



The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

welcome



Mr. Johal
Head of School

Dear Parents and Carers

I write as we approach the end of term 6 and I have to say that it's been a very busy year with all parts of the school now working as they did pre pandemic.

We have just finished the Year 11 and Year 13 exams and were very pleased with the students etiquette during this time and also impressed with the effort so many of them put in. I think that we would all agree that the exam season is quite a gruelling time and a huge well done has to go to the students for having the perseverance to work through them.

The year 11's completed the year with an end of year BBQ and also they received their 'class of 2023' hoody, messages from parents and rewards from a humorous honors list from the pastoral team. It was great to see the whole year group take part and all of those present were able to say their farewells to their friends and teachers and complete their time at the Howard School on a very positive note.

Having not sat their GCSE exams due to Teacher Assessed Grades (TAG's) in Year 11, we are exceptionally proud of how all of Year 13 students adapted to the pressure of the A Level examinations and how they conducted themselves throughout. We celebrated the end of their time at The Howard School with an informal leavers assembly, looking back at some of the best moments of the last two years and for some boys, the past seven years, followed by a more formal celebration at the St. George's Hotel.

We would particularly like to note the success of Abbie Hurley who was joint U19 Kent Schools Table Tennis Champion and entered the National Individual Schools Championship earlier in the year.

The Sixth form induction has taken place and we are really pleased to see that many of our own students have chosen to stay on at 6th form and an increasing number of external students have chosen to join us in the next academic year. The Pro Soccer Academy have started in earnest and have put on a number of football coaching sessions for those that have opted for PSA alongside their studies. This is an exciting route which we believe will grow in numbers over the forthcoming years and widens our offer to students post 16.

If you have not yet applied to The Howard Sixth Form but wish to do so for September 2023, there is still time. On collection of your results on GCSE results day, 24th August, please speak to a member of the Sixth Form team who will be present and happy to guide you through the process.

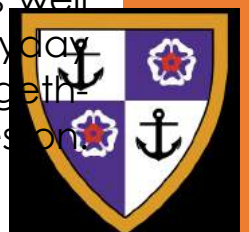
Key Priorities for for September 2023

Our theme for next year is '**Attention to detail**'. Amongst other whole school priorities our aim is to ensure that every child at The Howard School does the basics everyday and every lesson. Many do but there is still room for improvement. In 2023/24 we will focus even harder on all students meeting the following:

Arrive to school on time and fully equipped

- Complete every Homework (Independent Study) every time it is set on time
- Get to lessons on time
- Work quietly in lesson
- Complete all classwork
- Pay attention to the presentation of their work
- Be polite when interacting with staff and students.
- Attend any catch up/intervention or booster classes (particularly exam classes)

We will be asking all staff to ensure that they support students to do the above every day and every lesson and challenge students if they fall short of these expectations. We have always found that the vast majority of our Parents' and Carers' expectations and values align with The Howard School and moving forward we need the support of every single Parent/Carer to ensure that students meet the above expectations. If a student persistently fails to meet one of those above then they will begin to achieve less well than others in the school. If this becomes a habit and happens every day then the student will achieve less well than others. So we must work together to ensure that every student does the basics every day and every lesson.



WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



Children's rights are learned, understood and lived in this school.



We are THRILLED to announce that The Howard School continues to meet the GOLD standard for UNICEF's Rights Respecting Schools Award.

The three key strands of the award to be a Rights Respecting School are:

1. TEACHING AND LEARNING ABOUT RIGHTS
2. TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS
3. TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Here are a few of the comments that were made by our accreditor on the day:

Rights are explicitly built into the curriculum, visible on displays across the school and prominent on the website and school communications.

The morning meetings which give pupils the opportunity to discuss issues of concern and explore issues in a safe space, with rights used as a framework for discussions.

A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.

An ethos that places positive relationships based on mutual respect and trust at the heart of school life.

The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.

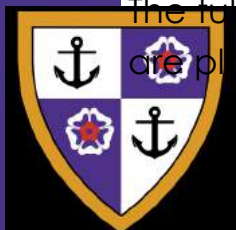
Pupils who are listened to and are involved in decision making at all levels.

What this means for our staff and students:

This award showcases our continued commitment to teach students about the Convention of the Rights (CRC). Staff provide opportunities to advocate for the rights of others. We strive to embody the values of the CRC in all academic and pastoral matters to support the success of our students into their future.

We would like to thank everyone that supported with the accreditation.

The full report is available on our website should anyone like to read it in detail. We are planning a celebration day in term 1.



School's Out



Summer Holiday

School's out! Time to relax. You've earned yourself a decent break, but with six weeks or more stretching out in front of you, it's still important to find things to do in the summer holidays to avoid feeling restless.

While you may want to spend some time doing your own version of nothing, we've got some suggestions of how you can make the most of the rest of your summer.

National Citizen Service

NCS is specifically for young people aged 15-17. It can build your independence, boost your confidence and give you the chance to form some amazing friendships.

You can do it all away from home, online, or in your local community. Whatever suits you best!

More info can be found at: <https://wearencs.com/>

Summer Workshops

Theatres, sports venues, schools and universities often put on summer workshops and summer schools for young people. See:

<https://go.medway.gov.uk/>

Performing Arts - <https://www.kspa.biz/summer-school/>

Music - <https://www.kent-music.com/kent-music-summer-school/>

Volunteering

Volunteering can take you on an exciting journey – it helps you to develop as a person, allows you to meet new people and will improve your chances of getting a job. You will be part of a good cause, help others and in doing so, help yourself.

Useful Websites:

<https://doit.life/volunteer>

<https://volunteermatters.org.uk/>

<https://www.ncvo.org.uk/get-involved/>

Virtual Work Experience

Virtual work experience, also referred to as online, remote or digital experience, provides the opportunity to gain experience from home. Virtual work experience can help you to develop your skills, boost your employability and explore new industries and job roles.

Useful Websites:

<https://www.springpod.com/virtual-work-experience>

<https://www.theforage.com/>

Unifrog

You have access to Unifrog, our online careers platform for a further 2 years. Unifrog can be used to explore careers, create a CV and record your own activities and skills. There is also a special 'opportunities' tool which has mentoring and advice sessions, summer schools, virtual work experience and competitions.

www.unifrog.org

Independent Study For Year 7 and 8

The Howard School continues to support the concept of independent study (also known as homework). We will continue to use independent study booklets for Years 7 and 8 which include a variety of study skills and retrieval strategies. In addition, core subjects (Maths, English and Science) will set additional independent study fortnightly. This will continue to be completed every night and checked the next day by form tutors during the morning meeting. We have had positive feedback from students and parents/carers about the changes made to these booklets and will continue to develop this strategy as we move forward.

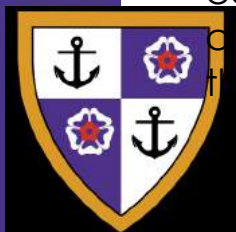
Independent Study For Year 9 to 13

Independent study is changing for our GCSE students next year. This year our students have been using study skills booklets to support revision and the long-term retention of powerful knowledge they learn in lessons. We are going to spend the next academic year improving these in departments, so they will not be used by students during this time. Instead, students studying for their GCSEs and A Levels in Years 9 to 13 will complete independent study that is set by their subject teachers. Students in Years 9 to 11 will be set up to 2 hours of independent study per fortnight for each subject and our students in Years 12 to 14 will be set up to 4 hours of independent study per week for each subject. This will include specific tasks set by teachers but additional reading and research around their subjects completed independently. We will also make sure that all students have access to appropriate online platforms and revision resources for their subjects.

Summer Works Projects

The school continues to work closely with THAT head of operations to ensure that we maximize the school's financial resources. For the last 3 years this has enabled us to invest in projects around the school to improve both the physical environment and resources available to staff and students. We have already this year upgraded the Music block with £33,000 of new furniture, ICT equipment (Apple Macs) and Instruments. The following are the key projects ready for September 2023:

- Humanities Classrooms (H Block) - Classrooms will be recarpeted where needed, LED lighting installed, Furniture replaced where needed and classrooms and corridors repainted
- Business Studies - We will repurpose an existing classroom into a Business Studies ICT room; all classrooms will be recarpeted, repainted; new LED lights installed and worn furniture replaced.
- ELC 1 and 2 - An existing area which houses two ICT rooms will be completely refurbished into 3 ICT classrooms. Installation for two classrooms will be ready for September and 1 more will be added during the academic year.



Highlights and Review Of The Academic Year 2022/23

Enrichment and Trips

We would have completed our Enrichment week by the time you receive this letter. It's important to acknowledge the huge effort The Howard School Staff commit in organising trips. It's important to recognise that it does not form a part of their job description and they do this because they are committed to and are passionate about delivering an all round holistic education to their students. It's a significant part of what brings the school to life. Trips and Visits that have taken place this year:

National Trips and Visits:

- PE Residential to Stubbers
- PE trip to Basketball Finals at the O2 Arena
- History trip to the Florence Nightingale Museum and Old Operating Theatre
- History trip to Leeds Castle
- English trip to London Dungeon
- Maths trip to the Science Museum
- Science trip to Capstone Park
- STEM trip to the County STEM Competition
- Geography fieldwork trip to Broadstairs and Reculver
- Law trip to Maidstone Crown Court
- Criminology trip to the University of Kent Forensic House
- Law / Criminology trip to The Houses of Parliament
- Personal development trips to the University of Kent
- Duke of Edinburgh Expedition

Residential and Trips Abroad

- French trip to La Rochelle
- French trip to Paris
- Spanish trip to Madrid
- History trip to Ypres
- Erasmus trips to Croatia and Majorca

We are introducing a 'calendar of trips' so parents/carers/students can see what we aim to provide over a student's time at the school. We hope this allows all stakeholders to be able to better plan for which trip they would like to choose to go. This will be available on the school website from September 2023.



What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



Personal Development (PD) Programme

This year, we have continued to embed our students' personal development journey across Years 7-11 with a programme of PSHE (Physical, Social, Health & Economic Education), RSE (Relationships & Sex Education), EDI (Equality, Diversity & Inclusion), CoRE (RE for Years 9-11) and Careers (delivered through the Unifrog platform). We are also proud to embed teaching of the CRC (the United Nations convention on the Rights of the Child) so that all of our young people know their rights and the rights of others as individuals - for their lives now and as they are the adults of tomorrow so they can take that knowledge with them as they mature and enter the wider world. In addition, we hold numerous House events throughout the year allowing individuals to celebrate personal successes whilst also building community spirit and celebrating their successes.

We have had several external speakers come in to visit us this year and here is just a sample: Alan Stockey from The Rainham Eco Hub delivered a presentation on our local climate which kickstarted our very own 'Eco-Ambassadors' at The Howard School; we had the charity 'Stand Against Violence' deliver sessions on Anti-Bullying and Anti-Violence, and we also hosted Professor Paws at the start of the year who discussed mental health and knife crime through a talk alongside performances of some of his singles which saw some of our students stand up and dance in the hall!

We introduced reading at the start of this year in afternoon DEAR sessions (in forms with a form tutor) in order to focus on pupils' reading skills post-pandemic but this of course also allowed us, to discuss all the topics evoked in those texts - from healthy friend-to-friend relationships; safe and secure homelives; discrimination, and characters' moral and ethical heroics to name a few. Year 11 began accessing The Day in Term 3 of this year - once a week - looking at current affairs and topical issues and with teacher supervision; these sessions became productive and fruitful discussion and debate sessions allowing them to develop their understanding of the wider world which can only aid them in their journey towards adulthood and living in the wider world outside of school.

Next year, we will continue to adapt our PD Programme to adapt to the needs of our students where necessary whilst working with the solid foundations that have been laid this year. We will also continue with our daily afternoon DEAR sessions - books for Years 7-10 and The Day for Year 11. In addition, we will continue to focus on embedding a focused and productive PD curriculum in our 6th form - embedding some of the successful features already seen lower down the school - namely CoRE, the CRC and access to The Day - alongside offering our new KS5 PD Leadership Programme which offers opportunities to positively influence our in-school community and to support the local community outside of school.



Finally, we will be adding everything we do here at The Howard School - the Personal Development journey for Years 7-13 and the titles we read in DEAR - to the school website so that you as parents and carers can see what goes on and how we hope to aid your child's/children's educational development during their time here.

House Summary and Rewards

This year more than 1 million House Points and more than 1,500 Golden Tickets were awarded to our students. For their House Points, students have been able to exchange them for a variety of prizes such as vouchers to spend in the canteen; donated Flip Out, Hollywood Bowl and cinema vouchers; and Amazon vouchers. For their Golden Tickets, students have been in with a chance of winning a variety of prizes ranging from chocolate, cinema and amazon vouchers to a bike worth over £300 in our end of term prize draws!

Throughout the year, students have been given the opportunity to take part in more than thirty different House Events that have been on offer to them. Events include: House Basketball, House FIFA, House Table Tennis, House Debating, House Bake Off and 'Name That Tune' amongst many, many more (a full list of House Events on offer to students this year can be found below)! When students take part in their House Events, be it during school, during break and lunch or after school, students are capitalizing on the opportunities to develop and hone pre-existing skills or learn something new entirely. When students have represented their House, they have done so with pride, resilience and integrity showcasing the virtues and values at the core of what it means to be a Howard School student.

As it always does, the House Championship will culminate in the school year's penultimate day: Festival of Sports. At the end of this day, the school's newest House Champions will be named and will lift the coveted Laurel Cup. Can our current reigning champions Turing House win for a third year in a row, or will it be the turn of one of our other four Houses? Only time will tell!

- 6th form 'Pub Quiz'
- Attendance
- Beat the Teachers'
- Big Christmas Quiz
- Cross Country
- Festival of Sports
- House Badminton
- House FIFA
- House Four Square
- House Athletics
- House Bake Off
- House Basketball
- House Chess
- House Darts
- House Dodgeball

- House Hand Ball
- House Mario Kart
- House Points
- House Rounders
- House Rowing
- House Volleyball
- House Writing - Poetry
- House Writing - Prose
- Name That Tune
- Remember It?
- Say What You See
- Science Fayre
- Spelling Bee
- Summer Obstacle Course
- World Book Day Quiz



<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

43-54



HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

Careers

We are extremely pleased to have been able to offer work experience opportunities to our Year 10 and Year 12 students this academic year. The feedback received from employers has been highly positive and we hope students have gained the skills and experiences of the workplace that will assist their future career choices.

In addition this year, we were excited to introduce our new career software - UNIFROG. UNIFROG is a careers platform for students in Years 7 - 13, that allows them to explore careers interests, research and locate education and training opportunities; including apprenticeships and Universities both nationally and internationally as well as assisting and providing feedback on CV's and personal statements.

All year groups have access to this programme once every 6 weeks during CDW as well as full access from home.

Our yearly careers fayre took place in February, with over 25 employment organisations in attendance. Students from all year groups had the opportunity to visit the fayre and engage with employers. We look forward to running this event again next academic year and thank all the companies who attended for giving up their time to support our students with their future employment aspirations.

If you have any questions regarding careers then please do not hesitate to contact our careers adviser, Ms Mason at the school

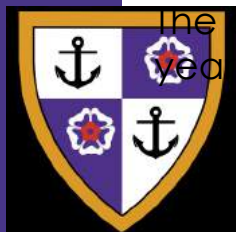
masonk@thehowardschool.co.uk

Reading, Literacy and Numeracy Support

This year we have been able to add another two 'Base' rooms for targeted intervention using Catch Up Funding. We bought into Reading Wise, an evidenced based programme that uses intelligent online learning to sequentially take students through the building blocks of reading. For some, this means starting with decoding and vocabulary, for others, this means developing their comprehension skills.

Our students have consistently been in the **top 20 users, nationally**, for their usage which is a real testament to their excellent dedication and their phenomenal teaching! We are so proud of them!

The data is still being processed but some of our top learners have made 5 years progress on their reading ages!



Pupils have also benefited from numeracy intervention our Maths Catch Up tutor this year. They have had expert teaching in small groups to ensure that gaps in knowledge are replaced with confidence. All pupils have spoken positively about their experiences and feel it has supported their math development this year.

In addition 12 Sixth Form students volunteered to be trained to support younger students develop their reading. The impact has been very positive and forms a small but important part of our drive to encourage 6th form students to broaden their experiences before moving onto higher education or employment.

EAL (English as an additional Language) Programme

We are also proud to share our subscription to Flash Academy which supports 20 of our learners who have English as an Additional Language (EAL). The programme supports 42 different languages across: Reading, Writing, Listening and Speaking skills.

SEN Information Report

We were delighted to have had guardians on board to collaborate and support the coproduction of our SEN Information Report. This is an easy go-to breakdown of the SEN Policy that is accessible to all stakeholders. It can be found on our website.



Staff leaving

One of of strengths as a school is the staff stability and again I am pleased to say we have a very low staff turnover. We want to say a huge thankyou to those staff that are leaving us.



Leaving	Appointment Made
Mr Henry - HOD MFL. Mr Henry has been with us for 6 years and we thank him for his hard work. Mr Henry is taking a step back from HOD and moving closer to home.	Mrs Johal new HOD MFL has a wealth of experience leading MFL departments and senior leadership experience. Mr Emo appointed as teacher of French
Mr Siva - HOD Computing. Mr Siva has been with us since the pandemic and worked incredibly hard and is relocating for family reasons. We wish Mr Siva the best moving forward.	Mr Freeman Jones new HOD Computing is an experienced HOD and Senior Leader who has relocated to Kent.
Ms Brown - English. Has been at the school for a number of years and is relocating back to Ireland. Ms Brown is a hugely popular member of staff and we wish her the best moving forward.	Ms Brookes - Teacher of English
Mr Podesta HOD Music. After a short time at the school Mr Podesta has decided to take a step back from HOD.	Mr Coveney - Teacher Of Music and Mr Mellish. We are really excited by having a forward-thinking new team in Music full of enthusiasm and new ideas.
Mr Palmer - English has decided to take a step back from teaching and explore other career pathways	Ms Hammond - Teacher Of English
Mr Lorentson - PE. Mr Lorentson joined us as an Early Career teacher and is moving to a new school to broaden his school experience.	Mr Saunderson - PE
Mr Swift - Maths. Mr Swift is popular amongst students and is relocating closer to home.	Mrs Kaur - Maths
Maternity Cover	
Ms Anglin -Associate Deputy Headteacher. Ms Anglin has started Maternity leave and we wish her the best in this very exciting time of her life and also look forward to her return in 2024.	Mr Harrington - Teacher Of English
New Positions	
Assistant Headteacher Science	Mr Woolmer returns to The Howard School after gaining Leadership experience in another setting and further strengthens Science and the Leadership team.
History	Mr Parnaby - History
Business Studies	Mr Low - Business Studies
Catch Up Tutor	Ms Rotherham
Cover Supervisor	Dr Lake
Cover Supervisor	Mr Marland





Members of our Modern Foreign Languages department arranged a trip Madrid for some of our Students across the school.

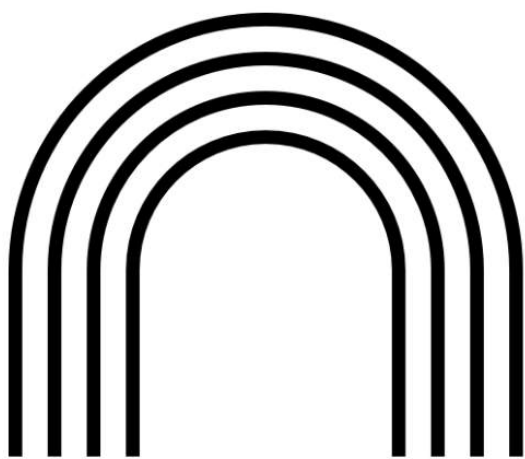
During this residential, they got to explore the local area and soak up the culture in the gorgeous Mediterranean heat!

The highlight of the trip, however, for many of the students that went along was perhaps the trip to Universal Theme Park!

Mrs. Johal, the trip lead, complimented the boys on their exemplary behaviour throughout the residential and looks forward to future exchanges.

If you would like to find out more about the range of school trips that we organise, please speak with Mr. Dunn.





On Wednesday 5th July, year 10 History pupils enjoyed a day out in London visiting the Old Operating Theatre and Florence Nightingale Museum. Pupils were able to go into an original Victorian operating theatre and learn about the different types of surgery that would take place there, directly linking to their Medicine GCSE. Pupils also had the opportunity to look at different artefacts from medical treatments from lots of different time periods, some of which were over 400 years old!

THE OLD OPERATING THEATRE

MUSEUM &
HERB GARRET



Last week students from Years 7 to 9 attended the MEBP County STEM event. The students worked in teams navigating challenges such as building a motor powered vehicle to transport an item and using engineering skills to construct geodesic domes.

Our students won the event and the Howard School are proud to be the 2023 County STEM Champions.

It was a fantastic day and Miss Crews has worked tirelessly this year to expand our STEM offer for all students. We will continue to provide these opportunities and much more in the next academic year. Hopefully we bring the trophy back to the Howard again in 2024!



STEM

Science Technology Engineering Math





Earlier in the term, we had the privilege of hosting a few taster lessons for current Year 5 students from many of our feeder schools in the local area. Our students had the opportunity to engage in a wide range of lessons from Drama and Music, Design Technology, Art, as well as Science to name but a few.

The sessions, which were held across a series of Friday afternoons throughout Term 6, were incredibly well attended. Students that attended had a great time, got to explore our school and site, meet our staff, and make new friends from students from different primary schools.

We look forward to welcoming them back to our Open Events.

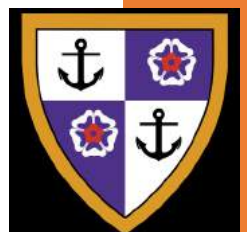


LEADERSHIP



Greetings, everyone! I am delighted to introduce myself. My name is Angus Wong, and I am currently pursuing Biology, Chemistry, and applied Mathematics as my A levels. I'm deeply humbled and profoundly honoured to accept this most awesome responsibility. Words cannot express the excitement and gratitude I feel towards everyone who has supported me on this journey. Together with our Head girl, Katie, we share a deep enthusiasm and excitement to offer our support and assistance to all students. We understand the challenges and pressures that accompany academic and personal growth, and we are committed to providing help in any way we can. Our primary objective is to foster a supportive and inclusive environment where every individual feels valued and empowered to reach their full potential. We eagerly anticipate collaborating with our fellow students and making a positive impact on the Howard School community.

Hi everyone! My name is Katie Dante and I'm so excited to announce that I am now Head Girl of The Howard School! A little about me, I am studying English Literature and Language, Performing Arts and Film Studies, I made the decision to come to The Howard from Rainham Mark because of the more opportunities and vast routes of study on offer at The Howard Sixth Form. I enjoy performing arts outside of school involving singing, dance and acting and I'm hoping to carry this on at the Liverpool Institute of Performing Arts next year to study a degree in Performing Arts. I hope to support and help other students at The Howard and make changes that will be beneficial for everyone. I'm very proud to have earned this role, please speak to myself or Angus and we will always listen to any suggestions or problems that anyone may have!



Have a concern about a student?

Need some help or advice? People you can talk to:



Pastoral Manager

Ms. McComas

Deputy Safeguarding Lead



Deputy Head Teacher

Mr. Green

Safeguarding Lead



Assistant Head Teacher SENCo

Mrs. Deakin

Deputy Safeguarding Lead



Senior Head of Year

Ms. Ali

Safeguarding Officer



Mrs. Parish

Safeguarding Officer



Senior Head of Year

Mr. Longe

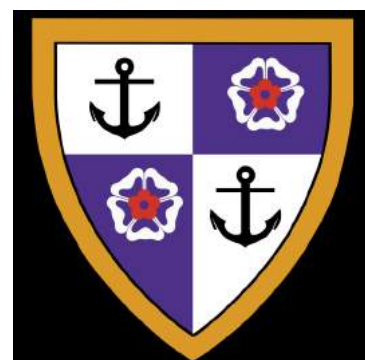
Safeguarding Officer

Have a concern you would like to raise or discuss?

Visitors: please email greens@thehowardschool.co.uk

Howard School Staff: report on our internal reporting system

Students: contact any member of the safeguarding team

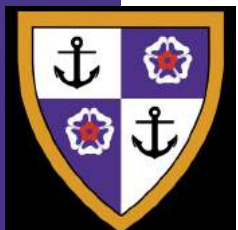
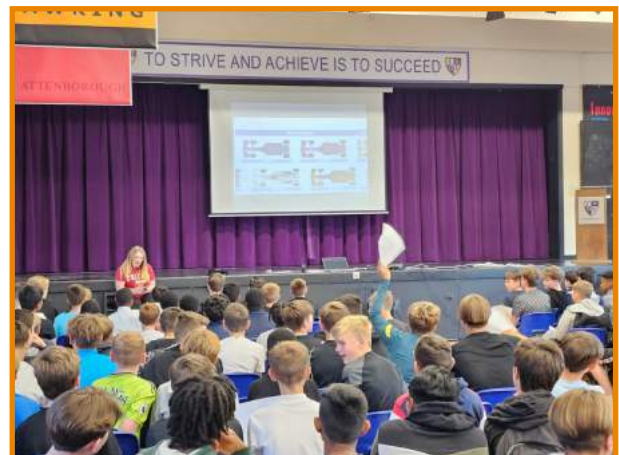


01634 388765 | www.thehoward-that.org.uk | office@thehowardschool.co.uk

SCIENCE MUSEUM



73 Year 8 boys spent the day at the Science Museum up in London with the Maths and Computing departments as part of the school's enrichment programme. Students enjoyed fun and engaging activities, from exploring enigma machines to seeing the evolution of flight over the years. The fun continued back in school as the entirety of Year 8 entered a 'virtual' race with Maths in Motion.



Earlier in the term, staff at The Howard School were invited to attend the The Howard Academy Trust Awards. We are really proud and pleased to announce that 3 of our staff won their category! Here's to next years!



Action Towards Inclusivity Award

WINNER	MRS EVANS	THE HOWARD SCHOOL
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Every lunch time, a student who has SEN and struggles with social times like break and lunch, is allowed into Mrs. Evans' office and sit next to her desk and have lunch. Sometimes the student is upset about something that has happened earlier in the day and Sarah calmly and patiently listens and distracts by playing games. The student always leaves lunch with a smile on their face and to see Sarah's understanding of their SEN and to hear the student laughing is one of the highlights of the day for other people in the office.



Secondary Support Staff of the Year Award



WINNER	MRS GREENING	THE HOWARD SCHOOL
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Mrs. Greening is the most selfless and hard-working member of staff I have ever worked with. She will do anything for the good of the students and deserves to be recognized as an indispensable member of THAT. Mrs. Greening is a true professional and supportive colleague she works over and above for the school and always at the end of the phone or an email 24/7 and is a master of an excel spreadsheet. She supports the needs of some of our most vulnerable LAC students with great empathy and I have seen first-hand the positive impact this has on some of our young people.

WINNER	MR. KNIGHTS	THE HOWARD SCHOOL
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Mr. Knights thrives for utter perfection during every lesson and makes such a positive impact on the lives of the students that he encounters. As rewards lead, he is constantly ensuring that students at The Howard School are recognised for their positive behaviour daily. This work has greatly improved the ethos of the school, creating a positive atmosphere around the school, building happy and resilient learners. Mr. Knights strives to ensure that all students are rewarded, implementing new initiatives and rewards across the whole school allowing all students an opportunity to be recognised for their excellence.

Mr. Knights goes above and beyond to build a strong sense of community with The Howard School. He runs a huge range of house and extra-curricular events and activities to ensure the inclusivity of every pupil from year 7 to year 13. Mr. Knights is always incredibly positive and uses his rewards system as a successful tool for change.

Secondary Teacher of the Year Award



FESTIVAL OF SPORT



Our school academic year culminated with the usual Festival of Sport. This day is always a firm favourite on the school calendar (for both students and staff!) and this year, the Festival of Sport did not disappoint!

There were the more traditional Sports Day events that you would expect to see including the 100m, shotput, long jump etc... And then we also had our team sports from Football to Basketball and everything in-between. But then we also had the inflatables! Every kind of inflatable imaginable was there for our students to access from obstacle courses to sumo wrestling! And of course, the day came complete with the obligatory BBQ and ice cream van! Oh, and the disco music provided by Mr. Coveney and Mr. Mellish from the music department!



The entire day was a huge success that saw Pankhurst lift the Laurel Cup, but more poignantly, the Mark Humphreys Cup! Mr. Johal was incredibly pleased with everyone's behaviour and attitude throughout the day.

Well done to everyone for all of their efforts throughout the day!



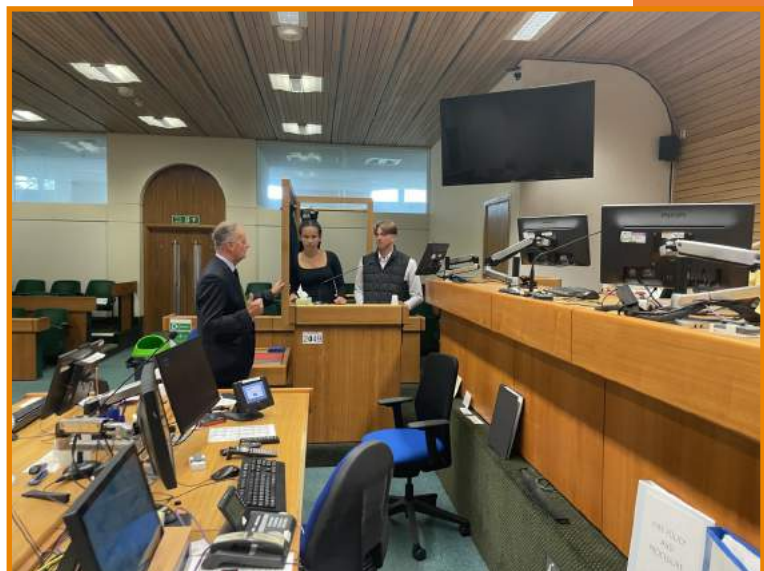


Some of Year 12 Law students saw justice delivered first-hand during a trip to Maidstone Crown Court

Over the course of their day, they got the opportunity to quiz a judge, who spoke about his long and dramatic career in the legal profession. He had worked from a position as a barrister up to the role of judge, and students were enthralled with stories of some of his most challenging and harrowing cases. Students had the chance to explore the courtroom, with some even taking the witness stand!

The students then stepped in and out of the eight public courts, where they heard some cases for themselves. They heard trials ranging from fraud to attempted murder. Before the commencement of one trial, the judge commented on how pleased he was to see students taking an interest in the law, and took a few minutes to speak to our students, even offering them the opportunity to apply for work experience at the court.

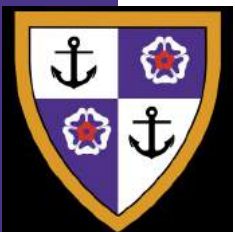
Student Oliver Edkins had the following to say about the day. *"It was exciting to be inside a real courtroom, as I'd only ever seen them on TV before the trip. It also gave me a chance to observe in real-life what we read about in textbooks or learn in class. Speaking to a judge was interesting as you think they are all posh, but the ones we met were very down to earth and live outside their job. I would definitely visit the court again to watch some cases."*



I'm a Howard Student...



As part of our Year 10 enrichment programme, our students got to 'go all tribal' and imagine they were in the jungle with Ant and Dec! They got to create banners for their tribe, forage for food that was then cooked on a BBQ, and earn tribal tokens throughout the few days by competing in competitions. Some of our braver students even got to participate in a 'bush tucker' trial and eat insects! Well done to all that took part- a great time was definitely had by all.



...Get Me Out of Here!

The English Department took 90 year 9 students on a trip up to The London Dungeon. It was both a thrilling and terrifying journey through history and all the boys had a really great day. Once we'd descended underground we joined a boat ride in the dark experiencing the full force of Henry VIII's wrath. Along the way, we were tried and tested, always being found guilty and give a 'close shave' by Sweeney Todd.

the London Dungeon™



The students certainly laughed at their teachers being put into cages, 'tortured' and treated for the plague! All were found guilty of treason at the end and were 'hung' on the drop ride in the Newgate Gallows in 1783. Screams galore at being dropped about 10ft! We will certainly be back again.



We had a picnic lunch in Jubilee Gardens, where we found a friendly squirrel!





This week our year 7 pupils enjoyed a day trip out to Leeds Castle as part of our enrichment programme. Pupils had the opportunity to learn about the history of the castle as well as take part in a history workshop where they had the chance to practice key skills and learn about key events. The pupils were praised each day by the staff at Leeds castle for their enthusiasm and for being respectful of the site. All that attended enjoyed the trip immensely.

LEEDS

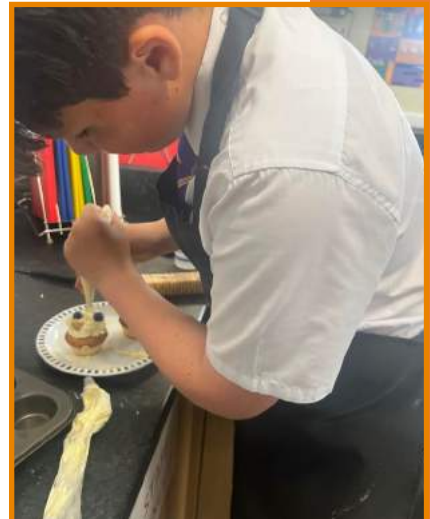
 CASTLE
 KENT ENGLAND





Earlier in the term, some of our rather wonderful Food Technology students participated in a House Competition all centred around The Great British Bake-Off.

They had to make the very best cupcakes that were then judged by Ms. Watson, Mr. Hillier and Ms. Samuels. The judges tried their very best to impersonate Paul and Pru to taste-test their delicious creations and rank the cupcakes.



The judges got to sample a Lemon creation, as well as a Chocolate, Raspberry and Strawberry one before ranking their favourite.

Well done to everyone that got involved and created the delicious masterpieces, you all produced such wonderful cupcakes that wowed the judges!





Mr. J Johal - Head of School
johalj@thehowardschool.co.uk
01634 388765 ext. 3004

Mr. R. Hillier - Assistant Head Teacher
hillierr@thehowardschool.co.uk
01634 388765 ext. 3011

***From all at The Howard School, we wish you the very best Summer.
Enjoy your break, and we very much look forward to welcoming
everyone back in the new academic year come September.***

