



The Howard School

Newsletter

High Standards lead to High Achievement
Be Hardworking | Be Good | Be Kind

welcome



Ms. Mulrooney
Assistant Principal

Personal Development is an integral, fully integrated part of life at the Howard School for all of our students from Year 7-13. At the start of the new academic year, we've seen Years 7-13 engage in sessions on Resilience tackling the concept in a way that suits each year group at their stage in life. Year 7s considered transitioning to Secondary school – celebrating their successes in primary school and then considering what they would like to achieve at secondary school; Year 8 considered Perseverance and Determination alongside losses and failures and how failure is a part of life – we can learn so much from such occurrences; Year 9 considered the step up to GCSEs and how to cope with the challenges; Year 10 considered Resilience to fake news – an important topic in today's online society, and Year 11 explored their teenage brains and how to cope

with their forthcoming exams.

There are days in the EDI calendar (Equality, Diversity & Inclusion) that we as a school find important to engage in – National Suicide Prevention Day (September) is in the calendar for Year 11 – a focus on mental health and the discussion of such an issue in a supportive, open space; KS5 looked at World Mental Health Day – again bringing the topic of mental health to the fore, and Years 7 to 10 celebrated Black History Month in October with Years 7-9 looking at the discrimination faced by generations in Britain whilst Year 11 and KS5 read about and heard from black voices, celebrating diversity and culture through an enlightening short film called 'Being Black' directed by Michael Junior Onafowokan.

Term 2 has seen us change our focus to Healthy Relationships – friendship and what healthy friendship is; respect and what respect is, consent and respecting other people's voices and choices and online relationships – with Anti-Bullying Week also being celebrated and symbolised with odd socks by members of the school community to show our support for the Anti-Bullying Alliance's theme this year of RESPECT.

It goes without saying that the Personal Development of our students is as important as progressing academically. Engaging in sessions that allow young people to consider their lives is a huge part of maintaining wellbeing whilst also preparing them for living in the wider – now, and when they leave our doors at the end of their school careers.

We celebrate further days in the EDI calendar this term and we of course look forward to bringing in the festive season as a community before we break up for the holidays.

We are delighted to invite prospective students to our Sixth Form Open Mornings on **Wednesday, 11th December, and Thursday, 12th December, from 8:40 am to 10:50 am.**

This is a fantastic opportunity to discover why The Howard School Sixth Form is a top choice for students, consistently oversubscribed year after year.

What to Expect:

- **Principal's Welcome** – Hear from Mr Johal as he shares our vision, values, and the unique opportunities we provide.
- **Student Ambassadors** – Meet our current Sixth Form students and hear about their experiences, from transitioning to A-levels and BTECs to life in our supportive community.
- **Explore Subject Areas** – Visit our classrooms, meet teachers, and learn about the wide range of A-levels and vocational courses on offer.
- **Guided Tours** – See our state-of-the-art facilities, including advanced science labs, creative studios, and dedicated Sixth Form spaces.

At The Howard School Sixth Form, we offer exceptional support, flexible course options, and numerous enrichment opportunities to help students achieve their aspirations. With pathways to top universities, apprenticeships, and fulfilling careers, we prepare our students for a bright future.

We look forward to welcoming you and showing you why The Howard School Sixth Form is the perfect place to take the next step in your education!



Sixth Form Open Mornings

11th & 12th December 2024

Tour our facilities, meet our teachers and speak to our students!

Interested in joining us? Sign up in advance

www.thehoward-that.org.uk/opendays



Working together to build a community of successful learners. Proudly part of The Howard Academy Trust.





OUR SAFEGUARDING TEAM

Principal Mr J Johal

safeguarding@thehowardschool.co.uk

Scan Me



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Vice Principal
Designated Safeguarding
Lead

01634 388765 Ext: 3015



MS T MCCOMAS

Pastoral Support Manager
Deputy Safeguarding Lead

01634 388765 Ext: 3006

MRS J DEAKIN

Assistant Principal
Deputy Safeguarding Lead

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MS A MULROONEY

Assistant Principal
Safeguarding Officer

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MR N LONGE

Senior Head of Year
Safeguarding Officer

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Senior Head of Year
Safeguarding Officer

01634 388765 Ext: 3046

MS J PARISH

Safeguarding Officer

01634 388765 Ext: 3020



MRS S KEEGAN

Safeguarding Officer

01634 388765 Ext: 3009



Medway Council Children's Social Care can be contacted on 01634 334466
Medway's First response Service is 01634 334466: 24 hour emergency number is 0300 041919
Alternative telephone numbers where you have concerns about a child:
NSPCC: 08088 005000 - ChildLine: 0800 1111



This week has been an important one for student leadership at our school, as Form Captains from Years 7, 8, and 9 met with their respective Year Leads to voice their opinions and discuss key issues. These meetings are a vital part of ensuring that our students have a platform to share their ideas and feel empowered to contribute to school life.



The Form Captains represent their peers, raising concerns and sharing ideas about how we can continue to improve the school experience for everyone. From suggesting changes to daily routines to discussing ways to make the school environment even more welcoming and inclusive, their contributions have been thoughtful and inspiring.



These meetings are just the first step in a wider process. Next, all Year Leads will come together with the Senior Leadership Team to review and act on the suggestions shared. By involving students at every stage, we are committed to creating a school culture where their voices are valued and their ideas drive positive change.

A big well done to all our Form Captains for their enthusiasm and commitment to leadership. Your efforts are helping to shape the future of our school!



FORM CAPTAIN

10 Top Tips for Parents and Educators EDUCATING CHILDREN ON SPENDING AND SAVING

Evidence shows that children's spending habits begin to form as early as seven years old. With primary schools in England not required to teach financial literacy, many young people are reaching adulthood without knowing the basics of budgeting. This guide explains how to teach young people about money in a practical way, giving them the understanding to become savvy spenders and savers.

1 PROVIDE POCKET MONEY

Giving children money – even a small amount – can help them learn to make their own budgeting decisions about how to spend or save it. Research shows that youngsters who receive pocket money are more likely to become adults with strong financial skills and significantly less debt.

2 USE A PREPAID CARD

Being able to pay by card is essential these days, with some retailers not accepting cash since the pandemic. Prepaid debit cards are available for children from the age of six, allowing them to get used to spending like they will as adults with no risk of dipping into an overdraft. Learning about money is like learning to swim – you need to get in the pool and have a go!

3 PRACTISE BORROWING

Although official borrowing is only available to over 18s, kids need to understand how debt and interest works before they become adults and are exposed to credit cards or 'buy now, pay later' schemes. For a safe means of teaching them about this, parents could offer them extra pocket money but explain that it needs to be paid back by a certain date, plus an extra couple of pounds as interest.

4 ENCOURAGE OPEN CONVERSATION

Chatting about money and how much things cost will teach children that finance is a part of everyday life and not some 'scary adult thing'. Parents can involve them in budgeting for the weekly shop, for example, working together to get everything on the list while keeping the total below a certain number. Letting young ones make spending decisions in a safe space can build up their confidence regarding money.

5 DISCUSS THE PRESSURE TO SPEND

Whether it's YouTube ads or a hint of envy at a friend's recent purchase, spending triggers are everywhere. Encourage children to notice how clever shop design (like placing sweets at the checkout) and offers such as '2 for 1' deals entice us to spend more. Challenge them to resist impulse buys by getting them to sleep on it before deciding to spend.

6 TELLING 'NEED' FROM 'WANT'

Learning how to prioritise spending is an important life skill. The difference between life's essentials and 'nice to haves' is key to budgeting. If children please you for treats while shopping, it's the perfect time to say "That's a want. We're getting our needs first." You could show how you budget for food, electricity and so on before buying fun things.

7 ENCOURAGE SAVING

Getting children saving early can set them up with a useful habit for their adult life. Suggest that they set something aside every time they receive money and help them set a target for how much to put away, so they feel motivated to continue. For example, encouraging them to save for a friend's birthday gift can get children much more invested in what they buy.

8 SPARK INTEREST IN INTEREST

Motivate children by telling them about interest; you can describe it as a reward for saving money. Explain how everything they put away will grow over time. As an exciting example, explain that if doubled every day for a month would amount to approximately £12 million. Some prepaid cards for young people also offer interest; parents and carers could also add a little to supplement what their child saves and show how it works.

9 PAYING FOR CHORES

This is a complex debate with no right or wrong answer; it depends on what works for each individual family. However, it can be one of the best ways to teach children that money needs to be earned and helps to create more mindful spenders. If parents aren't keen on paying for everyday chores, they could ask the children to suggest their own ideas for earning a little extra.

10 PROTECT CHILDREN FROM SCAMS

Scams are a terrifyingly easy way to lose money, and children are generally more likely to be taken in due to a lack of experience with these financial criminals. As a minimum, make sure they're aware of the most common scams they could be exposed to – by text, email and phone, for instance. Young people should tell a trusted adult about any unexpected message or call and never give out their personal information.

Meet Our Expert

GoHenry is a prepaid debit card and financial education app with a mission to make every young person smart with money. Co-founder and CEO Louise Hill is a passionate campaigner for better financial literacy among school children and strongly believes that money management is a crucial life skill.



House Events

Term 2



Spelling Bee

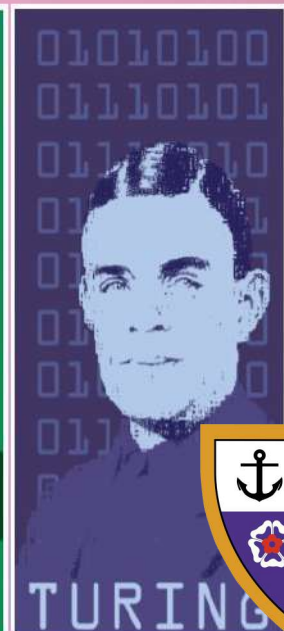
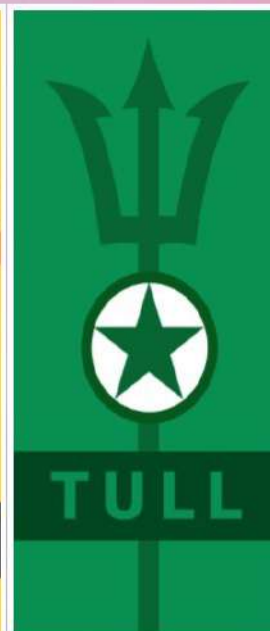
- Year 7 - 10th December
- Year 8 - 9th December
- Year 9 - 4th December
- Year 10 - 3rd December
- Year 11 - 2nd December
- Year 12/13 - 5th December



- Year 7 - 25th November
- Year 8 - 26th November
- Year 9 - 25th November
- Year 10 - 26th November
- Year 11 - 27th November

HOUSE DARTS

To sign-up and represent your House on any event, head to your Google Classroom or see Mr. Hillier



1

DEFINITION OF A CHILD

2

NO DISCRIMINATION

3

BEST INTERESTS OF THE CHILD

4

MAKING RIGHTS REAL

5

FAMILY GUIDANCE AS CHILDREN DEVELOP

6

LIFE, SURVIVAL AND DEVELOPMENT

7

NAME AND NATIONALITY

8

IDENTITY

9

KEEPING FAMILIES TOGETHER

10

CONTACT WITH PARENTS ACROSS COUNTRIES

11

PROTECTION FROM KIDNAPPING

12

RESPECT FOR CHILDREN'S VIEWS

13

SHARING THOUGHTS FREELY

14

FREEDOM OF THOUGHT AND RELIGION

15

SETTING UP OR JOINING GROUPS

16

PROTECTION OF PRIVACY

17

ACCESS TO INFORMATION

18

RESPONSIBILITY OF PARENTS

19

PROTECTION FROM VIOLENCE

20

CHILDREN WITHOUT FAMILIES

21

CHILDREN WHO ARE ADOPTED

22

REFUGEE CHILDREN

23

CHILDREN WITH DISABILITIES

24

HEALTH, WATER, FOOD, ENVIRONMENT

25

REVIEW OF A CHILD'S PLACEMENT

26

SOCIAL AND ECONOMIC HELP

27

FOOD, CLOTHING, A SAFE HOME

28

ACCESS TO EDUCATION

29

AIMS OF EDUCATION

30

MINORITY CULTURE, LANGUAGE AND RELIGION

31

REST, PLAY, CULTURE, ARTS

32


PROTECTION FROM HARMFUL WORK

33

PROTECTION FROM HARMFUL DRUGS

34

PROTECTION FROM SEXUAL ABUSE

35

PREVENTION OF SALE AND TRAFFICKING

36

PROTECTION FROM EXPLOITATION

37

CHILDREN IN DETENTION

38

PROTECTION IN WAR

39

RECOVERY AND REINTEGRATION

40

CHILDREN WHO BREAK THE LAW

41

BEST LAW FOR CHILDREN APPLIES

42

EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54

HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

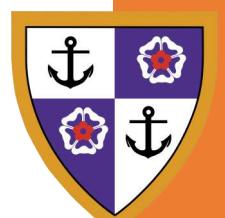
We are thrilled to announce that our talented Year 12 Photography students have been awarded their **Arts Award Discover** certificates. This prestigious recognition celebrates their creativity, hard work, and dedication to developing their artistic skills.

As part of the programme, the students had the unique opportunity to explore their artistic potential during a visit to **Chatham Dockyard**. Armed with their cameras, they captured a variety of stunning photographs, drawing inspiration from the historic surroundings and the dockyard's rich industrial heritage. The visit not only enhanced their technical skills but also deepened their appreciation of storytelling through imagery.

In addition to their photographic exploration, students attended an engaging presentation and workshop. These sessions were designed to broaden their understanding of the arts and help them reflect on their own creative journeys.

Achieving the Arts Award Discover certificate is a significant milestone, and we are incredibly proud of their accomplishments. Their work demonstrates not only technical ability but also a thoughtful approach to visual storytelling.

Congratulations to all involved for their commitment and achievements. We look forward to seeing how these experiences shape their future artistic endeavours!





Mock Exams

This week, our Year 11 students have participated in Mock Week, sitting over 15 different exams across a variety of subjects. This intensive week has provided students with an invaluable opportunity to experience what their final GCSE exams in the summer will feel like, helping them understand how to manage their time, focus, and exam strategies effectively.

Mocks play a crucial role in preparing students for their final exams. They are not just a chance to practise answering exam-style questions but also an opportunity to develop resilience and adapt to the structure and pacing of the exam environment. By engaging in a full suite of exams, students gain first-hand experience of balancing a demanding schedule, building the confidence they'll need when the summer exam season arrives.

For staff, these exams are just as important. The results and student performance provide invaluable insights into what our Year 11s know and where there are gaps in their understanding. With this knowledge, teachers can refine their lesson plans and interventions to better address individual and group needs. This tailored approach ensures that every student is given the best possible chance to succeed.

We are incredibly proud of the effort and determination shown by our students this week. Mock Week is an essential step on the journey towards success, and we're confident that this experience will set them up for a productive and focused run-up to their final exams.

Well done, Year 11! Keep up the hard work!





CHRISTMAS GIFTBAG APPEAL

Help us make Christmas a little brighter for those who need it most
Fill a giftbag with useful items and small gifts for the homeless

1 FIND AN EMPTY GIFTBAG

2 MAKE YOUR BAG LOOK CHRISTMASSY

Please label clearly whether for a man or woman, adult or child.

3 FILL IT WITH USEFUL GIFTS

Suggested items to include:

Hat, gloves, scarf, boxers, socks (thermal if poss), shampoo, comb, shower gel/body wash, toothbrush, toothpaste, deodorant, lip balm, tissues, wet wipes, torch (pref wind up type), note pad, pens, pencils, playing cards, chocolate, sweets, cereal bars, toys, teddy

4

DROP OFF YOUR BAG TO MAIN RECEPTION

Please arrange for drop off by Friday, 13th December





GOLDEN TICKET

During each lesson, our students have the opportunity to receive a Golden Ticket. This Golden Ticket can be received for going 'above-and-beyond' during the lesson. These Golden Tickets are collected in our Main Reception and a portion of the ticket is also taken home so parents/carers can recognise this immense achievement as well.

The tickets are collected in boxes in each of the students Houses and tallied at the end of the academic year. The House that collects the most gets points added to the House Championship total for their House as they compete for the Laurel Cup.

But it doesn't stop there!

At the end of the academic year, all of the Golden Tickets will also be collected by Year Group where a Prize Draw will take place. Each year group were asked what they would like the opportunity to win, and the prizes by year group are listed below. The more Golden Tickets each student receives, the greater their opportunity is to win! Good luck!

Year 7



£200 bike

2 x £100
Amazon
Vouchers



Year 8

*voted for 2 winners

Year 9



£200 JD
Voucher

£200
Amazon
Voucher



Year 10

Year 11



PlayStation 5

This initiative would not be possible without the support from our good friends at 'Camfil'.



We're now three weeks into Movember, and the team's moustaches are growing impressively. From Mr Webb to Mr Loftus, everyone has fully embraced the challenge (although, not too sure what Mr. Bond is doing?!?), and we're proud to share the latest photos of their progress.

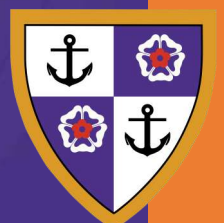
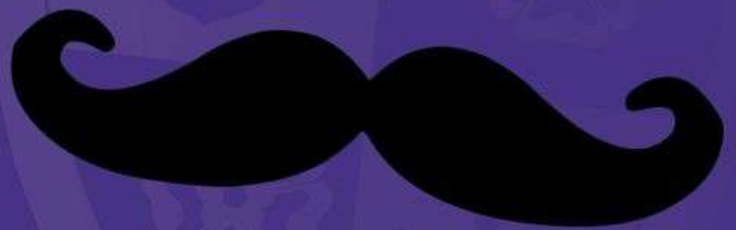
Even more excitingly, we're thrilled to announce that we've already raised over £600 for *Pancreatic Cancer UK*. A heartfelt thank you goes out to everyone who has donated so far – your support is helping to make a real difference.

This campaign is especially meaningful for us. We're growing these moustaches in memory of our much-loved colleague, Mr Mark Humphrys, who sadly lost his life to pancreatic cancer a few years ago. By taking part, we hope to honour his memory and contribute to life-saving research and support for those affected by this challenging disease.

Alongside raising funds for pancreatic cancer, this initiative also highlights the importance of talking openly about mental health and well-being – a crucial conversation that benefits everyone.

As we approach the final week, we're calling on your continued support. There's still time to visit our [JustGiving page](#) and donate. Every contribution, no matter the size, makes a huge difference.

Thank you for being part of this journey with us. Let's finish strong!





This week, we hosted a fantastic evening for Year 10 students and their parents, focusing on the **English Literature GCSE** exam, which students will sit early at the end of Year 10. The event provided valuable insights, revision tips, and guidance to help everyone feel prepared for the year ahead.

The evening began with teachers sharing practical strategies for success. Key advice included breaking down revision into

manageable chunks, annotating key passages in texts, and exploring themes, characters, and context in depth. Students were encouraged to make the most of resources such as past papers and study guides. One of the set texts, *Macbeth*, was highlighted, with tips on how to tackle its complex themes and characters.

A highlight of the event was hearing from current Year 11 students, who reflected on their own experiences of preparing for the early exam. They shared what worked for them, including how they managed their time and balanced revision with other subjects. Their stories were both reassuring and motivational for the Year 10 students.

Parents were also given practical suggestions on how to support their child's revision. Whether it's testing them on quotes, discussing key ideas from texts like *Macbeth*, or encouraging effective study habits, parents can play an active role in helping students succeed.

We're so pleased with the positive feedback from the evening. Thank you to everyone who attended and contributed to its success. Here's to a productive and rewarding year ahead!





Meet Your Head of House



Mr. Edwards

Ms. Samuels

Ms. Anglin

Mr. Dunn

Ms. Mulrooney

ATTENBOROUGH



HAWKING

DEEDS NOT WORDS



PANKHURST



TULL



TURING



MEDWAY
WINTER COAT DRIVE

Thank you for helping
to keep others warm



10 Top Tips for Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

1 LEAD BY EXAMPLE

As adults, we play a crucial role in modelling respectful behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always approach others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people and help them to handle their own conflicts in a healthy way.

2 AGREE TO DISAGREE

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can 'agree to disagree', using active listening skills when doing this can also help to build empathy and understanding of others.

3 PROMOTE ACTIVE LISTENING

Teach children about the importance of active listening: that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This makes people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own opinions to them.

4 ENCOURAGE THE USE OF "I" STATEMENTS

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel..." or "I think..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.

5 FOCUS ON BEHAVIOUR, NOT CHARACTER

When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused the upset, rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to inflame the situation.

6 STAY CALM AND TAKE BREAKS

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. If a conversation becomes too intense, remind them it's OK to suggest continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.

7 START CONVERSATIONS ABOUT RESPECT

Talk openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving others due regard.

8 SEEK COMMON GROUND

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each other.

9 AVOID MAKING THINGS PERSONAL

It's important that we make it clear to children they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language sets a positive tone and helps keep the conversation productive. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something hurtful.

10 REFLECT AND LEARN

After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures, or hypothetical examples to further develop their skills in showing respect during a disagreement.

Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinate Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



Source: See full reference list on guide page 31



PE @ The Howard School







Our student of the week for last week



This weeks student of the week as nominated by Mr Halsey is... FB Year 9. FB has always been a student who does what he needs to do. Always on task, always happy to help and nothing is ever too much to ask of him. In his 3 years at the school he has represented the school in various fixtures and has made a real good start to his OCR option in Yr 9. Keep it up FB!

What are we currently offering as extra curricular?

Monday	Tuesday	Wednesday	Thursday	Friday
KS4 Intervention	Year 8 Training 	Rugby Year 9 	Boxing All years 	Basetball Years 11 - 13 
Football Years 7 - 9 	Gym Years 10 - 13 	Gym Years 10 - 13 	Rugby Years 7 & 8 	Gym Years 10 - 13 
Gym Years 10 - 13 		Basketball Years 7 & 8 	Basketball Year 9 & 10 	
		Table Tennis All Years 	Gym Years 10 - 13 	



Mr Halsey is running
the London Marathon
again.



Thank you for
any donations
in advance!



Back in 2018, Mr Halsey ran the London Marathon in support of St John Ambulance. He is doing it again in 2025 for the same great cause.

Training has now started and Week 1 is complete. As always, fundraising is a key part of running the London Marathon and Mr Halsey will always welcome any donation to the cause no matter how little.



Target : £2000

Scan the QR code to
access my donation page





PE @ The Howard School



Last week in pictures





PE @ The Howard School



Last week in pictures





PE @ The Howard School



Results and up coming fixtures



Handball Success at Year 7/8 level



Howard participated in the Medway SSG Handball event last week. Howard's first game came with an impressive win of 4-1 followed by a 3-0 win. Our third game was surely the highlight for our Howard boys edging a close win to Rainham Mark 3-2. Howard followed up their last two games with wins securing the Handball title for a second year running. Stand out performers were PR for scoring countless goals for Howard ensuring the victories go our way! However, LO in goal for Howard kept teams out for large periods of the day and only conceding 3 goals! Well done to all the boys who took part and ensured the trophy remained at THS!

Year 9 Rugby v Bennett Memorial

Huge congratulations to the year 9 rugby team who have now made the Kent Shield Final!!!! Howard took an early lead from an AG try before conceding shortly after. However, the boys held together and went into half time with a 12-7 lead. Going into the second half Howard burst into a 17-7 lead. Bennett then switched styles and mounted the pressure onto THS bringing the score back to 22-19 in Howard's favour. With 3 minutes to go THS received a red card. Howard showed resilience in defence when LK ensured the win after a lovely try to settle the nerves. Special mentions go to HS with a valiant effort in defence with important tackles aswell as KC for impressive handling skills to open up the opposition.





PE @ The Howard School



Results and up coming fixtures



Year 8 Kent Cup v Hundred of Hoo

The next round of the kent cup saw our Year 8s travel to the Hundred of Hoo School. After an impressive Kent Cup run in Year 7, the boys were quietly confident. However a very strong Hoo side coupled with some key injuries saw us crash out of the competition losing 2-1. FE with the Howard goal. We go again boys.



Upcoming Fixtures for THS Teams



Monday 18th

Yr10 B'ball v Harvey G



Monday 18th Nov

Yr 10 Football v SJF



Tuesday 19th Nov

Yr 9 Rugby Cup Final



Thursday 21st Nov

Yr 8 Rugby v G'acre



Catch our newsletter in the coming weeks to see how all of our teams get on

kickly.net



PE @ The Howard School



Calling all Students, Parents and Guardians

We are always on the look out for kit donations. If you have any of the following at home that are old, don't fit or you simply don't use, we would love to add them to our spare kit selection.



- Trainers
- Astroturf trainers
- Football Boots
- Old PE Kit (Shorts, Polo, Purple Tops, Blue Jumpers)



Please feel free to drop them into the PE office or hand to your PE teacher





Mr. J Johal - Principal
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