first aid.

Students visited the training ambulance and learnt how to use basic first aid equipment. A key highlight was the opportunity for students to meet and consult with fully trained and trainee paramedics and other professionals working within St John. These interactions provided a fascinating insight into the responsibilities and challenges of these vital roles. Students responded with great enthusiasm, asking thoughtful questions and demonstrating genuine interest in the field. It was a valuable experience, showcasing the positive relationships being built between our young people and wider health care providers.





# CAREERS UPDATE

## **Year 9 and 10 Work Experience at Drifffield Fire Station**

A group of ten students from Year 9 and Year 10 took part in a three-day work experience at Drifffield Fire Station. The sessions were all hands on and were based on real life scenarios that may happen.

The students learnt about future careers and the pathways into the emergency services and the desired employability skills required. Our thanks go to Drifffield Fire Station staff and the Tigers Trust for organising this amazing work experience.

## **Year 7 Cassandra Parkin Poet Laureate Creative Writing and Careers Workshop**

On Tuesday 24 June, students in Year 7 enjoyed a creative writing, poetry and storytelling workshop hosted by resident East Riding Poet Laureate Cassandra Parkin. The event was a great success, with students taking part in creative exercises and showcasing their ideas through presentations and performances. We are extremely grateful to Cassandra Parkin, who led the session and inspired our students with her experience and energy. She talked about her successful writing career journey and her poetry and novel writing.

## **Careers for Sustainable Futures – Bishop Burton College**

On Friday 27 June, selected students from Years 9 and 10 had the opportunity to attend the Careers for Sustainable Futures event at Bishop Burton College. This was a brilliant chance for students to explore career pathways focused on environmental responsibility, land-based industries, and sustainable development.

## **NHS Careers Day – Hull University Hospitals Hub**

On Wednesday 3 July, Year 10 students took part in the NHS Careers Day hosted by the Hull University Hospitals Hub. This exciting and hands-on event provided students with direct insight into a wide variety of roles across the NHS, offering inspiration and guidance for those interested in healthcare and medical careers.

## **Drifffield Show – Wednesday 16 July**

The Drifffield Show returns on Wednesday 16 July, offering students a fantastic opportunity to engage with local employers, businesses, and community groups. This annual event is a highlight of the summer and plays a key role in helping students connect classroom learning to real-world opportunities. Students and parents/carers are strongly encouraged to attend and explore everything on offer at this outstanding local show. For more information and to purchase tickets follow this link:

[Drifffield Showground, Yorkshire, England: Event Centre & Home of Drifffield Show](#)