



Dear parents and carers,

When I started my teaching career in academic year 97/98, July was a time when schools started to wind down for the summer holidays. That is no longer the case and is certainly not the case here at Holcombe! In the past two weeks we have held Induction Days for our new 7s, new Year 12s and for our new staff, completed the Inter-House sports tournaments, organised trips for students to concerts, universities, galleries and businesses and today we have held our first Founders Day since the pandemic. I am always proud to lead this school but am even more so this week when I consider all the incredibly hard work going on to support our children and offer them amazing learning opportunities. This blog is our last of this year and is a super-sized version, full of updates showing you the fantastic work that has been going on here. I very much hope you enjoy reading it.

At the end of every academic year we must sadly say farewell to those staff who are leaving us this year. This summer we are saying goodbye and good luck to Mr Jenkins (Geography), Mr Coleman (Science), Mr Rayner (Science), Miss Etches (Psychology/Criminology), Mr Campbell (Science), Mr Murray (DT) and Miss King (Science). Mrs Willis (Drama) has also left her to commence her maternity leave but will return at the end of academic year 23/24. Mrs Arnold will be changing her role in September from Attendance Improvement Co-ordinator and will become one of our 6th Form Administrators. Mr Holdstock is also stepping down as Head of Year 9. Our sincere thanks to all of these colleagues for all they have given the school in their time here.

Whilst it is always sad to say goodbye to colleagues, at the same time it is exciting to welcome new colleagues into the school. In September we will be joined by Miss Miles (Drama), Miss Bibb (History), Miss Solan (English), Mr Donnan (DT), Miss Cheung (RS), Mr Rangecroft (Science), Mr Onumah (Science), Mr McIntyre (PE) and Miss Willson (Attendance Improvement Co-ordinator). We are also very pleased to welcome back Mrs Ortega from her period of maternity leave who will be returning to her role as Head of Modern Foreign Languages from September 2023.

Heads of Year in 23/24 will be:

Year 7 Mr Pay
Year 8 Mr Hayes
Year 9 Dr Harris
Year 10 Mr Faulkner
Year 11 Miss Lee
Year 12 Mr Eacott
Year 13 Mrs Manning

I'm sure that over the summer break you will all be buying some new uniform / shoes / equipment for your sons and daughters so please do check the details inside this blog where we have reminded you of the uniform requirements. Should a student arrive in

Key Dates -

- **Friday 14th July - Founders Day**
- **Thursday 20th July - Last Day of Term 6 (early finish)**
- **Friday 21st July - Staff Development Day**

September with incorrect uniform and/or equipment they will be sanctioned so please do ensure you are buying the correct items.

We wish everyone a very happy summer break, but unfortunately sometimes we hear very upsetting stories in the news about young people who have lost their lives as a result of really unsafe behaviour that happens over the 6 week period. Our assemblies this week have been talking about 'summer safety' and I would urge you to discuss this with your child.

This term will end at 12:15PM on Thursday 20th July and then we will look forward to welcoming back our Year 7s and Year 12 students on Monday 4th September and the rest of the school on Tuesday 5th September.

In the meantime, thank you for your ongoing support of all we are doing here and my very best wishes to you all for a very happy, healthy and relaxing summer break.

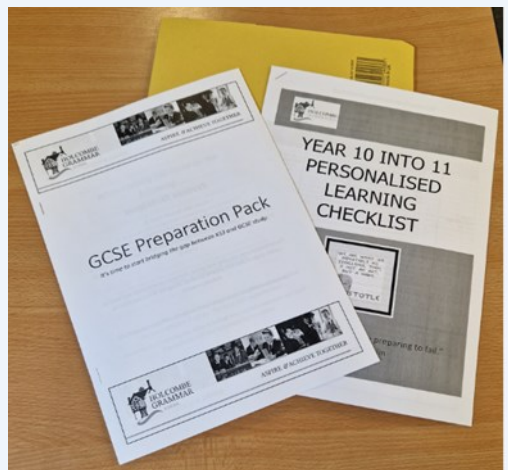
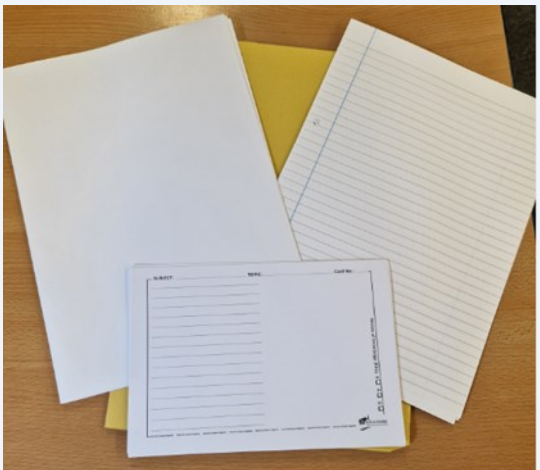
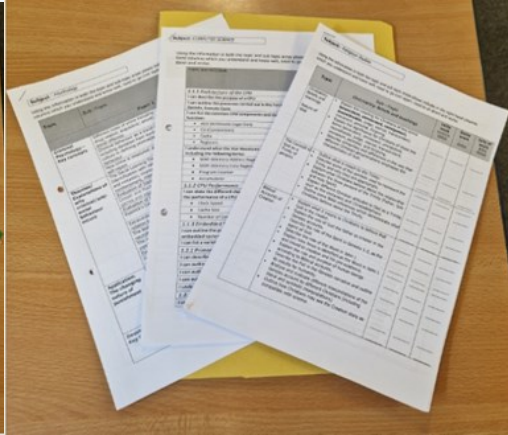
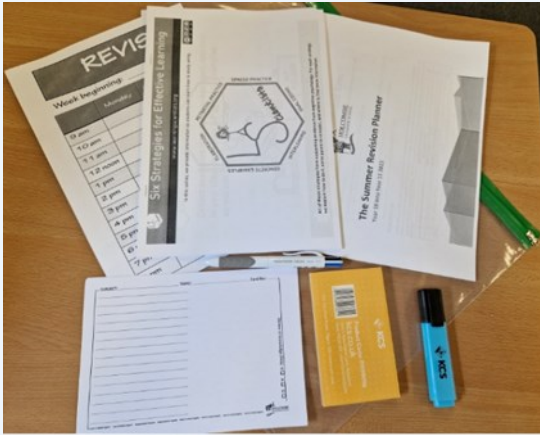
Mr L. Preston
Principal

Year 9 and 10 Revision Packs

Towards the end of this term, Year 9 and Year 10 students received a revision pack to help them kick start some “little and often” revision over the summer break to better prepare them for their GCSE’s.

To help Year 9 make the transition into year 10, they have been provided with Personalised Learning Checklists (PLC’s). Students can utilise the PLCs for their option subjects and use them to identify areas they can be reading ahead on to make starting these subjects easier in September. The packs also contain different revision strategies and revision resources students can utilise.

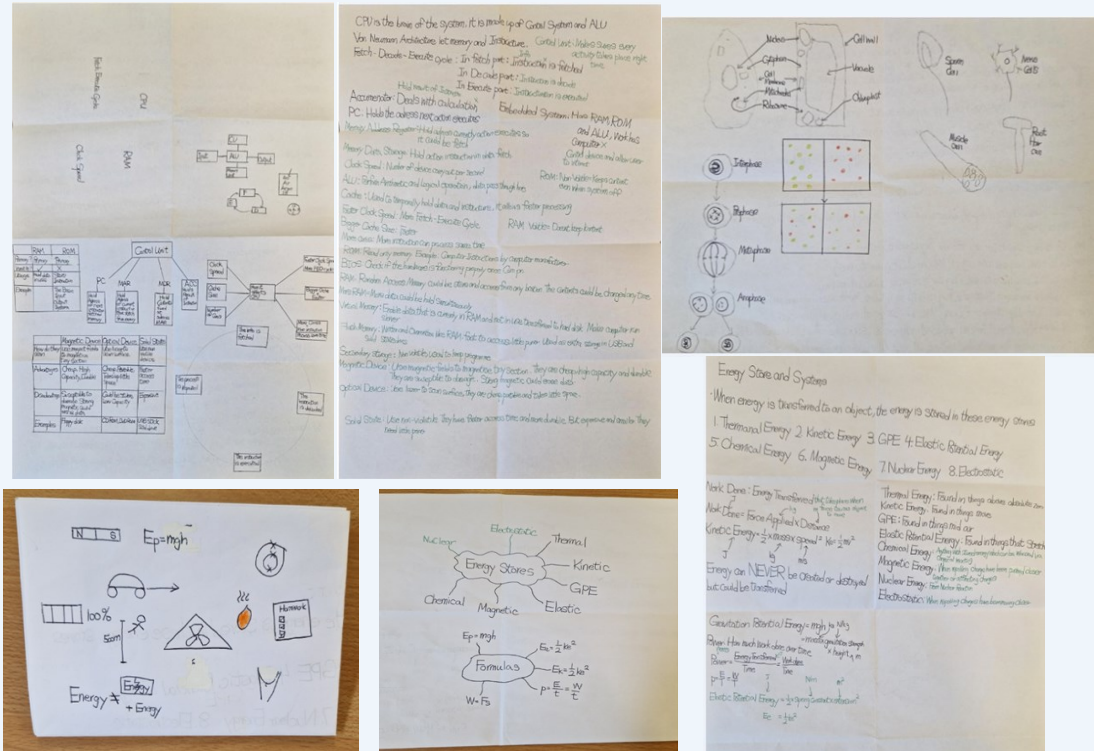
Year 10 packs contain daily and weekly revision planners to help them plan out their revision over the summer along with stationery and revision resources to aid their revision allowing them to get ahead for Year 11 starting in September.



Folding Frenzy

During last week’s assembly with Year 9’s, we explored some different revision techniques students can try. Use of these techniques will help students get ahead for September.

1. Folding frenzy technique is one where students take an A3 sheet of paper and on one side write down everything they know about a particular topic (Brain dump). If students need to add to this knowledge using sources other than their brain, they change the colour pen to green as this knowledge needs to be learned.
2. Students fold the A3 sheet in half and then make a summary diagram, keeping the keywords they have used but organising the information.
3. Students then fold their A3 sheet again and summarise the whole topic into 5/6 keywords (Trigger words to help recall the knowledge on the first side of the sheet).
4. Finally, the A3 sheet is folded over again and students draw 4-5 pictures that will help them to recall the rest of the information. Students have now synthesised the information 4 times and they can be tested and their knowledge can be checked in multiple ways.



School Shoes

Further to our reminder last blog, please find below some guidance on appropriate footwear for school.

As we raised last year, some companies have begun marketing black leather trainers as school shoes, which has put families in a difficult position. Simply, we accept black, smart, leather or leather effect shoes, with no visible logos as school shoes. As smartness is a subjective matter, I have attached some guidance below to help in determining purchases of school shoes. However, a determination in any instance will come down to the school's judgement, so it is best for students to err on the side of caution. Two of the popular styles that we are still seeing sometimes in school are Nike Airforces and Plimsole style trainers, similar to Converse trainers. Both of these are trainers and will be treated as such. (both are also pictured below).

If your child currently does not have appropriate school shoes, please use the upcoming holiday to purchase appropriate footwear for them. If this is an issue, please contact your child's head of year to discuss.



These are all trainers, sports styles, canvas or other fabrics and other colours than black.



These are all appropriate school shoes, they are plain black, leather or leather effect. They are all suitably smart for school.

Furthermore, please do allow me to remind all that socks should be black or dark grey. Again, if this is not currently the case for your child, please ensure you use the upcoming holiday to purchase appropriate socks for them.

Many thanks for your ongoing support in upholding our standards.

Trousers

Further to another notice in our previous blog, we ask for your support in ensuring that all students are reminded to wear their trousers correctly. We have repeated the guidance below.

Firstly, students should not be wearing tracksuit bottoms, shorts or other secondary trousers under their school trousers. The wearing of these causes a number of issues for students.

Firstly, it causes the school trousers to be worn improperly, increasing the risk of them being damaged, causing the student to look less than smart and making it harder for their school trousers to stay around the waist.

Secondly, it leaves students vulnerable to being accused of hiding materials within internal pockets during exam conditions and the wider school day. This makes running exams increasingly difficult and could inhibit the ease of a student's success at a difficult time.

Thirdly, it encourages students to remove their trousers at lunchtime to play football, thus increasing the ferocity with which they play (and increasing the chance of injury) and preventing them returning to lessons promptly after lunchtime.

Furthermore, especially during this hot period of the year, student hygiene suffers with the wearing of multiple layers for the whole school day.

For all of these reasons, we are prohibiting the wearing of shorts, tracksuits or other trousers under regular school trousers. Should students continue to choose to do so, then they will face sanctions.

Additionally, we are having to reprimand more students currently for 'sagging' their trousers (wearing the trousers below the waist, thereby exposing what is beneath the trousers). There is no reason for students to wear their trousers in this fashion and it is not appropriate for school or the wider community. We are reminding students to pull up their trousers and will be sanctioning students if this continues.

Again, many thanks for your ongoing support in upholding our standards.

Jackets/Coats

Whilst thinking about any new items of clothing that may be needed after the summer, or as we move into further seasons, please can we remind you about our expectations on jackets/coats. These should be dark and plain, without any large logos or patterns. There is further guidance from our previous blog repeated below.

Jackets/Coats should also be large enough to be worn over a school blazer, as well as a jumper if worn. We are finding students are wearing jackets/coats instead of their blazer, citing fit as the reason. Some students are also choosing to wear jacket/coats over a plain shirt during shirt sleeve dress in the summer. Jackets/coats and jumpers should be removed before blazers and ties if students are hot, not after. This replacing of blazers is resulting in students screwing up their blazers in their bags, causing damage and the need for families to buy replacements. It is also causing some students to forget to bring the correct uniform into school, which is then getting them in trouble.

Please do ensure that jackets/coats are of an appropriate size and remind your children that they should be worn over blazers and not instead of them.

Again, many thanks for your ongoing support in upholding our standards.

Behaviour Policy Update

Our behaviour policy was significantly update ready for last September, tightening our expectations in classrooms, refining our detentions systems and introducing classcharts. We have seen a significant improvement in behaviour and conduct in lessons and around the site since these changes have been made, and have seen a particular impact through our use of classcharts. We now have a clear picture of the incredible positive behaviour our students exhibit on a day to day basis and are able to pass this on to you all to be able to share and discuss at home.

There are few changes to the policy this year, but please allow me to outline them below:

- We have clarified that we expect students to be in their form groups by 8:40.
- We have improved the guidance for staff on positive behaviour management, utilising behaviour and relationship 'Walkthrus'.
- We have reinforced that all detentions are after school, and that students should not be asking staff to 'split' these across multiple evenings or rearrange them to break and lunch.
- We have clarified that having pre-arranged travel is not an acceptable reason to not attend detentions.
- We have updated our guidance on mobile phones, to clarify that use outside of class will result in a sanction on conduct cards in the first instance and the phone being confiscated until the end of the day in the second instance.
- We have introduced guidance on behaviour and conduct in relation to school trips/visits:
 - * To promote good behaviour and conduct generally, as well as increase the likelihood of successful and increasing trips/visits, students will only be allowed to attend non-compulsory trips if their behaviour record on Classcharts is 85% positive. This record will reset in September, so all students will start the year able to attend trips/visits on this basis.
 - * Guidance has been included on measures that may be taken for those who misbehave or endanger themselves/others on school trips/visits, up to and including being banned from all future trips/visits.

We hope that these slight changes will support the continuing improvements in the day-to-day experiences of our students, the vast majority of whom are doing the right thing every day.

Useful Links for the Summer Holidays

- During assemblies, students were provided with important [summer safety information](#) (please click link to see the powerpoint)
- MedwayGo launched last week, and we have over 10,000 places booked on summer programme activities. The programme will be running from Monday 31st July – Friday 25th August 2023. Take the hassle out of the holidays with [MedwayGo](#). Choose from hundreds of fun activities for children from Reception to Year 11, including sport, dance, art, drama, and lots more! Children will have a great time making friends, keeping active and learning new skills plus each child receives a free balanced meal as part of their session. Any child who currently receives free school meals can attend for free and we can offer support with travel for children with additional needs. All staff and volunteers are experienced, and DBS checked, providing peace of mind for you and lots of fun for your kids!
- Medway Youth Service have a lot of exciting activities planned over the summer holidays including a gaming bus, an escape room, ice skating, music sessions and so much more. Follow the link [Youth summer activities | Medway Council](#) to see the calendar of events and then book by emailing summer.youth@medway.gov.uk
- As we come up to the summer break **KOOTH** would like to share with you all of their activity sheets that you are able to access. They have also included some of their digital resources for you to take a look at. The **KOOTH** summer campaign is The Big August Ask and this pack of resources includes the following:
 1. A social media guide for external contacts (schools, councils, local groups etc)
 2. Live forums in August digital and print assets
 3. Digital and print to reach parents throughout the summer
 4. Digital and print assets to reach young people throughout the summer

You can find all of the resources here: [The Big August Ask](#). They would also like to share with you their pre-recorded parent and carer sessions and their resource packs. 5 minute session [Here](#) 15 minute session [Here](#)

- YoungMinds have released guides to [help your child manage the transition to university](#) and [transitions and times of change](#)
- Self-care is all about what you can do to help yourself feel better or to keep yourself feeling good. It's a way that we can look after our own mental health and wellbeing. Everyone's approach to self-care will look different. What works for you might not work for others. There are lots of different self-care strategies so you can try out different ones until you find something that works for you. [This resource](#) walks young people through a series of steps, helping them create a detailed self-care plan that works for them. The plan helps young people identify activities that they can use to support their mental health. It's adaptable on a weekly or monthly basis, so that it can fit differing schedules or priorities. The suggested activities in the plan are split into different categories, including:
 - physical activities
 - emotional activities
 - social activities
 - practical activities

The resource was co-written by Anna Freud Centre experts and young people, who shared ideas on self-care strategies that work for them.

Carers First
Young Carers

| | Week 1: 24th July | Week 2: 31st July | Week 3: 7th August | Week 4: 14th August | Week 5: 21st August |
|-----------|--|---|---|--|---|
| Monday | <p><i>Online activity:</i> <i>Coping with Bullying and negative friendships</i> Time: 1-2pm - Primary aged Time: 2:30-3:30pm - Secondary plus</p> <p>Book Here</p> | <p><i>Online activity:</i> <i>Year 6's transition to Secondary School workshop</i> Time: 1:30-3pm</p> <p>Book Here</p> | <p>Wellbeing Day – primary 10am – 3pm</p> <p>Book Here</p> | <p>Wellbeing Day – secondary 10am – 3pm</p> <p>Book Here</p> | <p>Wellbeing Day – YAC 10am – 3pm</p> <p>Book Here</p> |
| Tuesday | <p>Park in Medway Capstone Country Park Family activity – bring your own picnic.</p> <p>11am to 2pm</p> <p>Book Here</p> | <p>Park in Medway Riverside Country Park Family activity bring your own picnic.</p> <p>11am to 2pm</p> <p>Book Here</p> | <p><i>Online activity:</i> <i>Virtual Quiz Afternoon and Scavenger Hunt</i> Time: 1:30pm -3pm</p> <p>Book Here</p> | <p>County Lines Training YC's and Parents: 2-4:30pm Medway Archives</p> <p>Book Here</p> | <p><i>Online activity:</i> <i>Creative Craft</i> Time: 1:30-3pm</p> <p>Book Here</p> |
| Wednesday | <p>Battle Sector X Laser Tag aged 6 – 11 years</p> <p>Time: 11:45am – 2pm</p> <p>Book Here</p> | <p>YAC Resi tbc (Di and Nikki B)</p> | | | <p>Picnic in the park Park TBD</p> <p>11am -2pm Vote Here</p> |
| Thursday | | | <p>Diggerland – primary aged Time: 10:15am to 3pm</p> <p>Book Here</p> | <p>Hollywood Bowl – secondary aged Time: 11am -2:30pm</p> <p>Book Here</p> | |
| Friday | | | | | |

For more info email: youngcarers@carersfirst.org.uk

Year 9 Design and Technology

The Year 9s have excelled this academic year in Design & Technology and embraced the 12 week Food & Nutrition rotation as part of their preparation for life beyond school. This has involved informing themselves about nutrition, dietary needs, health & safety in the kitchen and of course hands-on learning of how to cook healthy food for themselves! 9DT5 can be seen here preparing chicken noodle soup.



Year 12 Biology Talk

On Tuesday of this week the Biology Department arranged for the whole of Year 12 to listen to a talk in their personal development period on sickle cell disease and the importance of blood donation. This talk was given by Dr Augusta Koroma, who is a former Governor of the school and a Public Health Consultant and CEO of both the Africa Sickle Cell Centre for Education and the Research and Sickle Cell Intervention UK. The talk gave the students the opportunity to learn more about how this inherited blood disorder manifests itself, the possible treatments available for sufferers and the hope that future nationwide screen programmes in all countries offers. The Year 12 are now hopefully a little more educated on this debilitating disease and the wide ranging effects it can have both on sufferers and their families!



Oliver Tomlin - Head of Student Voice

Oliver Tomlin Year 12, attended the "5 Missions for Britain" speech at Midkent college on behalf of the Youth Council. Oliver was invited by The Labour Party to listen to Keir Starmer deliver his 5th mission which was to break down the barriers to opportunity. Key pledges included:

- Changing attitudes towards vocational education by providing more access to post-19 training
- Updating the "outdated" curriculum to get children studying a creative arts subject or sport until they are 16
- Hiring 6,500 more teachers, making payments to increase retention, and reforming Ofsted
- Investing in speech and language classes to "help our children find their voice"
- Promising 500,000 more children will hit their early learning targets by 2030

The Shadow Education Secretary Bridget Phillipson, gave a small speech before the Leader of the Labour Party, delivered a speech which was shortly interrupted by New Green Deal protesters, who were asking for Keir, not to U-turn any further on green energy and even demanding a green new deal. After he finished delivering his speech, Keir was met by an uproar of cheers and applause by the crowd. Oliver was also able to meet the Mayor of Medway, Cllr Nina Gurang, as well as the Leader of Medway Council, Cllr Vince Maple and discuss in short length, the campaign that Oliver will be working on with the Medway Youth Council.

Oliver was asked, "What does that now mean for you?"

Oliver replied, "This was a good event for me to go to as an A-Level Politics student to understand in depth the standpoint of the Labour Party on education and what they are promising in the next general election to the electorate".



KS3 Workshop

We recently hosted workshops, led by our Educational Psychologist, for groups of Key Stage 3 students. This provided a follow-up opportunity to work earlier in the year, where students had focused on developing strategies to build confidence, develop resilience and, for Year 9 participants, start to consider the skills needed for success at GCSE.

The participating students fully engaged with the activities on offer and our Educational Psychologist, who led the groups, was impressed by their contributions throughout both sessions. This followed very successful workshops with both KS4 and KS5 earlier in the year and a Q+A session with Year 7 students and parents/carers as part of our transition work.

A big thank you to Tori, for leading the sessions and to our LSAs for supporting but especially to all participating students.

Please see the below article from a student who took part:

The experience was an excellent opportunity which felt special to have the option to do. It helped me develop my understanding of myself and how I will be able to improve further in my learning. It has given me the opportunity to learn how to revise in a way that is great for me and will not make stressed – even if I am confused.

The experience has awarded me with self confidence and even if I have something holding me back I can still break down that wall and reach my end goal.

This experience has opened my eyes to how I can cope with anxiety and stress and harness it and use it productively.

Finally, I would like to thank the school, Tori from Medway Council and the people who work in the Haven for the excellent opportunity. I shall use the things I learnt wisely.

I am deeply thankful to everyone involved in the process.



Sporting Success

On Friday 30th June, Boris Beier in Year 8 competed in a National Show Jumping Competition for Holcombe last Friday at Hickstead showground. Out of a huge class of 90 he managed to qualify for the International arena for the top 20%.



Meet our Deputy Head Girl and Head Prefect

Angelica has taken on the challenging role of being deputy head girl AND head prefect. Her role consists of filling in for Amy when she's away, organising prefects and planning rotas and just being present throughout the school. Her intentions for the role was to push herself. She reflects that at the start she was quite reserved, but decided to take herself out of her comfort zone. From then on, she's formed closer friendships, enhanced on her communication skills, and has become an asset to the captains team. Her aspiration to go to Uni studying Neuroscience needs skills that she's been improving while being part of the captains team, and it's clear to see that she's going to excel in the future. With regards to the captains team, she urges any Year 12 students to apply and try it, as you never know where the role might take you. She encourages the younger years to not be scared trying different things, as it can be a vital character builder.



E-Ambassador - Hayden Durling

The E-ambassador, Hayden Durling SCT, is a hard-working, popular and devoted student. His position as E-Ambassador has allowed him to truly explore the roots of the school, delving into all the events and being able to write about them for the blog and social media. You can often see Hayden or his blog group, pop up in forms and clubs, taking photos and taking interviews. Hayden's recent visit to the Debate Society allowed him to see the flawless conversational and debating ability of the younger school, leaving him feeling like the clubs in the school leave a positive mark on the students, something Hayden feels strongly about.

Hayden and The Captains Team have been a credit to the school, But it doesn't stop there. The Captains Team continues to urge all students to approach them if there are any problems or if they want to raise an idea, they're all incredibly approachable, friendly and willing to help.

One aspect of Hayden's character that is of utmost importance is his unwavering commitment to making a difference. He has harnessed his passions and skills to bring about a positive change in the community. Whether its volunteering, interviewing people to gain insight, wearing a bowtie and braces, or simply just being ever-present, Hayden has become an ambassador of change, inspiring others to follow suit (but perhaps not the bowtie). His desire for change has led him to plan for a career in the Royal Air Force, an organisation built on change. He loves flying planes from time to time, let's just hope he doesn't change the wrong switch in the aircraft.



Spanish Club

We've had bumper turnouts for Spanish club in recent weeks, where students of all ages can get together and practise their Spanish in a fun and interactive environment.

Internet Safety - Year 8 Personal Development Lesson

As part of the Year 8 Personal Development Programme, students from 8G have learnt about the Internet safety and relationships. They have discussed how to stay safe online from grooming, how to spot a fake profile and catfishers. To support students, feel safe and confident when using the internet, we explored the different sources of support. Please see below examples of the work produced.

How to prevent grooming?

Grooming can affect you mental and physical wellbeing. Grooming can make you distant from people that you were once close with, and it can take you away from your regular life. When you are being groomed you can become a different person and portray traits that are not your own. The best way to prevent grooming is to not talk to people online that you do not know because you may not know their true intentions. However, if you are already in a situation where you are being groomed you can tell a trusted adult or contact one of the private and confidential helplines. You should also contact the police and file a police report because **Grooming needs to stop, and it needs to stop now.**

Helplines;

- **Childline** - offers advice to young people under the age of 19 on a range of issues including online safety.
- **Youth Access** - an advice and counselling network striving to improve services for young people in the uk.
- **Relate** - the UK's largest provider of support in helping people strengthen their relationships.



Childline



Youth Access



Relate



Internet grooming can happen to anyone at any age. And anyone at any age can groom you.

Cree Summers 8G





Internet safety



DON'T SEND PICTURES TO PEOPLE YOU DO NOT KNOW



Best ways to stay safe

- Use a strong and separate password for your email.
- Install the latest software and app updates.
- Turn on 2-step verification (2SV)
- Password managers: using browsers and apps to safely store your passwords.
- Backing up your data.
- Three random words.



Places to call for help

Childline: 0800 1111
The Mix: 0808 808 4994

Youth Access:



Relate: 0808 2000 247



NEVER TALK TO STRANGERS



Scan to watch a video about spotting the signs.
BE AWARE THIS IS A REAL STORY!!!

By Henry Milner 8G

cyber bullying

Block

Catfishing

catfishing is a method used to trick and lure people into getting groomed by the use of using a fake account and profile this is usually to get money out of them



Catfishing

SEEKING SUPPORT

GET HELP!

Grooming

Tell a trusted Adult!

Asking for help



Deception!



Cyber Bullying Online!!
cyber bullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. This crosses the line into unlawful and criminal behaviour.

Report it!

Do not plan to meet anyone who you have met online

Being safe online!!
Being safe online is very important, do not give your personal information out to people that you do not know and who are not trusted.

you cannot trust everything you see online

Childline number
0800 1111
call

Internet Safety

Don't accept friend requests from people you don't know!!

Social media

Not sharing private info

Media and Art Trip

Ex Holcombe Grammar student Ryan Gray invited Media and Art students to Black Hanger Studios in Hampshire where he is currently working as Head of Post-Production on a World War 1 film. Ryan invited students to have a tour of the studios, looking at the area where they take the 3D images which uses 56 cameras from different perspectives, the 32,000 sq ft stage space, the post-production suite and the UK's largest green screen staging area. 5 students were also chosen as extras to appear in the opening scene of the film. Whilst there they went into costume and make-up and had their photos taken for a series of shots to replicate the young men in the battlefields. Ryan will scan in the images and re-create 3D versions of the images to appear in the opening scene. All of the students who took part in the trip will also be credited in the film!



Inter-House Competition Results for 2022-23

Year 7

| Activity | Term 2 | Term 4 | Term 6 | Total Points | Overall Position |
|----------|--------|--------|--------|--------------|------------------|
| Ardent | 4th | 4th | 2nd | 8 | 4th |
| Barfleur | 3rd | 1st | 1st | 13 | 1st |
| Conquest | 1st | 2nd | 4th | 11 | 3rd |
| Guardian | 1st | 2nd | 2nd | 13 | 1st |
| Shannon | 5th | 5th | 4th | 4 | 5th |

Year 8

| Activity | Term 2 | Term 4 | Term 6 | Total Points | Overall Position |
|----------|--------|--------|--------|--------------|------------------|
| Ardent | 5th | 3rd | 4th | 6 | 5th |
| Barfleur | 3rd | 4th | 2nd | 9 | 3rd |
| Conquest | 3rd | 5th | 3rd | 7 | 4th |
| Guardian | 1st | 1st | 4th | 12 | 2nd |
| Shannon | 2nd | 2nd | 1st | 13 | 1st |

Year 9

| Activity | Term 2 | Term 4 | Term 6 | Total Points | Overall Position |
|----------|--------|--------|--------|--------------|------------------|
| Ardent | 3rd | 1st | 4th | 10 | 2nd |
| Barfleur | 2nd | 1st | 1st | 14 | 1st |
| Conquest | 3rd | 4th | 2nd | 9 | 3rd |
| Guardian | 1st | 4th | 4th | 9 | 3rd |
| Shannon | 5th | 3rd | 2nd | 8 | 5 |

Year 10

| Activity | Term 2 | Term 4 | Term 6 | Total Points | Overall Position |
|----------|--------|--------|--------|--------------|------------------|
| Ardent | 4th | 3rd | 2nd | 9 | 3rd |
| Barfleur | 5th | 2nd | 5th | 6 | 5th |
| Conquest | 3rd | 1st | 3rd | 11 | 2nd |
| Guardian | 1st | 4th | 1st | 12 | 1st |
| Shannon | 1st | 5th | 3rd | 9 | 3rd |



If you would like to read our end of year sports report, please click [here](#).

DofE Term 6 Update from Mr Phillips

As we quickly approach the end of term and the summer holidays well done to all the 48 students who successfully completed the award at some level this year. This is an amazing feat and much improved upon previous years. The Year 9 students have been working hard completing the expedition training this term with this culmination in them completing their practise walk next week before their qualifying expedition in September 2023. Year 10 students have completed all their expedition elements have been busy finishing off their other sections. Some 19 students still need to do this and the summer holiday are an excellent opportunity to do this. If anyone is not too sure of their login details for their eDofE account please email me (gps02@tsatrust.org.uk) from you school email account and I will reset your account and forward to you these new details. For the first time in recent years, we have had 9 students in Year 11 completing their Silver Award and 4 students in Year 12 completing their Gold Award. Both of these groups have been working hard in their various activities and will be away over the holidays competing their expedition elements with the Medway Open Awards Centre (MOAC) and hopefully competing their Awards.

I would also like to say a big thank you to the staff that helped out with the running of the Award this year Mrs Bridges, Mr Campbell, Miss King, Mrs Mourino, Miss Panayiotou, Mr Rayner, Mrs Thompson, Miss Wilson and Mr Zygmant. Without your input the Award would not run.

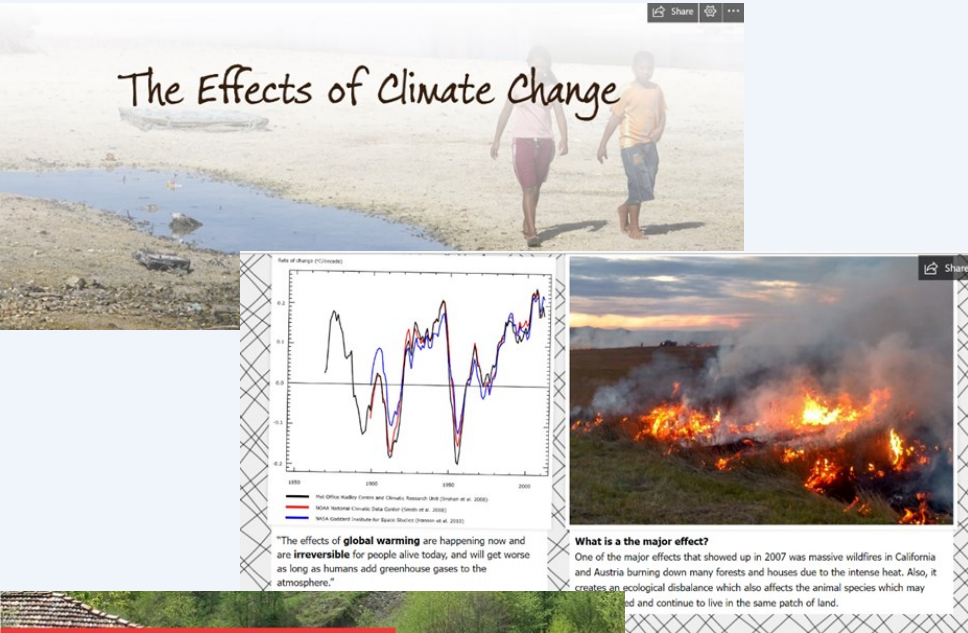
Good luck and have a great summer!

Please see below the list of students who have successfully completed the award:

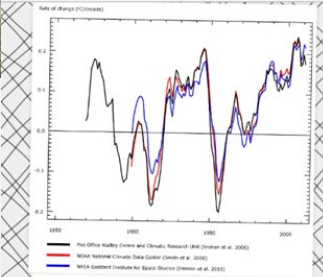
- | | | |
|---------------------------|-------------------|-------------------|
| - Barayturk Aydin | - Oliver Tomlin | - Harry Nesbitt |
| - Alex Chapman | - Alfred Westrip | - Andrew Agor |
| - Finn Gregory | - Luke Yaxley | - Noah Keeble |
| - Matthew Johnson | - Jude Long | - Jake Lawrence |
| - Jeremy Josei | - Daniel Moyo | - Jaden Edusei |
| - Edward Little | - Omar Elmasry | - Alexander Trill |
| - Sahib Chodha | - Peter Harris | - Isaac Sesay |
| - Mackenzie Light | - Samad Gandonu | - Adeboye Oloyede |
| - Cameron Davis | - William Loraine | - Kamsu Okafor |
| - Fred Fermin | - Prince Erhahon | - George Pearson |
| - James Hann | - Mark Nutting | - Ollie May |
| - George Libbeter | - Dionis Bokciu | |
| - Thomas Maxwell | - Samuel Hall | |
| - Akash Pillai | - Nithin Thayiri | |
| - Jay Sandhu | - Patrick Toader | |
| - Ethan Willard | - Harry Gopisetti | |
| - Rhys Gulliver | - Tobi Oyelami | |
| - Mark Taylor-Chacksfield | - Jack Dinnes | |

Year 7 Computer Science - Creating Blogs that Promote a Cause

In Computer Science this week, our Y7 students have been creating blogs based on causes that are close to their heart and they want to promote to a wider audience. Students have created these blogs using Microsoft Sway based on research they have been completing on their chosen topics this term. This blog has been created for our Term 6 Topic which is using media creatively to promote a cause. Students have chosen various topics such as climate change, Ukraine war, racism and many more to promote on their blogs. See below for blogs created by Markuss Spolans and Nicholas Pali in 7 Ardent.



The Effects of Climate Change




Rate of change (CO2/ppm)


UK Met Office Hadley Centre and Climatic Research Unit (1880-2000)
NOAA National Climatic Data Center (1958-2000)
NOAA Global Monitoring System (1958-2000)

"The effects of **global warming** are happening now and are **irreversible** for people alive today, and will get worse as long as humans add greenhouse gases to the atmosphere."


What is a the major effect?
One of the major effects that showed up in 2007 was massive wildfires in California and Austria burning down many forests and houses due to the intense heat. Also, it creates an ecological disbalance which also affects the animal species which may not and continue to live in the same patch of land.



Share




The Economic Crisis in Albania



Albania's electricity is generated from hydropower through its many rivers and the Adriatic Sea. However, being centered in Mediterranean, and having the one of the highest exposures to climate change in the world, their main source of electricity is being threatened. This creates a "Domino effect" because Albania's economy is carried by its agriculture (subsistence and commercial

farming) which relies on electricity to power its farming equipment. Luckily, a lot of the Albanian population uses traditional farming techniques =, so the Hydroelectric crisis is not so detrimental to them. This also ties in to one of the biggest issues in modern times. Climate change.



The Adriatic sea is the Primary source of hydroelectric power form a huge portion.

Share



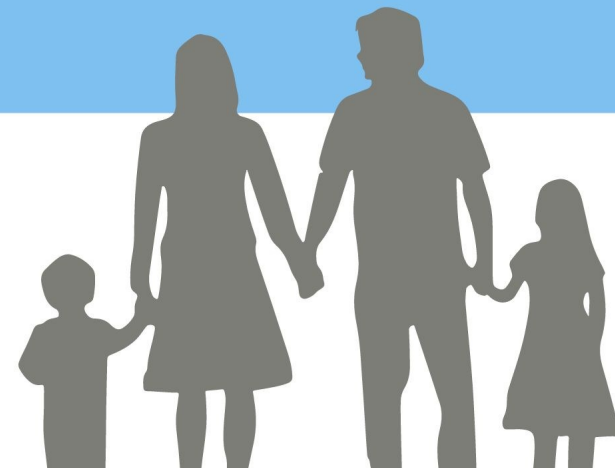
Family Action Small Steps Service



Building
stronger
families

Parent/Carer Drop In
At Hoo Village Hall, Pottery Rd,
Hoo, Rochester ME3 9BS

Thursday 20th July.
Come and meet the team
and other parents who are
on a similar journey. Have a
coffee and a chat.



Social Sciences Feedback from the Outgoing Year 11 and 13 Students

Every year, after the external examinations, we conduct a student voice on our outgoing year 11 and 13 psychology and sociology students. They provide their views on what worked well in preparing them for the final exams and improvements that may be helpful. Below is a selection of their responses, asking "one piece of advice" aimed at our current year 10 and year 12. To ensure continuous learning is taking place seamlessly from the first year to the second of the subject, all students have been set tailored summer work to complete on TEAMS. The tasks are a mixture of retrieval practice aimed to consolidate and deepen existing knowledge, as well as new learning to explore the topics to be covered in the final year of their course. Have a lovely, safe and productive summer break, Mrs Jhaj

One piece of advice to the Year 10s going into Year 11:

Revise from the start

Pay attention

Plan your revision and focus on weakest points (use the knowledge banks starting point)

Revise consistently, focus on your weaker topics instead of just going over what you like or enjoy

Research and try to figure out what you want in your future, think about if you want to go to university and get the facts on it (which A levels you need for some courses, how loans work). It's fine if you don't! Don't stress if you don't know what to do, do your best in your exams and it'll all fall into place eventually

Consistency is key

One piece of advice to the Year 12s going into Year 13:

Make revision resources and revise all year round, don't be scared to ask teachers for help

Past papers and timed questions will be the biggest blessing in disguise

Enjoy your time with friends especially over summer, try and get some work experience if you haven't already. make sure to start working on your personal statement as soon as possible and ensure you've researched your options. if you want to go to Uni, try to submit your application as soon as you can so you can receive responses quicker but also so you get it off your mind before prelims

Use the summer holidays wisely to create all resources and get ahead of content if you can do. Also sort out any coursework and look at university options over summer to release stress in year 13

It sounds cliché but it couldn't be closer to the truth; the cost of success is putting your social life on hold to some extent and it does get lonely but at the end of the day your crossing the finish line by yourself and not with your friends so put yourself first ALWAYS. if you understand that early on, year 13 will be smooth sailing

End of Year History Update

As we get to the end of the academic year students at HGS should be proudly reflecting on what they have learnt this year in history and how well many of them have engaged in lessons.

Year 7 have studied the Norman Conquest of 1066, Medieval religion and ordinary life, the Plantagenet monarchs, Henry VIII and the Reformation and are rounding off the year with a focus on the Civil War and great explorers of the 16th century. Many of them are eagerly looking forward to next years history trip to the WW1 battlefields of Ypres, with over 100 students signed up for what will be an amazing experience.

Years 8 & 9 have navigated their way through the Slave Trade, Crime and Punishment, Industrial Revolution, British Empire and are currently concluding their study of the First and Second World Wars, 1920's USA, Russian Revolution, Civil Rights in the USA and South Africa. Many of them producing some outstanding work this year as year 9 in particular move into their GCSE courses. A particular stand out moment was the opportunity for year 9's to engage with real WW2 artifacts, including a ration book and gas mask lent to the department by Tom Milton.

Year 10's have had some encouraging prelim results, showing their hard work in studying GCSE units on Crime and Punishment Through time and Elizabeth I have really paid off, and they are showing excellent enthusiasm for their current topic on Germany and the rise of Hitler and have set themselves up for a successful year 11.

Overall its been a great year and the history department wishes students a great summer and hopes they engage in a few visits to historical sites wherever they go over the holidays, perhaps bringing back some picture, souvenirs or guide books to enrich next years, history lessons.

Founders Day French Activities

For Founders Day in French we have celebrated Bastille Day, a National Holiday in France, which is always celebrated on July 14th. Activities included finding out more about why and how French people celebrate this day every year. We did a treasure hunt with related clues in teams of students. We also sang La Marseillaise which is the French National Anthem. It was a lot of fun!



Work in teams.
Follow the signs to answer the questions, and write the letter you think is correct in your grid. When you have answered all 24 questions correctly, you can come back to S16 and claim a little prize!



Trip to France, November 2023



I am thrilled to open a residential trip to France for students studying French at KS4 and KS5 (4 days/3nights).

Our course has a great emphasis on the cultural aspect and what better way to experience it first hand in France?

Here are the key details about the planned trip:

- Entrance ticket to the Bayeux Tapestry museum which is listed "Memory of the World" by *UNESCO*,
- Entrance ticket to the Mount St Michel Abbey, which is also been listed as *UNESCO* World Heritage Site since 1979,
- A visit to a bakery,
- A visit to a goat farm,
- A visit to a local market,
- A visit to a sweet factory

Madame Senges

Art and Design Trip

Year 10 Art and Design students went on a trip to The Tate Britain. This is an opportunity for students to see and study works of art up close. Alex Jury has written a review of the trip:

On Tuesday, we went on a trip to Tate Britain in London. After we arrived, we decided to visit the galleries in chronological order and see paintings that were even from the 16th Century! We saw many unique paintings and pieces of art from over the last 500 years that helped us grow our understanding of art as well as new ideas for our own art. The Tate Britain is filled with lots of different and unique pieces of art from all over the world in many different forms. We not only go to see lots of examples of how to use different mediums of art (such as oil painting, sketching etc) but we could also see how art is used to represent lots of different things from either a certain point in history or how someone might be feeling at a certain time. As well as the historic art, we got to see lots of examples of modern art that were unlike other pieces of art in the museum.

Art and Design - Painting a Mural

Anyone who has ever had the idea of painting a mural will know the hard work that comes not only into the preparation but into the painting. With Ms Mejias leading we have been painting boards which will highlight the UN Convention on the Rights of the Child. We started with the right: Rest Play Culture and Arts. We are going to be continuing this project into the new school year.



Sixth Form School Debate with Mr Claessens

Throughout the last few terms of our academic year our Year 12 students have been involved with planning outstanding community events across our multi-academy trust. Their tremendous efforts and planning came to fruition on Thursday, 13th July where we held our first ever 6th form school debate with Plymouth High School for Girls. Our two schools, located quite literally across the country from each other, met virtually to discuss and debate reasons for and against the abolition of our constitutional monarchy. With well researched, articulated and thought provoking ideas from both sides, our judging panel was split in declaring a winner. Ultimately, Holcombe provided a convincingly practical argument in support of monarchy whereas Plymouth used research and historical fact to condemn our current system of government. We now look forward to the next academic year, where our teams will look to plan future debates, including our lower school, and the inclusion of other schools in the local area and across the trust. A great well done to Ryan C, Joshua A, James H, Megan C, Ryan G, Timi S and Daniel M for their outstanding achievements.



KS3 Geography

This term our KS3 students have been applying their learned knowledge and skills by developing and applying them in our studies. Year 7 have been contextualising their knowledge about the UK applying map reading skills and considering how our employment sectors have evolved over time. Year 8 have been exploring both global and national challenges that our planet faces, from understanding how sustainable tourism can make a difference to discovering about waste and air pollution in the UK. As can be seen in the photos, our students have considered the impact of energy as one of their activities and these posters are some of the best created. Year 9 through their studies of the Middle East, have gained a better understanding of the current issues faced in an ever-evolving world.

For our Founders Day activity, four teams will be competing to build the best model of the school using recycled only materials. They will have to think about presentation, detail, style and representation whilst keeping in mind our need for sustainability and recognising how our school site has evolved over the years.

Our Year 10 cohort have completed their first practice Paper 1 exam and are steadily working their way through our next Unit in preparation for Year 11. Next academic year will see them out for two days of compulsory fieldwork, exploring local Urban and Coastal environments.

And last, by no means least, our Year 12 students have been diligently working on their NEAs which we look forward to reading and reviewing next academic year before they are submitted to the exam board.

We wish everyone a lovely summer holiday and look forward to hearing about the places explored and experiences had by our students.

MOJA ISLAND

The Tribes and Villages

Tribe: Moods
Villages: M1 - In the open
M2 - Near the sea
M3 - Right on the water
M4 - Near to a geothermal region
M5 - Right on the water

Tribe: Sandis
Villages: S1 - On the water
S2 - In the open
S3 - In the open
S4 - Near the coast
S5 - on the water

The Energy Sources

Moods:
M1 - Wind - Located in the open so wind can be strong.
M2 - Wave - Evolving there is a wave the sea and it is located on the sea.
M3 - Hydroelectric - Located right on the water so would be easy to access.
M4 - Geothermal - Located next to a geothermal region.
M5 - Tidal - When there is tide there will be a lot of energy for houses as the tides are giving energy.

Sandis:
S1 - Hydroelectric - When there is a lot of water, there will be a lot of energy.
S2 - Biomass - It is renewable so there will be plenty of supply and easy to access.
S3 - Biomass - This is because there will be plenty of plant growth which can be transferred into energy.
S4 - Wind - It's near the coast so the wind will be blowing which will cause the energy.
S5 - Wave energy - The water will have waves so there will be a lot of energy.

The Energy

Tribe: Ericas
VILLAGE: E1 - 20 houses
E2 - 20 houses
E3 - 20 houses
E4 - 20 houses
E5 - 20 houses
300 total

Tribe: Hankis
Village: H1 - 20 houses
H2 - 20 houses
H3 - 20 houses
H4 - 20 houses
H5 - 20 houses

Tribe: Ericas
E1 - Solar Energy - 4 solar panels in a high area so there is little shade.
E2 - Biomass Energy - A single tank. The Ericas are fortunate farmers to have lots of meadow.
E3 - Wind energy - 3 wind turbines - 1 is in the mountains so there is a lot of wind.
E4 - Solar Energy - 4 solar panels - in a high area so low shade cover.
E5 - Geothermal Energy - One geothermal power plant - New water and full of natural materials.

Tribe: Hankis
H1 - Wind energy - on an island - 3 wind turbines
H2 - Wind energy - By itself in island - 3 wind turbines
H3 - Biomass - Plants - 1 generating plant
H4 - Geothermal energy - One geothermal power plant - full of natural materials
H5 - Biomass energy - A single tank - farmers

Moja Island: The Hankis tribe and the Moods tribe

The Moods

Location: central and northern part of the island surrounding the estuary. One village is situated on the island in the estuary.
Geography: land is mostly low lying, flat and fertile. In the southern end of the island is an area of geothermal springs.
Total population: 400
No of villages: 5
Homes: each village has 20 dwellings.
Livelihoods: Moods grow a wide variety of crops and they fish in the sea in the estuary.

The Hankis

Location: central and northern part of the island including the smaller island off the coast.
Geography: area is fertile and flat.
Total population: 300
No of villages: 5
Homes: each village has 20 dwellings.
Livelihoods: Hankis grow a variety of crops (mostly sugar cane) on both the mainland and on the smaller island. Sea fishing is the main industry.

Hydroelectric energy is not suitable to be used in this area.

Village M5
I think that village M5 use Biomass energy for fuel this village is producing the most amount for the community. They are using the waste from the sheep and using the manure to be converted into an electricity of power.

Village H4
Village H4 use wind energy since they are on a high mountain. They will need 2 power plants for this.

Village M3
Village M3 use solar energy since they are located in hot land they can use solar power to power the village.

Village M2
Village M2 use wave energy they will need 2 power plants for the village at least.

Village M1
Village M1 use solar energy they will need to build 5 smaller solar panels to power the village.

Village H2 and H4
Village H2 and H4 use both wave and solar energy village H2 use solar energy and H4 use wave energy. They will need to build 2 power plants for the village at least.

Village H3
Village H3 use solar energy since they are in a hot area they will need 2 power plants for the village at least.

Village H1
Village H1 use Biomass energy since they are in the tropical rainforest.

Moja Island: The Sandis and the Ericas

The Ericas

Location: central and northern part of the island including the smaller island off the coast.
Geography: area is fertile and flat.
Total population: 300
No of villages: 5
Homes: each village has 20 dwellings.
Livelihoods: Ericas are livestock farmers. They keep goats and cattle.

The Sandis

Location: central and northern part of the island including the smaller island off the coast.
Geography: partly mountainous, partly fertile.
Total population: 450
No of villages: 5
Homes: each village has 40 dwellings.
Livelihoods: Sandis are livestock farmers. They grow and cattle and keep on the mountainous area. Crops including sugar cane are grown on fertile land.

The Ericas are a mountain based tribe with 3 villages each having 20 dwellings with a population of 300.

E1: Wind energy would be ideal as it is up high in a mountain along with giving the 15 out of 20 dwellings nearby with only one wind turbine.

E2: Biomass energy would be the most suitable as it is near a tropical rain forest meaning there is a lot of organic material to use as energy.

E3: Hydroelectric energy is the best for E3 as it is right next to the lake and it also gives so dwellings energy for just 2, and it won't hurt the fertility as they keep livestock but crops.

E4: Hydroelectric takes the wind energy as it is near a tropical rain forest meaning a lot of rainfall.

E5: Hydroelectric seems to be the best effective as it is right next to a river mouth, however it may have less water as M5 has built the only dam.

S1: Biomass may be the most effective as they can use waste of the crops they grow for energy.

S2: Wind energy as it is off shore there is a lot of wind to be harnessed.

S3: Solar energy because it is hot land it is very suitable for solar, along with it being a clean energy so it doesn't pollute the crops.

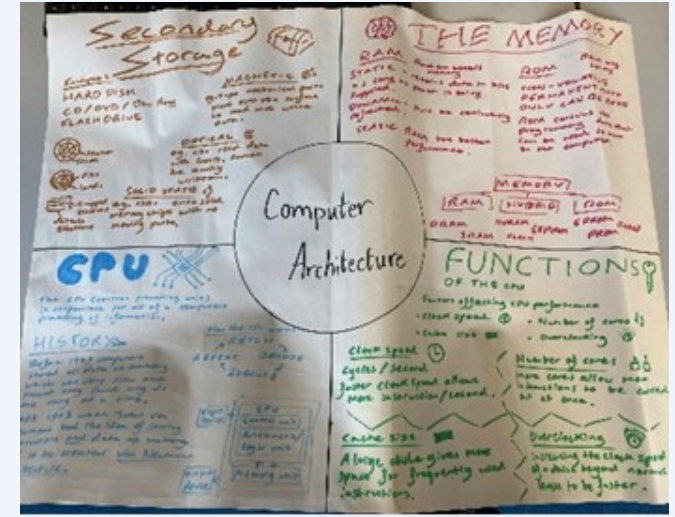
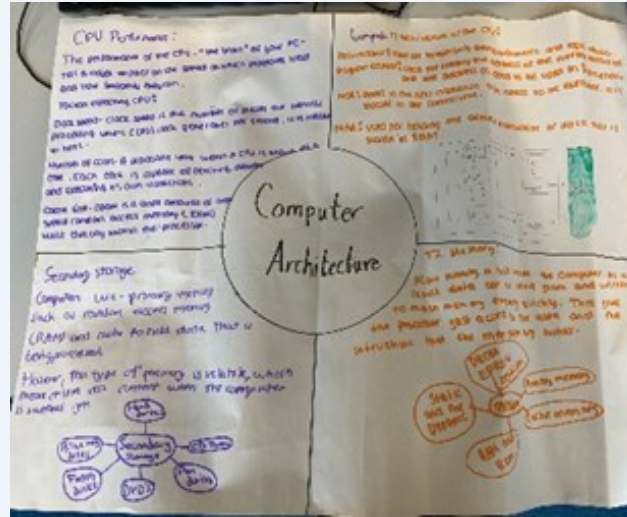
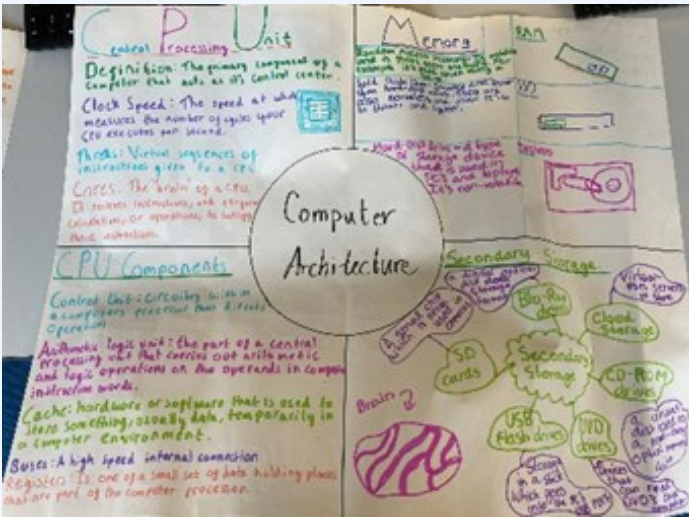
S4: Wind energy would be the most suitable as it is on a high ground and has the advantage of being a small island on the side.

S5: With the most villages, S5 being on a shore that near the sea, with a lot of wind wind energy would be the best.

Samuel Adegbite and Connor Sutton EB

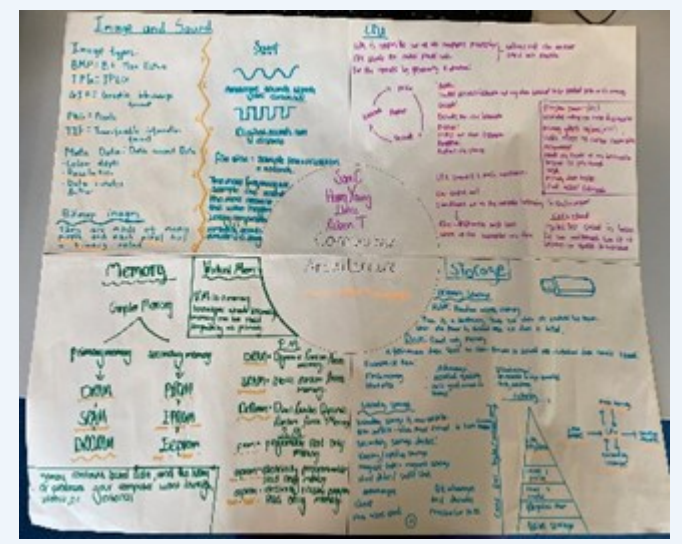
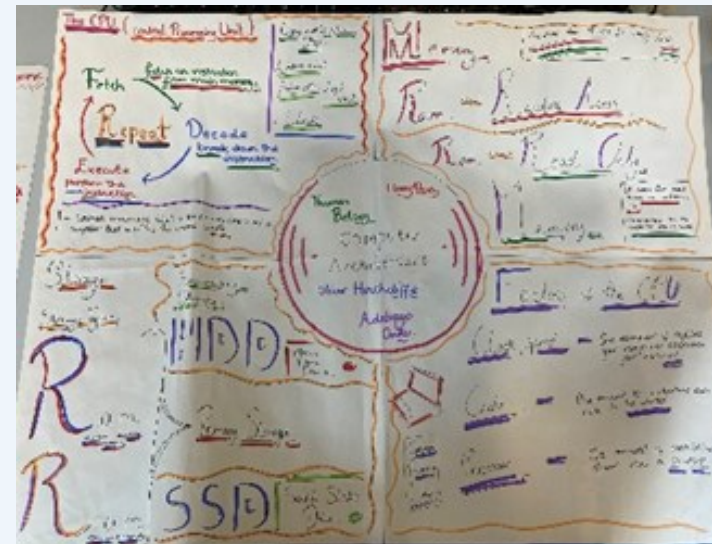
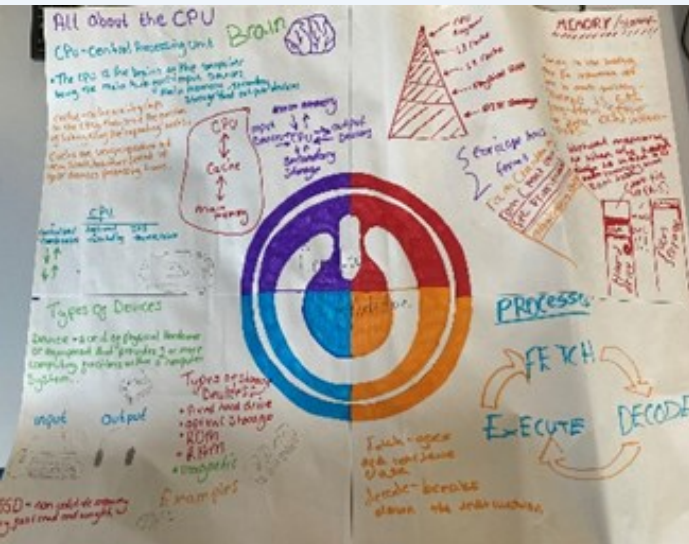
Computer Science - Retrieval Roulette

Students in Year 9 showed off their extensive knowledge of Computer Science in the retrieval roulette challenge. Students were given a blank template and tasked with using only their work packs and a single computer to showcase their learning from Term 6.



All pupils in Year 9 rose to the challenge utilising their group members individual strengths to ensure that they could complete the tasks to the best of their ability in the single period lesson. As can be seen from the work below, this was to an AMAZING level with all students being confident enough to discuss their work with visiting guests and justify the choices made.

Well done Year 9, keep up the fantastic work in Year 10!



Year 9 STEM Visit

MCS Projects Ltd provided The Kent Science and Technology Challenge Days, at The University of Greenwich. Year 9 students worked in mixed school teams of four, on activities that gave them an insight into some of the topics that they could study at university. Activities were designed to develop skills of planning and team work. Throughout the day students completed three activities: the robotics challenge, the E-FIT challenge and the medical diagnostics challenge. At the end of the event, participants put questions about university life to a team of university students. All participating Holcombe Grammar School students received certificates. Edric Kerr (9Ardent) and Jackson Woods (9Ardent) received a special award, as members of the winning robotics team.



Empowering Minds: Unveiling the Economic Understanding of Tomorrow's Leaders by Mr Eacott

As an economics A-level teacher, this year I have the privilege of witnessing the growth and development of young minds, shaping them into informed individuals who can decipher the complexities of the economic world. This year has been truly remarkable, as my students have not only mastered the intricacies of microeconomic impacts but have also gained valuable insight into the current economic affairs that surround us in the news every day. Additionally, our journey has been further enriched by the success of our wider reading scrapbooks, which have allowed students to contextualize their knowledge and gain a deeper understanding of economic principles.

Microeconomics, the study of individual economic units, is a fundamental pillar of understanding the larger economic picture. It is heartening to see my students grasp the intricate relationships between supply and demand, consumer behaviour, and the factors influencing market equilibrium. Through engaging discussions and real-world examples, they have not only developed a strong theoretical foundation but also honed their analytical skills to evaluate the impact of individual decisions on the wider economy. Witnessing their progress has been truly inspiring, as they have grown into critical thinkers who can navigate the complex interplay of various market forces.

Keeping up with the ever-evolving economic landscape is vital for our students, as it enables them to comprehend the world around them and make informed decisions in their personal and professional lives. This year, I have witnessed my students embrace the role of active citizens, engaging with current economic affairs and extracting valuable insights from the news. From analysing the effects of fiscal policies to exploring the consequences of international trade disputes, they have demonstrated a commendable understanding of the economic forces shaping our society. It is heartening to see them develop a curiosity and passion for economic affairs that will undoubtedly serve them well in the future.

The success of our students in their wider reading scrapbooks is a testament to their dedication and intellectual curiosity. With each entry, they have delved deeper into economic issues, connecting theory with practice and enriching their understanding of the subject. These scrapbooks have provided a platform for creative expression, allowing students to showcase their interpretations and insights while fostering a sense of ownership over their learning. It is indeed gratifying to see their scrapbooks brimming with annotations, newspaper clippings, and thought-provoking reflections that reveal their intellectual growth.

Best wishes and good luck to our Economic students receiving their results in August.

Message to Year 8 from Dr Harris

As Year 8 now draws to a close, I wish to congratulate you all either on the excellent attitudes and behaviour you have manifested all year, or the progress that you have made this year in your conduct. Year 9 is a significant year as it is the year that you choose your GCSE optional subjects. Of course, what then follows is Year 10 and before you know it, you will be sitting your GCSEs for real at the end of Year 11. Have an enjoyable summer holiday. Stay safe and be ready for a new academic year in September.

Trip to the Orchard Theatre

On Thursday the 13th of July, the music department took students from years 7 to 10 to see the Ronnie Scott All Stars at the Orchard Theatre in Dartford. Ronnie Scott's Jazz Club, established by the iconic British saxophonist Ronnie Scott, stands as an internationally acclaimed jazz venue in Soho. Ronnie Scott founded this renowned establishment in 1959 and it has consistently attracted legendary performers from all around the world. We were entertained by a Jazz Quintet featuring a Piano, Drums, Bass, Tenor Saxophone and Vocals performing songs from the legends that performed at the club over the ages including Chet Baker, Oscar Peterson, Sarah Vaughn and Nina Simone. Overall, it was a fantastic evening enjoyed by everyone with stories about the club and music performed by top musicians with highlights including a vibrant drum solo performed during the song 'Sing Sing Sing', the drummer playing with just his fingers during a ballad and the soul music from Nina Simone performed at the end of the concert.



Message to Year 9 from Mr Holdstock

Year 9 have had a busy year full of challenge, success and endeavour and should be extremely proud of how far they have come. Through the year they have demonstrated a high level of engagement in class across all subject areas and have pushed themselves towards mastery in their subjects. Even in recent hot weeks where some may have faltered the cohort have excelled in staying on task and maintaining high standards until the end.

Year 9 have participated in a vast majority of extra-curricular activities including their heavy involvement in the Shrek musical being a highlight. They have made big life choices, selecting and confirming their options for GCSE which they will begin in Year 10, and begun a great adventure with their Bronze DofE award. The recent STEM trip was a success leading groundwork for more opportunities into Year 10. Our students have achieved so much.

The year group have excelled in their studies with over 44,000 combined positive behaviour logs and are always keen to help staff and each other where they can. I am very much looking forward to recognising some of this success in our upcoming celebration assembly. Year 9 has been a pleasure of a year group to lead and I am excited to see them develop and thrive next year both academically, and as young adults. From their tutor team and myself, thank you Year 9 for a year of genuine pleasure getting to know you.

Cambridge Chemistry Challenge

Holcombe Grammar School is thrilled to announce the success of its Year 12 students in the prestigious Cambridge Chemistry Challenge.

Under the guidance of our Head of Chemistry, Mr. Rayner, the students eagerly took part in this challenging competition and win a chance to attend a summer school at the renowned Cambridge University.

We are particularly thrilled with the success of Tanveer Singh who achieved a Gold award, as well as the notable successes of Hur Naqvi, Pramath Kamblu and Andrew Pratt who achieved Silver awards, and Sami Badran who received a Copper award. These results are a testament to the hard work, dedication and ambition of our students.

The Cambridge Chemistry Challenge served as a platform for Holcombe Grammar School students to demonstrate their passion for chemistry and to stretch their understanding of the subject beyond the confines of the standard A-Level syllabus, prompting them to apply their knowledge to unfamiliar scenarios. By encouraging students to think critically and problem-solve in novel contexts, the challenge nurtured their analytical thinking and fostered a deeper appreciation for the subject.

We are proud of the dedication and hard work put forth by the participating students and are immensely proud of their accomplishment.





PLACES WHERE KIDS EAT FREE (OR FOR £1) DURING THE 6 WEEKS SUMMER HOLIDAYS 2023



COURTESY OF MONEY SAVING CENTRAL

| | |
|---|---|
| <p>ASDA Kids eat for £1 All Day. Every Day at Asda cafes, with no adult spend required.</p> <p>TESCO Kids eat free with a purchase of 60p+ from Mon 24th July - Fri 1st September 2023</p> <p>SAINSBURYS CAFES Kids eat for £1 with the purchase of an adult hot main. From 11:30am every day.</p> <p>BEEFEATER & BREWERS FAYRE Two children under 16 can get a free breakfast every day with one paying adult!</p> <p>THE REAL GREEK Kids under 12 eat FREE every Sunday for every £10 spent by an adult</p> <p>TABLE TABLE Two children under 16 can get a free breakfast every day with one paying adult!</p> <p>TRAVELODGE Buy 1 Adult Breakfast from just £8.99 & up to two kids eat breakfast for free</p> <p>HUNGRY HORSE Kids eat for £1 on Mondays & up to 2 Kids get free breakfast with 1 adult breakfast</p> <p>PREMIER INN Buy 1 Adult Breakfast from just £8.99 & up to two kids eat breakfast for free</p> <p>SIZZLING PUBS Every Monday to Friday, 3 - 7pm, kids' mains are £1 with every adult meal.</p> <p>IKEA Kids get a meal from 95p daily from 11am</p> | <p>MORRISONS Spend £4.49 & get one free kids meal all day, every day.</p> <p>GORDON RAMSEY RESTAURANTS Kids under 8 eat FREE all day, every day at selected Gordon Ramsay restaurants</p> <p>PRETO Kids up to age 10 eat free all day, every day with paying adults at Preto in Half Terms</p> <p>BILLS 2 kids eat FREE all day, every day from Monday 24th July - Friday 1st Sept 2023</p> <p>BELLA ITALIA Children eat for £1 with any adult main. The offer is valid 4-6pm Mon to Thurs.</p> <p>WHITBREAD INNS Two kids under 16 eat for FREE with every adult breakfast purchased</p> <p>SA BRAINS PUBS Children can eat for £1 with any adult main. Valid All Day Wednesdays</p> <p>FUTURE INNS Under 12's eat for free with any adult meal. During the school holidays</p> <p>PAUSA CAFE @ DUNELM Kids get 1 mini main, 2 snacks & a drink FREE with every £4 spend after 3pm</p> <p>YO! SUSHI From Mon 17th of July until Fri 11th of Aug kids eat free with every £10 adult spend</p> <p>TO BE CONFIRMED... M&S and Farmhouse Inns</p> |
|---|---|

Copyright of MONEY SAVING CENTRAL


Message to Year 10 from Miss Lee

Year 10 have had a fantastic year of achievement with lots to be celebrating. Below are just some highlights shared by both staff and students of Year 10.

It has been amazing to watch you all grow this year and I look forward to supporting you all further in Year 11.

Well done Year 10!

September 2022



- Settled well into GCSE subjects with most students engaging in their learning from day 1!
- Auditions and successful casting in the Shrek Jr production.
- Engagement in extra curricular clubs – especially PE.
- Books showed good engagement in reviewing work in the majority of subjects.
- Positive choices of behaviour in the main hall at break and lunchtimes.

October 2022




- Engagement in the Black History Month Art competition.
- Lots of students signed up for and engaging in D of E.
- Positive comments from staff about attitude in lessons and engagement in learning.
- Celebration assemblies showcase fantastic citizenship and volunteering.


November 2022




- Fantastic charity spirit seen through the collection and organisation of gifts for the Shoebbox appeal.
- Students volunteering to support Mrs Quartey in packing boxes for the appeal.
- Exemplary behaviour by students on the Cambridge trip!
- Interhouse competitiveness beginning to show with some fantastic feedback from PE.



December 2022



- Ownership of learning beginning to improve with students being challenged to apply learning to a new context.
- Further charity support in relation to the One Big Family food appeal.
- Small acts of kindness being evident through actions with students collaborating and supporting in class and on homework.



January 2023





- On Wednesday the 18th January we were delighted to have taken 35 of our year 9-10 students to watch a matinee performance of Wicked the musical. For our GCSE music students, it was an opportunity for them to see one of their exam pieces performed live, in order to grasp the true potential of the music, understand the wider context of the piece (Dorothy Graving) and indulge in the magic of musical theatre. The students thoroughly enjoyed their visit to the Apollo Victoria Theatre in London, remaining well behaved throughout the entire performance - even sharing a song or two on the way home.
- ANOTHER fantastic trip and behaviour shown by students in Year 10.
- Launch of the mentoring program with feedback from students being really good and engagement from those involved being to a high standard.
- Interhouse results and behaviour during this showing thought and consideration for those of all abilities.

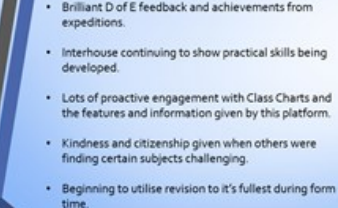

February 2023






- Shrek rehearsals underway and students in Year 10 so continuing to engage in extra curricular activities.
- Continuing to apply learning to new situations with experimental pancakes in MFL.
- Work experience – some superb feedback from employers!
- Those in school took a new challenge in their stride with some fantastic and innovative inventions being pitched to us.
- Positive feedback from staff still continuing.

March 2023


- Brilliant D of E feedback and achievements from expeditions.
- Interhouse continuing to show practical skills being developed.
- Lots of proactive engagement with Class Charts and the features and information given by this platform.
- Kindness and citizenship given when others were finding certain subjects challenging.
- Beginning to utilise revision to it's fullest during form time.

April 2023




- Mature and mindful attitudes during a challenging topic PD lesson with some reflective questions asked to further aid understanding.
- Increased creation of revision materials in preparations for prelims and unit tests in class.
- Students beginning to talk to staff more when things have gone wrong to ensure that they can get the help they need.
- Use of teams to support blue pen book work.
- Engagement with cross school competitions and tasks.

May 2023



- Engagement in the trust wide 'Wear it Green' day.
- Open conversations with tutors, peers and other staff regarding mental health and sources of support.
- Utilising revision strategies within tutor times in a more proactive manner ensuring this is the best work possible.
- ALREADY talks about additional sources of revision and further reading to aid in prep for prelims.
- Open and honest conversations about prelims and any concerns over these.

June 2023





- Fantastic attitudes and effort levels in prelim week. Especially the '3 exam day' as it is now affectionately known as.
- Mature attitude by some in regards to conversations with staff when things have gone wrong.
- Districts winners!!!!
- Science national prize winners!!
- Collaboration on exciting sports events (Cricket, Basketball etc)
- School Council continues to promote some brilliant ideas.
- Awarded the first 3G pitch use for rewards on Fridays.
- Postcards home in MFL.

Trip to Canterbury Christ Church University



Bayley-John Casey (year 12) testing his maximum lung capacity as part of the PE visit to Canterbury Christchurch University.



Year 12 student Oliver Smith performing the VO2 Max test as part of the PE visit to Canterbury Christchurch University.



Albert Branch (year 12) having his body composition measured in the 'Bod Pod' as part of the PE visit to Canterbury Christ Church University.

Art and Design Exhibition

Our Art and Design Exhibition showcasing our GCSE and A Level work took place on Thursday 13th July, thank you to those who attended.

