



The Howard School

Newsletter



Bonjour from Paris!

Our students have arrived safely in Paris and have already begun exploring the wonders of the City of Light. The first day of our adventure was spent on a Seine River cruise, giving everyone a unique perspective on some of the city's most famous landmarks. From the Eiffel Tower to Notre-Dame, the students were amazed at how different the sights look from the water. The cruise was not only a fantastic way to see the city but also a brilliant introduction to the history and architecture of Paris.

After a good night's rest, everyone was feeling refreshed and ready to continue the journey. The excitement and energy among the students are infectious, and it has been wonderful to see them so engaged and curious about the new experiences around them.

Over the coming days, the group will be visiting museums, exploring historic neighbourhoods, and discovering the culture that makes Paris so special. There will be plenty of opportunities to learn, have fun, and make memories that will last a lifetime.

Follow our school socials to keep up to date with all the latest news, photos, and stories from the trip. We can't wait to share more of this amazing adventure with you!



PARENTS' VOICE

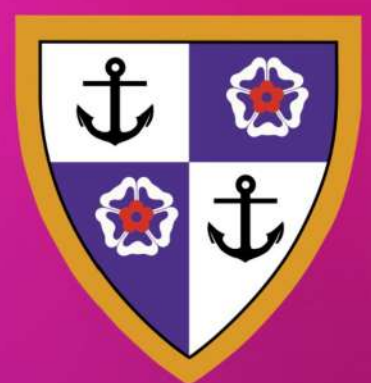
Along with taking our Students' Voice, we also want to hear from our Parents and Carers and we will be looking to take their voice throughout the year. We will be emailing an electronic survey for all parents/ carers to complete as well as providing questionnaires at Consultation Evenings.

The feedback we receive is invaluable to make improvements to our school and we are incredibly grateful to all parents and carers for their time in completing this survey.

The responses we received were overwhelmingly positive with 91.5% stating that their child is happy at the school, 92.8% saying that their child feels safe at the school, and 92.2% saying that our students are well behaved.

There were, however, 2 areas that were raised that require our attention. Parents/ Carers said we could make you better aware of what your child is learning. To address this, we will be adding a section to our newsletter that details what we will be taught in each subject to each year group. Our parents and carers also mentioned that we could provide more detail on the clubs and extra-curricular activities we offer. Again, a dedicated page will be created for our newsletter to promote all of this to keep our parents and carers fully up to date with everything that we provide.

We did want to share that 9 out of 10 parents and carers would recommend the Howard School to their friends and family! Thank you so much for your support; we really do greatly appreciate it.



Our Year 8 students in 8H1 have been hard at work on an exciting Independent Study project: **Biome in a Box**. The task was to choose a biome, create a detailed model in a box, and write a letter explaining the characteristics and biodiversity of their chosen ecosystem.

The results were truly outstanding. We saw everything from **lush tropical rainforests** to **arid deserts, frozen tundra**, and even **vibrant coral reefs**. Each model was a showcase of creativity, attention to detail, and hours of dedication. Students carefully considered the plants, animals, climate, and overall environment of their chosen biome, ensuring that their projects were both **accurate and imaginative**.

Alongside their models, the letters written by students demonstrated a strong understanding of ecological concepts. They explained how different species interact within an ecosystem, how biomes adapt to their environment, and why biodiversity is so important. It was fantastic to see students **apply their knowledge in such a creative way**, making learning both fun and meaningful.

We are incredibly proud of the effort and enthusiasm shown by 8H1. Projects like these highlight not only the students' understanding of science but also their ability to think creatively and independently.

We can't wait to see what other innovative work our students produce throughout the year. To stay up to date with more student projects, classroom activities, and school news, **follow our social media channels**. You won't want to miss the amazing work happening across the school!



House Events

Term 1

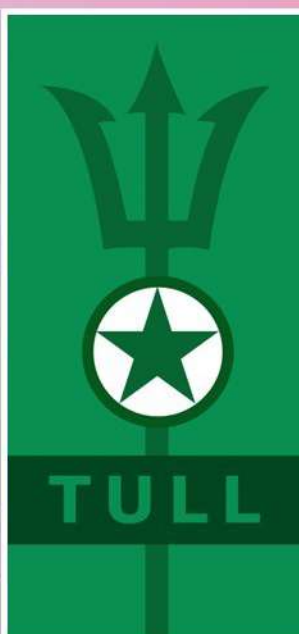


1st - 50
2nd - 40
3rd - 30
4th - 20
5th - 10

NAME THAT TUNE

- Year 7 - 14th October
- Year 8 - 13th October
- Year 9 - 8th October
- Year 10 - 30th September
- Year 11 - 22nd September
- Year 12 - 2nd October
- Year 13 - 2nd October

To sign-up and represent your House on any event,
see your Form Tutor or Ms. Ali



Student Voice

Collecting 'Student Voice' is really important to us here at The Howard School; we want to hear what you have to say about YOUR school.

As well as providing an opportunity for our entire cohort of students to complete an electronic survey at Christmas and Easter, we also adopt the following procedure for collecting our students' voice;

FORM CAPTAINS COLLECT STUDENT VOICE FROM THEIR FORMS



TERMLY MEETINGS FOR FORM CAPTAINS TO MEET WITH THE STUDENT LEADERSHIP TEAM



SENIOR STUDNETS MEET WITH SENIOR LEADERS



SENIOR LEADERS DISCUSS THE ISSUES RAISED BY STUDENTS

The outcomes of the discussions had by the Senior Leadership Team will be relayed to our Student Leadership Team with actions based on their comments. These actions will also be detailed in our newsletters for all students, parents, carers and staff to read.





Our Sixth Form students organised a fantastic Halloween bake sale this week, raising money for the mental health charity MIND. The event was full of energy, creativity, and plenty of spooky fun for students and staff.



The Gallery Theatre was transformed with decorations, cobwebs, and eerie lighting, while spooky music set the perfect Halloween atmosphere. The Sixth Formers had clearly put a lot of effort into making the event more than just a bake sale – it was a full festive experience.

Staff and students were treated to a brilliant selection of cakes, biscuits, and Halloween-themed treats. From classic brownies to creatively decorated cupcakes, there was something to tempt everyone. The event was a great way to enjoy some delicious bakes while also raising awareness about mental health and the important work MIND does.



It was inspiring to see our Sixth Formers take the lead, organising everything from the decorations to the sales, and encouraging the school community to get involved. Their enthusiasm and commitment made the bake sale a real success, showing what can be achieved when students work together for a good cause.

All funds raised will go directly to MIND, supporting people facing mental health challenges. Thank you to everyone who baked, bought treats, or joined in the spooky fun – your support helped make this event both enjoyable and meaningful.



flu: 5 reasons to have the vaccine

1. Protect yourself

The vaccine will help protect you against flu and serious complications such as bronchitis and pneumonia

2. Protect your family and friends

Having the vaccine will help protect more vulnerable friends and family

3. No injection needed

The nasal spray is painless and easy to have

4. It's better than having flu

The nasal spray helps protect against flu, has been given to millions worldwide and has an excellent safety record

5. Avoid lost opportunities

If you get flu, you may be unwell for several days and not be able to do the things you enjoy



For more information visit
www.nhs.uk/child-flu

Most children have the nasal spray vaccine which is the preferred vaccine. A vaccine injection is also available which does not contain gelatine from pigs (porcine gelatine).

Flu  mmunisation

Helping to protect you against flu



The Eco-Ambassadors have been hard at work this term in the Eco-Club, making sure that the spirit of autumn lives on well into next year. One of their latest projects has been **harvesting pumpkin seeds** from the pumpkins used around the school. Every seed has been carefully cleaned, dried, and packed so that anyone who wants to try their hand at gardening can have a go.

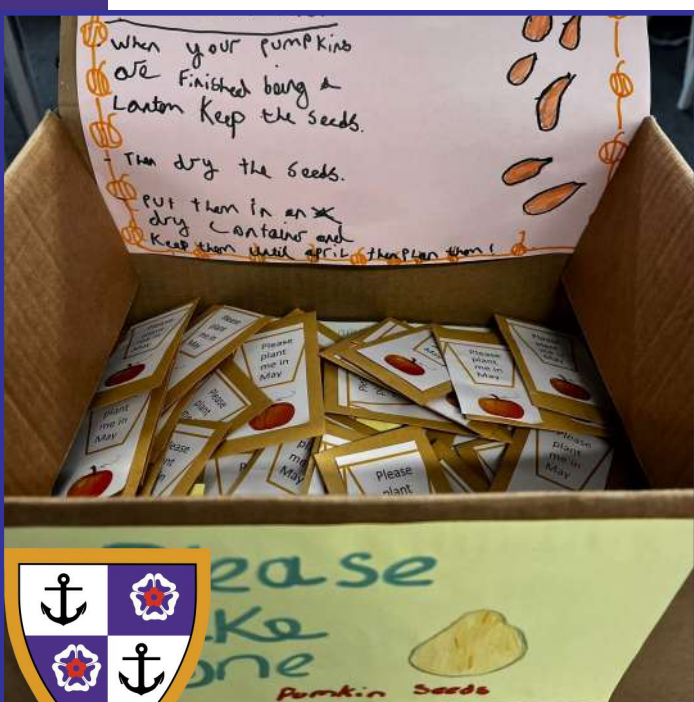
All the pumpkin seed packets are now available in **Main Reception**, ready for students, staff, and families to take home. Planting your own pumpkin is a fun way to learn about nature and growing your own food, and it gives you the chance to see the full journey from seed to a fully grown pumpkin.

If you have never grown a pumpkin before, don't worry! It's easier than it looks. All you need is a small patch of soil, some sunshine, and regular watering. Pumpkins are very resilient and grow surprisingly quickly, which makes them perfect for first-time gardeners. You can even decorate your garden with them, carve them for Halloween, or use them in recipes when they are fully grown.



The Eco-Club hopes that this project will inspire more students and families to connect with nature, enjoy the outdoors, and take part in sustainable gardening. Growing your own pumpkins is not only rewarding, but it also teaches patience, responsibility, and the joy of seeing something you've planted flourish.

So, why not grab a packet of seeds, plant them at home, and get ready to show off your very own pumpkins next autumn? Whether you have a big garden or just a small patch, there is room for a little pumpkin magic in every home.



1
-18
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

This week, Year 9 students had the opportunity to hear an inspiring talk from Robert on “The Truth About Drugs and Life Goals.” Robert spoke openly about his own experiences, helping students understand the real impact drugs can have on a young person’s life.

He explained the science behind drug use, including how substances affect the body and mind. Robert highlighted the long-term effects, showing that toxins can remain in the body for years and have lasting consequences on health, memory, and life opportunities. Students were able to ask questions and gain a deeper understanding of why avoiding drugs is so important for their future goals.

But the talk wasn’t just about the dangers of drugs. Robert also shared positive ways to enjoy life and take pleasure from everyday experiences. From pursuing hobbies and sports to building friendships and setting personal goals, he emphasised that happiness and fulfilment can be achieved without relying on substances.

The Year 9 students listened attentively and engaged with the discussion throughout the session. Their feedback showed that hearing first-hand experiences and learning about the science behind drug use helped them think carefully about the choices they make. Many students commented that the talk made them reflect on their own goals and how to protect their health and future opportunities.

This session reinforced the importance of education about drugs and their long-term effects. By providing young people with accurate information and real-life examples, the school aims to support students in making informed decisions, building resilience, and achieving their ambitions.



What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Marens-Almeida is a Senior Lecturer in Digital Cultures at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



The National College

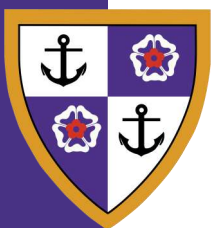


This week we had the pleasure of welcoming 24 students from Amsterdam to our school. It was a fantastic opportunity for them to experience what life is like as a student here. Each visitor was paired with one of our Year 10 or Year 11 students as a buddy, giving them a chance to follow their timetable and get a real sense of daily life at our school.

Our buddies were brilliant hosts, helping our visitors settle in and making sure they felt part of the school community from the moment they arrived. They joined lessons, took part in activities, and got involved in all aspects of school life, giving them a true taste of learning in a British classroom.

It wasn't all work and study, though! We made sure there was time for fun, including the obligatory football friendly, which was full of energy, laughs, and friendly competition.

We are so proud of our students for being welcoming, helpful, and inclusive, and we would like to thank our visitors for taking the time to come and see us. Days like this are a fantastic way to build connections, share experiences, and celebrate school life.



Earlier this week, 60 of our Year 8 students took part in an exciting and hands-on workshop led by the MEBP, focusing on **Geodesic Domes**. The session gave students the chance to explore the fascinating world of engineering and design, while learning how these unique structures are both strong and efficient.

Students were introduced to the concept of geodesic domes and the principles that make them so durable. They discovered how the triangular design distributes weight evenly across the structure, allowing domes to withstand heavy loads and resist strong winds. This understanding helped them appreciate why these domes are used in a variety of real-world applications, from futuristic buildings to emergency shelters.

The most exciting part of the day was when students got the chance to build their own mini geodesic domes. Working in teams, they experimented with different shapes and techniques, testing their models to see which designs were the strongest. The activity encouraged problem-solving, creativity, and collaboration, as students had to think carefully about how to connect their pieces and make their domes as stable as possible.

Feedback from students was overwhelmingly positive. Many said they enjoyed the practical nature of the workshop and how it allowed them to see the science and engineering principles in action. Others commented on how fun it was to work together and test their designs.

The workshop provided a fantastic opportunity for students to develop their understanding of STEM subjects in a practical and engaging way. It also highlighted the importance of teamwork, creativity, and perseverance in solving real-world challenges.

We are proud of all our Year 8 students for their enthusiasm and effort during the workshop, and we look forward to seeing how they continue to explore science, technology, engineering, and mathematics in the future.





Collecting 'Student Voice' is really important to us here at The Howard School; we want to hear what you have to say about YOUR school.

Towards the end of the last academic year, we asked our out-going Year 11 students their opinion on their learning, what revision techniques worked best for them, what initiatives worked to motivate them etc... Their honest and anonymous responses allows us to better prepare our next cohort of Year 11s for their exams.

The out-going Year 11s said that our after school interventions and pre-exam interventions were the most effective at supporting their academic progress (89%) so we will be introducing more of these sessions for our current Year 11 cohort to support them. The survey also praised a further 2 initiatives; the QLAs and having a Subject Specialist Form Tutor for additional support. Following this feedback, our QLAs are being improved and Subject Specialist Form Tutors will remain in place.

At the end of the survey, students had the opportunity to write a message to specific staff. The number of students that took the time to write messages was overwhelming! All messages were passed on to the relevant staff member and they were extremely grateful for the kind notes received.

A staggering 9 out of 10 of our Year 11 students were satisfied with the education that they received here at The Howard School.





The Howard
School

Sixth Form

OPEN EVENING

Thursday 6th November
5pm - 7.30pm

- A large mixed Sixth Form
- Professional Development Leadership Programme
- Enrichment opportunities including Extended Project
- Progress tutor
- Mentoring programme
- 25+ courses on offer



Booking in advance is advised:

bit.ly/thehowardsixthform2025

☎ 01634 388765

Derwent Way, Rainham, Kent ME8 0BX

You can't see DLD

Developmental Language Disorder (DLD)
affects 1 in 14 people.



STARTED TO TALK LATER
THAN HIS SIBLINGS

HAS DIFFICULTIES
LEARNING NEW WORDS

NEEDS LOTS OF REPETITIONS
TO FOLLOW INSTRUCTIONS

STRUGGLES TO JOIN
ACTIVITIES & DISCUSSIONS

Support #DLDday on
Friday 17th October 2025

You can't see DLD

Developmental Language Disorder (DLD)
affects 1 in 14 people.



STRUGGLES TO EXPLAIN HER
THOUGHTS AND FEELINGS

APPEARS DISTRACTED
OR NOT LISTENING

HAS DIFFICULTIES LEARNING AND
REMEMBERING NEW INFORMATION

AVOIDS CONVERSATIONS
& SOCIAL SITUATIONS

Support #DLDday on
Friday 17th October 2025



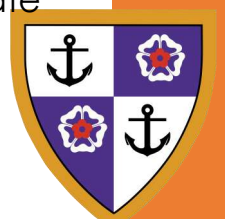
On Friday 10th and Saturday 11th October, students from The Howard School had the incredible opportunity to take part in a Model United Nations (MUN) conference at Queen Elizabeth's Grammar School in Faversham. Alongside The Abbey, we were one of only two non-grammar schools in attendance, joining top schools including Simon Langton Boys, Dane Court Grammar, Oakwood Park Grammar, and Queen Elizabeth's Grammar.

This was The Howard School's first time participating in an event that is now in its fifth year. The conference was organised and led by Sixth Form students at QE and gave all attendees the chance to take on the role of a country representative. Students were assigned to committees where they debated a range of current world issues, drafted resolutions, and worked collaboratively to present their ideas to all delegates.

Our students impressed everyone with their engagement, confidence, and teamwork. They fully immersed themselves in the debates, contributed to meaningful discussions, and confidently presented their resolutions to the committees. Not only did they learn a lot about global issues and diplomacy, but they also made new friends and had a thoroughly enjoyable experience.

At the final awards ceremony, one of our students was highly commended for their participation during the committee stages – a fantastic achievement for our very first conference.

We are extremely proud of all our students and look forward to returning next year to continue building their skills and experiences in international debate and leadership.





Meet Your Head of House



Mr. Edwards

Mr. Samuels

Ms. Anglin

Mr. Dunn

Ms. Mulrooney



Medway foodbank



17 October

The Howard School is collecting food donations to mark World Food Day to support Medway Food Bank

Donations gratefully received at Main Reception by Friday 10th October



ATTENBOROUGH

HAWKING

DEEDS NOT WORDS

PANKHURST

TULL

TURING

We would love to hear from you guys!! Has your young person achieved something worth celebrating? Please email photos/match reports/Brief summaries to **Mr Halsey on halseyc@thehowardschool.co.uk**



Special Recognitions



Shout out to CM in Yr 11 who recently achieved something incredible. Kent champion in the Under 17 Octathlon. Across 8 events CM came out victorious. He battled treacherous conditions and competed in the

- 400m
- Long Jump
- Discus
- High Jump
- 1500m
- 100m Hurdles
- Shot Putt
- Javelin

We are impressed by the resilience, determination and skill set to achieve across both track and field! Well done CM!

Shout out to NT and EM from Year 8 who represented their club recently in the Saracens County Cup! Not only did they represent, they took the shield home with them!

Congratulations guys, what an achievement! The PE department are jealous that you were then rewarded by doing the guard of honour for the Saracens on their main pitch and also getting to meet them for an opportunity to get autographs! Keep aiming high boys!



PE @ The Howard School



Special Recognitions



Shout out the Howard school Ski Team! Within our KS3 Cohort we have a few keen skiers and these 3 make a cracking team. Shout out to JB, DC and ZT all from Year 7 who are representing the Howard School. These boys compete regularly in events outside of school and they had the opportunity to enter a competition in September representing The Howard School in the English Schools Skiing Competition at Chatham Ski Slope. The boys demonstrated unbelievable skills on the dry slope and have qualified for the Schools Finals in Norwich later in the school year.

This is a great achievement for the boys and we are very proud of all our students achievements both in and out of school in whatever sport it is they might compete! Well done boys for pursuing a passion in a sport that some people wouldn't class the 'norm' and good luck for the Finals! We can't wait to hear all about it.



PE @ The Howard School



Year 7s



Robert Napier 0 - 9 THS
Leigh Academy 1 - 3 THS
THs 2 - 1 Rainham Mark
Herne Bay High 4 - 2 THS

We have had a lot of impressive Year 7s come through this year and it has been a really strong start to their time at the Howard School, they have started well and for such a young age, try to play football in the right areas but also not shy of working hard for each other to win the ball back. They really have been impressive. Results locally have been really impressive having started their campaign with a blinder of a game scoring lots and lots of goals. The most impressive part of the game against Robert Napier wasn't just the style in which they performed but also the goals being shared out amongst various positions showing a real strength of them as a collective. Particular highlights of the term for these guys would be beating a very strong Rainham Mark side in their first meeting in head to head, Scoring an abundance of goals across the 4 fixtures as well as remaining a strong defensive unit. Mentions go to FC for his sensational strike against RM to win the game, MP for some big saves in the net, FP for his tiring work rate up and down the pitch as well as strong defensive displays and JS for his work in the middle of the pitch breaking up attacks and starting our own. It's been great to watch. All the boys deserve a shout out.



PE @ The Howard School



Year 8s



Strood Academy 5 v 1 THS
Rainham Mark 2 - 2 THS
THS 1 v 1 Borden (THS lost on
pens)
Holcombe 1 v 3 THS

The year 8s have made this year very interesting already. After a very slow start the boys have started to find their rhythm and have started to really work out their team identity and how to get the best out of each other. The start of the year saw the boys fall to a 5- 1 loss against strood academy who were too strong for them on the day. The boys took it hard but have seemed to bounce back showing high levels of determination and a real passion to want to win for each other, it has been great to see this develop. Their second game saw them miss out on a 2-1 win in the closing seconds against Rainham Mark where a goal was conceded with moments to go. Their third fixture saw the return of last years Kent cup opponents that beat us comfortably by a margin of 4 or 5 goals but as previously mentioned, the boys have really kicked on this year and it saw them take a 1 nil lead thanks to LS. Borden then equalised and took the game straight to penalties. The boys then unfortunately lost on penalties which saw them exit the cup. The final fixture shows how much the boys have developed and the direction they've been moving in after a well deserved 3-1 win against Holcombe Grammar. Goals from OS, LS and CKS.



PE @ The Howard School



Year 9s



Term 1 always sees the Cambridge National boys taken on their practical element of their Year 9 coursework.

Approximately 125 boys took to the water over 4 separate days. A lot of fun was had, a lot of food and treats were consumed but ultimately a lot of high quality kayaking was on display. Some of the days were colder than others but the boys adapted really well, had planned very well for the supplies they would need and this gave them the foundation to achieve. This grade will go towards the rest of the coursework that the boys complete this year and will total 20% of their overall grade at the end of Year 11. Behaviour and attitudes were exemplary throughout also. Well done boys a credit to the school.

THS 2 - 2 Hundred of Hoo
THS 4 - 0 Holcombe
THS 1 - 3 Maidstone Grammar

The Year 8 boys have had a mixed start to the year under new management by Mr Murphy, with some injuries and selection changes from previous management the boys have adapted well and have shown glimpses of real quality. Mr Murphy is excited by the group and what he has seen and is sure, like last season, the boys will go on to lift a trophy this season. Shout out to FG who again works tirelessly for the team and influences positively in attack and defence.



PE @ The Howard School



Year 10s



Matchday 1 - Howard began their Kent Shield campaign in fine form, recording a commanding 55–5 win over Hurstmere in the first round.

The match started brightly for Howard, who immediately settled into their rhythm. Early tries from AG, KM and DA gave the side momentum, with the forwards working tirelessly to secure quick ball and the backs taking full advantage. Hurstmere's physical pack posed a challenge at times, but Howard's control at the breakdown and organisation in defence ensured they remained on the front foot throughout the first half.

After the break, Howard continued to play with confidence and precision. Their attacking shape allowed them to build phases effectively and stretch the opposition, resulting in further scores that pushed the lead out to 48–0. The defensive effort was equally impressive, with strong tackles and discipline keeping Hurstmere at bay for much of the half.

Hurstmere were rewarded for their perseverance with a late try, but Howard responded swiftly, crossing once more in the closing stages to finish the match on a high.

The 55–5 result reflects a well-rounded team performance, combining sharp attacking play with resilience in defence. Howard will now look forward to the next round of the competition with optimism, having laid down a strong marker in this opening fixture.



Matchday 2 - Howard delivered a dominant performance to secure their place in the semi-finals with a 38–12 win over Bullers Wood.

From the outset, Howard applied strong pressure, breaking down the Bullers Wood defence with well-structured attacks and excellent work at the rucks. Their tackling throughout the match was outstanding, consistently halting Bullers Wood's progress and setting the platform for counterattacks. Bullers Wood responded with some big defensive hits and moments of resistance, but Howard's composure and intensity proved too strong. By half time, Howard had built a solid 19–5 lead and carried that momentum into the second half, adding further tries to seal the victory in convincing fashion.



PE @ The Howard School



Year 10s



THS 6 v 0 Thomas Aveling
THS 3 v 3 Rainham Mark
(THS lost on Pens)

Triumphs and heartbreak in Term 1 for the Year 10 football team. A brilliant return back to Medway football with a fine win over Thomas Aveling. A surprise brace for GT from right back saw the boys start the year well, blowing a few cobwebs away in preparation for Rainham Mark in the Kent Cup. We were then the visitors to Rainham Mark for the Kent Cup where we always know we are going to have a great game. The game saw us take the lead early on thanks to NA. Rainham Mark then equalised. HT saw the game at 1-1. In the second half we took our chances and were leading the game 3-1 with the goals coming from JN and MM. At this point the boys felt comfortable, dealing with any waves of attack well and keeping RM at an arm's length. RM then scored a second with 5/10 to go and it was backs against the wall. A penalty was awarded with the last kick of the game which saw RM convert to make it 3-3. Straight to penalties where THS lost. Great effort, not the result we deserved but we pick ourselves up and go again. Lets try and win the league and Medway cup this year! Special shout out ot JN on his first game for the team, playing CB and he was incredible! A great defensive display and a brilliant header also.



PE @ The Howard School



Sixth Formers



St John Fisher 1 - 3 THS
THS 6 - 0 Rochester Independent
College
Dover Grammar 5 - 2 THS Kent
Cup

Sixth Form football returns to the PE Department for 2025 after moving away to PSA for a few years. The boys above are a mixture of our Year 12 and 13 students, some who went to the Howard School prior to starting Year 12 and some boys that had been educated elsewhere. It started with a trial game at the beginning of the year to gauge interest around who wanted to play where, what systems would fit this group the best and so far they haven't disappointed with strong performances even in games where they might have come out on the not so nice side of the result. Each game has seen high levels of performance, work rate some great finishes (and some not so great finishes from close apparently RL... "but the bobble"...). Strong performances against local sides saw the boys growing in confidence and then it was a trip to Dover for a Kent Cup game that we knew was going to be a tricky encounter. The boys held their own, got to the half way point with the scores tied at 2-2 but ultimately ran out of steam and when they went a goal down and had to throw their all at the game to get a goal back Dover were able to capitalise and score 2 more. Shoutout to BB, LH, JB, LL and AT so far!

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

Nintendo Switch

Year 9

Tablet

Year 11



£200 bike

Year 8

Meta Quest

Year 10

PlayStation 5





Mr. J Johal - Principal
johalj@thehowardschool.co.uk
01634 388765 ext. 3004