



## Edition 19: Spring 2026

🌸 **Spring Term at Discovery Academy has been bursting with activity and achievement.** As the days grow longer and the sunshine begins to make an appearance, our children have been shining just as brightly. This edition of *Discovering Times* is filled with the wonderful things that have taken place across the term.

🌟 **Celebrating Our Children** Every Friday, we come together to celebrate the incredible achievements of our pupils—both in and out of school. Their talents and interests are wonderfully diverse: from kickboxing to ballet, from Brownies to go-karting. The range of skills they are developing is truly inspiring, and I love hearing their stories during our celebration assembly. Please continue to send certificates or news of achievements into school so we can celebrate alongside your child.

📖 **Growth in Learning and Understanding** Within school, we are seeing significant progress academically and socially. You will have received your child's attendance and achievement report card today. Staff have been working closely with children to help them understand the difference between emotions and behaviour—recognising that all emotions are valid, but not all behaviours are acceptable. This approach is helping children build empathy, self-awareness, and stronger relationships. Mr Roberts' article on **Relation Inclusion** in this edition is well worth a read. It includes a helpful video for parents and carers, offering insight into how we can better understand and support the diverse ways children think and learn.

### 🌷 Easter Wishes from All of Us

Myself and all the staff at Discovery Academy hope you have a wonderful Easter break and enjoy precious time with family and friends. We look forward to welcoming everyone back to school on **Monday 13th April 2026**, refreshed and ready for an exciting Summer Term ahead.



**Mrs Oldham, Principal.**

# Victorious Voyage

Victorious Voyage is a Trust-wide values inspired challenge week designed to get children active, creative, and engaged both in school and during the Whitsun break.

During the week beginning 18<sup>th</sup> May, all classes will take part in an enhancement week, kicking off with a school trip to INSPIRE the week. All learning that will take place that week will revolve around the value CARING taking particular care of the world we live in. Each day will also focus on one of our values:

**Monday – Inspiring**

**Tuesday – Discovering**

**Wednesday – Caring**

**Thursday – Improving**

**Friday - Achieving**

During the Whitsun holidays, all children will come home with a Victorious Voyage Passport – some of which will have been completed in school.

## What children need to do

- Take part in **as many recommended activities as they can during the holidays**
- Each activity completed = **take a photo or bring it to school**
- At the end, **send all photos together** to your class teacher

All passports should then be returned to school.

At the end of the week, there will be one child picked across the school for each value, who has shown the value erll. Those 5 children will be invited to a celebration event at Dukinfield Town Hall, where they will receive their award from Karen Burns, Victorious Academies Chief Education Officer.



**Victorious Voyage will be an amazing opportunity for children to try something new.**



# Our Easter Experience

All the children at Discovery took part the annual Easter experience day, exploring the meaning behind one of the most important events in the Christian calendar. They explored emotional themes, to deepen their understanding of the the Easter story.

The children in EYFs focussed on the Joy and celebration then took centre stage with a lively Palm Sunday activity, where they interacted with the story, shouting “Hosana” at the key points. This activity brought energy and excitement, helping children to engage emotionally with the story. Pupils also discussed the different feelings to key events, encouraging empathy and a deeper understanding of the emotional journey.

Key Stage 1 began with a focus on sharing, inspired by the Last Supper. Pupils gathered to share pitta bread, reflecting on the importance of generosity and community. Using simple prompts such as “Sharing is important because...”. This was followed by a session on forgiveness, linked to Good Friday. Through thoughtful discussion, pupils explored what it means to forgive others and why forgiveness matters.



The children in Key Stage 2 explored the themes of sacrifice and belief through freeze-frame drama. They reflected on significant moments and discussed why these events remain important to Christians today. Children explored how the story of the empty tomb changes from sorrowful to joyful, discussing how this message of hope continues to inspire people today.

The children in Year 5 debated the meaning of Easter by ranking symbols in order of importance, justifying their opinions and listening respectfully to others. Children in Year 6 explored themes of faith and courage, reflecting on how they might use their own voice to speak up about issues that matter to them. The Easter experience day proved to be both educational and inspiring, leaving pupils with a richer understanding of the story and its lasting message of hope, forgiveness and compassion.

**Miss Crosby – RE Leader**

# Cooking Club

## Cooking Club Serves Up Fun for Lower KS2!

Lower KS2 pupils have been busy in Cooking Club this term, learning new skills, trying exciting foods, and discovering how to stay safe in the kitchen.

The sessions began with an important introduction to health and safety. Children learned why long hair must be tied back, why hands must be washed before touching food, and how to keep workspaces clean. They also talked about food hygiene, including how to use separate chopping boards and why it is important to handle equipment carefully.



With the safety rules mastered, the fun really began. Pupils had the chance to taste a variety of different dishes, exploring new flavours and talking about what they liked. This helped them think about ingredients they might want to use in their own creations later.

Next came the practical skills. Everyone practised their chopping techniques, learning how to hold a knife safely and cut fruit into neat pieces. These new skills were put to the test when the children made their own fruit kebabs and colourful fruit salads, choosing their favourite combinations and presenting them beautifully.



The club finished the term with a big group cook: a delicious tomato pasta bake served with tasty garlic bread. Pupils worked together to prepare the ingredients, mix the sauce, and assemble the dish before it went into the oven. The smell drifting through school was incredible — and the final result tasted even better.

Cooking Club has been a huge success, giving children confidence in the kitchen and helping them understand how food can be both healthy and fun. Next term, cooking club will be welcoming key stage 1 children. To come along and cook up something fantastic!



**Mrs Wood and Mrs Medcalf**

**Discovery Academy Cooking Club is funded through TESCO Community grants.**

# Relational Inclusion at Discovery Academy

At Discovery Academy, we are committed to creating a school where every child feels **safe, understood and ready to learn**. A key part of this is our **Relational Inclusion approach**.

Relational Inclusion focuses on building strong, trusting relationships with children so they feel secure enough to learn, regulate their emotions and make positive choices. Research shows that when children feel connected and understood, they are more likely to engage positively in school and succeed both socially and academically.



## What does this look like in school?

Our approach is built around five key principles:

We believe that if a child could do better, they would

We prioritise relationships above all else

We accept all emotions, but not all behaviours

We look at the cause of behaviour, not just the symptom

We foster a culture of compassion, reflection and repair

This means that instead of simply reacting to behaviour, we take time to understand what may be behind it. As we often say in school: "All behaviour is communication."

## Supporting children to regulate and learn

Children don't always arrive at school ready to manage their emotions independently. That's why we support them through co-regulation first, helping them feel calm and safe, before expecting them to regulate themselves.

You may hear your child talk about:

- Dysregulation (when emotions feel overwhelming and tricky to manage)
- Co-regulation (an adult helping them manage their emotions)
- Self-regulation (being able to manage feelings independently)

We also use restorative approaches to help children reflect on what has happened, understand the impact of their actions and make things right. For example, children may complete a Reflect and Restore conversation or sheet to support this process.



### **Does this mean there are no consequences?**

No—this is a big misconception.

While we prioritise understanding and support, we also recognise that some behaviours require consequences. These are applied in a calm and consistent way and are always linked to helping children learn responsibility and make better choices moving forward.

### **Why do we take this approach?**

Our aim is not just to manage behaviour in the moment, but to teach children the lifelong skills they need to:

- understand their emotions
- build positive relationships
- make responsible decisions
- manage impulses

This links directly to our wider mission of helping children develop self-awareness, self-management and strong relationship skills so they can thrive both in school and beyond.

### **Working in partnership with parents**

We know that children do best when school and home work together. You can support this approach by:

- Talking to your child about their feelings
- Encouraging them to reflect on situations, both positive and negative, and talk about how it made themselves and others feel.
- Reinforcing the importance of kindness, responsibility and our school's Caring value
- Keeping us informed of any changes that may affect your child

If you ever have questions about how we support your child, please don't hesitate to get in touch—we are always happy to talk and explore how we can support you and your child both in school and at home!

### **Mr. Roberts – Relational Inclusion Champion**



**This term, our wonderful wellbeing ambassadors have been busier than ever and their impact is being felt right across the school!**

At the start of the term, the ambassadors put all their training to practise and have focused on supporting children in Key Stage 2. They help by checking in with pupils during lunchtime and encourage positive friendships and teamwork. They have been a friendly face for anyone who needs a chat and help

pupils feel calm, confident, and included, with their kindness making the Key Stage 2 MUGA an even more welcoming and supportive space to play.

The ambassadors are very excited about extending their work at lunchtimes to the Key Stage 1 playground too. They have taken on this new responsibility brilliantly and have been helping the younger pupils lots. They have been joining in games to help everyone feel included, talking to the younger children about taking turns and how to play together kindly.



The Ambassadors have been patient and caring role models, showing Key Stage 1 what kindness looks like and helping with small worries such as finding someone to play with. The Key Stage 1 children have really enjoyed having “big helpers,” and many have already built lovely relationships with the ambassadors.

This programme continues to help our ambassadors grow in confidence, responsibility, and empathy. It also strengthens the sense of community across the whole school — something we are very proud of.

We look forward to seeing what our fantastic wellbeing ambassadors achieve next!

**Mrs Medcalf – Wellbeing Ambassador Lead**

# Discovery Striders

## Tameside Schools Cross Country Event

January brought an exciting opportunity for our runners to take part in the Tameside Schools Sports Cross Country event at East Cheshire Harriers and Tameside Athletic Club. We had **13 Striders** competing on a tough 1.5-mile grass course with some challenging inclines. Every runner showed outstanding determination and strength—and thankfully, the rain held off.



The top 10 boys and top 10 girls in each year group qualified for the Greater Manchester Championships, and **two of our Striders earned their place**, going on to compete at Heaton Park. They ran brilliantly. As one athlete put it: *“It was tough, but good fun.”* A huge well done to everyone who took part.

## Building Distance and Stamina

Since then, our Striders have been working hard on increasing their running distance and improving their stamina. Every runner has pushed themselves, and the progress has been fantastic to see. We’re excited to continue this work next term and set ourselves some fresh challenges—along with welcoming even more Striders to the group.

## Road-Running Safety Challenge

Towards the end of the spring term, our runners took on an important new challenge: learning to run safely on the roads. This required 100% focus, and every single Strider rose to the occasion. We are incredibly proud of their maturity, awareness, and teamwork.

## Upcoming Events

As we move into the summer term, we’ll be looking to take part in more sponsored runs, compete with other local schools, and continue building our fitness, skills, and confidence. With the weather improving, we’ll be taking our Wednesday training sessions onto the school sports field and out into the community—perfect for working on distance and enjoying the fresh air.

Staying active is such an important part of a healthy lifestyle, and our running club is a brilliant way for pupils to keep fit, feel good, and have fun.

For those who haven’t tried running yet, perhaps now is the perfect time to lace up and see where it can take you.

**Miss Goodso**

# Curriculum Focus

## Understanding the Early Learning Goals

### What does Early Learning Goal mean for my child?

As we head into the summer term the Early Years Practitioners are tracking your child's progress towards the 17 Early Learning Goals (ELGs) These are goals across 7 areas of learning that children are expected to achieve at the end of Reception. Some children will be secure in these goals and some children will be 'broadly on track'.

At Discovery Academy we use *I Can Progress Statements* that break down the ELGs. We use these to track your child in relation to what they *can* do. If your child can do most of these things independently, they are at **Expected** level. Some children may need a little more support in class, other children might need to continue working towards **Expected** when they enter Year One, this is called **Emerging**.

### Good Level of Development

To achieve a Good Level of Development your child needs to be at **Expected** in the ELGs for:

- **Communication & Language,**
- **Personal, Social & Emotional Development,**
- **Physical Development,**
- **Literacy (Comprehension, Word Reading and Writing) and**
- **Mathematics.**

On the next pages are some examples of ***I Can success criteria*** to help your child towards the ELGs. These have also been identified as areas for development for the current Reception children.

## Listening, Attention & Understanding

- I can listen carefully.
- I can respond with questions, comments, or actions.
- I can ask questions to help me understand.



## Speaking

- I can speak using full sentences.
- I can use conjunctions such as *and*, *so*, and *because* (with support).

## Self-Regulation

- I can show I understand feelings by changing my behaviour.
- I can wait for my requests and needs to be met.
- I can listen to and respond to adults.

## Managing Self

- I can show resilience and perseverance when things are difficult.



- I can show I know right from wrong through my behaviour.

## Building Relationships

- I can work well with others in a group for longer periods of time.
- I can play with others, take turns, and share.





## Gross Motor Skills

- I can show strength, balance, and coordination in movement.

*The development of core muscle strength and moving from hips and shoulders is vital for the development of fine motor control and good handwriting. Aim to get your child outdoors and moving around as much as possible, ride bikes/scooters, climb, create obstacle courses in the garden – **less screen time more active movement is the key!***



## Fine Motor Skills

- I can hold a pencil using a tripod grip.



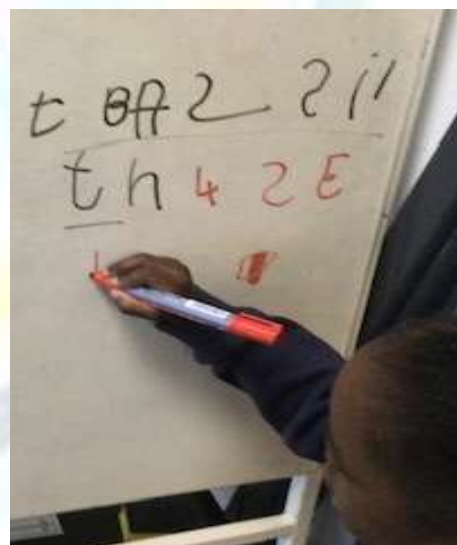
## Word Reading

- I can read tricky words from Phases 2 and 3.



## Writing

- I can write most letters correctly.
- I can write tricky words from Phases 2 and 3.
- I can write simple sentences.
- I can begin to use finger spaces.



## Mathematics

- I can recall number bonds up to 5, then 10.
- I can talk about odd and even numbers.
- I can say double facts.

We hope that you find this information useful, if you have any questions, please contact

**Ms Shenton – Early Years Leader**

# SENCO SPOTLIGHT

## The Graduated Approach

At Discovery Academy, SEN needs are supported through a **graduated approach**, as expected in the SEND Code of Practice.

### What is the Graduated Approach?

#### Monitoring

Children receiving support at the *Monitoring* level are helped primarily through high-quality teaching and classroom adaptations. Their progress is reviewed through informal meetings between the class teacher, parents, the child, and me as SENCO.

Each term, we hold **pupil progress meetings** where we discuss the progress of every child in the class. This includes not only academic learning but also wider areas of development. Decisions about moving a child **from Monitoring to SEN Support**, or **from SEN Support back to Monitoring**, are always discussed with parents.

#### SEN Support

Children at SEN Support have an **Individual Education Plan (IEP)**. This includes specific targets based on needs identified by school, home, or other professionals.

- IEPs are reviewed **three times per year**.
- Targets link to the **four areas of need**:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Sensory and/or Physical Needs

Most of the time, children work on their targets **within the classroom**, but there may be occasions where they take part in a short intervention led by a Teaching Assistant or myself. We aim to ensure that interventions have **minimal impact on access to a broad and balanced curriculum**.

#### National context (2025):

**14.8%** of children in England are at SEN Support.

At Discovery Academy, **30%** of our children are at SEN Support.

## Education, Health and Care Plans (EHCPs)

An EHCP may be considered when:

- A child is **not making expected progress** through SEN Support, or
- A child has **complex needs** requiring specialist assessment or provision.

Either parents or school can request an EHCP assessment.

### The Local Offer

This QR code can direct families to the **Tameside Local Offer** for more information about EHCPs.



#### National context (2025):

**3.5%** of children in England have an EHCP.

At Discovery Academy, **11.5%** of children have an EHCP.

# SEND SUPPORT GROUPS

**Barnardo's Navigator Service:** this is the new service for you to use to check where your child is up to on the MAAT and ADHD pathway. The website also has other useful advice.

Tel: 0161 303 1636

Email: [TamesideNDHubs@barnardos.org.uk](mailto:TamesideNDHubs@barnardos.org.uk)



**Our Kids Eyes (OKE)** – this is a parent led charity that can offer support about anything linked to SEN. OKE also hold family activities, activities for mums and dads and workshops.

Tel: 0161 342 5550

**SENDIASS** - offer free, confidential and impartial support to parents and carers of children and young people aged between 0 and 25 who have or may have Special Educational Needs and Disabilities.

Telephone: 0161 359 8005

Email: [tamesidesendiass@togethertrust.org.uk](mailto:tamesidesendiass@togethertrust.org.uk)



# World Book Day

## A Celebration of Stories and Imagination

Discovery Academy was full of excitement as pupils and staff came together to celebrate **World Book Day** with a fantastic day dedicated entirely to reading and storytelling.

Children arrived dressed in **cosy pyjamas** or as their **favourite book characters**. From magical wizards and adventurous explorers to beloved heroes from classic tales, the school was transformed into a colourful celebration of imagination and creativity.

### Discovery Dogs Take Centre Stage

Teachers joined in the fun by dressing up as the **Discovery Dogs**, bringing our school's reading characters to life. Throughout the day, pupils worked in their house teams to share stories and take part in activities designed to strengthen key reading skills. These included **inference, sequencing, vocabulary, retrieval, and prediction**, helping every child grow as a confident, thoughtful reader.

### Whole-School Read-a-thon

One of the highlights of the day was our **whole-school Read-a-thon**. Pupils spent dedicated time enjoying books while raising money for the school. The funds collected will help us purchase new reading resources and book-related items to support and enhance our reading culture across the school.

### Book Swap Success

We also held a **book swap**, where children brought in a book from home and exchanged it for a new story to enjoy. This simple but meaningful activity gave books a new life and encouraged pupils to explore different genres and authors.

### A Day to Inspire a Love of Reading

World Book Day was a brilliant celebration of reading, imagination, and the joy of sharing stories together. A huge thank you to all the families who supported the event and helped make the day so special.

# Curriculum Focus

## Year 1 Phonics Screening Check

### What is the Phonics Screening Check?

The Phonics Screening Check is a **short reading check** that all Year 1 children in England take in **June**. It helps teachers see how well children can use their phonics skills to read words. It is a measure of their decoding skills and not their comprehension skills.

### The pass mark for the check is 32/40

During the check, your child will:

- Read **40 words** aloud, one-to-one with a teacher they know
- See a mix of **real words** (like *ship*) and **nonsense or “alien” words** (like *zorb*)
- Read a small amount of polysyllabic words
- Be encouraged to sound out words using their phonics knowledge by spotting digraphs and trigraphs just like they do in everyday Phonics lessons in class

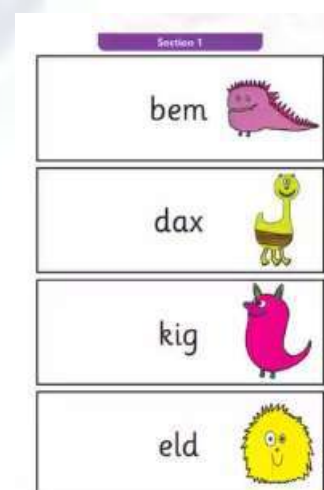
### Why are there “nonsense” words?

Nonsense words are included to check that children can **decode** words using phonics, rather than relying on memory or guessing. Children are shown these words with a friendly alien picture to make it fun and non-threatening.

If your child says, “That’s not a real word!”—that’s actually a good sign. It means they’re thinking carefully about what they’re reading.

### How you can support your child at home?

You don’t need to be a phonics expert to help. Small, regular activities make a big difference.



### 1. Practise sounds, not just letters

Encourage your child to say the **sound** letters make (e.g. sss rather than ess). This really helps with blending sounds together when reading words.

### 2. Blend sounds aloud

When reading together, pause and let your child sound out words. Ask them to spot the trigraphs or digraphs hiding in the word. These can be found on the back of the book cover in their home reading book.

- c – oa – t → coat  
Remember patience and praise go a long way.

### 3. Have fun with “alien” words

Make up silly words together and sound them out. This helps your child feel confident reading unfamiliar words—and keeps practice playful.

### 4. Read 3 times a week

Little and often is key. Take time to hear your child read 3 x a week. **5–10 minutes** can build confidence and fluency.

### 5. Keep it positive

If your child gets stuck, reassure them. It’s okay to make mistakes—learning to read is a journey.

The most important thing you can give your child is **encouragement and confidence**. By reading together, practising little and often, and keeping things positive, you’re already doing exactly what your child needs.

### 6. A final thought

Your child’s progress is being carefully tracked at school and it is normal for children to learn to read at different rates.

**Remember:** Always share any concerns you have with the teacher or write a note in your child’s home reading diary. Extra support can be given at school if needed. Children can retake the check in **Year 2 if they do not pass in Year 1**.

**Mrs Stokes – Reading and Phonics Lea**



# Young Voices 2026

## A Night to Remember for Our Year 4s and School Choir

On Thursday 12th February, our Year 4 children and school choir had the incredible opportunity to take part in **Young Voices 2026** at the magnificent **Co-op Live Arena** in Manchester. It was a day overflowing with music, excitement, and unforgettable memories that will stay with our pupils for years to come.



Young Voices is renowned as the **world's largest children's choir concert**, and stepping into the arena felt nothing short of magical. Thousands of children from across the region filled the space, creating an atmosphere buzzing with anticipation. Before the first note was even sung, our pupils' smiles said everything about how thrilled they were to be part of such a spectacular event.

## An Afternoon of Rehearsals and Inspiration

Throughout the afternoon, the children took part in rehearsals led by the brilliant Young Voices team. They loved practising alongside pupils from other schools and felt a real sense of pride each time the conductor praised the choir's energy and enthusiasm. The arena lights, the enormous stage, and the booming sound system made the whole experience feel like a professional concert—because it truly was.

## Performing with Special Guests



One of the highlights of the evening was performing alongside this year's special guest artists. Talented singers and dance groups joined the children for high-energy, feel-good songs that had the whole arena clapping and moving along. Our pupils especially enjoyed singing favourites such as **"Proud"**, **"Power in Me"**, and the uplifting **Disco and Pop Medley**. They also tackled more challenging harmonies and rounds, showcasing just how much dedication they had put into learning the repertoire since September.

### ◆ A First-Time Experience for Many

For many of our children, this was their first time performing in a venue as large as the Co-op Live Arena. Standing under the bright lights in front of such a huge audience made the experience even more special. They loved spotting and waving to their families in the crowd, who proudly cheered them on throughout the evening.

### 🎨 A Truly Unforgettable Experience

Overall, our visit to Young Voices was an unforgettable adventure. The children sang beautifully, behaved brilliantly, and represented our school with pride. We are already looking forward to taking part again next year.



Mrs Collins – Deputy Principal

## Show Racism the Red card 2026

### ■ Empowering Our Year 5 and Year 6 Pupils

This term, our Year 5 and Year 6 students had the valuable opportunity to take part in a **'Show Racism the Red Card'** workshop. Delivered by a dedicated team from the organisation, the session aimed to help our pupils recognise racism, understand its impact, and feel confident in challenging it within their communities.



### 🎭 A Powerful Introduction: The Windrush Play

The workshop opened with a short but impactful play focusing on the experiences of the **Windrush generation**. This performance not only captured the children's attention but also provided important historical context. Through storytelling, the pupils gained a deeper understanding of the challenges faced by those who immigrated to the UK and the significant contributions they made to society. It was a meaningful reminder of why diversity should be celebrated and respected.

## Exploring Immigration Through Discussion

Following the play, the children took part in an interactive workshop exploring immigration. Guided by the workshop leaders, they discussed the complexities of moving to a new country and how these experiences shape communities. The session encouraged pupils to think critically about racism, its effects, and why standing up against discrimination is so important.

### Thoughtful Engagement from Our Pupils

Throughout the workshop, our students showed exceptional attentiveness and maturity. They listened respectfully, asked thoughtful questions, and engaged deeply with the discussions. It was inspiring to see them approach such an important topic with curiosity, empathy, and a genuine desire to understand.



### Equipping Children to Challenge Racism

A key aim of the workshop was to empower pupils with the tools they need to challenge racism in their everyday lives. By creating a safe space for open conversation, the session helped children reflect on their role in a multicultural society and recognise that they can be advocates for positive change.

### Preparing Responsible Citizens



As a school, we believe strongly in preparing our pupils to play an active, respectful role in society. Workshops like **'Show Racism the Red Card'** are invaluable in helping them develop the knowledge, confidence, and compassion needed to navigate an increasingly diverse world. We are incredibly proud of how our students conducted themselves and the thoughtful contributions they made throughout the session.

### A Lasting Impact

The workshop provided our Year 5 and Year 6 pupils with an enriching and memorable learning experience—one that will stay with them as they continue to grow into informed, compassionate citizens. Together, we can work towards a future where respect, understanding, and equality thrive in all our communities.

**Mrs Parkinson – Year 5 teacher**

# Tameside Sports Athletics

## Tournament

On Wednesday 11<sup>th</sup> February 2026, Discovery took part in the Tameside School Sports Partnership Athletics Tournament at Denton Community College. Along with 5 other schools, Discovery showed off some excellent Athletics skills and an astonishing amount of teamwork.



Discovery's team of 19 children entered the tournament with a mixture of Year 5 and 6 children competing. Most of the children had little experience and knowledge of the events but took it in their stride to show amazing resilience when completing the events. Despite a confusion around some events, they were all willing to try new events and supported each other through every step.

As well as having so much fun, Discovery finished up in 6<sup>th</sup> place. However, our team spirit amongst every single team member was evident throughout. At the start we had to complete our field events which include a series of jumps and throws. Once the field events had finished, the track events began which included relays and obstacle courses. During every event and race, the togetherness of the team was displayed cheering on every member, every second.

Despite struggling slightly in the field events, the tracks events are where Discovery came into their own. Over half of the team were part of our Discovery Striders and their running knowledge certainly shown with Discovery finishing most races in the higher places.



All the children taking part in the event made Mr Tranter and Miss Goodson extremely proud. Every single one represented our school remarkably and showed all of our 5 school values. Overall, it was an incredible opportunity to build relationships, grow our sporting skills and celebrate what it means to represent our school through sport. We're already looking forward to the next competition!

**Mr Tranter**