

The Harveian



Term 5. 2025-2026

Dear Parents & Carers

I hope you will enjoy reading this edition of the Harveian. Despite it being a relatively short term, it has been a particularly busy time with many extra-curricular activities taking place and there are a number of interesting accounts included here from the boys on their experiences with those.

Good luck also to our boys in Y11 and Y13 who are now halfway through taking their GCSE and A Level examinations.

Thankfully, the weather appears set fair for half term, so I hope all will enjoy a well-earned break in glorious sunshine.

A handwritten signature in black ink, appearing to read 'S. Norman'.

Mr. S. Norman
Headteacher



The Harvey Grammar School
Est. 1674



Thank you to the pupils, parents/carers and staff
who contributed to this edition.
Contributions are always very welcome.

Dates for the Diary

Term Dates (2025–2026)

Term 6: Monday 1st June 2026 – Thursday 16th July 2026

Training Days

- Friday 17th July 2026
- Monday 20th July 2026
- Tuesday 21st July 2026

Events

MAY

- Tuesday 5th May 2026

GCSE/A-Level Examinations (ending 19th June)

JUNE

- Monday 22nd June 2026
- Monday 22nd June 2026
- Tuesday 23rd June 2026
- Tuesday 30th June 2026

Year 12 Work Experience (ending 26th June)
Sixth Form Induction Week (ending 26th June)
Summer Showcase Concert
Open Evening

JULY

- Thursday 2nd July 2026
- Monday 6th July 2026
- Tuesday 7th July 2026
- Monday 6th July 2026
- Wednesday 15th July 2026

Year 6 Induction Day
OHA Cricket Match
Sports Day
Year 10 Work Experience (ending 10th July)
Reports Issued for Years 7, 8, 10 & 12

AUGUST

- Thursday 13th August 2026
- Thursday 20th August 2026

A-Level Results Day
GCSE Results Day

SCHOOL STATIONERY SHOP

The library operates a not-for-profit stationery shop, selling essential stationery items at cost price.

PRICE LIST

BIRO (BLACK)	10p
BIRO (GREEN OR PURPLE)	10p
EASY GRIP FINELINER PEN	30p
PENCIL	5p
EASY GRIP PENCIL	25p
PENCIL SHARPENER	10p
RUBBER	10p
HIGHLIGHTER	30p
30cm RULER	20p
15cm RULER	10p
PROTRACTOR	10p
COMPASSES (NO PENCIL)	40p
EXERCISE BOOK (A4 purple)	50p
COURSEWORK FOLDER	15p
40g GLUE STICK	50p
CLEAR PENCILCASE (for exams)	85p
REVISION CARDS (25 cards)	50p
REVISION CARDS (PACK 100)	£2.00



EXAM KIT for just **£1.90**

Clear Pencil Case containing:

- 2 x Black Biro
- 1 x Pencil
- 1 x Pencil Sharpener
- 1 x Rubber
- 1 x 15cm Ruler
- 1 x Protractor
- 1 set of Compasses

...which should be everything you need for exams

Spotlight on School Meals

We all know that food plays a significant role in determining our children's health and wellbeing, and can directly affect their day to day performance and concentration levels at school. You may have read in the national press recently about the fed up Headteacher in Southampton who sent a letter to parents apologising for the poor-quality food served in his school canteen by the school's contract caterers. 'How difficult is it to bake a potato?' he asks...

Here at The Harvey Grammar School, we are very proud of our food provision supplied by IFG (Impact Food Services), and would like to recognise this by showcasing what The Harvey Grammar School Diner has to offer your child. Prepared and cooked fresh on site daily, by our passionate catering team led by Pip Whelan; the menu changes daily with fried food served only once a week. Fresh salad or vegetables are served with every meal, unless of course your child decides they would not like these served. Halal, Vegan and Vegetarian options are available.

Pip's team are also fully trained on Food Safety, including Natasha's Law, which educates them on the importance and seriousness of food allergens and allergic reactions. This will no doubt provide peace of mind to those parents and carers whose children suffer from allergies or have additional dietary needs.

Breakfast available 8am to 8.50am

- ✓ Fresh Danish Pastries & croissants
- ✓ Toast
- ✓ Full English
- ✓ Pancakes
- ✓ Waffles
- ✓ FREE porridge
- ✓ And much more...

Food made to Order

Order a salad, roll or sandwich made to order at break time, ready for collection at lunch.

The number of staff queuing up alongside our pupils is testament to the quality and value of the offering. I think you'll agree from the photos below that Pip and her team are doing a sterling job in both the preparation and serving of school meals at HGS.

"Our aim is to serve more children, good, wholesome food. Everyone is included in our Diner and goes away happy."

Pip Whelan, Chef Manger

(Right) IFG team: Pip, Marie, Leanne, Shani,

Amy, Darina, Jill and Kay



(Left) The dessert table





(Left) Blue Dot Meal Deal: Any 4 items for £2.50. Choose from a selection of rolls, pastries, fruit, cake, pizza, jelly, yoghurt and more.



(Right & Below) Diwali celebration foods.

Main Meal & Pudding: £2.60



Delicious Easter Treats for all to enjoy!

Weekly menus are on display in the diner.
Please ask your child to speak to a member of the diner team about food allergens, if applicable.



The Harvey Grammar School is now a proud member of **THE CIRCUIT** (The National Defibrillator Network)



Brought to you by



In partnership with



Proudly supported by



Is your defibrillator connected?

Take charge. Join The Circuit today.

[Register your defibrillator](#)

The Circuit Defibrillator

The Circuit is the national defibrillator network. It maps defibrillators across the UK. This allows ambulance services to locate the nearest registered defibrillator when a bystander calls 999 in response to an out-of-hospital cardiac arrest.

The Circuit also sends maintenance reminders to defibrillator Guardians (the individuals responsible for looking after the defibrillator). These reminders support Guardians to make sure their defibrillators are ready to help save lives. It's quick and easy to register these checks on The Circuit.

This means the ambulance service can be confident the defibrillator is ready to use.

Thanks to the hard work & dedication of our school Office Manager, Miss Taylor, The Harvey Grammar School are now part of 'The Circuit' which is a vital and lifesaving network. Swift access to a defibrillator in the event of a cardiac arrest, dramatically increases the patient's chances of survival.

Almost all defibs registered on The Circuit can be seen on a map by accessing Defib Finder www.defibfinder.uk using a web browser on a computer, tablet or smartphone. This shows the location, accessibility and status of defibs.



Don't miss the latest HGS Performing Arts
Production...

THE HARVEY GRAMMAR SCHOOL MUSICAL

THE SHIP of HORRORS

*Wednesday 1st and
Thursday 2nd July 2026
7.00pm in the School Hall*

Tickets available after half-term!

Up and coming theatre star!



Max T (7M) is part of Stagecoach in Ashford. Over the Easter holidays he was asked to join the Further Stages group with children up to age 16 for a performance in Shaftesbury Theatre, London. He was given the part of Mr Cellophane in Chicago and performed a solo in front of a full Theatre to which he received a huge round of applause from the audience.

His singing voice has been commented on by several singing coaches. Max hopes to become an actor.

Well done Max, we think you have a bright future ahead!



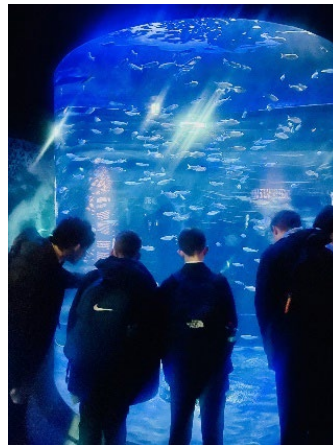


Visit to Boulogne sur Mer

On Thursday 14th May we took 48 Year 8 pupils to Boulogne sur mer.

We had a wonderful day despite the downpour. We visited the Nausicaá Aquarium and the old town, before shopping at Auchan Hypermarket.

Well done to Zach, Aydin, Louis, Elijah & Louis for winning prizes for their effort on the visit.



The Year 8 French trip to Boulogne by Robert F

This trip was a brilliantly organised event where the year 8 students could put into practice what they had been inside the classroom. All the students behaved exceptionally well and thoroughly enjoyed every minute of it.

The journey was smooth as we checked in and boarded the Eurotunnel to head across to France. As we drove through the French countryside at the vast expanses of farmland, further highlighting the natural and peaceful effect.

The famous Sea-Life centre of Nausicaa left students utterly astonished at its vast tanks and diversity among the creatures. I personally really enjoyed visiting Nausicaa as it highlighted to me the fascinating wonders of the seas. We also took many pictures of various species including penguins, sealions, sharks and huge manta-rays.

We then headed up to the old town of Boulogne where students could go from shop to shop, testing their French speaking skills as they bought various sweets, drinks and food. Although the weather violently turned, it still couldn't wipe the happy faces of the students. What a fabulous place to go!

On our return we headed to a hypermarket (Auchan) where students and teachers alike flooded in to buy many French delights. A rather popular choice was a baguette as many students emerged brandishing multiple!

Finally, we returned to the coach and headed back to the Eurotunnel where, although passport control took longer than expected, we made it onto an earlier train to return to the Harvey. I speak on behalf of everybody on the trip when I say it was a brilliant and I think everyone thoroughly enjoyed themselves. Thank you to everyone involved for making it happen and I hope that future year 8 classes have as much fun as we did.

The amazing Boulogne trip by Zach M

On this trip in the early hours, several French learning pupils from year 8 went on an amazing trip using Folkestone's local and fast channel tunnel. The trip was well organised with pupils keeping their behavior high and overall, this fascinating trip was peaceful and filled with shocked and dazzled faces.

The Boulogne countryside and overall French scenery was relaxing and contrasted the English version allowing students firsthand to see the difference and appreciate it.

Our first stop on this trip was the fantastical Nausicaa and with this being my 5th trip it still shocked and held my interests as the very motion of these fish in Europe's largest tanks. Many students in the time stood admiring these creatures and many photos were taken including those of sea lions, penguins and crocodiles.

In the short ride it was from Nausicaa to the old town; the heavens parted: unleashing rain but even through that, buying and staring at products from the various shops gave friendship and experience a boost. With everyone flocking into the boulangerie to buy extravagant pastries. Everyone relied on one another and formed a great French sentence over buying ice-cream. But soon we left.

After the delight and friendliness of the people, we traveled over to the hypermarket called Auchan. This was greeted with happiness and a lot of baguette buying. In the end we must have had a grand total of 40 baguettes and a great photo to prove it.

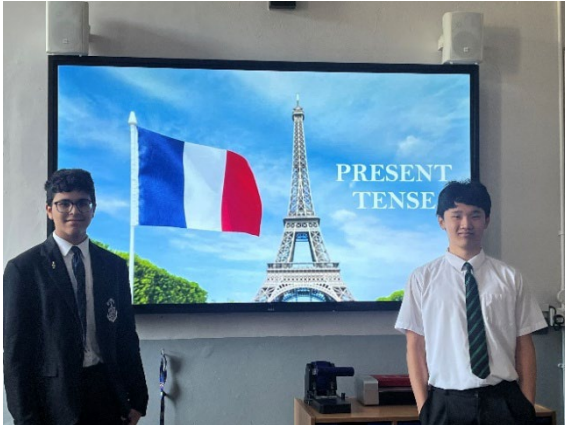
On the way back the rain had stopped, and the sun's smile shone upon our coach and back on the marvelous Eurotunnel we came back onto the UK soil our minds open.

Yr10 French

Year 10 have been teaching each other grammar.

The pupils researched and revised key grammatical concepts and delivered them to the rest of the class.

We ended the term with a revision micro teach project. It is wonderful to see so many future teachers in the making!



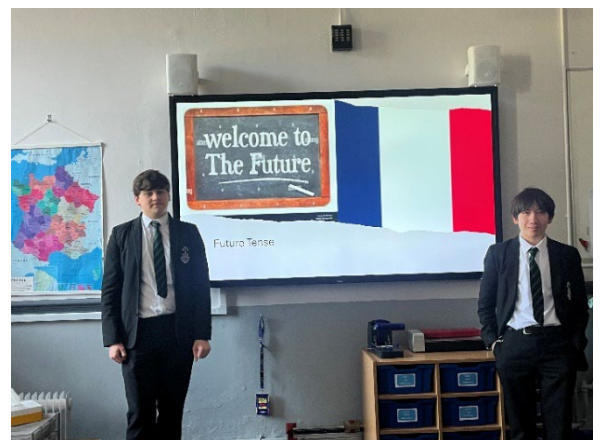
Time indicators

- Maintenant - Now
- En ce moment - In/at the moment
- Aujourd'hui - Today
- Actuellement - Currently
- Tout de suite - Immediately



France

- Hier: Yesterday
- Avant-hier: The day before yesterday
- Autrefois: Formerly / in the past
- Jadis: Long ago
- Auparavant: Previously
- Récemment: Recently
- Dernier / Dernière: Last (e.g., *lundi dernier* - last Monday)
- Passé / Passée: Past (e.g., *l'année passée* - last year)

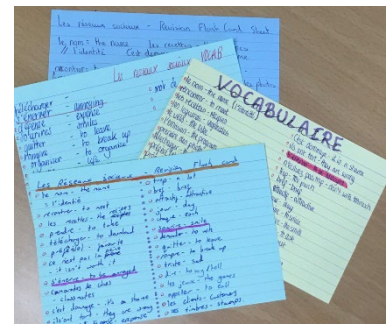


MFL Examinations

This term the MFL teachers have been busy conducting speaking assessments for GCSE and A Level pupils. We do understand that these are quite challenging assessments for pupils.

Well done to all – we are very proud of you!

Good luck with rest of your examinations.



Merci! ¡Gracias!

As our Year 13 pupils prepare to embark on the next stage of their lives, we would like to say a huge thanks to all of our MFL Language Ambassadors for their work with the younger pupils, Open Days, visits and support for the Department. We will miss you all.



Bedrock Learning

Bedrock celebrations!

Well done to all the boys who have continued to complete their Bedrock lessons every week.

A massive congratulations to 9BRV4, who are the top performing class for this half term. The average points per pupil in this class was 78. The average points per pupil for the whole school was 34.

Well done to Vinoj S in 9R who scored 182 points – making him the top scorer in the school!

Well done to 9DEM4 who have made the most progress this month, with an impressive 227% improvement.

Finally, Filip M in 8V has made the most progress in the school - a huge well done to Filip for his hard work!

This month's most commonly learnt words are panorama, attribute, wage, ample, encroach, expeditious, convey, clad and deplore.

Bedrock gives every pupil the vocabulary they need to access the curriculum and excel academically.

Throughout key stage 3, homework for English is always two lessons of Bedrock per week.

As always, a huge thanks to all parents for supporting the boys in completing their Bedrock lessons every week.

If your son has any issues accessing Bedrock, please contact Miss Sarchet via the School Office.



TERM 5 – RSHE (Relationships, Sex and Health Education)

This year, our KS3 RSHE programme had been refreshed with a dynamic and engaging new approach. We are excited to introduce a range of new topics and lessons that reflect the evolving needs of our pupils at the Harvey. Our aim to ensure RSHE is recognised as a vital part of the curriculum-supporting pupils' personal development, emotional wellbeing and safety both in and beyond the classroom.

Why does RSHE Matter?

Prepare our students for adult life

Support the development of physically, emotionally and socially healthy young people

Support the development of essential employability skills

Equip our students with the tools to keep themselves safe

Reduce or remove barriers to learning such as bullying, low self-esteem, unhealthy/risky behaviours

What is RSHE?
RSHE is lifelong learning about physical, moral and emotional development.

Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and **age-appropriate** way.

Year 7 RSHE

This term, Year 7 pupils have been exploring the theme of Diversity and Prejudice as part of their RSHE curriculum. The programme is designed to help pupils develop a deeper understanding of the range of views that exist within society, as well as how to respond thoughtfully and appropriately to them. Key areas of focus within the unit include important and sensitive topics such as misogyny and incel culture. Pupils are supported in developing their awareness of these issues, including how to recognise concerning attitudes and behaviours, and how to respond safely and effectively. The unit also builds pupils' understanding of how to report abuse and seek support when needed. These sessions link closely with earlier learning on online awareness and safety.

Throughout the unit, pupils explore the importance of building and maintaining inclusive communities. They consider what community means in different contexts—whether linked to shared interests, activities, disability, or faith—and reflect on why a sense of belonging is so important for wellbeing. The final sessions focus on prejudice and discrimination against faith groups, encouraging pupils to understand why discrimination occurs and to challenge misconceptions. This helps to develop empathy, critical thinking, and respect for others, while actively challenging stereotypes that may exist.

Pupils have explored the following areas of study:

Y7 RSHE Term Five Learning Journey: (Diversity and Prejudice)

1. Misogyny



This session aims to explore the important subject of Misogyny. This lesson focus's on equipping students with knowledge and understanding of what Misogyny is and how to spot the signs. It also gives students understanding of how to report abuse. The session links nicely with earlier topics such as promoting awareness online.

This session aims to explore the serious issue of Incel Culture. This lesson focus's on explores what Incel culture is and how it is part of the manosphere. There are practical steps to help support students as well as a 'how to' section on reporting abuse. The session links nicely with earlier topics such as promoting awareness online.



2. Incel Culture

3. Inclusive Community



This session explores the value of communities and focuses on the importance of promoting inclusive communities. The lesson shares ideas about community whether it is to do with an activity, interest disability or faith. It also gives students understanding of why feeling part of a community is important.

5. Faith Group Discrimination



This session explores the impact of Disability and Impairment in a continuation of the theme on Community. This lesson gets students to think deeper about the difference between Impairment and Disability and also discusses the difficulties with access.

This session aims to provide you with an opportunity to review the learning this term. You will be assessed on content you have studied this term.

HOMEWORK: To revise for your end of unit assessment.

This session explores why people discriminate against faith groups. It tackles the core themes of prejudice and discrimination. This lesson focus's on reasons and impacts and gets students to think deeply about how they could challenge view points expressed in the presentation.



4. Disability and Impairment



6. Assessment

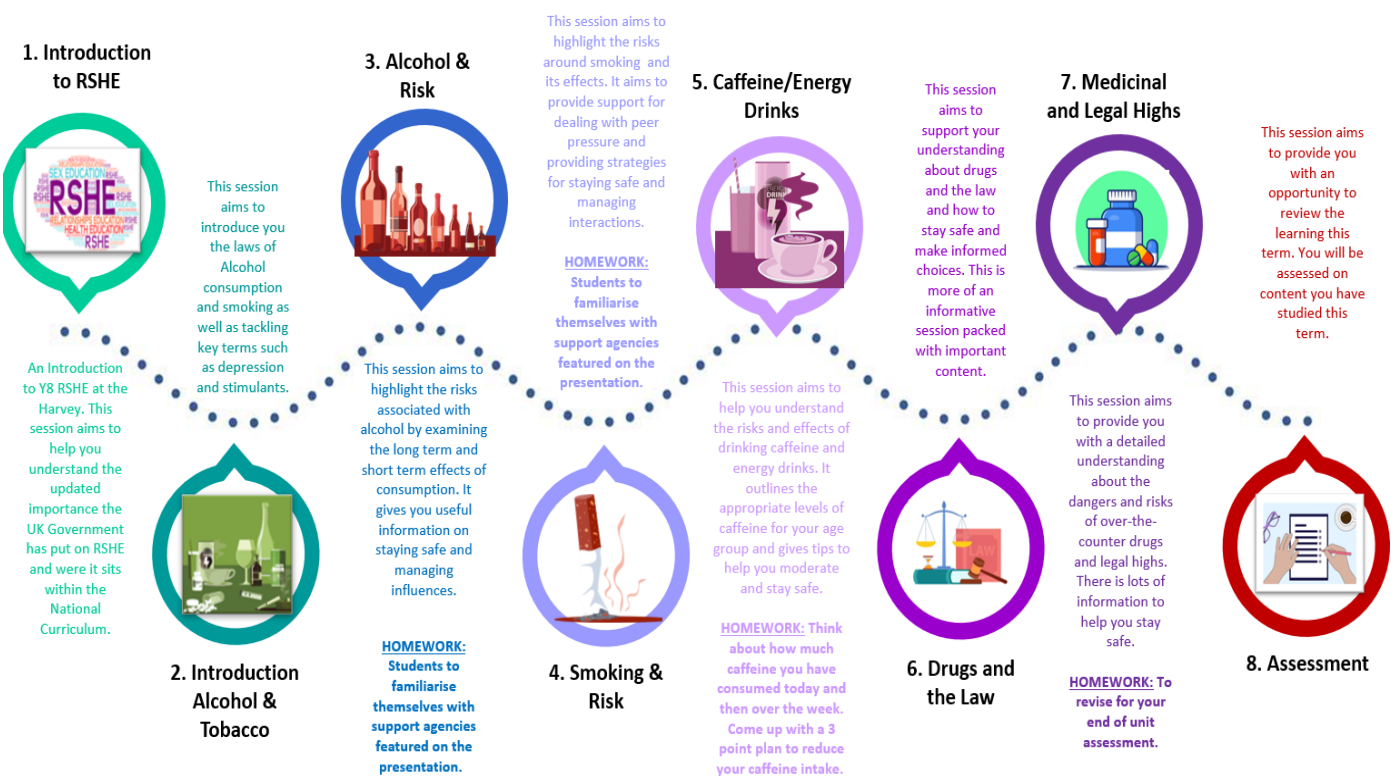
Year 8 RSHE

This term, Year 8 pupils have been exploring the theme of Drugs and Alcohol Awareness as part of their RSHE curriculum. The programme introduces pupils to the laws surrounding alcohol consumption, smoking, and drugs, alongside key terminology such as depressants and stimulants. A strong emphasis is placed on raising awareness of the risks associated with smoking and vaping, and their potential impact on health.

An important focus of the unit is ensuring that pupils understand the legal implications of drug use, as well as how to stay safe and make informed, responsible choices. Pupils are encouraged to think critically about risk and consequence in a range of real-life scenarios. Pupils also explore the effects of caffeine and energy drinks, learning about recommended intake levels for their age group and practical strategies for moderating consumption safely. In addition, the unit examines the role of peer pressure, equipping pupils with effective strategies to manage challenging situations, resist negative influences, and make choices that support their wellbeing.

Pupils have explored the following areas of study:

Y8 RSHE Term One Learning Journey: Drugs and Alcohol Awareness



Year 9 RSHE

This term, our Year 9 pupils have been exploring the important theme of Intimate Relationships. The unit begins with a focus on consent, where pupils develop an understanding of the legal definitions of freedom and capacity to consent, alongside the key ethical considerations. Pupils learn that deliberately misleading or manipulating someone to gain their trust, or making a person more vulnerable, is both wrong and could constitute a serious criminal offence. Pupils also study a range of sexually transmitted infections (STIs), including their symptoms and potential consequences. They are taught what actions to take if they have had unprotected sex or are concerned about possible infection. As part of this, pupils receive clear guidance on how and where to seek appropriate medical advice and support.

Further lessons explore the main types of contraception, how they work to prevent pregnancy and/or protect against STIs, and how they can be accessed. Pupils also learn what steps should be taken in the event of contraceptive failure. Finally, pupils investigate the issue of 'sexting' and the risks associated with sharing sexual images. They are encouraged to understand both the personal and wider consequences of such actions, including the serious legal implications of sending or forwarding explicit images.

Year 9	Peer influence and substance use Healthy and unhealthy friendships; assertiveness; and substance misuse.	Family relationships Families and parenting; healthy family relationships; conflict resolution; and relationship changes.	Healthy lifestyle Diet; exercise; lifestyle balance and healthy choices; and first aid.	UniFrog Planning ahead - Developing skills and experience for the future.	Intimate relationships Relationships and sex education, including consent, 'sexting', contraception, the risks of STIs, and attitudes to pornography.	Financial decision making Saving; borrowing; budgeting; and making good financial choices (including about gambling).
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Our School Dog - Lizzie



This paragraph is from Daniel Year 7.

“Having a dog to come to every morning in school is really helpful because it gives me a reason to come in.

Lizzie makes me feel calm and at ease. I really enjoy walking Lizzie and sometimes she walks me!

If you are struggling to come in to school, why not take Lizzie for a walk?”



Mental Health Awareness Week 11th- 15th May



- During Mental Health Awareness Week, many of our pupils engaged in an informative PowerPoint presentation that encouraged awareness, understanding, and support for mental wellbeing. This then linked to discussions and activities focused on male mental health, exploring common stigmas, challenges, and the importance of open conversations.

Let's Talk About Mental Health

- Pupils from all four houses were randomly selected and invited to share the strategies and activities they use to support and maintain their mental wellbeing.

"I like riding my bike, this helps with my mental health a lot"

"Spend time with my family. Talk to Mrs Collins and My Mum"

"Talk to My Mum, play football and I like to draw"

"To help with my mental health I read, communicate with my friends and play as much cricket as I can!"

"To help with my mental health, I go out and also play games with my closest friends"

"I like having chill days, which don't include doing things that make me angry or sad"

"I play football, talk to my Mum and Mrs Lynch"

"I enjoy time with my family. I know I can talk to Mrs Collins and My Mum"

"Minecraft helps with my mental health, I also talk to my cousins"

"I think, step back and do something I enjoy to lower my stress. Sports, gaming and spending time with my family"

"Play football"

"To help with my mental health I exercise and sometimes play games. I also love to spend time with my loved ones and my girlfriend"

"If I am angry, I take my anger out by booting my football, this really helps calm myself"

"To help with my mental health I talk to my friends and my house team"

"I Focus on sport, I love squash. I talk to House team and Mr Fry"

"I play the guitar, this really helps! I also enjoy taking my dog for a walk and I like cooking. In school I feel I can talk to my tutor"

"I like to go outside, learn new things (languages) and talk to my friends"

I love going to the gym! I know I can talk to Mrs Ewins and my Dad when I need to. When I am sad, I drink milk, this really helps me"

"I go for runs, hang out with my friends and play with my little brother"

"Basketball is what I do to help with my mental health. I can talk to my house team"

"I listen to Music and go for walks. I feel safe in school and can talk to Mrs Lynch if I need to."

"I like to go out with my friends and socialising, this really helps with my mental health. HGS is a safe place to be, and I know I can talk to my house team anytime with any worries."

"I go out in the fresh air and meet up with friends"

"I like to read and do some skipping. I talk to my Mum and Endeavour house team"

Just a reminder of your child's **Learning Support Managers** in school.

- These are always the first port of call for our pupils and parents/carers.
- Our Learning Support Managers play a vital pastoral role within the school, providing guidance, encouragement and emotional support to pupils. They work closely with pupils to promote wellbeing, remove barriers to learning and help create a positive, inclusive environment where every pupil feels supported both academically and personally.

The Learning Support Manager Team

Victory – Mr Hancox

Resolution – Ms Ewins



Endeavour – Mrs Lynch

Discovery – Mrs Collins

MENTAL HEALTH AWARENESS

KS3 Pupils attended a seminar provided in school by Evie Williamson from KOOOTH. This covered a variety of Mental Health topics & provided pupils with invaluable advice, access to resources & help, and the opportunity to sign up to Kooth which is a dedicated support app providing advice, support, strategies, information, articles, journal space & goal setting, activities etc.



Everyone needs support sometimes
- and if you do, **we are here.**

kooth.com



Go to **kooth.com**
whenever you're worried,
feeling low or just need
someone to listen.
Free and anonymous
support is available
today. No cost, no
waiting lists and no
doctor's referrals.

Start here



bacp | Accredited
Service



Providing NHS services

To ensure that everyone was included & nobody was left out, Staff were also brought some delicious treats & words of encouragement by our very own Mrs Collins & Mrs Lynch – Thank you for your ever-present kindness & thoughtfulness. We appreciate you!

How are you?

Sad? Stressed? Anxious? Worried? Hopeless?
Angry? Tearful? Overwhelmed? Want help?



Your Mental Health First Aiders are



Mrs Lynch



Mrs Collins



Miss Shields

There are plenty of different types of support out there, and a Mental Health First Aider can help you access them.

KS3 MATHS CLUB



Every Thursday

3:25–4:25pm

W76

EXPLORE THE
FACINATING
WORLD OF MATHS!

INVESTIGATE
PROBLEM SOLVE
DISCOVER

Need help with classwork or
homework? Come along too!



M3 Challenge: Using Maths and Data to Solve Real-world Problems

MathWorks Math Modelling Challenge is an entirely internet-based math modelling competition. Schools in the U.S., England, and Wales are eligible to enter in teams of three to five pupils.

For the first time, two teams of Year 12 Further Maths pupils took part in this global Modelling Challenge. The Challenge Weekend took place on Saturday 28th March until Sunday 29th March. Each team were given a **14-hour** continuous window in which to complete the challenge and submit their final solution!

The theme of this year's challenge was:

The Rise of Online Gambling: What's at Stake?

The teams were given the following three questions...

Q1: Playing With House Money

Q2: Know the Spread

Q3: Don't Break the Bank

... and they had to consider whether society should be concerned about online gambling and its continued growth, by quantifying and assessing the financial impact of gambling on individuals.

The pupils used a variety of maths techniques that have been covered during their A-Level studies, along with the use of some sophisticated industry maths software called MATLAB.

Unfortunately, both teams did not make it through to the final judging (and so missed out on a trip to New York!), but they should be highly commended for working as a team on a complex real-world maths problem and for devoting 14 hours of their weekend time too!

Congratulations to both teams!!



George S, Theo T, Fin P, Swarnim T, Arthur D



Jake A, Jakob W, Bill G, Henry W-B, Alvin L

Government and Politics Department

Year 13 Revision Trip to Stratford City

It has been an exceptionally busy and focused term for our Year 13 Politics pupils as they prepare for their forthcoming examinations. Revision has been well underway for some time, and pupils are now looking ahead to their first paper in the coming weeks with growing confidence.

To further support their preparation, Mrs Myers and Mrs Collins accompanied the group to a Tutor2u revision day held at the Vue Cinema in Stratford City, London. The event provided a full schedule of engaging seminars and targeted revision sessions, enabling pupils to test their knowledge while developing a deeper understanding of how to tackle exam questions effectively.

The day proved to be highly valuable, not just because the wide range of 'eateries' to explore during the lunch break, with pupils gaining insightful strategies and a wealth of resources to support their ongoing revision. The very best of luck to all A Level Politics pupils with their exams this year.



Tony Vaughan MP Visit's HGS

On Friday 24th April, we were delighted to welcome the Member of Parliament for Folkestone and Hythe, Tony Vaughan, back to The Harvey Grammar School to speak with our Year 12 and 13 Politics pupils.

During his visit, Mr Vaughan provided valuable insight into the day-to-day workings of Parliament, helping to bring pupils' classroom learning to life. He also took part in a thoughtful question-and-



answer session, responding to a wide range of topics raised by pupils, including local developments at the Sports Centre and plans at Dungeness Power Station and broader national issues such as employment opportunities and university places for young people.

Mr Vaughan engaged openly with the pupils, offering informative and considered responses, and encouraging them to think critically about the issues discussed. His contributions closely complemented the topics pupils have been exploring in their lessons with Mrs Myers, Ms Anckorn and Mr Chamberlain, enabling them to apply their knowledge to real-world contexts.



We are very grateful to Mr Vaughan for taking the time from his busy schedule to meet with our pupils. The session was both informative and engaging, and our Politics cohort gained a great deal from the experience.

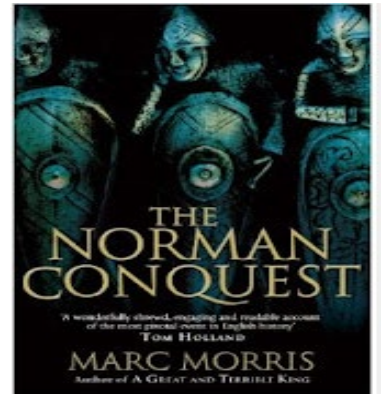
Our thanks also go to the pupils who participated so thoughtfully in the session.





Famous historian Marc Morris delivers masterclass to Year 11 pupils.

Year 11 historians at The Harvey were given a rare opportunity last term when renowned medieval historian Dr Marc Morris visited the school to deliver a masterclass on the Norman invasion of 1066. Dr Morris, a leading specialist in medieval England whose doctorate focuses on the thirteenth-century Earls of Norfolk, played a key role in enriching pupils' understanding of the period. As part of their GCSE course, Year 11 pupils study Norman England c.1066–c.1100, including a detailed environment study on William of Normandy's landing at Pevensey in September 1066.



Marc Morris first visited the school in December, offering pupils essential background knowledge on the turbulent events leading up to 1066. His engaging talk explored the succession crisis, the rival claims to the English throne, and the subsequent transformation of the English landscape under Norman rule. Pupils praised the session for bringing the chaos, uncertainty, and drama of the era vividly to life. During his second visit, Marc focused on the strategic significance of William's landing site at Pevensey. His talk encouraged pupils to consider why this location proved so advantageous and how it shaped the early success of the Norman Conquest.

The session supported pupils in preparing for their case study, deepening their understanding of how William gained the upper hand against King Harold.

The History Department and all Year 11 historians would like to express their sincere thanks to Dr Marc Morris for visiting The Harvey on two occasions, sharing his expertise, and helping to bring one of the most pivotal moments in English history to life for our pupils.

Mrs Collingwood

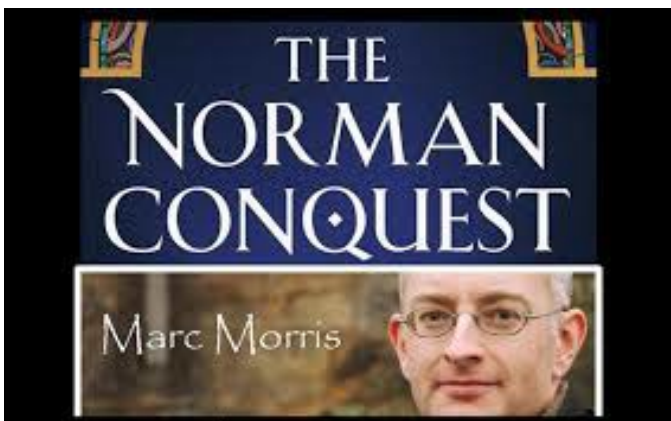
Below are some quotes from the Year 11 pupils who experienced his talk on Pevensey...

Daniel, one of the lucky few to be bestowed with Marc Morris' expertise regarding the Normans, said *"I felt that the talk was very informative and in line with what we have learnt in previous lessons, I found his critiques of the AQA textbook interesting as ,of course, there is no definitive retelling of history to its full accuracy, there will always be questions that can be raised about whether events actually happened as we are told, overall, I found his talk helpful for revision purposes and would definitely recommend his talks for future years"*.

Another student said that the talk was *"eye-opening to the nuances regarding the invasion of England in 1066. Marc Morris' talk was very detailed, and highlighted the intricacies of the preparation, and William the Conqueror's brilliance in responding to the setback caused by a storm he faced while crossing the channel. His speech showed new perspectives of the Conquest, and his unparalleled understanding of the topic broadened my own understanding of the conquest, while supplementing the lessons taught by the Harvey's own brilliant History teachers."*

"The overarching rhetoric across the Year 11 groups was overwhelmingly positive, and all benefited from his unmatched knowledge about the Normans, and paired with his previous talk in December, the Year 11s are fully prepared for their upcoming exam on the Normans".

A huge thank you to Marc Morris for delivering his magnificent speech.



Year 9 Imperial War Museum Trip – May 2026



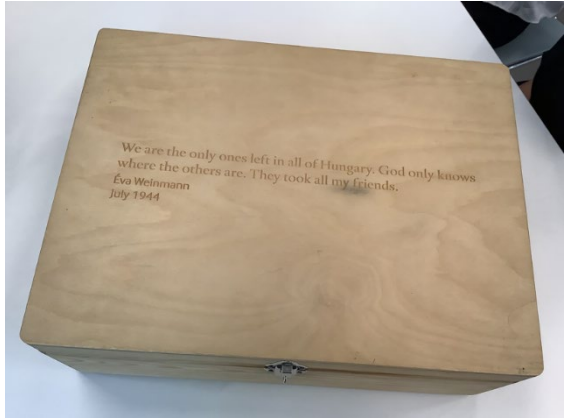
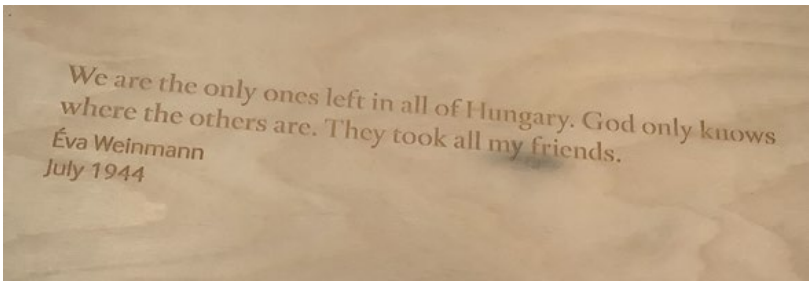
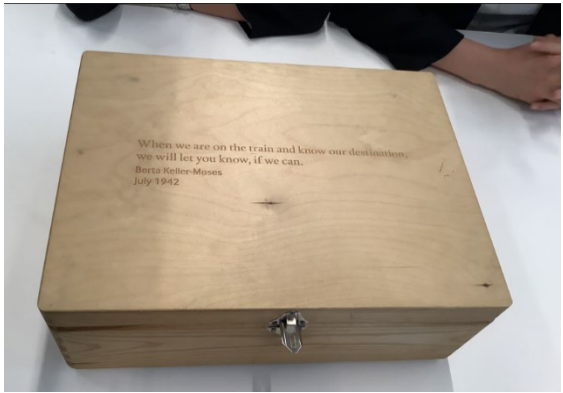
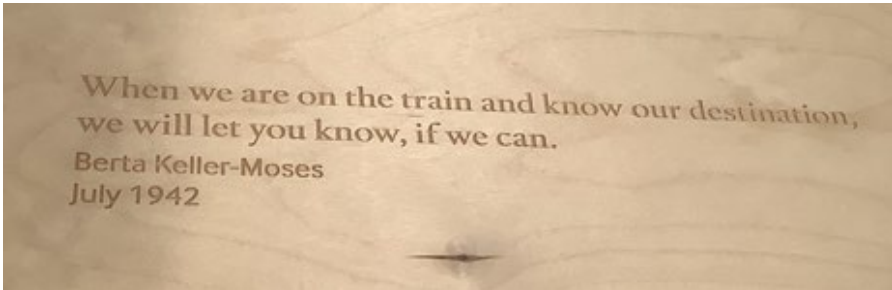
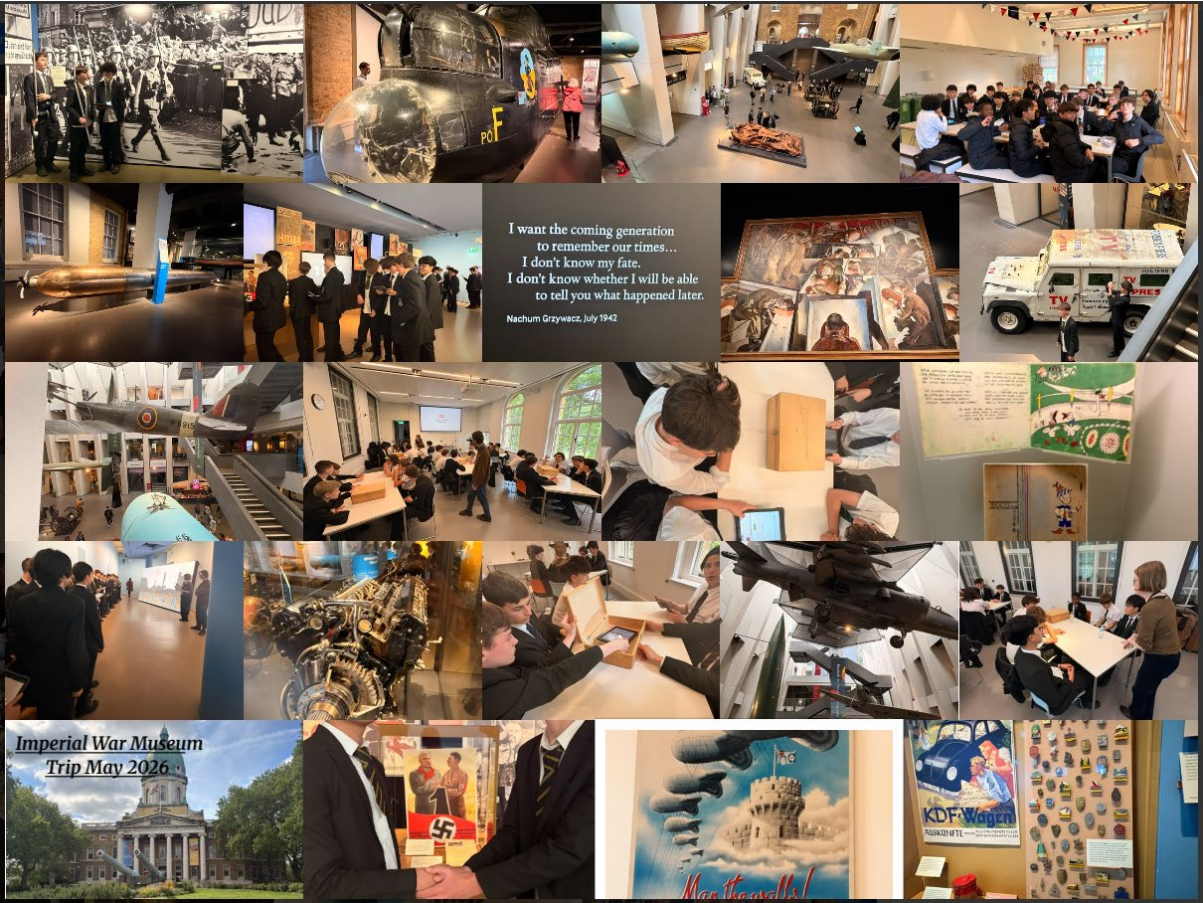
Year 9 historians visited the Imperial War Museum in London on 6th and 7th May 2026. The focus of the trip was the Holocaust Exhibition, where pupils took part in a teaching session led by museum staff. The exhibition features a powerful collection of artefacts, including books, artwork, letters, and personal objects such as jewellery, clothing, toys and musical instruments, alongside over 2,000 photographs. Spanning two floors, the gallery brings together the personal stories of individuals affected by the Holocaust and the Second World War. This immersive experience enabled pupils to connect their classroom learning with authentic historical evidence in a highly meaningful way.

In the afternoon, pupils had the opportunity to explore additional galleries within the museum. The First and Second World War exhibitions were particularly popular. Pupils examined a range of military equipment and experienced a reconstruction of a First World War trench, complete with atmospheric sound effects. Through personal accounts, letters and poetry, they gained a deeper understanding of soldiers' experiences on the front line. Both days were highly successful. Opportunities to learn beyond the classroom through engagement with real artefacts and personal stories are invaluable, and it has been fantastic to be able to offer these experiences once again.

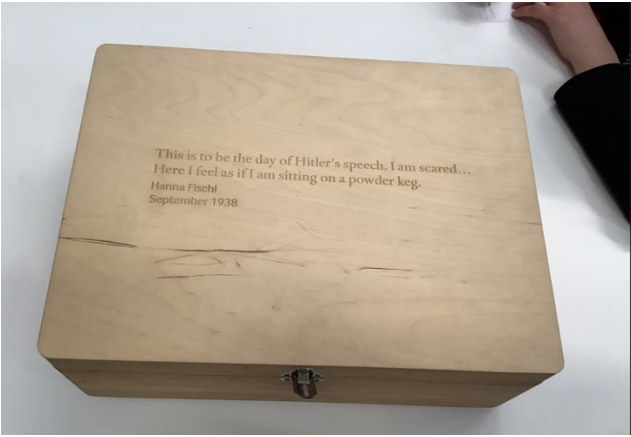
My sincere thanks go to Mrs Ewins, Mr Guck, Mrs Myers, Mrs Lynch, Mr Hollier, Mr Fry, Mrs Dugard, and Mr T. Castle, who generously supported the trip (with Mr Castle attending on both days). Their commitment ensured that 180 Year 9 pupils were able to benefit from this memorable and enriching experience.

Mrs M. Collingwood





This is to be the day of Hitler's speech. I am scared...
Here I feel as if I am sitting on a powder keg.
Hanna Fischl
September 1938



The Imperial War Museum

On Wednesday the 6th of May 2026, I went on the Year 9 History trip to the Imperial War Museum. Expecting it to be a gloomy day with an early wake up, long coach rides and an entire exhibit on one of the most horrifying topics to date which being the Holocaust-our current topic in History- I was pleasantly surprised by how the trip actually turned out.

After a 2-hour coach journey, we arrived at the museum which was far more expansive and overall grander than I had pictured. Our learning slot for the exhibition was later than other groups so we had time to roam around the museum for about 30-45 minutes. The war galleries were really quite impactful, from photography to painting to poster I actually quite enjoyed it.

Then we met back up with our group and headed into the Holocaust learning centre with the other groups, and were handed iPads; these were used for a unique learning experience create by the IWM where it could guide you through the exhibition whilst asking the users (who were in groups of three) some questions ranging from simple prompted answer questions, to some more advanced questions to try and make the user think to a higher extent. Now understanding the iPad system, we walked through the exhibit, and although truthfully a little traumatising, I feel as if my eyes were opened to some of the less spoken horrors experienced by minorities in World War Two. There was a real train carriage, real uniform and even real letters that we could see up close which creates quite an odd feeling appreciation for the experience.

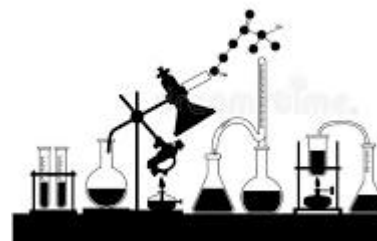
Then, we had a little more time looking around the museum, before heading back on the coach and going home.

Overall, I enjoyed the trip and I highly recommend it.

By Oscar Year 9.



YEAR 13 CHEMISTRY - RESOLIAN VISIT



The Harvey Yr 13 Chemists visited Resolian in Sandwich, Kent last term. They had a 30 minute presentation on the company and its functions and then it was off to the labs for a tour.

The company analyses samples from mostly pharma companies but can also analyse forensic samples and biological samples too. They also specialize in materials characterisation and trace analysis. They support the following industries.

- Pharmaceutical & Biopharmaceutical
- Veterinary Medicine & Animal Nutrition
- Medical Devices & Design
- Personal Care and Cosmetics
- Agrochemicals & Agriculture
- Food & Beverage
- Chemicals & Standards
- Catalysts

It's an interesting company for us to visit as, whilst some of their techniques fall within the remit of our A Level specification, like Fourier Transfer Infrared Spectroscopy, the lads have been able to research alternative analytical instruments for Solid Form Characterization, Particle Size, Count, Shape, Light and Electron Microscopy, Physicochemical Properties and Density and Elemental Analysis which will provide them additional analytical knowledge. One lad is looking into working for a similar firm in the future and so that was fantastic. The lads were very much a credit to us and asked plenty of questions!

Xavier wrote:

During our visit to the Resolian laboratory in Sandwich, we first watched a slideshow that explained the company's purpose and the type of scientific work they carry out. After the presentation, we were given a tour of the laboratory where we saw several advanced pieces of analytical equipment used in research and testing. I was particularly interested in the scanning electron microscope which can produce very detailed images of tiny structures up to 250000x magnification in comparison to light microscopes which have a magnification of 1500x on advanced model. Another instrument that caught my attention was the TGA machine, which measures how the mass of a substance changes when it is heated. I also found the Bruker D8 PXRD system interesting because it is used to analyse the crystal structure of materials using X-ray diffraction. Overall, the visit helped me understand how different scientific instruments are used in real laboratories to study and analyse materials.

Saad commented:

One of the most interesting pieces of equipment for me was the Helium Pycnometer (AccuPyc II 1340). The scientist explained that it measures the density of solid materials using helium gas. The machine was compact but incredibly precise. They use it to determine the true volume of powders or solid drug substances, which helps them understand how a material behaves during manufacturing. It was amazing to see how even something as simple as measuring density requires such advanced technology.

The Thermo Ultradry EDX system with NSS software. This instrument is used for elemental analysis — it can identify what elements are present in a sample by detecting the X-rays they give off. The scientist showed us how the NSS software displays the results as a spectrum on the screen, making it possible to see exactly which elements are in a material. The level of detail it could pick up was incredible.

Another highlight of the visit was seeing their scanning electron microscope (SEM), which was easily one of the most advanced pieces of equipment we were shown. The scientist explained that, unlike a normal microscope that uses light, the SEM uses a focused beam of electrons to scan the surface of a sample. When the electrons hit the sample, they produce signals that the machine converts into incredibly detailed images. It was able to show depth and texture — the images looked three-dimensional, showing tiny ridges, cracks, and surface patterns that would be completely invisible under a standard optical microscope.

We were shown how the SEM can magnify samples tens of thousands of times, allowing researchers to study particles, coatings, and material surfaces at the nanoscale. The scientist even demonstrated how they can adjust the electron beam and detectors to highlight different features, such as surface topography or elemental composition. It was fascinating to learn that the SEM can be paired with tools like EDX (Energy-Dispersive X-ray analysis) to identify what elements are present in the sample.

Dawson wrote:

My experience at the Resolian tour was pleasant. Their instruments were both interesting and unique in their category – spanning from Density Analysis and Microscopy to Physiochemistry and Elemental Analysis. Our tour guide was friendly and enthusiastic to show his experience and expertise. I had fun learning new instruments for chemical analysis and the roles Resolian plays in pharmaceutical development. In addition to this, the tour guide's manager gave us a rundown of how the company works and its origin through a presentation, explaining the motives of the company and the type of work they do.

Alex wrote:

During our recent trip to the Resolian labs in Sandwich's discovery park, we learnt about the overall work and aim of the company across its 5 sites spanning China, the USA, Australia and the UK. They are a Contract Research Organisation, focusing on material and bio analysis for pharmaceuticals and bio tech companies, using specialist equipment such as electron microscopes, particle distribution, particle shape, and particle sizing machines. These tests can span up to years, whilst they focus on materials from pre-clinical trials to help narrow down the best possible choices for a medicine from a pharmaceutical perspective.

I investigated a few of their machines such as the Mastersizer 3000, QICPIC, Helos series and Beckerman coulter HIAC beforehand to get a better idea of how each worked. My favourite was the QICPIC, which is essentially a high-tech camera and data logger. It can take up to 500 pictures per second of particles within a solution and record the individual shape and size of every single particle that passes the lenses, then cataloguing each one to be easily found by the researcher based on the parameters they choose. It can record sizes from less than 1 μm up to 34,000 μm , or less than 0.000001m up to 0.034m. The QICPIC and Helos series are also modular, so they can use interchangeable parts depending on what researchers are testing for, e.g. if they are testing a liquid or a non-soluble solid.

Harrison said:

The visit to Resolian's labs was one I won't forget. Before going on the trip, we were tasked into researching some of the lab equipment they used. For me, this was Physicochemical Properties instruments or simply machines that analyse chemical properties of different materials and molecules.

When we arrived at the labs, everyone was amazed at its size, it was like something out of a chemistry textbook. The staff there were organised and even gave us a brief on how they run their lab in Sandwich as well as other locations around the world. It was interesting to learn about their different backgrounds and how they ended up in the positions they were today.

After the small presentation, we donned lab coat and goggles and entered the lab. There were a wide range of machines such as an inverted gas chromatography and surface energy analyser. Despite the long name, the IGC-SEA is quite a compact machine but also incredibly useful for the scientists there to be able to separate different materials and analyse their surface energies.

We were also shown a piece of equipment valued at £250,000 : an enormous electron microscope. This machine was so advanced that it not only used electrons to see down to structures a few nanometres across, but it also used x-rays to help add depth to the images. We were given a demonstration of the electron microscope with a small amount of sugar. The electron microscope was able to see every single molecule of the sugar in immense amounts of detail. It revealed to us that all parts of the sugar molecule were not as simple as microscopic spherical structures but instead complex shapes that were unique to that part.

Overall, I greatly enjoyed my trip to Resolian and hope that more year 13 chemists have an opportunity to go there in the future.

REPORT BY: MR MAULL, CHEMISTRY

BIOLOGY

We took Year 12 pupils to London to visit the Royal College of Surgeons, the Hunterian museum and the Natural History museum, it was a fantastic day full of opportunities for the pupils to explore careers in Biology and get hands on experience, as well as gain insight into where our current knowledge of Biology comes from.

This is what they had to say about the trip:

Upon arrival at the Royal College of Surgeons, we were told about some of the history surrounding the building, and underwent a surgical skills workshop, where we were told about the career path of being a surgeon and the medical route. The workshop consisted of gowning up in sterile gear, practicing tying knots used in suturing, then having a go on a foam practice wound, tying and then removing stitches to close it. It was really interesting to see and try the types of things that happen in a surgical theatre and hearing from an expert in this field was very insightful.



We had the opportunity to explore John Hunter's extensive collection of preserved anatomical models and remains in the Hunterian museum at the Royal College of Surgeons. I was amazed when we learnt that this was the largest collection of preserved human remains on display in the UK. Some highlights for us were the stages of embryotic development showing foetuses at 2,4,10,12 weeks etc.; and we were able to see how surgery has developed since John Hunter's time – where we now have aseptic techniques and advanced machinery to perform keyhole and microsurgery – they also had the heart on display from the first ever human to human heart transplant. We hope that next year's Year 12s can have as much of an interesting and amazing time as we did.

We visited the Natural History museum, right after we had finished touring the Hunterian museum, from around 3 to 4:30. There were plenty of exciting exhibits to see across the floors, such as an animatronic T-Rex, plant specimens from across the Earth's many environments, a mysterious cocoon spanning 7 museum floors, interactive exhibits testing our knowledge of the dinosaurs, and lastly an escalator travelling right through an enormous model Earth and each of its layers.

Overall, this was a fantastic Biology trip, and we each saw many areas of our Science courses turned into reality.

When we walked into the Natural History Museum, the first thing I saw was a giant Blue Whale skeleton hanging from the ceiling. It really puts into perspective how small we are compared to some other species. After this, we looked at some of the exhibits, including one on earthquakes and volcanoes, where the floor in the exhibit would shake to imitate an earthquake. This part also had a very unique entrance, which was an escalator through a model of Earth. There were also many dinosaur bones on display, which were very interesting to see. The gift shop was filled with many cool things, but only one caught my eye – a Seal. This trip was a great experience overall, as we learned so much and had a lot of fun, and it's certainly not one that I will be forgetting any time soon.



Fresh faces in the Biology department!

This term, Miss Tulett has welcomed some adorable new faces into our science department, as she has incubated and hatched 5 baby chicks! Following Year 7 lessons on reproduction, fertilisation and gestation, the school thought it would be a great hands-on experience for pupils to witness some of those processes in real life- from seeing the eggs in the incubator to watching the chicks hatch and grow.

The pupils have monitored their development, and asked some great questions about inheritance and the different colours of the chicks (linking into their next topic on genetics), as well as how to determine the sex of chicks, the difference between unfertilised eggs in the supermarket compared to these eggs, ethics when handling animals and even lengthy conversations about the changing colour of their poo! Miss Tulett emphasised how grateful she was for the maturity and care taken by pupils with the chicks, making sure not to scare them and only taking them out of their enclosure when given permission.

Conversations were also held about selective breeding and the industry of egg and chicken farming, as the pupils explored the differences between chickens bred for meat vs eggs, debates around eating chicken meat and raising chickens from birth, and why you might not find cockerels in egg producing farms as opposed to hens.

Rest assured, we would like to emphasise these birds are a high egg yield species and will not be farmed for meat. Instead, following their time at the Harvey, they're going to the wonderful Mr and Mrs Collins to live out their days happily and healthily!

The chicks have been having a great time with us, helping our Year 7's learn and even comforting the Year 11's, helping them relax during the stressful exam period. We look forward to seeing how they develop and grow!

"The chicks have been a pleasure to look after. I have learned how chicks are born and how they have to be kept and looked after"- Noah, Year 8

"I never knew that oxygen can diffuse through an egg. I like starting the morning with the chicks. I never stroked a chick before. – Barney, Year 7

"I learned how they gradually grow and how quickly they get feathers...in one week." – Rowan W, Year 7

"I learned that the chick foetus look the same as other animals to begin with." – Ben K, Year 7



Article by: Marley R, Year 12

KS3



Preventing the Next Mass Extinction – Year 8 Project

We are delighted to share an update on our “**Preventing the Next Mass Extinction**” project, now in its second year with our Year 8 pupils. This engaging and ambitious project aims to deepen pupils’ understanding of **climate change, plastic pollution and biodiversity loss**, while empowering them to take meaningful action locally.

Developing Scientific Understanding

In lessons, pupils have been exploring the causes and consequences of climate change, as well as the growing issue of plastic pollution and its impact on ecosystems. They have considered how human activity is contributing to what scientists describe as a potential **sixth mass extinction**.

A particular highlight has been a **hands-on bioplastic investigation**, where pupils created biodegradable alternatives to conventional plastics. This practical work helped pupils understand how innovation and scientific thinking can contribute to solving real-world environmental challenges.

Learning Through Experience: Wingham Wildlife Park

As part of the project, pupils visited **Wingham Wildlife Park**, where they undertook a structured research programme to support their learning.

The visit encouraged pupils to explore:

- **Threats to species**, including habitat loss from logging, farming and mining
- The impact of **plastic pollution and climate change** on marine and terrestrial ecosystems
- The importance of **recycling and sustainable resource use** in reducing environmental damage
- How **zoos and conservation organisations** work to protect endangered species

Pupils investigated real-world examples, such as:

- Critically endangered species affected by **deforestation and habitat loss**
- Marine species, including penguins, threatened by **plastic pollution and overfishing**
- The role of animals in ecosystems, such as **seed dispersal and food webs**

They also explored how human actions can both harm and help ecosystems, from illegal wildlife trade to conservation success stories.

The visit helped pupils recognise that **humans have a responsibility to care for the natural world and can play a key role in protecting it through informed choices and actions.**

Taking Action in Our School Community

A central aim of the project is to move beyond learning and into **practical action**. Over the coming weeks, pupils will:

- **Build bug hotels** to provide shelter for insects and pollinators
- **Refresh and expand our school biodiversity gardens**, originally created last year
- Develop spaces designed specifically to support **local wildlife**, particularly bees and butterflies

These activities allow pupils to apply their knowledge in a meaningful way, helping to improve biodiversity right here on our school grounds.

How You Can Help

We would love to involve our wider school community in supporting this project. If you are able to donate materials, we would be extremely grateful.

For bug hotels:

- Bamboo canes or hollow stems
- Small logs or untreated wood
- Pinecones
- Straw or hay
- Bricks with holes

For the garden:

- Pollinator-friendly plants (e.g. lavender, wildflowers, herbs)
- Seeds suitable for bees and butterflies
- Compost or topsoil

Your contributions will directly support pupil-led conservation efforts and help us create a thriving space for local biodiversity.



Sustainable Folkestone

Key Question: To what extent is the area between our school and Folkestone Central Station a sustainable community according to Egan’s Wheel?

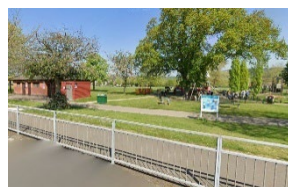
Year 10 GCSE Geographers undertook a Fieldwork Enquiry for their GCSE qualification, investigating the extent to which our local urban area represents a sustainable community according to Egan’s Wheel.

Pupils had to learn how to plan an enquiry, select and use different methods of primary data collection and then present and analyse that data before concluding and evaluating their work.



Pupils visited and collected primary fieldwork data from Cornwallis Avenue, Radnor Park and the Folkestone Central areas adjacent to Cheriton Road.

Pupils considered a range of sustainable community characteristics when collecting, presenting and analysing their work; each of which can be found on Egan’s Wheel.



Y10 GCSE Geography Fieldwork



On Thursday 23rd April, ahead of the GCSE Options Evening, Year 9 pupils were involved in an **Enterprise Activity Day**. Working with Business Mentors through **Enterprise4Learning**, pupils worked in teams to design a white-knuckled roller coaster ride.

Working to a specific brief, each team had to:

- 🏗️ **Design and build a working, architectural model of their ride**
- 🏗️ **Agree a company name for their group and the ride**
- 🏗️ **Decide on the location for their ride and justify their decision**
- 🏗️ **Create a poster to advertise their ride in mainland Europe**
- 🏗️ **Prepare and give part of their presentation in a foreign language**
- 🏗️ **Present and demonstrate their working model to their Business Mentor**



Year 9 was divided into five groups with five teams-of-six in each. Pupils worked really well together throughout the day to produce a fantastic range of rollercoaster designs between them. They delivered their presentations before the winning team from each of the six groups came together for the final.



The eventual winning team were from **Victory House**, with their design and presentation for their ride; **El Diablo!** Congratulations to all the finalists and well done to all.

The Harvey Grammar School

GOLF

Championship



FRIDAY 19TH JUNE



REGISTER NOW WITH MR HARK



Etchinghill Golf Club

@HGSSports





HENRY H - YEAR 9



Senpai Graduation

In April Henry finished a 2-year course to become a Senpai (Junior Sensei) for Karate Leadership UK. The training has included stepping up and leading classes for juniors and adults learning valuable skills such as presenting, communication, first aid etc.

Henry will continue to attend the classes and hopes to become a full Sensei when he is 16. A proud moment after starting karate at just 4 years old!



Congratulations Henry



1500 Metre Race



"A couple of months ago, I was thrilled to finish around 9th place out of 35 runners in a 1500-metre race in Hythe against students from Years 5–9! I tried my best and was really proud of what I achieved"

Nathan T (7E)

Congratulations Nathan



Folkestone Saints Basketball Debut



EDDIE R (8D)

Recently made his debut for the Saints under-14s Basketball Team, scoring 7 points. He had an amazing time and is feeling really excited about being part of the team!

Congratulations Eddie



Youth Football Tournament

On Saturday 16th May, Alex and Ben represented Dover Royals in a youth tournament at The Valley, home of Charlton Athletic F.C. The team reached the final and finished as runners-up!



Congratulations Benjamin F (7D) & Alexander F (7E)



BASKETBALL TERM 5 DISTRICT LEAGUE

The District League Competition games have finished this term. The year 11 coaches have been outstanding. They have proved to be reliable and committed again this year to coaching their squads and managing their teams in the Kent and District League fixtures. A big thanks to all.

YEAR 7 BASKETBALL

A special mention to the year 7 squad who have been training with their year 11 Coach, Will P throughout the term, in preparation for the League. A great start to their season winning 2 out of 3 games but missing out on a place in the final.

YEAR 7 Fixtures					
Home Team		Away Team		DATE	
Harvey GS	16	Folkestone Academy	15	Wednesday 11th February HOME	WON
Harvey GS	12	Brockhill Park School	11	Thursday 26th February HOME	WON
Harvey GS	17	Turner School	19	Wednesday 4th March AWAY	LOST

Squad pictured below.



YEAR 8 BASKETBALL

Under the guidance and Leadership of Coaches Ethan S and Tyler M the boys faced The North Ashford in the District finals narrowly losing 17-12.

YEAR 8 Fixtures					
Home Team		Away Team		DATE	
Brockhill Park School	9	Harvey GS	42	Thursday 12th February AWAY	WON
Harvey GS	32	The John Wallis Academy	14	Monday 30th March HOME	WON



YEAR 9 BASKETBALL

Under the guidance and Leadership of Coaches Albie B and Ciaran B the boys FACED The North Ashford in the District final losing 30-28.

YEAR 9 Fixtures					
Home Team		Away Team		DATE	
Harvey GS U14	39	Folkestone Academy	24	Wednesday 11th February HOME	WON
Harvey GS	35	Turner School	31	Monday 16th March AWAY	WON
Brockhill Park School	7	Harvey GS	58	Tuesday 21st April HOME	WON
Harvey GS		Wye School		Wednesday 22nd April AWAY	VOID



YEAR 10 BASKETBALL

Under the guidance and Leadership of Coaches Robi R and Kai T A the boys were outstanding again facing The North Ashford in the District final winning comfortably 36-23.

YEAR 10 Fixtures					
Home Team		Away Team		DATE	
Harvey GS	28	The John Wallis Academy	0		WON
Harvey GS	65	Turner School	39	Monday 16th March HOME	WON
Harvey GS	44	The North School	33	Friday 27th March HOME	WON



YEAR 11 BASKETBALL

Under the guidance and Leadership of Coach Spruce the boys faced The Towers School Ashford in the final winning 54-30.

Year 11 Fixtures					
Home Team		Away Team		DATE	
A TEAM					
U16 Harvey GS	79	Turner School	39	Monday 9th March HOME	WON
Harvey GS	76	Brockhill Park School	34	Tuesday 21st April AWAY	WON
Folkestone Academy	L	Harvey GS	W	Monday 23rd March AWAY	W/O
U16 Harvey GS A	88	U16 Harvey GS B	23	Thursday 25th March HOME	WON



OLD BOYS V HARVEY GRAMMAR

Finally, to end the season, John Oliver one of our Old Boys has donated a trophy to HGS so we are starting up an annual match, with the support of Folkestone Saints, who are getting together an Old Boys Team to play the current senior squad in term 6. Details below!

THE
HARVEY
— **GRAMMAR SCHOOL** —
BASKETBALL
MATCH

ALUMNI STUDENTS // **VS** // **CURRENT YEAR 11, 12, 13**

SATURDAY 20TH JUNE | **5PM TIP** | **VENUE THE HARVEY GRAMMAR SCHOOL**

TRADITION • EXCELLENCE • COMMUNITY



ESAA English Schools' Track and Field Cup 2026
Round - 1, KENT 2 : Dartford H.A.C. - Thursday 14th May 2026



Junior Boys

Position	Points	School
1	548	Dartford Grammar School, Dartford
2	335	The Harvey Grammar School, Folkestone, Kent
3	243	Harris Garrard Academy, Erith
4	237	Duke of Yorks Military School, Dover
5	208	Dulwich Cranbrook, Cranbrook

**Congratulations to the Junior Team who have qualified
for the South East Regional A Final in the
English Schools Track & Field Cup - 9th out of 55 schools
from Kent, Surrey & Sussex.**

Hurdles	Teddy H 14.5 17pts	RJ S 16.4 7pts
100m	Seve A-M 12.5 25pts	Dominic B 15.2 6pts
200m	Rhys M 30.2 12pts	George P 32.2 7pts
300m	Eddie R 44.9 15pts	Filip M 48.8 9pts
800m	Jacob G 2:30.2 20pts	Luca W 2:53.0 12pts
1500m	Austin S 5:01.1 21pts	Will S 5:26.4 15pts
Long_Jump	Seve A-M 4.71 19pts	Dominic B 4.08 12pts
High_Jump	Eddie R 1.44 18pts	Luca W 1.26 12pts
Triple_Jump	Teddy H 9.12 14pts	George P 7.80 7pts
Shot	Rhys M 7.80 12pts	Filip M 8.65 15pts
Discus	Will S 17.13 11pts	Jacob G 17.87 12pts
Javelin	Austin S 22.55 15pts	Alex C 20.55 13pts
Relay	Alex C, Luca C, RJ S, Dominic B 63.3 9pts	



Intermediate Boys

Position	Points	School
1	544	Dartford Grammar School, Dartford
2	402	The Harvey Grammar School, Folkestone, Kent
3	329	Sir Geoffrey Leigh Academy, Dartford
4	306	Duke of Yorks Military School, Dover
5	267	Dulwich Cranbrook, Cranbrook
6	245	Harris Garrard Academy, Erith

Congratulations to the Intermediate Team who have qualified for the South East Regional B Final in the English Schools Track & Field Cup - 9th out of 55 schools from Kent, Surrey & Sussex.

Hurdles	Jake P 11.6 27pts	Danesh E-W 14.4 13pts
100m	Finley L 12.3 20pts	Archie B 11.8 25pts
200m	Finley L 25.2 20pts	Artjoms S 27.5 12pts
300m	Oliver S 45.4 10pts	Finlai S 43.6 13pts
800m	Jonah s 2:37.8 13pts	Jack D-L 2:30.7 16pts
1500m	Henry W 4:50.4 19pts	Jake D 5:34.3 11pts
Long_Jump	Jake P 5.46 19pts	Finley L 4.70 12pts
High_Jump	Jonah A 1.59 19pts	Finlai S 1.50 16pts
Triple_Jump	Danesh E-W 10.70 15pts	Henry W 9.40 9pts
Shot	Finley L 10.69 18pts	Will H 10.38 17pts
Discus	Artjoms S 23.58 15pts	Timothy U 25.76 17pts
Javelin	Jake D 37.42 18pts	Oliver S 22.90 9pts
Relay	Archie B, Timothy U, Will H, Jack D-L 51.1 19pts	

HGS TENNIS TERM 5



NATIONAL SCHOOLS COMPETITION

This term HGS has fielded teams in National Schools competition. Year 9 - 10 squads pictured below have done remarkably well playing some tough opposition from the public sector.

A big thanks to all squad players for their efforts and commitment to tennis this year. As is traditional the Year 9 and 10 squads are being rewarded for their efforts again this year with a day at Wimbledon on Friday 14th July. With seats in the prestigious NUMBER 1 COURT and an opportunity to take in the atmosphere on the Famous HENMAN HIL - it promises to be a fantastic experience!

TENNIS SQUADS

YEAR 9

TAYLOR S
JONATHAN H
MAXX D
LOUIS K



Year 9 Boys Division 2A

[Norton Knatchbull A](#) - [Harvey Grammar B Wednesday 29th April A](#)
[WON 4-3](#)

YEAR 10

DREW S
MAX LM
ZACH F
SEB S



Year 10 Boys Division 2

[Tonbridge School](#) - [Harvey Grammar A Wednesday 13th May A LOST 6-0](#)

[Harvey Grammar A](#) - [The Skinners' School Wednesday 13th May A
LOST 4-2](#)

[Harvey Grammar A](#) - [Sir Joseph Williamsons Maths Wednesday 13th May A
LOST 4-2](#)

[Norton Knatchbull B](#) - [Harvey Grammar A Wednesday 29th April A
WON 4-3](#)



FOOTBALL

KSFA U19 White Cup Final - Wednesday 22nd April

Dover Grammar School v. Harvey Grammar School

The final saw us come up against our local rivals, Dover Grammar, who we had gotten the better of us in the league earlier in the season in a tight 2-1 win.



On a very hard pitch, with a very obvious end to end wind, we knew we would come under a lot of pressure defensively from long balls, set pieces & (very) long throws in the first half. The first defensive action set the tone for this, with a long ball taking a tennis ball type bounce which caused all sorts of issues for our defensive three (Harry P, Sam R & Joe H) to deal with. We weathered the onslaught well enough, creating a few moments in their half to give some respite from the pressure. Unsurprisingly, their opener came from a direct ball, which our defenders let bounce & run through behind. Stand in keeper Austin T (who was a trusty understudy for Sam G, who had ruptured his ACL a month previously) couldn't quite react in time for their 10 to nod it past him & in to the goal.

If anything, this gave the team the opportunity to reset & reflect on the words that Messers Hark, Hollier & Walton had said in the changing room before game that it would be a battle throughout & that calm heads would be needed in order to play the game we had planned. This proved correct when, from the restart, we were able to keep the ball in more meaningful possession, using it well in difficult circumstances. This spell proved pivotal when Freddie F was able to wiggle free just outside their box & was brought down for a free kick. Having scored from a similar position in the semi final, he got up & took the kick himself, forcing the keeper in to a good save. This fell to Arthur C however, who was able to bundle the ball over the line to equalise. The pressure didn't let up though, with Harvey causing more & more issues to the Dover back line - another attack ended in a us winning a corner. Having been cleared, it fell to Sammy R on the edge of the box. Some quick feet meant he was able to feed the ball to Harry P, who despite being more used to defending these situations, was able to curl his shot in to the top far corner from about 30yds – there is some great fan footage on our department X page (@HGSSports) if you wish to decide whether this was a shot or a cross yourself.

2-1 up with about 10 minutes until the half & another onslaught from Dover. Midfield started to get over run a bit & despite some tactical switches from the sideline, we were never able to get control of the ball or the game. A ball which was harmlessly played forward, wasn't dealt with well by our defensive unit, giving them a corner & us another set piece to deal with. Unfortunately, we didn't deal with it well at all. A free run from their captain was met with a great glancing header that settled in to the far corner.

Both teams went in at the break knowing that they would both be having to deal with totally different conditions second half, but at 2-2 we were very happy to be level having had the hard defending half out the way.

The second half started evenly, but from about 10 minutes in, our boys & the gameplan we had set out came to the fore. The midfield of Sammy B & Lucas N were able to get on the ball in good positions. Although our wing backs weren't able to be in the game much in their half, we knew that we would have a lot of success from getting the ball wide, so Freddie F was able to drift out to the left & pick up the ball on numerous occasions. One of these led to a good save from their keeper, before almost a repeat run & ball to him, allowed Francis to get in behind their right back again. This time there was nothing the defender could do but to bring him down in the box. Again, Freddie F dusted himself down & stepped up with the responsibility himself, sending the keeper the wrong way to give us our second lead of the night & what proved to be the winning goal.

Although there was 20 minutes left in the game, Harvey had total control & although we were required to do some defensive tracking & one v one bits, Dover never looked like they were going to break us down & equalise again. When the ball went forward, Jacob W held it up well to slow it down, whilst the subs who came on all did their specific jobs admirably in order for us to see the game out – whether that was Marcus M man marking their most attacking threat, Daniel F tucking in at left back to make it very narrow for them get past down the line or Tanjok L up front chasing flick ons & causing a nuisance to win possession or throw ins.



The final whistle blew & we were able to celebrate the Harvey's 6th White Cup success since it was renamed in the 1970s, meaning we sit alone in second place behind Oakwood Park on the all-time list of winners. *(Report by Mr Walton)*



SKI TRIP – Canada 2026

On Easter Sunday, 62 pupils were accompanied by 8 members of staff on a trip to the Canadian Rockies for a week's ski-ing.

Before we could hit the slopes, we had a 22hr journey to navigate as we flew from Heathrow to Calgary which is pretty much on the west coast of Canada, before then boarding a coach for a 5hr transfer from the airport to Jasper where we would call home for the next 6 nights.

The resort had seen almost a metre of snow in the week leading up to our arrival, so the slopes were perfect throughout our time on the pistes, with more snow landing almost nightly just to top things up.



Those 30 beginners were able to master the basics on the lower slopes, before joining their more experienced peers up the mountain & around the bowls.

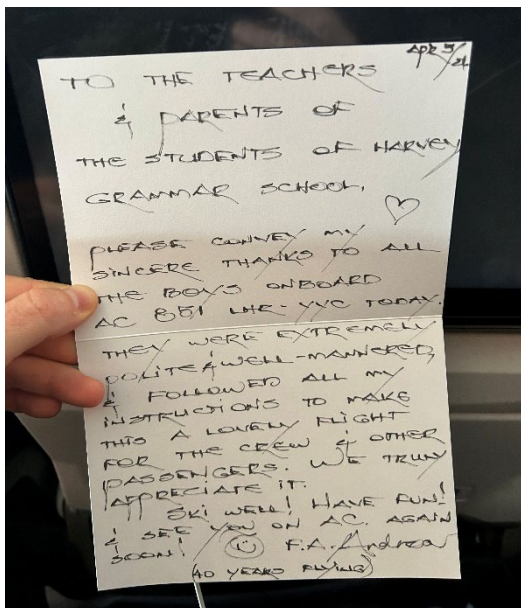




The evenings were the usual mix of apres ski activities that make up a classic Harvey ski trip – town scavenger hunts, pizza parties, team activity challenges, a pool party & the awarding of the daily Wipeout awards.



The boys were a pleasure throughout the week, with compliments coming from the instructors, hotel staff, coach drivers & air stewards about their conduct & attitude (including the below note from Air Canada).



There are still some places available to join us next Easter on the 2027 tour. For more information, please email Mr Cowling: Sccowling@harveygs.kent.sch.uk



ATHLETICS

Track session has kicked off in style. The boys represented their club at the YDL (Youth Development League) this Sunday. Hugo, Thomas and Ashton belong to Folkestone Running and Athletics club.

This season's YDL (the first of 4) took place at the Julie Rose stadium, with a mixture of Track and Field events. Hugo competed in 100m, 200m, 4x100m and long jump. It was Hugo's first time competing at long jump.

The boys did a fantastic job representing their club, with some nice pbs.



Harvey Grammar School Performer of the Term



Jake P (10E)
Winning the Hurdles & Long Jump
Competitions at the
Regional National Championships



Harvey Grammar School Team of the Term

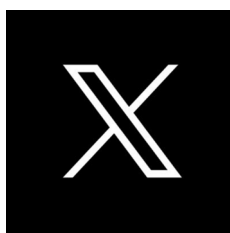


1st XI Football
Winning the KSFA County Cup
against Dover Grammar



FOLLOW US ON X

To keep updated on all things sport at The Harvey, follow us on Twitter. Find details on fixtures, results, trips & everything else @HGSSport.



SPORTS LEADERS TEAM TERM 5

Congratulations to the pupils below who have been selected for the HGS Sports Leaders Team 2025-26.

SPORTS LEADERS		
YR 8	YR 9	
KANE G	WILL C	MONTY S
SAM S	BEN B	RALPH T
TED H	ISAAC F	LUCAS R
LUCA C	OLIVER F	FRANK S
RJ S	BARNABY D	OISIN D
JAY W	ZAC C	JACOB S
HUGO K	KYD W	OLIVER M
IMMANUEL P	LUKE T	EMANUEL W
HERBERT S	ZAK K	WILLIAM P
WILL S	BERTIE I	ELI M
NOAH S	JAMES W S	GEORGE W
ROWAN H	SAM D	FINNIAN N J
EDDIE R	SOUL	JASPER S
TEDDY H	MAXX	ZIA Q
HENRY T C	DAWSON C	
JACK F		

This year the boys have once again been experiencing the role of Leadership by supporting at the many sporting primary and secondary events organised by The Sports Trust. Below are the remaining/upcoming events that the boys will be actively involved in as Sports Leaders. In some events they will be specifically involved as support for primary pupils being introduced to new activities. In others they will be asked to officiate in competitions where they can use their expertise in many their major sports such as Football, Hockey, Handball and Athletics.

THE SPORTS TRUST MH SG - SPORTS LEADERS EVENTS LEADERS NUMBERS

Day	Date	Competition	Venue	Time	Number	
TERM 5						
Thursday	23 rd April 2026	KS ½ inclusive Sports Festival 2	THSP	8.50-12pm	10	SG
Wednesday	29 th April 2026	Lacrosse	THSP	8.50-12pm	6	MH
Thursday	7 th May 2026	Gladiators 5	THSP	8.50-12pm	10	SG
Thursday	21 st May 2026	Young Carers Festival	THSP	8.50-12pm	10	SG
Thursday	4 th June 2026	Tag rugby	THSP	8.50-3pm	12	MH
TERM 6						
Thursday	25 th June 2026	Gladiators 6	THSP	8.50-12pm	10	SG

HGS SPORTS KIT

A reminder that below is the PE & Sport kit for your lessons at The Harvey. All available online from Ambition Sport.

If for whatever reason you cannot bring in any of these items for your lessons, a note from your parent/carer to explain the situation along with an alternative is required.

Rugby shirt



Football shirt



Polo shirt



Shorts



White socks



Black Football socks



Sanctions for kit faults:

- No kit – Lunchtime detention
- 2 kit faults (missing an item) – Lunchtime detention
- Persistent kit faults – Afterschool detention
- **Please bring a note if you know you won't have the correct kit!**