The Howard School

Newsletter

Leadership, Organisation, Resilience, Initiative, Communication

Iceland 2026

Geography brought spectacularly to life



Our Howard School Geographers enjoyed an extraordinary four-day residential in Iceland, where some of the most dramatic landscapes on the planet became their classroom. From the moment the group arrived in Keflavik, students were surrounded by evidence of the powerful natural processes they study in Geography.

The adventure began among the recent lava fields created by volcanic activity before a well-earned visit to the Blue Lagoon. Day two brought an early start and one of the highlights of the entire trip: a four-hour glacier walk, followed by the black-sand beach and three distinctive waterfalls along Iceland’s south shore. The scale and beauty of the landscape produced plenty of genuine wow moments.

The Golden Circle followed, with students exploring geothermal energy, Gullfoss, Geysir and the dramatic Rift Valley. The final morning took the group across the Reykjanes Peninsula, through landscapes shaped by recent eruptions and past Grindavik, before finishing at the Bridge Between Continents.

There were early starts, coach karaoke, laughter and countless conversations about the natural world. More importantly, students returned having experienced their subject in a way that no textbook can replicate. Residentials such as Iceland build knowledge, confidence, independence and friendships while creating memories that can last a lifetime.



Collecting 'Student Voice' is really important to us here at The Howard School; we want to hear what you have to say about <u>YOUR</u> 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 over-whelming! 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.



Year 11 Study Skills Evening

Students, families and staff working together for GCSE success



The Main Hall was packed as we welcomed Year 11 students and their families to an incredibly well-attended Study Skills Evening. With the GCSE year now firmly under way, the evening was designed to give students practical strategies, clear guidance and the confidence to approach the months ahead with purpose.

Students and parents took part in revision talks and a rotation of workshops exploring effective ways to organise learning, use time well and prepare for assessments. At the same time, our Subject Fayre brought Subject Leads together in the Main Hall so that families could ask questions, discuss individual subjects and receive advice directly from the staff who know the courses best.

The atmosphere throughout the evening was exceptionally positive. It was wonderful to see students, families and staff having purposeful conversations about revision, preparation and the habits that lead to success. Events like this matter because Year 11 is not a journey students make alone: the strongest outcomes come when school, home and the young person themselves work in partnership.

Our message to Year 11 is simple. Keep attending, keep working, ask for help when you need it and make every lesson count. High standards, consistent effort and good routines now can make an enormous difference next summer. We are proud of the start this year group has made and look forward to supporting them every step of the way.

A huge thank you goes to every family who joined us and to the staff who gave their time to make the evening such a success. The turnout reflected the ambition of this year group and the strength of the partnership around them. There will inevitably be demanding moments during Year 11, but students should know that an enormous amount of support is available and that every small step taken now contributes to the bigger picture next summer.

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 <u>YOUR</u> 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

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

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SENIOR STUDENTS MEET WITH SENIOR LEADERS

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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.











PE is back at The Howard School

Participation, progress and a brilliant start to the academic year



The new academic year has started at pace in PE, with students across the school throwing themselves into lessons, clubs, trials and competitive sport. For our new Year 7 students, PE has provided an immediate opportunity to get active, work with new classmates and take part in the wide range of sporting opportunities available at Howard.

Year 7 have already experienced rugby, health-related fitness and basketball, while Year 8 have continued to develop through football, rugby, fitness and table tennis. Across Key Stage 3, the emphasis is not simply on performance. Students are learning how to communicate, work as a team, respond to setbacks and challenge themselves to improve.

Our extracurricular programme and school-team trials have attracted excellent numbers, giving students further opportunities to develop their skills and enjoy sport beyond their timetabled lessons. Fixtures are now well under way and Howard students have already produced some outstanding performances.

At Key Stage 4, students continue to combine practical performance with academic study. Year 11 have begun their examination content and are exploring contemporary issues in sport as they prepare for the summer. It has been an energetic, ambitious start across the department, with plenty more still to come.

What has stood out most has been the willingness of students to get involved. Whether competing for a school team, improving a personal fitness score, learning a new activity or supporting classmates in a lesson, students have approached PE with real energy. The department has an exciting year ahead and we cannot wait to see where that enthusiasm takes our teams, performers and examination groups next.

Football: a flying start

Goals, clean sheets and outstanding team spirit





Year 7

Both the Year 7 1st XI and 2nd XI have made an excellent start to life in Howard colours. The 1st XI opened with impressive victories in the Kent Cup and Medway League, while the 2nd XI secured a hard-fought 2-1 Kent Cup victory against Borden Grammar School. For students still settling into secondary school, representing Howard so early in the year is a significant achievement.

Year 11 and 1st XI

Year 11 began their final year of school football in remarkable fashion: two victories, 17 goals scored and not a single goal conceded. Our 1st XI have been equally ruthless, winning their opening three league fixtures, scoring 31 goals and keeping three clean sheets. The statistics are impressive, but staff have been just as pleased with the work rate, attitude and togetherness shown across the squads.

Individual performances have naturally caught the eye, yet the strongest feature of the opening weeks has been the willingness of players to work for one another. Successful school sport is about far more than a final score: it is about commitment, discipline, resilience and representing the school in the right way. Our teams have set a very high standard for the season ahead.

There is a long season still to play and tougher tests will undoubtedly come, but these opening results have given every squad something positive to build on. Congratulations to every student who has trained, travelled, played or supported so far. Pulling on a Howard shirt is a privilege, and our footballers have begun the year in exactly the spirit we would hope to see.

Opening numbers

Year 11: 2 games, 2 wins, 17 scored, 0 conceded. 1st XI: 3 games, 3 wins, 31 scored, 0 conceded.

PE in pictures

Building confidence, skill and resilience across Key Stages 3 and 4













From fitness testing and team games to gym-based conditioning and adventurous activities, students have been challenged to try new things and develop their physical confidence. Year 9 Cambridge National Sports Studies students have also put their planning into practice through Outdoor and Adventurous Activities, demonstrating resilience, problem-solving and a positive attitude.

The variety on offer is important. PE gives students the chance to discover activities they may never have tried before while also developing the habits that support a healthy and active lifestyle. Some students thrive in competition, others enjoy the challenge of improving their own performance, and many simply value the opportunity to learn alongside friends in a completely different setting from the classroom.

Across these lessons, the same qualities keep appearing: teamwork, communication, perseverance and the confidence to have another go when something does not work first time. Those qualities matter in sport, but they matter just as much across school and beyond it. It has been fantastic to see so many students embracing the challenge.

Sixth Form Sport

A positive start for Years 12 and 13



Our Sixth Form students have hit the ground running. Year 12 have begun their Level 3 Sport studies, exploring Anatomy and Physiology and the business side of the sporting industry. They are also developing leadership skills as they work towards organising and leading sporting activities.

Year 13 have returned with a clear focus on their final year. Their work includes Sports Nutrition, Skill Acquisition and Sports Coaching, building the knowledge and practical skills required for successful progression beyond Sixth Form.

It has been a brilliant start across Key Stage 5, with students showing enthusiasm, determination and a real appetite for learning.

Sport at Sixth Form level asks students to look beyond performance alone. They are beginning to understand the science, leadership, coaching and commercial thinking that sit behind the industry, while developing the independence expected of post-16 study. For students considering further study or careers connected to sport, these units provide a valuable foundation and a chance to explore where their interests could take them next.

We are looking forward to seeing both year groups continue to grow in confidence and take increasing ownership of their learning as the year progresses.

International visitors at Howard

Our friends from the Netherlands return for another memorable visit



For the fourth year, we were delighted to welcome students from the Netherlands to The Howard School. International visits are always a special part of school life: they allow young people to meet peers from another country, compare experiences and discover that, despite different languages and school systems, they often have far more in common than they expect.

Our visitors joined Years 10 and 11 in lessons, experienced a typical day at Howard and spent time getting to know our students. The visit gave our students and their Dutch counterparts the chance to share part of the school day together before the traditional football match.

Of course, no visit would be complete without the traditional England v Holland football match. In a wonderfully chaotic 20-a-side encounter, Holland took the lead from the penalty spot before England fought back to lead 2-1. Then came the controversy. With the game finely poised, an England player sent the only football over the fence and into a neighbour’s garden.

Our Dutch visitors immediately claimed foul play and demanded that the match be declared a draw. After a lengthy consultation with VAR - which definitely did not exist - the appeal was upheld. A diplomatic solution, perhaps, and certainly an ending that ensured the fixture will be talked about until the next visit.

Behind the footballing drama was something much more important: another day of genuine international friendship. Visits like this give students the confidence to communicate with people they have only just met, to be curious about another culture and to recognise themselves as part of a much wider world. We loved welcoming our Dutch friends back to Howard and hope the relationship continues for many years to come - although next time we may bring a spare football.

Codes, ciphers and castles

Year 7 and 8 explore the history of Dover Castle







A group of lucky Year 7 and Year 8 students enjoyed a completely free visit to Dover Castle, combining an exciting day beyond the classroom with the chance to explore codes, ciphers, wartime history and one of Kent's most significant historic landmarks.

The castle has stood above the English Channel for centuries and its extraordinary history provided the perfect setting for students to investigate how information, communication and defence have shaped events. From the imposing walls and gateways to the atmospheric underground spaces, students were able to experience history in the places where it happened rather than simply reading about it.

Trips like this are an important part of what we want school to offer. They spark curiosity, create shared experiences and give students opportunities that may be completely new to them. We were delighted to provide the visit free of charge and even more pleased to see our students make the most of every moment.

For our younger students in particular, a day like this can become one of those early secondary-school memories that stays with them. Learning alongside friends in such an extraordinary setting brought the subject to life and gave students plenty to talk about on the journey home. The combination of the castle, its underground spaces and the Codes and Ciphers focus gave the group a memorable opportunity to encounter history away from the classroom.

Paris Residential

Culture, landmarks and unforgettable memories in the French capital



Our Paris residential took Howard students to one of Europe’s most recognisable cities. The photographs from the visit capture the group together beneath the Eiffel Tower, providing a fantastic record of a school residential spent in the French capital.

Taking students beyond the classroom is an important part of the wider opportunities offered at Howard. A residential in another country gives a school group the chance to experience a different setting together and to see famous places first hand rather than only through photographs, screens or lessons.

Paris provided a spectacular backdrop for the visit. With the Eiffel Tower dominating the skyline, the group photographs capture one of the defining sights of the city and one of the moments that will form part of the record of the residential.

School residentials are about more than a normal day of lessons. They give students the opportunity to experience places beyond their everyday surroundings and to share those experiences with their peers. Paris 2026 added another international residential to the opportunities enjoyed by Howard students this year.

Paris Residential

Sport, sightseeing and memories to last a lifetime





The residential also included the Stade de France, with the group photographed inside the famous national stadium. Alongside the Eiffel Tower images, it gives a second very different view of the French capital and another striking location from the visit.

The photographs also show students together near the Eiffel Tower and beside the River Seine. These instantly recognisable locations help tell the story of the residential without needing a long itinerary: Howard students were out in Paris, seeing the city together and recording the experience as a group.

Residential trips form an important part of the wider experiences we want students to be able to access. They take learning and school life into a different setting and give young people the chance to encounter places, cultures and landmarks beyond their usual surroundings.

From the Eiffel Tower to the Stade de France, this was a residential with some unmistakable Paris landmarks at its heart. The photographs speak for themselves and provide a brilliant snapshot of the group’s time in the city.

Another Howard residential completed and another major European city added to the growing range of places our students have had the opportunity to experience beyond the classroom.

Model United Nations

Sixth Form students put diplomacy, debate and leadership into action





A group of our Sixth Form students enjoyed a great weekend at Model United Nations, taking part in an event built around debate, diplomacy and the work of the United Nations.

Model United Nations asks participants to do much more than deliver a prepared speech. Delegates must listen closely to competing arguments, respond under pressure, negotiate with other representatives and find areas of agreement. It is an experience that develops confidence, critical thinking, collaboration and communication - skills that will serve our students extremely well at university, in employment and beyond.

For students, Model United Nations offers a very different experience from an ordinary lesson. The format centres on discussion, formal debate and considering international issues from the perspective of different countries and delegates.

The weekend also brought a fantastic individual achievement for The Howard School. A.S. was named a Highly Commended Delegate against very tough competition - and, remarkably, it was the second year in a row that A.S. had received the award.

Highly Commended Delegate

A special congratulations to A.S., who received a Highly Commended Delegate Award for the second consecutive year. To be recognised once is an excellent achievement; to repeat that success against strong competition is something of which A.S. should be extremely proud.

Black History Month

An inspiring assembly with Benjamin Odeje



As part of our Black History Month programme, we welcomed Benjamin Odeje, an English former footballer and the first Black footballer to represent England at any level. Benjamin met students in Years 9 and 10, with Ken Orlukwu from Kent Empower Network also joining us for the visit.

The session explored Benjamin's story through the themes of achievement, resilience and legacy. His place in English football history gave students the opportunity to hear about a significant sporting milestone directly from the person at the centre of it.

Black History Month is an opportunity not only to study the past, but to listen to voices and stories that deepen our understanding of the society in which we live. Hearing directly from Benjamin brought those themes to life and provided students with a powerful example of resilience, ambition and courage.

We are extremely grateful to Benjamin for spending time with our students and to Ken Orlukwu from Kent Empower Network for joining us. The visit formed part of our Black History Month programme and gave Years 9 and 10 a memorable opportunity to engage with Benjamin's story.

The most powerful assemblies are often those that leave students with something to think about long after they have returned to lessons. Benjamin's story did exactly that. By connecting national history with one person's lived experience, students were able to consider how individual courage can challenge assumptions, open doors for others and become part of a much bigger story of change.

From Howard to the West End

Staff celebrate former Music teacher Kieran Mellish in Beetlejuice





There was a very special Howard reunion in London when members of staff travelled to the West End to see our former Music teacher, ex-colleague and good friend Kieran Mellish performing the leading role of Beetlejuice. Seeing someone who had previously been part of our staff take a professional curtain call on a West End stage was an enormously proud moment for the Howard colleagues in the audience.

Kieran is remembered at Howard as a colleague and teacher, which made the evening particularly special for the staff who travelled to London to support him. This was not simply a night at the theatre; it was an opportunity to celebrate the success of someone with whom members of our team had worked and shared school life.

The photographs capture both the West End production and the Howard staff who made the trip. Watching Kieran take on the leading role was a wonderful moment and one that prompted a great deal of pride among his former colleagues.

We wish Kieran and the entire Beetlejuice cast the very best for their West End run. Everyone at Howard who knows and worked with Kieran will be excited to see where his journey takes him next.

It was a brilliant evening for the Howard staff who attended and a lovely opportunity to support a former colleague and friend on one of the biggest stages in British theatre.

Kenya 2026

Service, adventure and friendships for life



Howard students joined a wider Camps International group for an unforgettable expedition to Kenya, working alongside local communities, learning new skills and experiencing the country's remarkable landscapes and wildlife. From the Rift Valley to the Indian Ocean and Tsavo National Park, each stage brought a new challenge and a new opportunity to learn.

In the Rift Valley, the group helped to repave footpaths at a local school before meeting members of the Maasai community. Students learned bushcraft and traditional survival skills and tried their hand at beautiful beaded crafts, gaining an insight into Maasai knowledge, culture and traditions.

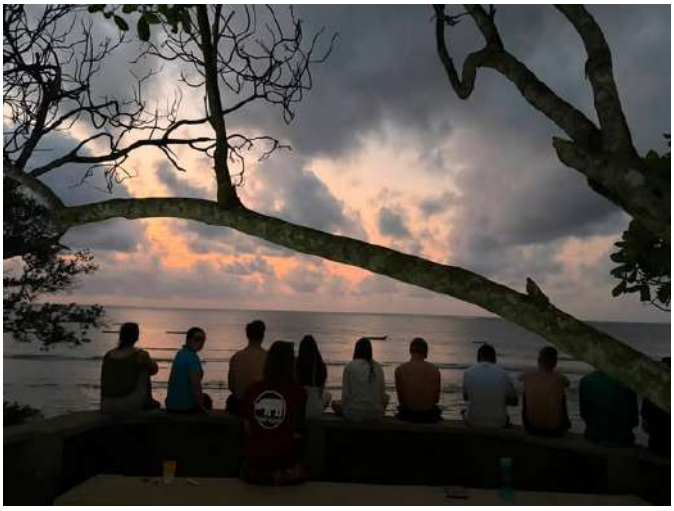
The expedition then moved to Muhaka, where students took on the demanding task of helping to build a traditional mud house for a family in need. They also painted colourful murals at a local school and learned how to make chapatis and coconut milk. In Chale, on the Indian Ocean, the community work continued as students prepared and repainted school walls, helped with path building and supported the construction of another traditional home.

These were not experiences designed to be easy. They asked students to work hard, adapt to unfamiliar surroundings and contribute as part of a team. In return, they gained a far deeper understanding of the communities they visited and of what can be achieved when people work alongside one another.

Life at camp added another layer to the experience. Students lived more simply, shared responsibilities and learned to appreciate the rhythm of each new place. From preparing food and learning practical skills to watching the sun rise over the Indian Ocean, the expedition mixed purposeful service with moments of genuine wonder. It was demanding, rewarding and completely different from an ordinary school trip.

Kenya 2026

From community projects to the wildlife of Tsavo





The jewel in the crown: Tsavo

The final stage of the expedition took the group to Camp Tsavo, in the heart of Tsavo National Park. Students once again supported a local school, repainting classrooms and repairing paths before taking on the local community in a football match. Howard and their fellow campers secured a memorable 3-1 victory - the first time a visiting camp team had beaten the locals.

There was still plenty of hands-on work to come, including the unforgettable experience of deworming goats at local homesteads. Students climbed the Murungo Hills overlooking the Rukinga Game Reserve, watched the sun set across the savannah and supported conservation work in the Rukinga Conservancy. They also helped to build elephant defences around homesteads, work designed to protect both local families and wildlife.

Then came the moment everyone had been waiting for: safari. The group were fortunate enough to see four of the Big Five - elephants, leopards, buffalo and lions - alongside an extraordinary variety of other wildlife. It was a spectacular conclusion to an expedition that had already offered so much.

Students returned home with far more than photographs and souvenirs. They had developed practical skills, confidence and resilience; experienced cultures and environments very different from their own; contributed to community and conservation projects; and formed friendships through shared challenge and adventure.

So, what will 2028 bring?

Our next Camps International adventure is Peru. Could Machu Picchu be the setting for the next great Howard expedition? Who is joining us?

Peru 2028

The next Camps International adventure starts here



Following the extraordinary experiences of our previous Camps International expeditions, we are already looking ahead to the next chapter. In July 2028, Howard students will have the opportunity to take on Peru - an expedition that promises challenge, culture, community and adventure on a remarkable scale.

Our previous Camps International expeditions have taken students far beyond the familiar, combining travel with challenge, community experiences and opportunities to learn about different cultures and environments. Peru will be the next chapter in that story for Howard students who choose to take part.

The photograph above comes from a previous expedition and captures exactly what these experiences are about: young people stepping into a different part of the world, meeting new people and creating memories together. Peru will be the next opportunity for Howard students to write their own chapter.

The expedition is planned for July 2028, giving interested students and families the opportunity to find out more well in advance. After the experiences of our previous Camps International groups, we are excited to begin looking ahead to where this next Howard adventure could lead.

Find out more

Our Parent Information Evening takes place on Tuesday 3 November at 6.00pm. Families who would like to learn more about the expedition, the experience and what taking part could mean are warmly invited to join us.

Could you be in the next Howard Camps International photograph?

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

Meet Your Head of House



Mr. Edwards | Ms. Samuels | Ms. Anglin | Mr. Dunn | Ms. Mulrooney















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

Nintendo Switch



Year 8

Year 9



Meta Quest

Tablet



Year 10

Year 11



PlayStation 5















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