



The Howard School

Newsletter

welcome

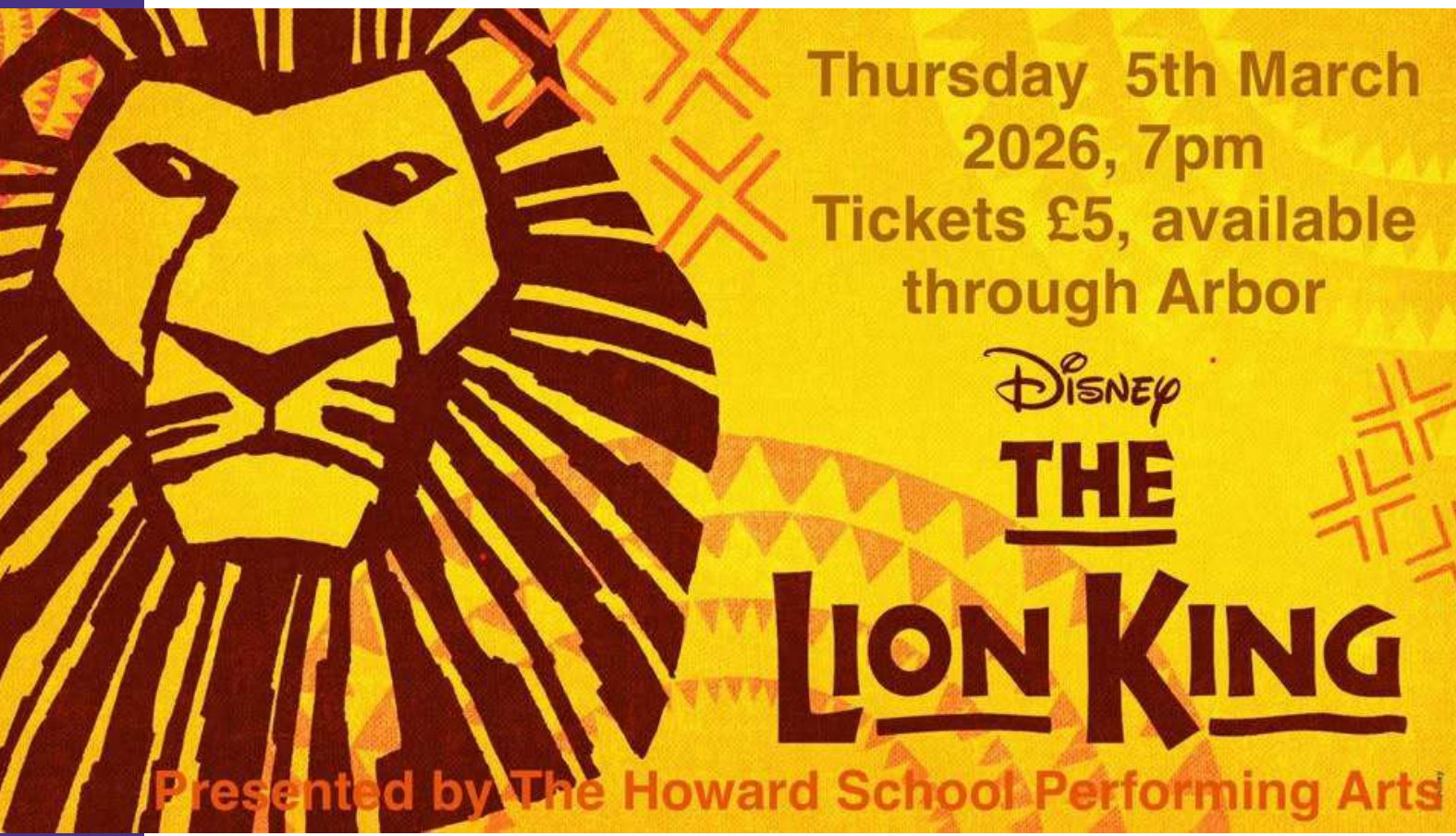
The Howard School Performing Arts are proud to present Disney's The Lion King on Thursday 5th March 2026 at 7pm.

Our students have been working incredibly hard over the past few months to bring this iconic production to life. From powerful vocals and energetic choreography to striking costumes and creative staging, this promises to be a vibrant and memorable evening for our whole school community.

The Lion King tells a timeless story of friendship, courage and finding your place in the world. Audiences can expect well-known songs, dramatic moments and plenty of heart as our talented cast take to the stage and showcase their dedication and teamwork. Behind the scenes, students have also been busy supporting with lighting, sound and stage management, demonstrating the true collaborative spirit of Performing Arts at The Howard School.

We are immensely proud of the commitment our students have shown throughout rehearsals, balancing their academic studies alongside preparing for this exciting performance.

Tickets are priced at £5 and are available to purchase via Arbor. We encourage families and friends to come along and support our students for what is sure to be a fantastic evening of live theatre.



Thursday 5th March
2026, 7pm
Tickets £5, available
through Arbor

Disney
THE
LION KING

Presented by The Howard School Performing Arts

WORLD BOOK DAY



**DRESS UP AS YOUR
FAVOURITE BOOK
CHARACTERS**

**GET INVOLVED
ON MARCH 6TH**

**TEACHERS AND
STUDENTS
WELCOME**



Over the past couple of days, we were pleased to welcome inspectors to The Howard School. It was an important opportunity for us to showcase our learning environment, our values and the strength of our school community.

We are incredibly proud of our students. Those who met with inspectors during Student Voice spoke with confidence, honesty and maturity. They reflected thoughtfully on their experiences in lessons, enrichment, leadership and school life more broadly. In doing so, they represented themselves and the school exceptionally well. They demonstrated our LORIC values of Leadership, Organisation, Resilience, Initiative and Communication in action, and their contribution did not go unnoticed.

We are also very grateful to our parents and carers. An impressive 96% of families who completed the Ofsted survey said they would recommend The Howard School. Inspectors commented on how positive the responses were, which is a real testament to the strong partnership we share with our community. Thank you to everyone who took the time to complete the survey and share their views.

Throughout the inspection, lessons, social times and meetings reflected the high standards, ambition and care that define our school each day. Staff and students worked together to demonstrate the positive culture we are proud of, where belonging, respect and hard work are at the heart of what we do.

We now await the publication of the final report and look forward to sharing the outcome with you in due course. Regardless of the final grading, we are immensely proud of how our entire school community came together and represented The Howard School so positively.



We are currently seeking support from local employers who may be able to offer a work experience placement to one of our Year 10 students from 13th to 17th July.

Each year, work experience plays a vital role in helping our students understand the world of work and begin thinking seriously about their future pathways. However, many students are finding it increasingly difficult to secure placements. A single opportunity from a local business can make a significant and lasting difference.

Placements do not need to be highly specialised. At this stage, the most important aspect is that students experience a real working environment and begin developing essential transferable skills. These include communication, teamwork, time management, problem-solving and understanding professional behaviour in the workplace.

Work experience helps to build confidence, raise aspirations and give young people a clearer sense of direction. For some students, it can be the first step towards a future career.

If your company, or a company you know, would be willing to offer a placement, we would be very grateful to hear from you. Please contact our Careers Lead, Katy Mason, who will be happy to provide further information.

Thank you for supporting our students and investing in their futures.

We Need

YOU



PARENTS' VOICE

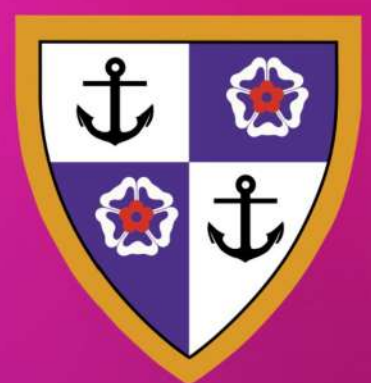
Along with taking our Students' Voice, we also want to hear from our Parents and Carers and we will be looking to take their voice throughout the year. We will be emailing an electronic survey for all parents/ carers to complete as well as providing questionnaires at Consultation Evenings.

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.



10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.



We are delighted to celebrate our Historians of the Month for Term 3 from Years 8, 11 and 13. These students have been recognised by the History Department for their excellent attainment and outstanding effort in lessons this term.



In Year 8, congratulations go to A.H. for attainment and O.D. for effort. Both students have demonstrated real enthusiasm for their studies and have approached each lesson with focus and determination. Their curiosity about the past and commitment to improving their work have been particularly impressive.



In Year 11, we are proud to recognise M.M. for attainment and W.M. for effort. As GCSE students, they have shown maturity and resilience in preparing for their examinations. Their consistent revision, thoughtful class contributions and willingness to act on feedback have set a strong example to others.

In Year 13, S.D. has been awarded for attainment and T.P. for effort. Studying History at A Level requires independence, critical thinking and perseverance. Both students have demonstrated these qualities throughout the term, producing work of a very high standard and showing real dedication to their studies.

We are incredibly proud of all six students. Their hard work reflects the high standards we expect and the positive attitudes that help our school community to thrive. Well done to each of you for your commitment, resilience and love of learning in History.



RAMADAN MUBARAK

رمضان مبارك



**A MESSAGE FROM TEAM RE
TO OUR MUSLIM STUDENTS AND COLLEAGUES
YOU ARE MOST WELCOME TO U23 FOR**

- PRAYER
- RESPITE

AT BREAK AND LUNCH

Happy WORLD BOOK Day

World Book Day will be celebrated on Thursday 5th March, and we are delighted to be marking the occasion with a full week of reading-focused activities across the school.

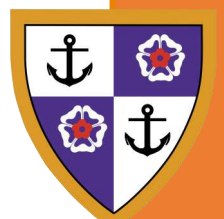
At The Howard School, we believe that reading is central to both academic success and personal development. Books open doors to new ideas, different perspectives and imaginative worlds. They help students develop confidence, curiosity and empathy, while also strengthening the literacy skills that underpin learning in every subject. World Book Day gives us a valuable opportunity to celebrate this together as a school community.

From Monday 2nd March, students will be invited to take part in two optional competitions: Design Your Own Bookmark and the Quick Reads Quest. These activities are designed to encourage creativity, independent reading and a sense of challenge. Full details will be shared in year group Google Classrooms, and entries can be submitted until the end of the day on Friday 6th March.

On Thursday 5th March, all students will participate in our annual World Book Day Quiz during morning form time. This is always an enjoyable event, allowing students to work together, test their knowledge and celebrate their love of reading in a fun and inclusive way.

On Friday 6th March, students are invited to dress as their favourite character from a book. Students who choose not to participate should attend in normal school uniform. Year 7 students will also take part in a Character Hunt around the school, adding an extra element of excitement to the day.

We are very much looking forward to a positive and memorable week that celebrates reading, creativity and belonging across our school community.



National Year of Reading at The Howard School

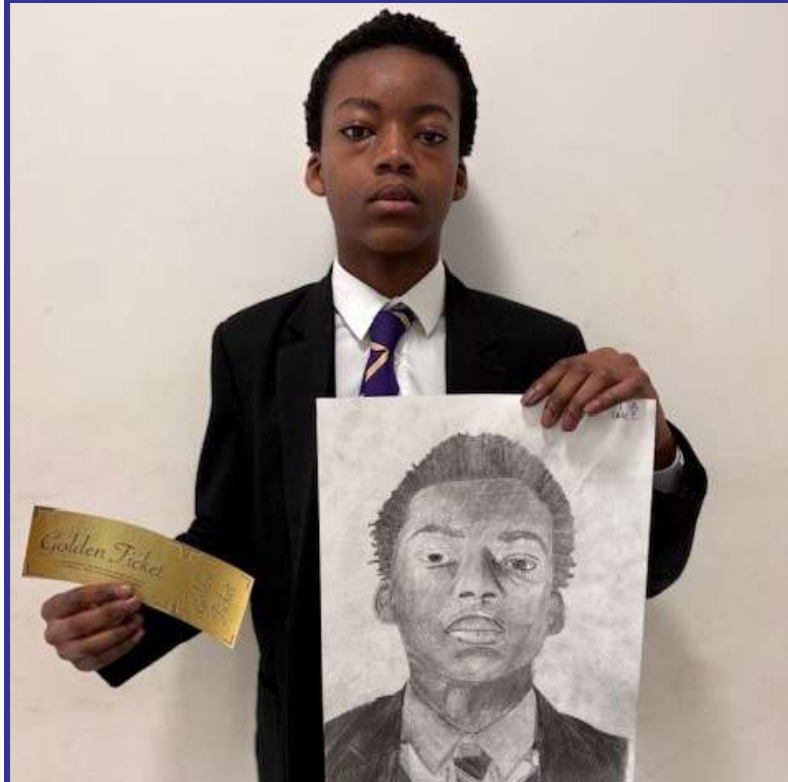


**EVENTS
HELD ALL
YEAR**

INTERESTED?
Meet Miss May or
Miss Williams in the
library Monday and
Friday after school.



National Year of
Reading 2026

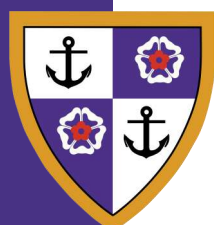


Our Year 8 students have produced an outstanding collection of portrait photographs, demonstrating impressive creativity, confidence and technical skill. The standard of work on display is truly exceptional and reflects the focus and commitment students have shown throughout this project.

As part of their photography unit, students explored the key elements of portraiture, including lighting, composition, framing and expression. They carefully considered how to use natural and directional light to create mood, how to position their subject to achieve balance within the frame, and how facial expression and body language can communicate personality and emotion. Many students experimented with both colour and black and white imagery, thinking critically about which approach would best enhance the impact of their final image.

What is particularly striking is the maturity shown in the work. Students have demonstrated patience, attention to detail and a willingness to refine and improve their shots. They have supported one another during the process, working collaboratively and offering constructive feedback to ensure that everyone could achieve their best.

Projects such as this highlight the creativity that exists across Year 8 and the confidence our students are developing when expressing themselves artistically. It is wonderful to see them taking pride in their work and producing outcomes of such high quality. We are incredibly proud of all students involved. Their portraits are a fantastic example of what can be achieved through focus, resilience and imagination, and we look forward to seeing how their skills continue to develop in future projects.



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 STUDENTS 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 Media students were delighted to welcome back former Howard student Alex Gilbert this week for an engaging and insightful guest talk about careers in media and the wider world of work.

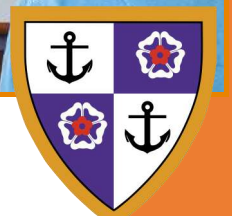
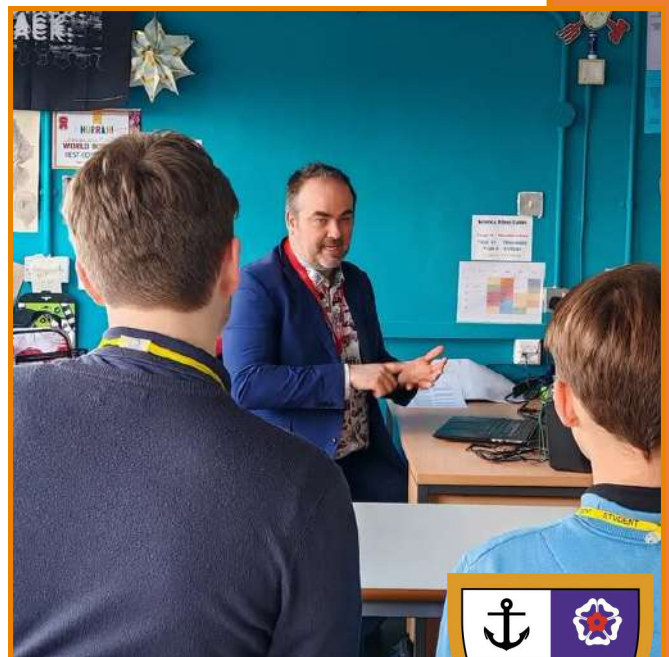
Alex, who left The Howard School around twenty years ago, is now a Technology and Development Director at 11 Investments, a recruitment business. Alongside his full-time career, he is also the Promoter and Producer at United Kingdom Pro Wrestling. His journey demonstrates how skills developed in school can be applied in a wide range of industries, often in ways that are unexpected.

During the session, Alex spoke openly about his time as a student at The Howard School and reflected on how studying media helped to shape his future. He explained how the creative and technical skills he developed at school have supported him in his professional role within recruitment, particularly in areas such as branding, communication, digital content and promotion.

Students were especially interested to hear how Alex combined his career with a lifelong passion for wrestling. A former wrestler himself, performing under the name Dow Jones, he has channelled that passion into running a successful wrestling promotion. He discussed the importance of media in building audiences, promoting events and creating a strong online presence, showing students that media plays a powerful role in many different sectors.

The talk was both entertaining and educational, with students asking thoughtful questions and engaging fully throughout. It was inspiring for them to see a former Howard student returning to share his experiences and demonstrate that there are many pathways to success.

We are extremely grateful to Alex for giving his time to speak with our students and for showing them how creativity, determination and passion can open exciting opportunities.





At the end of last term, students in our 100% Club were rewarded with an exciting escape room experience delivered here at school by an external company. It was a fantastic way to celebrate their commitment to excellent attendance and consistent hard work throughout the term.



Working in teams, students competed against one another to solve a series of increasingly challenging clues. They had to unlock briefcases, decipher codes, piece together puzzles and ultimately race to be the first team to open the final safe. The room was filled with energy as students communicated, collaborated and thought creatively under pressure.

The challenge required resilience, teamwork and sharp problem-solving skills. It was impressive to see how well students listened to one another, shared ideas and remained determined, even when the puzzles became more complex. The competitive element added to the excitement, with teams encouraging each other right until the very end.



The feedback from students was overwhelmingly positive, with many describing it as one of the most enjoyable rewards events of the year so far.

We are incredibly proud of our 100% Club members. Their dedication to attending school every day truly matters, and it is a pleasure to recognise their commitment in such a memorable way.



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

At the end of last term, we were delighted to host our annual Careers Fayre, and what an inspiring day it was for our students.

We would like to extend a sincere thank you to all of the employers who generously gave their time to join us. Their willingness to speak with students, share their experiences and offer practical advice made a real difference. Events like this play a vital role in helping young people understand the wide range of opportunities available to them beyond school.

Throughout the day, students had the chance to speak directly with professionals from a variety of industries. They asked thoughtful questions, explored different career pathways and gained valuable insight into the skills and qualifications needed in the workplace. For many, it was an opportunity to discover career options they may not have previously considered.

The event was not only informative but also motivating. Students left with a clearer understanding of the world of work and a greater sense of ambition about their own futures.

We are incredibly grateful to all of our visiting employers for supporting our school community and helping to inspire the next generation.





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.





Meet Your Head of House



Mr. Edwards

Ms. Samuels

Ms. Anglin

Mr. Dunn

Ms. Mulrooney



ATTENBOROUGH



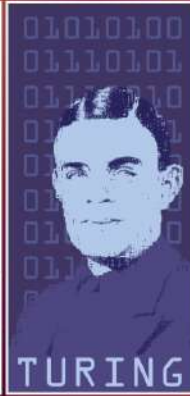
HAWKING



PANKHURST



TULL



TURING

ATTENBOROUGH

HAWKING

DEEDS NOT WORDS

PANKHURST

TULL

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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





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