

# HOULTON SUMMER NEWS 2024



HOULTON  
SCHOOL



## Welcome from the Principal

### Dear Houlton family,

I can't believe we've already reached the penultimate newsletter for this academic year - where has the time gone? - and yet so much has been achieved since the last edition as this full and exciting latest newsletter demonstrates.

Of course, we have been able to share a significant milestone with you recently with our incredibly proud achievement of being graded 'good' in all areas by Ofsted. This really was a moment where everyone (our pupils, parents, governors, Trust, stakeholders and staff) came together to showcase what a special place we have grown together. Thank you to each and every one of you who has been part of our success story so far.

A personal heroine of mine, Dr Maya Angelou once wrote, '...family isn't always blood; it's the people in your life who want you in theirs: the ones who accept you for who you are, the ones who would do anything to see you smile and who love you no matter what.' This underpins our family-ethos at Houlton and our core pillars of innovation, aspiration and excellence.

At the time of writing I am about to enjoy the final performance in our run of Shrek the Musical Jr., more of which will feature in the next newsletter. Meanwhile, please enjoy a safe and restful break together as we approach the final half-term of the academic year; I look forward to forthcoming highlights such as Curriculum Enrichment Week, Sports Day, and much, much more!

**Michael McCulley**  
Principal



## Brilliant Club Success

55 Year 8 and Year 9 pupils have completed the Brilliant Club Scholars' Programme so far this academic year! This involved five hours of tutorials with a PhD tutor, leading to the completion of an extended piece of academic writing.

In the autumn term, our Year 9 Humanities Brilliant Club Scholars completed a supra-curricular course with a PhD tutor from Roehampton University and explored these Big Questions: Who ruled Tudor England? Was C16th England a 'Monarchical Republic'? They attended a graduation event in February at Jesus College, Oxford.

During the spring term, our Year 9 STEM Brilliant Club Scholars explored the role of catalysis in renewable energy with a tutor from Birmingham University. Year 8 STEM pupils had the same tutor and studied Engineering: WeCount: Can you shape your city?

Also in the spring term, our Year 8 Humanities cohort examined Windrush, Migration and Belonging in Modern Britain.

The spring cohorts of Brilliant Club Scholars all attended a graduation event at the University of Warwick in May.

A huge congratulations to all the pupils who completed this challenging and demanding course!

I will share news on the experience of our Year 7 cohorts later this academic year.

**Ms Angela Lancini**  
Assistant Principal



## Year 8 Highlights Women Pioneers in Physics

To foster a deeper appreciation for physics, Year 8 have embarked on a journey to shine a spotlight on the often overlooked but immensely significant achievements of women throughout history.

From Marie Curie's groundbreaking research on radioactivity to Lise Meitner's pivotal role in understanding nuclear fission, our pupils have been captivated by the stories of these pioneering women who have shaped the landscape of modern physics.

As part of their exploration, pupils have delved into the revolutionary work of Rosalind Franklin and her crucial contributions to the field of molecular biology through X-ray crystallography. Despite her pivotal role in unravelling the structure of DNA, Franklin's contributions were tragically overlooked, and credit was unfairly attributed to her male counterparts. Through her

meticulous analysis of DNA's crystalline structure, Franklin provided vital insights that laid the foundation for James Watson and Francis Crick's famous double helix model. Her story serves as a poignant reminder of the importance of recognising and celebrating the contributions of all scientists, regardless of gender.

In addition to exploring the achievements of these pioneering women, our pupils also began a fascinating journey into the world of nuclear fission, fuelled by recent cinematic successes such as the "Oppenheimer". One of the highlights of this has been the exploration of the Manhattan Project,

where pupils have grappled with the ethical dilemmas surrounding scientific innovation and its real-world consequences. Through research and presentations, pupils have showcased their critical thinking skills while engaging in meaningful debates on topics ranging from the morality of atomic warfare to the responsibility of scientists in shaping the future of humanity.

We are sharing stories of amazing women and the science they have explored to inspire the next generation of scientists. We want to make science a more inclusive and diverse community. Through our continued efforts, we strive to create a learning environment where all pupils feel empowered to pursue their passions and make meaningful contributions to the world around them.

**By Mr Aaron Griffin**  
Head of Faculty for Science and  
Computer Science



# Exploring Computational Thinking

This term in Computer Science, we have carried on our work into computational thinking with Year 8 and the impacts of computing with Year 9. Year 7 has started to look at the specifics of the computers with data representation.

Year 9 has so far given fantastic presentations on the use of dark warehouses and the impact of computers in the real world, with a specific focus on E-waste. At the time of writing, they are preparing their final presentation of the unit, looking at artificial intelligence and the rise of "like"/ratings culture. After this unit, we begin to

develop pupils' IT skills ready for GCSEs, regardless of their subject. Computers and their software can be an amazing support tool during pupils' studies. We aim to focus on making sure their presentations can impress, word documents are formatted properly, reference lists are compiled, and the ever-useful mail merge can be used correctly.

Year 8 pupils have dived into computational thinking. Having covered the corner stones of computational thinking (which is not thinking like a computer – a very common misconception!), we have started to look at searching and sorting algorithms. To do this, we broke out the playing cards to carry out a visual demonstration of how these algorithms work, a fantastic opportunity to get everyone up and out of their seats while taking an abstract concept and making it solid.

Year 7 really enjoyed using the mini: bits and micro: bits during coding. All classes managed to get their mini: bits moving around the classrooms, although there were a few collisions. We have started looking at data representation, starting with the smallest bit and moving up to terabytes (TB). Pupils have queried the Lego bricks in Mr. Cresswell-Peters' room for a few weeks and they now finally know the purpose. They represent a bit (1 Binary digit), a nibble (4 Binary digits), a byte (8 Binary digits) and a Kilobyte (KB) (1000 Bytes). Obviously, within the computer, they are not this big, but

seeing the visual representation has allowed them to grasp what can be an abstract concept. We move forward with this unit by converting between binary (base 2) and denary (base 10/decimal) and vice versa. Our final unit of the year will be animation, with pupils starting to understand some of the concepts around media.

In addition to the classwork, assemblies were delivered to all year groups this term, focusing on some of the recent changes to online safety laws. Information for these updates can be found on the government websites, although there are more updates available as these bills progress through parliament.

Finally, all pupils over the next few months will be asked to create a poster or infographic regarding careers in Computer Science and IT. There is a variety of information available online and pupils are encouraged to ask family and friends if they use any form of IT in your job. Why not open the conversation yourself and discuss what you use it for!

**By Mr Matt Cresswell-Peters**  
**Head of Computer Science**

Malicious communications Act

The sending/posting of indecent, offensive, or threatening content with the intent to cause the recipient distress or anxiety.

Broad term which also covers, name calling & swearing all the way up to the sending of sexual/offensive images or memes that could be found offensive.



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# Houlton School Pupils Shine in National Maths Challenges

Houlton School is proud to celebrate the outstanding achievements of its pupils in the recent National Maths Challenge competitions. The challenges not only foster a spirit of collaboration among like-minded maths enthusiasts but also serve as a platform for honing problem-solving skills.

The enthusiasm and dedication of our pupils were palpable during the competitions. Overheard conversations echoed the sentiment of one pupil who expressed delight in conquering a tough algebra problem: “Don’t you just love it when you have been working on a tough algebra problem, laying it out, following the steps, and it beautifully works out to the answer?”

On 24th April, Year 8s Saketh Srikakolapu and Madeline Smith, along with Year 9s Joel Gish Manathara and Isla Johnson, demonstrated exceptional talent as they represented Houlton School in an all-day team event at Caroline Chisholm School. The event, which saw participation from schools across Leicester and Warwickshire, challenged teams to collaborate and solve mathematical problems in a fun and dynamic environment.

On 25th April, we hosted the Junior Maths Challenge—a stimulating online event held during school hours. Designed to test individual problem-solving skills, this challenge attracted participants from both Year 7 and Year 8. The high level of engagement showcased by our pupils bodes well for the future, indicating a promising talent pool for next year’s team.

Houlton School extends heartfelt congratulations to all participants for their exemplary performance and commitment. These achievements not only underscore the academic prowess of our pupils but also reflect the school’s dedication to fostering a culture of excellence in mathematics. As we celebrate these successes, we look forward to further opportunities for growth and achievement in the field of mathematics.

The following pupils achieved special recognition following the Junior Maths Challenge because of their incredible scores.

## Junior Maths Challenge Results:



**Olivia 8M**

**Kieran 8M**  
who achieved Best in School and has achieved a place in the Junior Maths Kangaroo





**Fareed 7D**

**Charlotte 7A**

**Izzy 7O**

**David 7M**

**Cyril 7O**

**Sonny 7D**

**Ethan 7D**  
Best in Year 7

**Oliver 8S**

**Mikayla 8S**

**Nathan 8A**

**Liv 8M**

**Hazel 8M**



**Sofia 7S**

**Eleni 7O**

**Tilly 7A**

**Amelia 7A**

**Florrie 7A**

**Benjamin 7S**

**Hope 7M**

**Sienna 7M**

**Bella 7A**

**Ninioluwa 8O**

**Bradley 8M**

**Amelia 8S**

**Frankie 8M**

**Alex 8W**

**Chloe 8S**

**Zihan 8M**

**Connie 8A**

**Pravanth 8A**

**Layla 8S**

**Alvin 8M**

**Reya 8S**

By Mr Vijay Malhi  
Teacher of Mathematics

By Miss Jasmine Etheridge  
Head of Faculty: Mathematics & Numeracy





# Broadening Horizons With Historical and Modern Texts

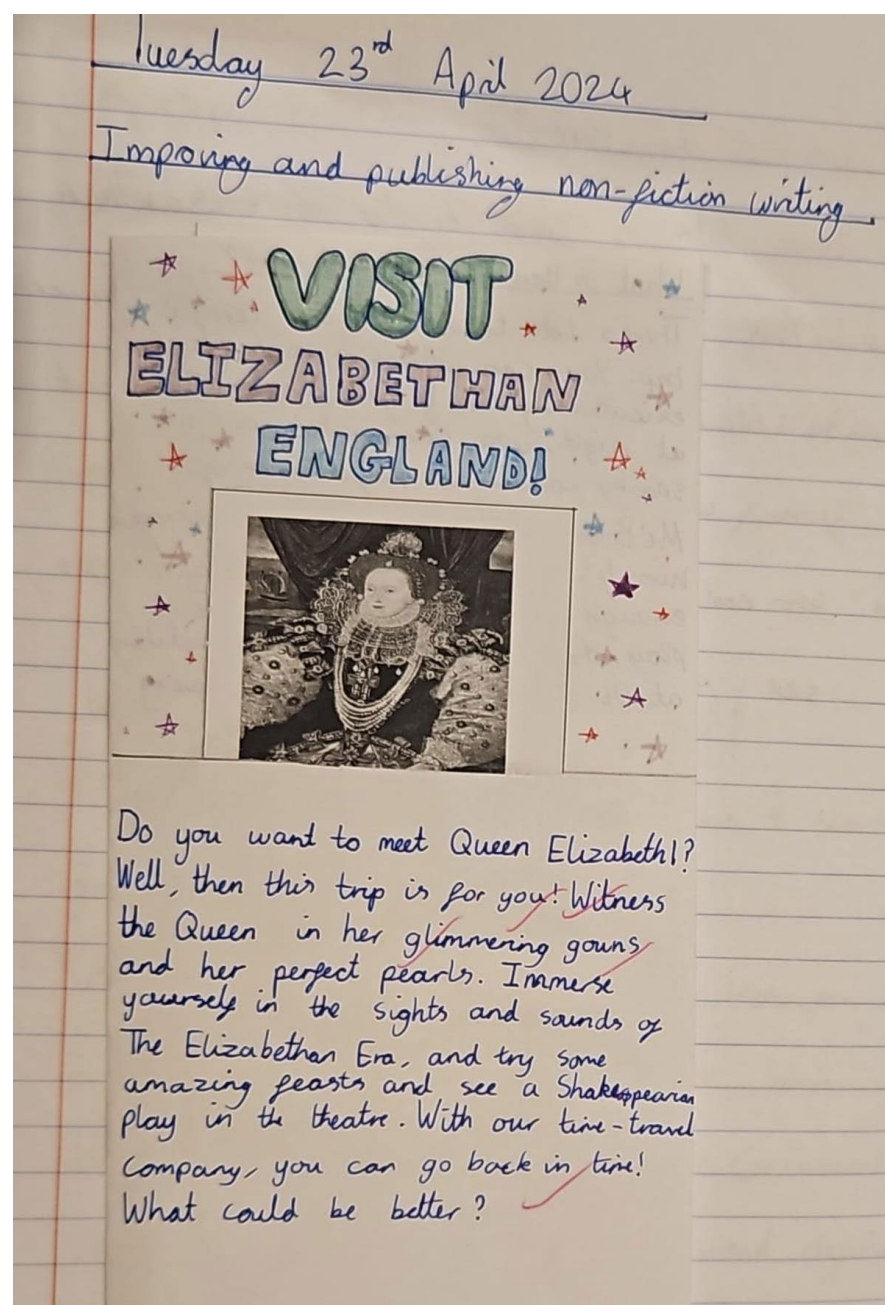
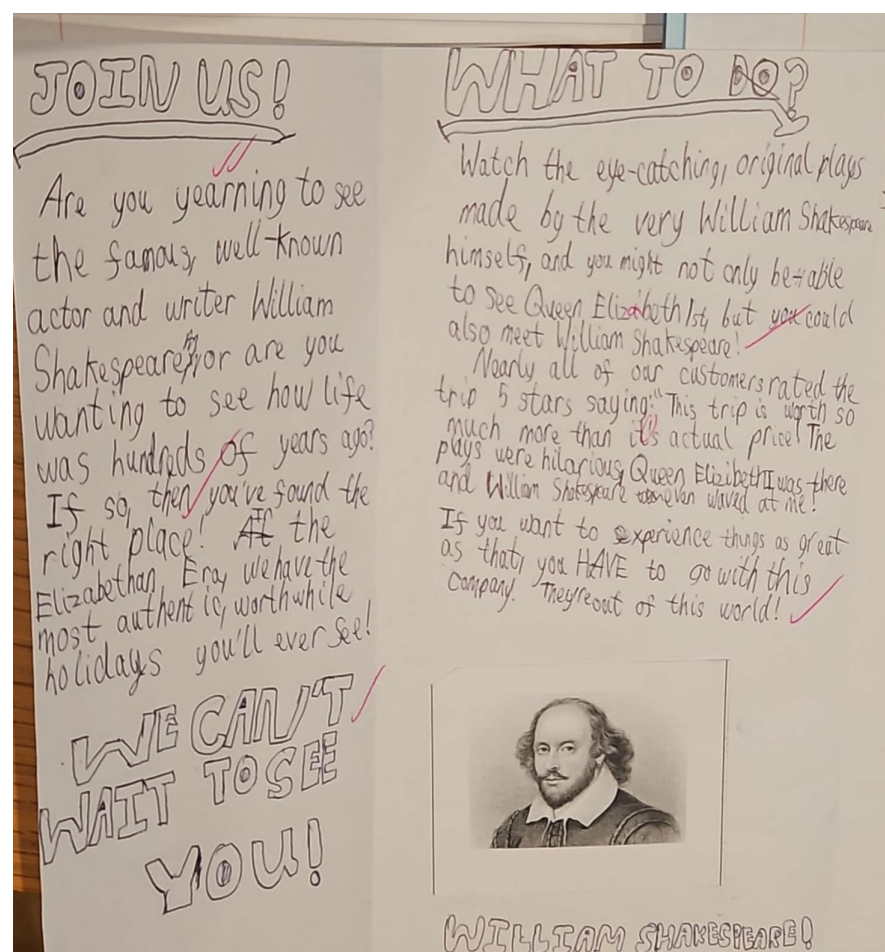
This term, pupils have been studying texts ranging across history, from the Elizabethan era through the Victoria era to the modern day, in order to broaden their horizons and also support the depth of their understanding through the application of historical context.

Year 7 is currently studying the Bard's famous comedy 'The Merchant of Venice', where they focus on understanding how Shakespeare used different dramatic conventions to create one of his most renowned plays, and how antisemitism influenced how the people of the time perceived Jews and is still an issue today. With acceptance at the core of Houlton values, it's important that pupils see how far today's society has come... and yet there's still much further to go.

Year 8 pupils are focusing on Enlightenment poetry, beginning with William Blake's famous poem 'The Tyger' to help pupils look into how the Industrial Revolution played a significant part in technologically advancing Great Britain, but also how it considerably damaged nature and changed the way of life in our country forever. This week, pupils have been writing their own descriptive pieces focusing on how they can protect and save nature's beauty in the modern world, following important issues such as climate change and deforestation.

In Year 9, pupils have been reading American poet Jason Reynold's text 'Long Way Down', which reveals the toxic cycle of violence caused by the gun possession laws in the U.S.A. This is a moving extended metaphor looking at grief and loss, and it has given pupils the opportunity to discuss existential questions and ideas stemming from a culture far removed from our lives in the U.K.

**By Miss Claire Schofield**  
**Second in Charge: English and Literacy**





# Unveiling History: Year 8 Pupils Dive into the Past!

In a thrilling journey through time, Year 8 pupils recently embarked on a riveting exploration of British history, delving deep into the impact of slavery on the nation.

Armed with an array of captivating artefacts, including gleaming gold guinea coins, a charming sugar shaker, a vivid landscape painting depicting Liverpool docks, and even a thought-provoking souvenir slavery token, these young historians commenced an adventure like no other.

Amidst the treasures of the past, pupils unearthed connections that spanned continents and centuries. With a bill of payment in hand, they traced the intricate links between the transatlantic slave trade and the very foundation of the Bank of England, uncovering hidden narratives that shaped the course of history.

But this wasn't just a lesson in the past; it was an immersive experience that brought history to life. From spirited debates to hands-on activities, every moment was filled with excitement and discovery. As they pieced together the puzzle of Britain's past, pupils forged a deeper understanding of the world around them, igniting a passion for learning that will endure far beyond the classroom walls.

With curiosity as their compass and history as their guide, these Year 8 adventurers proved that the past is not just a story to be told—it's an adventure waiting to be explored!

**By Mr Jamie Abbott**  
**Head of Faculty: Humanities**



# Pupils Explore Natural Hazards

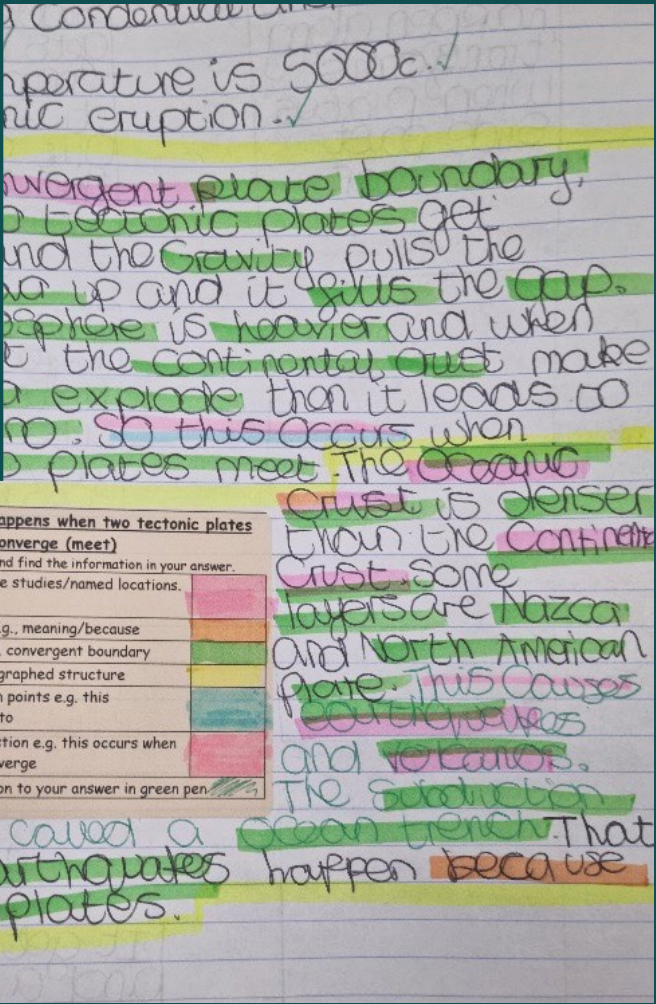
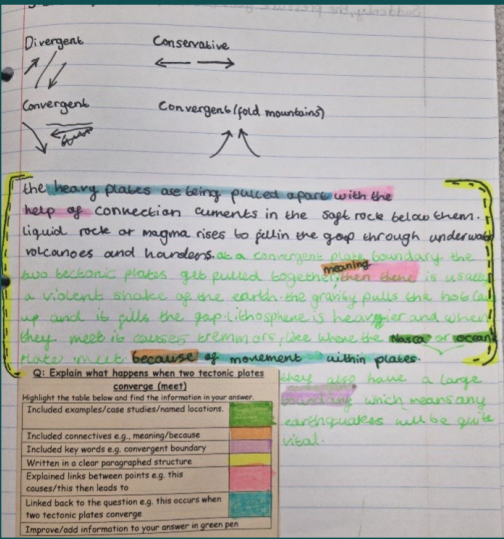
Year 7 pupils have been exploring the Big Question, "Why are natural hazards dangerous?"

Pupils have been building on their previous knowledge of layers of the earth and plate tectonics to understand how dangerous natural hazards are. For this half-term, pupils have been focusing on improving their extended answers.

Year 8 pupils have had an amazing opportunity to go walking in the Peak District at Dovedale. Pupils walked for approximately 7 miles through the previously glaciated landscapes, exploring the areas, including climbing in hollows on a mountain side and walking to the top of a steep mountain!

Year 9 pupils have been exploring the Big Question, "What is the geography of crime?" Here, pupils have been investigating the link between geography and crime, focusing on GIS skills, including creating their own crime map of Rugby and ways to design out crime in crime hotspot areas within London.

**By Mr Chris Youmans**  
**Head of Geography**





# Vaisakhi

Pupils at Houlton School recently explored the vibrant celebration of Vaisakhi, a significant festival for Sikhs around the world. They embarked on a journey to explore the essence of this cultural and religious event.

### What is Vaisakhi?

Vaisakhi, also known as Baisakhi, marks the Sikh New Year and commemorates the formation of the Khalsa Panth, the community of initiated Sikhs, in 1699 by Guru Gobind Singh Ji, the tenth Sikh Guru. Beyond its religious significance, Vaisakhi holds cultural importance, symbolising the harvest festival in the Punjab region of India.

### When is Vaisakhi celebrated?

Vaisakhi falls on April 13th or April 14th every year, depending on the Nanakshahi calendar, which aligns with the solar calendar. This auspicious day also coincides with the harvesting of the Rabi crop in Punjab, adding to the jubilant atmosphere.



### How is Vaisakhi celebrated?

The celebration of Vaisakhi is characterised by joyous festivities, religious observances, and acts of community service. Sikhs worldwide participate in Nagar Kirtan processions, where the Guru Granth Sahib (the Sikh holy scripture) is carried through the streets in a vibrant parade, accompanied by singing hymns and performing Gatka, a traditional Sikh martial art.

Devotees visit Gurdwaras, Sikh places of worship, to offer prayers, listen to hymns (Kirtan), and partake in Langar, a communal meal prepared and served to all, regardless of caste, creed, or background. Additionally, Sikhs seize the occasion to engage in Sewa, or selfless service, by organising blood donation drives, feeding the homeless, and assisting those in need.

Pupils at Houlton School exhibited genuine interest and enthusiasm in understanding the significance of Vaisakhi. Through presentations and discussions, they gained profound insights into Sikh culture, values, and traditions.

The inclusive learning environment fostered empathy, respect, and appreciation for diverse cultural practices, enriching the school's ethos of unity in diversity.

In embracing the spirit of Vaisakhi, may we all strive to uphold the values of compassion, equality, and community service, transcending barriers and celebrating the richness of human diversity.

**By Mrs Dupinder Ghatora**  
**Head of Religious Studies**

## Food & Nutrition

### Year 9

Pupils have been showcasing their decorative skills in dressing food. They have been looking at simple mixtures and how to make them look more appealing.

Pupils have made lace pancakes along with mini Victoria sponge cakes. They have also been researching afternoon tea to assist in their visual creations.



### Year 8

Pupils have been looking at the different types of farming undertaken in the UK. They have learned about the structure of an egg and what information is required to be printed on eggs sold in supermarkets.

They covered practical techniques of simmering, reducing and heat control through making egg fried rice.



### Year 7

Pupils have been busy researching and understanding different types of diets suited to athletes. They investigated how different nutrients affect the performance of the body as well as meal planning for a specific athlete.

They have learned the skills of brunoise, simmering, holding technique and sauce making to achieve a vegetable pasta suitable for an athlete.

**By Mrs Baldeep Devgun**  
**Teacher of Food Preparation and Nutrition**





# Artbytes National Arts Competition

As the vote has now closed, we can now reveal the results!

On our school's page, you will now see a first place trophy appearing in the corner of the winning artwork and a second and third place trophy on the other two shortlisted artworks.

Visit the portfolio pages here: <https://artbytes.co.uk/schools/houlton-school-320/>

**1st Place** - Oliver H (9 Winton)

**2nd Place** - Charlotte G (9 Shakespeare)

**3rd Place** - Esther T-V (9 Morse)

Oliver H  
Line Drawing  
2024  
Wood, String,  
Spray Paint



German-Swiss artist Paul Klee once described drawing as 'taking a line for a walk' and Oliver's work plays somewhere between the formal and informal acts of drawing.

Line Drawing by Oliver H. is a three-dimensional drawing that looks beyond the constraints of traditional mediums such as pen and paper. Oliver reconsiders the practice of drawing and its capacity to change and evolve. We are thrilled that this mature piece of work has been recognised by the judges and his peers.



## Exploring Ceramics

We've discovered a few things this term:

1. Clay is unpredictable
2. The kiln can be your friend or your enemy.
3. Failure is a learning opportunity.

Year 9 has delved deep into the world of artists Cornelia Parker and Grayson Perry. Although it could be said that both artists are very different, they both deal with issues relating to our Big Question: Peace or Conflict?

Grayson uses his ceramic works to open up commentary on the cultural landscape of Britain, often highlighting the differences between us, whether it be class, taste or self-identity. Integral to these discussions are moments of peace and conflict.

Cornelia Parker's art is about destruction, resurrection and reconfiguration. Demonstrating the importance of process, she frequently transforms objects by using seemingly violent techniques such as shooting, exploding, squashing, cutting and burning.

Through these actions, she both physically alters the object and herself becomes an active participant in the development of its story, exploiting both peace and conflict.

Through the use of clay, we have explored how Grayson Perry uses scratching and glazing to depict images on his clay works and discovered practical knowledge of building with coils. We have seen some triumphant results!

By Mr Russell Hill  
Head of Faculty: Creative [Art/DT/Food/Photography]





# Exciting News: Onatti is Back and Better Than Ever!

We are absolutely thrilled to announce the return of Onatti to our school! Get ready to be dazzled as we bring the magic of theatre and language learning right to our doorstep.

We've secured not just one, but two sensational plays: "Le château" and "Reserva duplicada" in French and Spanish respectively.

Imagine the excitement of watching these critically acclaimed productions unfold right before your eyes! From thrilling performances to engaging storylines, these plays promise an unforgettable experience for everyone involved.

This is more than just entertainment – it's an opportunity for our pupils to dive headfirst into language learning through the power of theatre, acting and miming. Keep your eyes peeled for more information on showtimes, and how you can get involved.

Get ready to be swept off your feet by the magic of language and theatre – Onatti is back and we couldn't be more excited!

From Onatti:

## What is Le château about?

The year is 1540.

A young English knight, has been sent to France by King Henry VIII. He must find a suitable lady for the king to marry.

After locating a potential match, he must paint her portrait and return to England.

But this simple task is not easy because he only knows a little French, he can't paint, and the lady has a very protective and slightly crazy maid!

## What is Reserva duplicada about?

Carlota and Carlos have booked a large, remote Airbnb house for the weekend, and they are looking forward to their first weekend away together.

Paloma too, has booked an Airbnb for a few days after the break-up with her boyfriend. But she has booked the same Airbnb for the same weekend - a mistaken double booking by the owner.

Carlota and Carlos realise there is something not right with the place, and Carlos soon discovers their Airbnb has been double booked by Paloma - his ex-girlfriend!

This funny play has physical humour with misunderstandings and comedic mishaps - played by just two actors.

Onatti Productions Ltd 2024 ©

By Mr Matthieu Raffy  
Head of Faculty: Modern Languages





# Dance at Houlton

Big Questions for this term are as follows:

### Year 7: Can dance influence our emotions?

In their dance lessons, Year 7 are exploring the genre of Musical Theatre. They are recreating a range of numbers from different shows, including Matilda and Aladdin. Pupils are navigating props for the first time and using them creatively in their own choreography. Pupils are applying performance skills to their work and are investigating how these skills may contribute to the influence of audience members' emotions.

### Year 8: Can dance act as a time machine?

Year 8 pupils are working collaboratively to choreograph pieces that take us on a journey through the past, present and future. Pupils are selecting movements and applying choreographic devices to their work to create their own interpretations of the past and the present. Next half term, pupils will finish by discussing what they think the future will look like and portraying this through dance.

### Year 9: Can we use dance to speak our mind?

Year 9 are studying the professional dance work Swansong by Christopher Bruce. Pupils have analysed its features and linked them to the story the work tells. Pupils are now using different choreographic approaches to generate choreography inspired by the work. These approaches include using a chair as a prop, which represents several different ideas, such as a safe haven, experimenting with contact work and linking this together through transitions.

## Dance Club Update

After May half term, Year 7/8 Dance Club will run every Wednesday lunch time in the Dance Studio, and Year 9 Dance Club will run every Thursday after school 3:10-4:15pm. Next academic year, there will be some exciting endeavours for our Dance Clubs such as performances and competitions, so watch this space!

**By Miss Frankie Connolly**  
Head of Dance

## Music

As we approach the end of the school year, we are excited to share the culmination of our Music Department's final projects. Our pupils have been diligently crafting their musical pieces, showcasing a range of styles and approaches.

From classical compositions to contemporary experiments, their diverse works reflect their dedication and passion for music.

As the curtain falls on our captivating summer musical Shrek, we are already looking ahead to the next exciting chapter: The Summer Showcase. With the final bows of the musical, our talented pupils are eagerly preparing for this upcoming extravaganza, where they will have the opportunity to display their talents not only in music but also in dance and acting. It is a time of bustling rehearsals, creative collaborations, and anticipation as we eagerly await the chance to witness the diverse array of skills our pupils will bring to the stage.

We are also looking forward to the upcoming Enrichment Week, offering pupils not only a chance to explore various musical activities. From joining voices in a mass choir to finding rhythm in a drumming group, pupils will have opportunities to explore different musical expressions.



**By Mr Peter Bridgwood**  
Head of Music



# PE at Houlton

Curriculum lessons and our Big Questions for this term are:

## Year 7 - Athletics:

How does the structure of the body help us perform the movements required in sport?

## Year 8 - Cricket:

What are the most important roles and responsibilities of an official?

## Year 9 - Athletics:

Are nutrition and performance linked?

## Co-curricular opportunities this term:

- Cricket (Thursday after school)
- Athletics (Tuesday after school)
- Rounders (Thursday after school)
- Ultimate Frisbee (Wednesday after school)
- Volleyball (Tuesday after school)

## PE fixture news:

This term has seen the return of our summer sports. We have had some Year 9 Rounders fixtures against other local schools.

Well done to our mixed Year 9 team, who competed in a friendly game against Avon Valley, coming out as winners! A special mention goes to Isla (9W), who was awarded player of the match by the opposition.

Another fixture against Rugby Free for our girls saw them win 16 – 14.5. Well done to Charlotte, who was awarded Player of the Match by the opposition.

Vs Rugby High – Upcoming game on Thursday 9th May.

Vs Harris – Upcoming game on 23rd May.



Please follow our X page with all news regarding fixtures, results and PE department news. @HoultonPEdept

## Big Question answers from pupils from their knowledge checkers:

Strength is defined as the physical power and ability to exert force against someone or something. Speed is defined as the rate at which a person can move. Skill is defined as the technique acquired through practice and experience. Stamina is defined as the ability to sustain prolonged physical or mental effort.

Skill helps in rugby when players need to execute precise passes, kicks, tackles, and strategic manoeuvres. Strength helps in rugby, as you need strength for scrummaging, tackling and carrying the ball forward. Players with greater strength can dominate in physical confrontations. Speed plays a significant role in rugby, particularly when you need to sprint down the field. Stamina is essential for enduring the full duration of the match without experiencing fatigue.

In rugby, all skills are important, but I believe that skill holds the most significance. Skill is vital in adapting to various game situations, such as reading the opposition's defence or exploiting gaps in their offense. While strength, speed and stamina provide crucial physical advantages, it is skill that enables players to excel consistently and contribute to their teams' efforts. Therefore, skill is the most important aspect of rugby.

### Katie, 9M

A formation in sports is the shape that they play in, so everyone has their own position. A valley ball formation is used so they can get the ball from the back and front of the court.

An advantage of having a rigid formation is that there are more people spread out across the court to get the ball, so they get a point. But a disadvantage of having a rigid formation is that someone might be in one spot that they aren't good in, so if the ball goes to them, they might lose a point.

An advantage of having a flexible formation is that people can go to the positions they are good at, but a disadvantage of a flexible formation is that there could be gaps where the other team could aim.

### Kayla, 8O

To be an effective sports performer, you need to have tactical awareness. This will benefit an individual's performance. For example, in netball, a player must have the ability to identify tactical problems that may arise in a game so that they can make decisions and respond appropriately.

To be an effective sports performer, you need to be able to have spatial awareness. This will benefit an individual's performance. For example, in football, a player must have the ability to play with their head up, keep control of the ball, and have a map of the game that is around them.

To be an effective sports performer you need have good communication skills. This will benefit an individual's performance. For example, in cricket, players with good communication develop trust and respect for their teammates and coaches. It also helps with decision-making and teamwork.

### Valentino, 7W

By Mrs Abbie Oldham  
Head of PE







# HOULTON

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