

HOULTON END OF YEAR NEWS 2023



HOULTON
SCHOOL

Welcome from the Principal

Dear Houlton family,

I can't quite believe it - it's the end of our second since opening year already. Where has the time gone?

I'm delighted to reflect on all we have achieved together so far - important quality marks like 'World Class School', 'Music Mark' and 'Rail Safety Gold'; our newly qualified well-being and Diana Award Antibullying Ambassadors - and many, many more. In a recent peer-review from our national Challenge Partners quality assurance team, our school was awarded 'Leading' in all areas - a huge team effort that we hope places us in a good position as we anticipate a more formal, graded inspection from Ofsted next academic year.

I spent last week with the majority of our Year 7 pupils in Lincolnshire on PGL - from trying out pupils' newly built rafts on the lake, to dancing in

the disco and leaping onto a trapeze at height, we all supported each other to overcome many challenges. Meanwhile, more than 150 of our Year 8 pupils enjoyed an incredible cultural residential in Paris - visiting the Champs-Élysées, Monet's house and garden, La tour Eiffel, a French château and, of course, having a lot of fun at Disneyland. Memories to cherish for a lifetime - huge thanks to all staff, parents and pupils involved in this epic undertaking... not to mention a whole host of activities back at school for Enrichment Week, including visits to Warwick Castle, food and gardening creations and some amazing animal visitors on campus!

You will see from our website's [Meet the Team webpage](#) that we have completed almost all of our recruitment for September. Do take a look at some of the exceptional

professionals who will be joining our success story. We do, unfortunately, also have two sad goodbyes. Ms Parkin has supported pupils in the English department this year and is moving on to a new challenge at a school in Nuneaton - we wish her every success. Mr Hunter is moving out of full-time teaching to take on some exciting new projects, so passes on the baton for leading music, but will still be connected to Houlton as an occasional teacher and as our Duke of Edinburgh's Award Manager. So it's not a complete goodbye, more a see you again soon.

I wish you all a wonderfully safe, restful and enjoyable summer - and look forward to our popular and oversubscribed community reaching 540 pupils in September!

Principal Michael McCulley



Thank a Teacher Day

On June 21, staff and pupils celebrated 'National Thank a Teacher Day' with a quintessential afternoon tea, live music and some wonderful treats baked by our pupils.

This was a fantastic opportunity for us to thank all the staff at the school for their support, hard work and commitment to our Houlton family and to celebrate the fantastic achievement of Mr Hill, Subject Team Leader for Creative, who was successful in winning the Pearson New Teacher of the Year Silver Award for 2023. Pupils created wonderful cards, collages and music for the staff and we enjoyed a fantastic afternoon of fun together.



Year 7 adventure at PGL

It brings me immense joy to recount the thrilling and unforgettable experience our Year 7 pupils had during their residential trip to PGL Caythorpe Court.

Last week, our young adventurers embarked on a journey of self-discovery, teamwork, and exhilarating activities that will be etched in their memories forever.

The excitement was palpable as our Year 7 pupils gathered on Monday, brimming with enthusiasm and anticipation for the adventure that awaited them. Accompanied by our dedicated teachers and staff, we set off on our journey to PGL Caythorpe Court, nestled amidst the picturesque Lincolnshire countryside.

PGL Caythorpe Court is renowned for its exceptional outdoor education programs, which offer a perfect blend of fun and learning. During their stay, our pupils participated in a range of thrilling activities that not only provided a rush of adrenaline but also taught them essential life skills.

Activities such as high ropes, zip-lining, climbing walls and the trapeze allowed our pupils to conquer their fears and develop strong bonds of trust and camaraderie. They learned that success can only be achieved through cooperation, communication, and supporting one another. Through engaging challenges like abseiling, archery and raft-building, our pupils discovered the power of self-belief. Many of them surprised themselves by achieving things they once thought impossible, fostering a sense of confidence that will resonate throughout their lives.

Beyond the educational aspect, the trip was packed with fun and laughter. The pupils enjoyed a campfire night, complete with singing. They also participated in team challenges and games that led to lots of laughter, creating memories that will bond them together for years to come.

We extend our heartfelt gratitude to the dedicated team at PGL Caythorpe Court for providing our pupils with a safe and enriching experience. The staff's professionalism and passion for outdoor education were evident in every activity they organised, ensuring our pupils had the time of their lives.

The Year 7 residential trip to PGL Caythorpe Court was undoubtedly a success. Our pupils returned home with a renewed sense of confidence, stronger friendships, and a wealth of cherished memories. We believe that such experiences play an essential role in their personal development and holistic education. I would like to personally thank the Houlton staff that joined myself and the Year 7 pupils on the trip, without them, it would not have been possible.

As we conclude this chapter, we look forward to many more exciting adventures in the future, each one leaving an indelible mark on the lives of our pupils.

Until next time,

Mr Flats

By Mr. Gareth O'Flaherty
Teacher of Science





Enrichment Week

We had an excellent enrichment week at Houlton School with a whole host of different activities on offer for pupils to enjoy.

Our week began with pupils either being immersed in a Houlton School bake off or competing with their peers in a range of different sports. These sports activities continued throughout the week and, despite some rather poor weather, our pupils really enjoyed working collaboratively while competing against their peers in a wide range of activities.

Pupils also enjoyed being involved in a variety of other experiences including mindfulness activities, a creative day, Ms Cook's 'Grand Designs' and a French cultural immersion morning. Pupils also gathered for a film afternoon in our auditorium which was the perfect setting for screening a movie of their choosing.

We were also delighted to be able to offer day trips to both Warwick Castle and Drayton Manor. These trips were a real success with pupils having a superb time whilst also representing Houlton School impeccably. A further highlight was being able to welcome the White

Post Farm team to our school as they transformed our auditorium into an animal roadshow for the day. Pupils were able to look at, hold, learn about and draw a variety of different animals throughout the day. The visiting White Post Farm team commended the way in which our pupils interacted with them, each other, and the animals. When the animal roadshow session concluded the team made a real point of telling our pupils that they were the best group that they have had the pleasure of working with which was lovely to hear.

We are really proud of the pupils who stayed locally with us for enrichment week; they were absolutely superb and made the week enjoyable for each other and our team of staff. A huge well done and a big thank you to everyone who attended our enrichment week here at Houlton School!

By Nathan Ellis
Assistant Principal



First Aid

It's been a busy year! All Year 7 and Year 8 pupils have now received CPR training, thanks to the donation of equipment from the British Heart Foundation. The new academic year starting in September will see the commencement of defibrillator awareness for all pupils. Houlton School now has one static and two portable defibrillators. Feeling confident and knowing what to do is literally a lifesaving skill which we will continue to embed in our pupils.



Pride

Much more than rainbows - we have been learning that Pride is also a protest!

Pupils have been learning about the meaning of Pride, different flags and symbols and what it means to be a true ally. We've been working together to complete a large 'Love is Love' jigsaw and enjoyed rainbow fruit kebabs. We continue to stand together with our friends and have fun along the way!



Mindful Makes

We have enjoyed working together to create some beautiful pieces including Never Fail paper aeroplanes, Valentine 'love catchers', origami pets and illuminated jars. Mindful Makes is more about the process of sitting together in good company than it is about the end product.





Maths Challenge Success

Earlier this term, 115 Year 7 and 8 pupils took part in the UKMT Junior Maths Challenge - a 60-minute, multiple-choice challenge that encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems. The problems on the Junior Mathematical Challenge are designed to make pupils think – it is a challenge for a reason!

Year 7 and Year 8 pupils were invited to a support session to help them prepare for the challenge after Easter and Miss Etheridge was overwhelmed by the number of pupils who took this opportunity to further their learning. It was brilliant to watch pupils in different year groups work together on some of the problems.

In the Junior Mathematical Challenge, the top scoring 50% of the entrants receive Bronze, Silver or Gold certificates based on their mark in the paper.

- 🏆 The Gold award is achieved by the top 8-9% of the entrants.
- 🥈 The Silver award is achieved by 16-17% of the entrants.
- 🥉 The Bronze award is achieved by 25% of the entrants.

Our pupils have excelled this year and we achieve 40 Bronze certificates, 19 Silver certificates and 8 Gold Certificates. This is a fantastic achievement and shows how our pupils are on track to be some of the best mathematicians in the country.

Gold

Waseem
(BEST IN YR 7)

Hayden

Kieran

Isaac
(JOINT BEST IN YR 8)

Tim
(JOINT BEST IN YR 8)

Ellen

Liam

Joel

Silver

Amelia

Abdul

William

Nathan

Scarlett

Oliver

Claudia

Russell

Luca

Rhea

Callum

Cara

Loic

Imogen

Reid

Hope

Ant

Jude

Amelia

Bronze

Luca

Leo

Oliver

Bradley

Esha

Amadou

Alex

Erin

George

Jasmine

Poppy

Zihan

Savannah

Owen

Miriam

Jacob

Erin

Panna

Anastasija

Layla

Nuoweiyi

David

Nicole

Megan

Alice

Emily

Georgia

Alex

Ruby

James

Kaitlyn

Daisy

Arjan

Eira

Maja

Liv

Elisa

Caitlyn

Harry

Finlay

Junior Maths Kangaroo

On top of this huge success, six of our pupils (Waseem, Haden, Isaac, Tim and Ellen) scored in the top 4% of entrants and were invited to take part in the Junior Maths Kangaroo, a follow-on round to the Junior Mathematical Challenge.

We hope that we can have similar success in this next challenge, but we are so proud of them getting to this level.

Congratulations to everyone who took part this year!

By Miss Jasmine Etheridge
Head of Faculty: Mathematics and Numeracy (ADSL)



Are you smarter than a Houlton pupil?

Can you answer the following questions from the Junior Maths Challenge this year?

(Answers below)

One of these is the largest two-digit positive integer that is divisible by the product of its digits. Which is it?

- A) 12 B) 24 C) 36 D) 72 E) 96

The record for travelling 100m on a skateboard by a dog is 19.65 seconds. This was achieved by Jumpy in 2013. What was Jumpy's approximate average speed?

- A) 0.2m/s B) 0.5m/s C) 2m/s D) 2.5m/s E) 5m/s

What is the difference between the largest two-digit multiple of 2 and the smallest three-digit multiple of 3?

- A) 5 B) 4 C) 3 D) 2 E) 1

One afternoon, Brian the snail went for a slither at a constant speed. By 1:50 pm he had slithered 150 centimetres. By 2:10 pm he had slithered 210 centimetres. When did Brian start his slither?

- A) Noon B) 12:20 pm C) 12:30 pm D) 12:45 pm E) 1 pm

In a football match, Rangers beat Rovers 5 – 4. The only time Rangers were ahead was after they scored the final goal. How many possible half-time scores were there?

- A) 9 B) 10 C) 15 D) 16 E) 25

Answers

1) C

Of the options given, 12 is divisible by 2, 24 is divisible by 8 and 36 is divisible by 18. However, 72 is not divisible by 14 and 96 is not divisible by 54. Therefore, since we are told that one of these is the largest two-digit number that is divisible by the product of its digits, 36 is that number.

2) E

Jumpy's approximate average speed in m/s was $100/20 = 5$.

3) B

The largest two-digit multiple of 2 is 98, while the smallest three-digit multiple of 3 is 102. Their difference is $102 - 98 = 4$.

4) E

In the 20 minutes between 1:50 pm and 2:10 pm, Brian slithered $(210 - 150)$ cm = 60 cm. So, Brian slithered at a rate of 3 cm per minute and therefore took 50 minutes to slither 150 cm. Hence Brian started his slither at 1 pm.

5) D

If Rangers did not score in the first half, then there were five possible half-time scores from 0 – 0 to 0 – 4. However, if Rangers scored one goal in the first half then there were four possible half-time scores from 1 – 1 to 1 – 4. Similar reasoning shows that there are three possible half-time scores if Rangers scored two goals in the first half, two possible half-time scores if Rangers scored three goals in the first half and one possible half-time score if Rangers scored four goals in the first half. It is also possible that all goals were scored in the first half and that the half-time score was 5 – 4. So, the possible number of half-time scores is $5 + 4 + 3 + 2 + 1 + 1 = 16$.



Here in Houlton School's Science Department, the last two years have flown by.

I find myself in disbelief when I think that will be opening our doors to a brand-new cohort in just a few weeks' time.

It seems like only yesterday when the first set of keen-eyed youngsters stepped foot into the pristine new science labs and when I ask myself, "where has the time gone?" I remind myself that time flies when you're having fun.

I then thought about this article and pondered over what to write, considering a key event or pivotal moment. But this was problematic, as there have been so many key events and pivotal moments we have experienced over the last few months. So, instead of writing about one such moment, I thought that the end of the school year would be the perfect opportunity to reflect on a key moment we have experienced in the science department from each month.

Our year in the Science Department

September

Not only did we welcome new pupils in September, but also new staff, and the science department was no different with the introduction of Mr. O'Flaherty (or Mr. Flats to the pupils)! Mr. Flats hit the ground running in September and quickly made a name for himself as a knowledgeable and charismatic teacher, seamlessly integrating into the department to the benefit of our pupils.

October

The eye dissection. This was an opportunity met with a great deal of mixed feelings from pupils, with some being over the moon to dissect a real eye, and others feeling quite squeamish. Nevertheless, the experience was a great opportunity to learn about the workings inside the eye and definitely a memorable experience!

November

Following the success of the eye dissection, Year 8 pupils went on to learn about the respiratory and cardiovascular systems - and what would this be without some further dissections. This time, pupils watched a demonstration of a dissection of a lung and a heart. They even got to see the lungs inflate!

December

Sticky dogs. Ask your Year 7 child about sticky dogs. This was a great and fun way to demonstrate evolution, with pupils creating a family of dogs with different characteristics which would either survive or die in different environments. It was amazing how competitive everyone got by simply designing a pretend dog.

January

It was Year 7s turn for their first dissection whilst learning about reproductive systems, but this time with a focus on plant reproduction rather than animal reproduction. This was the first opportunity that pupils had to use dissection equipment and will provide some experience for their eye dissection in year 8.

February

The murder mystery! Just like Year 8 before them, Year 7 were tasked with a murder investigation. Using all of their scientific skills developed across a series of practical chemistry lessons, pupils gradually built a bank of evidence and found that the murder of Miss McCabe was committed by none other than Miss Hartfield!

March

Every March brings with it British Science Week, a whole week of celebrating science and all it offers. Year 7 and 8 were lucky enough to have a free experience inside Leicester's Space Centre's StarDome, funded by friends of Houlton, where a live planetarium session was shown. The feedback for this was wonderful and a really fun thing to do during science lessons.

April

As educators, we are always trying to increase diversity within science, and presently there is a huge difference in the number of males and females pursuing careers in science. Year 8s studied a Women in Physics module designed to challenge science stereotypes and hopefully encourage more females to study physics in the future.

May

The annual Science Museum trip to London. Year 7s travelled to London to see the tuning coil which once took residence here at Houlton School but now resides in London's Science Museum. Highlights were the transport section, medicine and, of course, the gift shop.

June

Year 8s had the first opportunity to look at themselves under the microscope. They used cotton swabs to wipe the inside of their mouths and then look at their cheek cells under the microscope. They were highly surprised to find out how easy it is to extract human cells and that each of these cells has all the genetic information needed to clone someone!

Everyone in the science department is keenly awaiting another exciting year!

By Mr Aaron Griffin

Head of Faculty: Science and Computer Science

This term has seen Year 7 work on understanding and applying their skills in make code to move our family of robots, whilst looking at what makes them tick.

Year 8 continued to develop their skills in Python to ensure a solid understanding of the language before moving into more advanced areas on the code. Pupils have shown amazing levels of resilience when working with their coding languages whether they are in Year 7 or Year 8, as both are completely new to the subject.

Alongside this, Year 7 have learnt about some of the industrial and commercial applications of robots such as the Roomba vacuum cleaner, automated tractors and hydroponics bays controlled by robots producing 30 acres of food on a single acre. Year 8 have worked on breaking down a question and looking at how they can apply computational thinking to the problem to solve it.

Next year, our current year groups will move on to new and interesting topics within the subject whilst also revisiting and developing some of their existing skills.

By Mr Matt Cresswell-Peters
Subject Team Leader: Computer Science

Wondering how to support your child's reading over the summer break?

Take a look at the English Faculty's top tips:

1. Talk to your child about what their interests are.

These might be books, hobbies, sports, TV shows, films, video games, topics at school that interest them, online content that has caught their attention. Where could they read more about these things?

2. Mention news articles and topics that you yourself have been reading about.

Does anything you discuss arouse their curiosity? If it does, then direct them to a reliable news site where they can read and find out more.

3. Pay a visit to your local library or bookshop.

Use your findings from points one and two to help them to find books that suit their interests. If you can't find something, ask the librarian to help you to search.

4. Use an online library.

With a Rugby library card or number, you can download the BorrowBox App, which will allow them to access free e-books and audiobooks on their devices. If you don't have a library card already, try searching for Amazon's free e-readers, which work in the same way.

5. If you can't capture their interest with the written word, use audiobooks and graphic novels.

These work just as well as reading when helping children to build their vocabulary and understanding of the world. Aim to get them reading or listening for 20 minutes every day to have the most impact.

6. Encourage them to keep completing two sessions of Bedrock every week.

This encourages them to read a wide variety of texts.

7. Help build your child's cultural capital.

So that they have a better understanding of texts on a variety of topics, from different time periods, countries and cultures. Do this by watching films and documentaries, going on trips to galleries and museums, listening to podcasts and vlogs.

8. Help them to see how useful reading is by making it practical.

Bake together, reading the recipe to help you; fix their bike by reading the manual; play a board game and have them read the instructions; get out in the garden and read how best to care for the plants there, etc.

9. Make bedtime, reading time.

Have the whole family put down phones and other devices for half an hour before bed and pick up something to read instead. This will also support their brain development by improving their sleep.

Whatever you do, model reading as an important part of life, whether for practical reasons (reading road signs), for exploring interests (reading about football transfers), or for fun (reading a new mystery novel).

If you care about reading so will your child, you really do have the power to make a difference.

By Mrs Sian Warde
Head of Faculty: English, Literacy and Acting



Year 7 Pupils Use Their Time Machine to Interview Henry VIII!

Greetings, fellow time travellers! Prepare to be transported back in time as we delve into the exciting world of historical journalism.

In a remarkable display of ingenuity and imagination, our Year 7 pupils recently embarked on an extraordinary adventure to interview none other than the infamous King Henry VIII himself!

A sense of wonder and awe filled the air as they found themselves standing in the grand halls of Henry VIII's majestic palace. Gathered in the presence of royalty, our fearless reporters wasted no time in delving into Henry's sordid past, questioning him on his many wives, attitude to the poor and his arguments with the Pope in Rome. With headlines that could rival those of any modern-day newspapers, their articles transported readers back in time to witness the greatness and complexity of a king who shaped England.



Exploring the Historical Marvels of India: A Journey with Our Remarkable Year 8 Travel Guides!

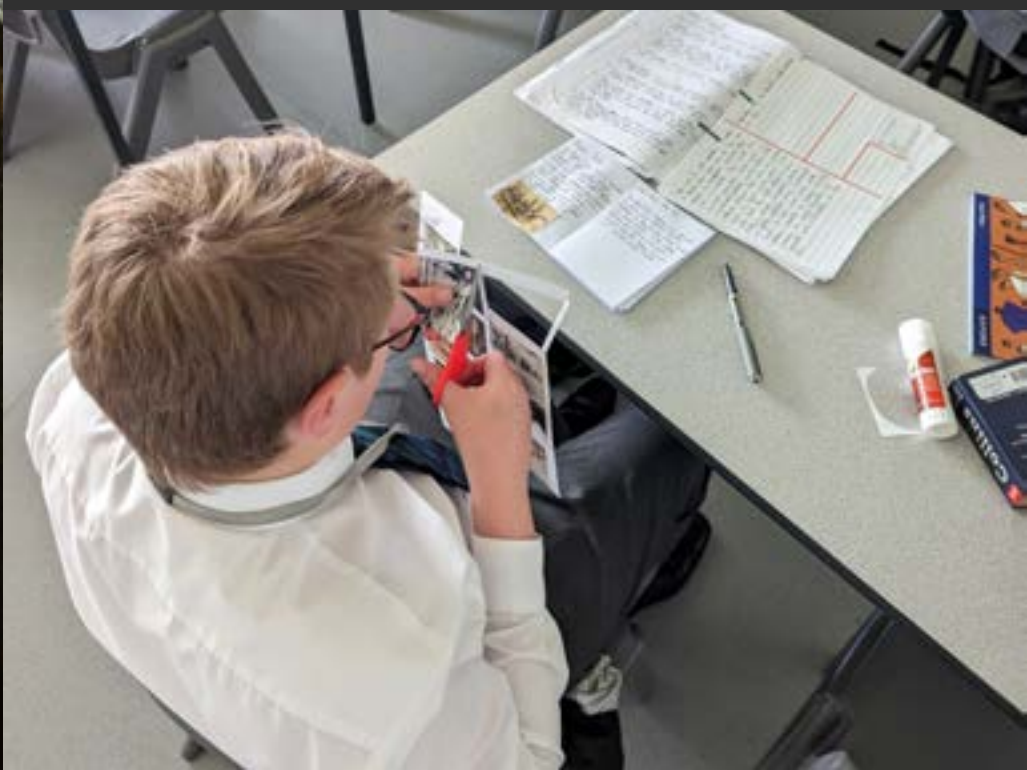
Greetings, fellow history enthusiasts! Today, we bring you an exhilarating account of the incredible journey our Year 8 travel guides undertook, delving into the captivating past of historical India.

With passion and curiosity, these remarkable students led us through the corridors of time, uncovering the legacy of the East India Company, the influential figure of Robert Clive, and the epic tale of the First War of Independence.

In the wake of our immersive journey through India's rich history, our Year 8 guides posed a challenging question: Should we pay compensation to India for the injustices endured during colonial rule? With a blend of empathy and critical thinking, these bright minds delved into the ethical dimensions of reparations. They passionately argued for acknowledging the profound economic and cultural consequences of colonization, advocating for a thoughtful dialogue on the subject.

Our awe-inspiring adventure with the Year 8 travel guides reminded us of the enduring power of history to shape our understanding of the world. Their enthusiasm and deep understanding of India's historical tapestry left an indelible mark on our collective knowledge. As we reflect on the captivating tales of the East India Company, Robert Clive, and the First War of Independence, we are compelled to embrace the complexities of history and engage in meaningful conversations about the legacy of colonialism.

By Mr Jamie Abbott
Head of Faculty: Humanities



Geography

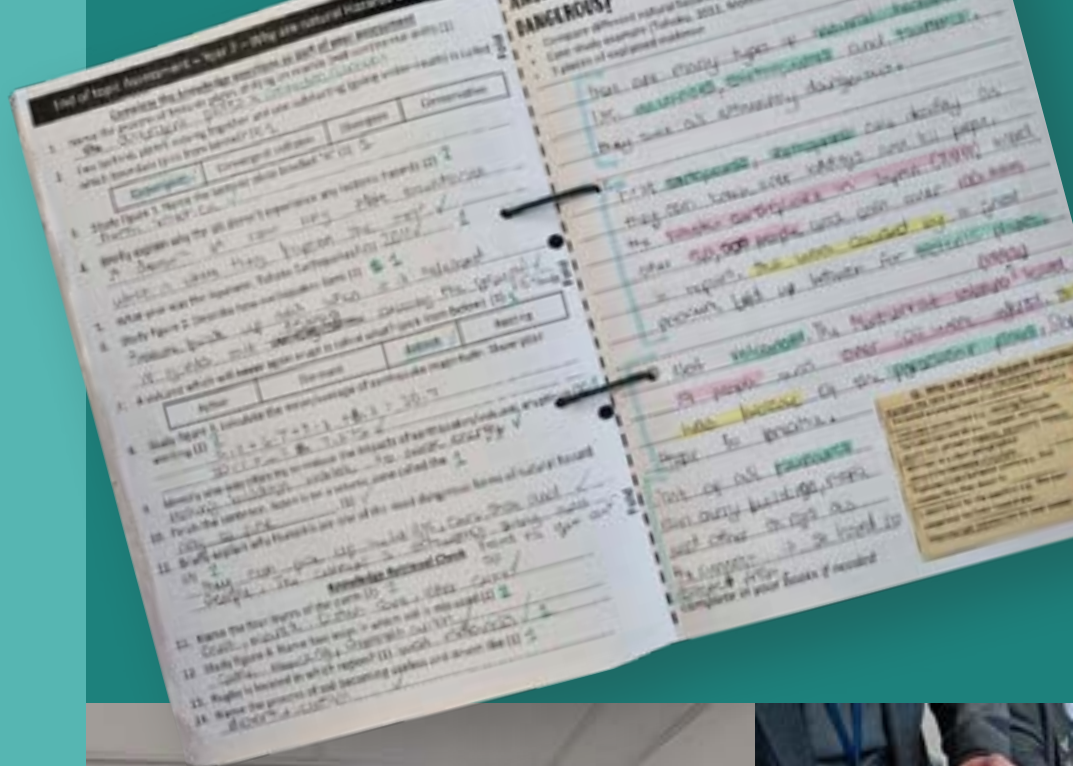
Year 7 pupils have recently finished their Big Question: How are natural hazards dangerous?

Pupils explored many case studies including the 2011 Tohoku earthquake and tsunami. Pupils investigated the importance of earthquake prevention including constructing their own earthquake proof buildings, which we tested on an earthquake table.

Finally, pupils completed their Big Question in their end of topic assessment, in which their knowledge, understanding and judgement skills were assessed. Students performed amazingly, creating excellent, well-structured pieces of work which they self-assessed and improved upon.

Year 8 pupils had a real hands-on Big Question of: What's down by the river? Pupils explored river ecosystems, river landforms and flood events. Pupils had a fantastic experience when they were able to construct their own river landform models showing the formation of the feature. Pupils worked in groups and built their own models which show the landforms with many groups adding additional information on small flags, including erosional processes. This aided the pupils in answering the Big Question in a unique learning style.

By Mr Christopher Youmans
Subject Team Leader: Geography



Religious Studies

The Marshmallow Test: Discovering the Sweetness of Patience!

In our RS lessons, we've embarked on a quest to understand the concept of waiting for rewards through an exciting experiment called the Marshmallow Test. So, buckle up and prepare to indulge in the delightful world of patience!

Picture this: you're given a fluffy, mouth-watering marshmallow, and you're told that if you can resist eating it for a certain amount of time, you'll receive an even sweeter reward. Sounds tempting, doesn't it? Well, that's where the real challenge lies!

The Marshmallow Test is not just about marshmallows; it's about learning to resist immediate gratification to achieve greater rewards in the future. It's a test of self-control and delayed gratification, which are crucial skills that can positively impact various aspects of our lives.

During our lessons, we've been diving deep into the significance of patience and exploring how it relates to our everyday lives. We've discovered that patience isn't just about waiting idly; it's an active skill that empowers us to make better decisions, achieve our goals, and build stronger relationships with others. Throughout this exciting experiment, we've been discussing the moral and ethical aspects of patience. We've explored how patience aligns with different religious teachings and philosophies, and how it can foster empathy, respect, and understanding within our diverse community. By understanding the significance of patience, we can become better individuals and create a harmonious environment for everyone.

By Mr Jamie Abbott
Head of Faculty: Humanities

French

Year 8 Paris Residential

Bonjour tout le monde!

Our Year 8 adventure to Paris from 10th to 14th July 2023 was une aventure extraordinaire! We embraced the city of love, lights, and baguettes with open arms and berets, creating memories that will last a lifetime. Let's take a petit tour of our fabulous itinerary, filled with French flair and unforgettable moments!

Day 1:

After hopping on the ferry to Calais, we settled into our hotels, ready to embark on our Parisian escapade. The excitement was palpable, and we knew we were in for a magnifique journey!

Day 2:

First stop - the icon of Paris, La Tour Eiffel! We ascended its heights, taking in the breathtaking views of the city while trying not to get vertigo. Our pupils had the chance to observe

Paris from its epicentre and had a panoramic view of Paris. Later, we hopped on a bateau mouche to sail along the Seine, feeling like true explorateurs of the Parisian lifestyle. The Languages Department pulled a few strings and we were able to watch the Patrouille de France (French Red Arrows) rehearsals, flying over our heads and performing acrobatics in mid-air.

In Montmartre, we channelled our inner artists, capturing picturesque moments. Some of us even had their portraits sketched by caricaturists, and we put our haggling vocabulary to the test!

Oh la la! Dinner was an adventurous experience as we tried escargot in a typical bistrot parisien, Chez Eugène.

Day 3:

Time for a magical day! We were whisked away to Disneyland, where dreams and laughter were the currency of the day. Mickey, Minnie and the entire Disney crew welcomed us with open arms, and we couldn't help but scream "C'est fantastique!" on the thrilling rides. Our pupils enjoyed the park till the very end as we caught a glimpse of the parade and ate in the park.

Day 4:

Vive la France! Our cultural tour continued with a visit to Vaux le Vicomte, a magnificent château that left us in awe. We picnicked on Parc du Vicomte Nicolas Fouquet, who is thought to be the man behind the legend of 'the man in the iron mask'. Afterwards, we strolled through the enchanting gardens of Monet's house in the petit village of Giverny, feeling like we stepped into one of his water lily paintings.

For lunch, we dined at the Monte Carlo brasserie near the Arc de Triomphe, as our bus drivers ventured on the biggest roundabout in the world.

Day 5:

Time to bid adieu to Paris. As we boarded the ferry back to England, we couldn't help but reflect on the magical memories we made.

Au revoir, Paris! You have charmed us with your elegance and splendeur, and we will forever cherish the laughter and camaraderie we shared. Merci beaucoup to all the staff who made this trip extraordinaire. Until next time, let's keep our hearts filled with that irresistible French joie de vivre!



Year 7

Our Year 7s have been working on Le Petit Prince through the Big Question: Are animals our equals? Through the whimsical adventures of Le Petit Prince and his encounters with various creatures, Saint-Exupéry invites us to reflect on our relationship with animals and the importance of empathy, compassion and respect. As we read, we aim to foster an appreciation for the diverse forms of life that coexist with us sur notre belle planète terre.

Spanish

Don Quijote?

In Year 8 this term, we discovered the adventures of Don Quijote, a brave and imaginative knight. His story taught us how relevant and contemporary Miguel de Cervantes' work still is. Reading excerpts from the novel allowed us to have lively discussions about Don Quijote's actions and decisions.

In Year 7, our pupils have worked on the Big Question: Who do I want to be? and used the immediate future to discuss future ambitions, linking in with our Career Day in early June. See right for a helpful summary of how to use the immediate future tense in Spanish and have a go at home!

By Mr Matthieu Raffy

Subject Team Leader: Modern Languages

The Near /Immediate Future

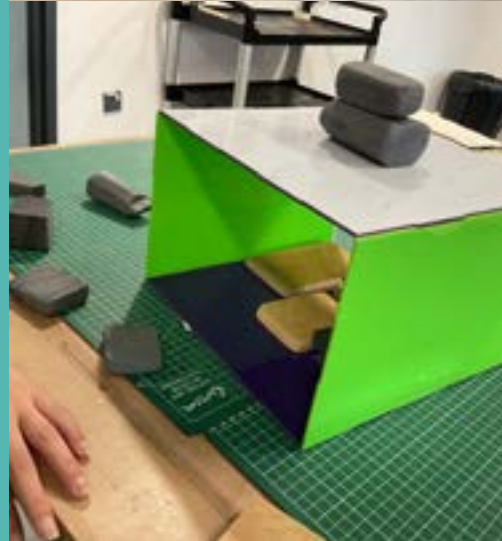
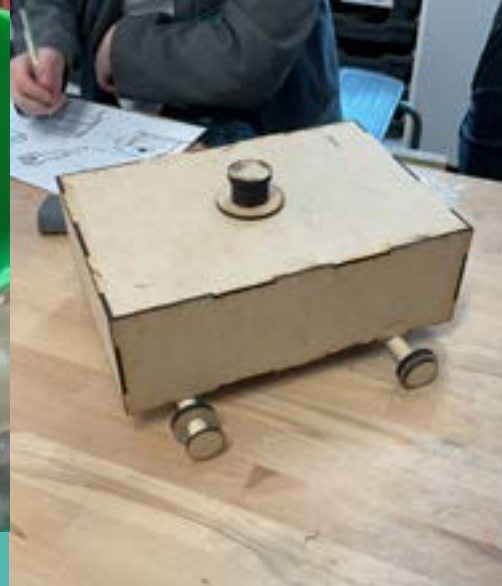
Present tense of **ir + a + the infinitive** of the verb

(yo) voy	I am going	
(tú) vas	You are going (s.)	
(él/ella/usted) va	He/She is going / You are going (form/s)	
(nosotros) vamos	We are going	+ a + infinitive
(vosotros) vais	You are going (pl.)	
(ellos/ellas/ustedes) van	They/You (form/pl) are going	

ejemplos:

voy a comer las patatas fritas
= I am going to eat some chips

él va a terminar sus deberes
= he is going to finish his homework



Year 7

Big Question: Can Junk Become Funk?

Building a more sustainable future is a central debate amongst the design community and so Year 7 have been exploring how we can contribute to an eco-friendlier society. Pupils have been learning about material properties and the importance of extending the life cycle of existing products and materials.

Year 7 were tasked with creating prototypes that made use of such materials, demonstrating key construction and modeling techniques. James Dyson famously created over 2500 card models of his first vacuum cleaner and whilst our young designers may not have iterated to the scale of Dyson, they certainly proved how resilient designers have to be.

We had some fantastic outcomes with each pupil able to produce an individual prototype. Some pupils extended their learning by manufacturing plastic sheets from bottle tops they had collected.

Year 8

Big Question: Can Products Rescue Humans?

It is 04.17 on 6th February 2023 and an earthquake has struck southern Turkey. It is the largest Earthquake since 1939.

Designers are a central intelligence when it comes to solving complex, real-world problems and this is no different for the young designers that populate our labs, studios and workshops at Houlton School.

Working in collaboration with their peers, pupils are solving complex problems through research, debate and role play to fully understand the needs of these communities. Each design team began designing and engineering a disaster relief kit, transportable by hand, vehicle, or air.

These kits present several design and engineering challenges; however, all pupils have taken active parts in presenting thoughtful, empathetic and creative solutions to the problems faced by the affected communities.

Pupils have been exploring manufacturing techniques across a range of materials and processes, from CAD, foam modeling, rapid prototyping and laser cutting.

By Mr Russell Hill
Subject Team Leader: Creative



School Of Rock

We turned Houlton into the 'School of Rock' for three very successful shows at the end of May.

The pupils were amazing, taking on board their coaching and rehearsals alongside a double helping of bravery to deliver the first Houlton School Show and one that will live long in memory. Massive thanks go to Miss Warde for her tireless work and encouragement of the pupils and Miss Forrest for choreography and adding the sparkle to the show.



Coventry & Warwickshire Music Service Lessons

If you are currently having lessons through WMS, please look out for correspondence from them regarding continued sign up for the next academic year.

As we develop our relationship with them further, we were able to attend a brilliant Orchestra Experience afternoon at Benn Hall. The pupils who attend got so much out of the experience and we will be offering even more opportunities next year to get involved with local music programs and events through WMS.

Houlton School Music Lessons

If you are currently receiving music lessons through the school directly then these will continue in September as per the current timetabling. If your pupil is intending to discontinue lessons at the end of this academic year, please notify the school.



2022/23 Review:

Thank you for all of your support this academic year, it has been a pleasure to be able to see the Music Department grow and develop with over 150 students now receiving weekly instrumental lessons, experience the coldest outdoor Carol Service I have ever been a part of (there was actual ice on the piano!) and be part of our first school show (School of Rock) which was six months in the making but worth the wait, with all shows completely sold out.

The pupils at Houlton are fantastic musicians and creatives for their young years and have a very bright musical future ahead of them.

By Mr James Hunter
Subject Team Leader: Music

Houlton Sports Day

After last year's successful inaugural sports day, it was back with both Year 7 and 8 competing for the Houlton shield. Last year's winners, Winton College, were eyeing up the shield for a consecutive year.



Pupils were off timetable all day to compete in a variety of activities for their colleges. This consisted of rounders, benchball, treasure hunt, tug of war and athletics track races. Scores were added together from both year groups to go towards an overall college total.

Results:

1st – Winton

2nd – Armstrong

3rd – Obama

4th – Shakespeare

5th – Dorsey

6th - Morse

Well done to Winton College for winning for the second year in a row. We are already looking forward to next year to see if anyone can knock Winton off the top spot!

At the end of our sports day, the PE department awarded four pupils across both year groups a £20 Nike voucher for their hard work and attitude towards PE this year.

Below are some of the reasons the four pupils were chosen:

- ★ Gone above and beyond to help out in PE
- ★ Demonstrated exceptional effort and enthusiasm consistently across the year
- ★ Taking an active part in our co-curricular clubs and teams
- ★ Positive attitude and a willingness to learn
- ★ Polite, punctual, reliable and organised pupil

A massive well done to Freya B (7D), Lexie B (7A), Tillie H (8D) and Jude T (8W) for their efforts this year!

By Miss Abbie Hartfield
Subject Team Leader: Physical Education



HOULTON
SCHOOL

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