



King's

Trinity Issue 2025/26



The Head Master

Since the Easter vacation, the school has been at its most vibrant, and I hope that this issue of the Newsletter conveys something of the breadth and quality of all that our students have achieved. The Trinity Term always carries with it a particular kind of energy, a sense of culmination and celebration combined with the excited anticipation of what lies ahead.

On 1 April, the first day of term, NASA launched Artemis II: the first crewed mission to travel beyond low Earth orbit in more than fifty years. The ten-day voyage around the Moon, breaking the distance record set by the crew of Apollo 13, returned to Earth on 10 April. It was the first time humans had journeyed to lunar space since Apollo 17 in 1972. The Artemis programme has been many decades in the making, shaped by setbacks, delays, and moments of uncertainty and yet it has ultimately been achieved. I hope our students carry this message with them as they approach their examinations this term and the challenges that lie ahead: that perseverance over time, even in the face of difficulty, is what makes remarkable achievements possible.

Our debating students have won the Oxford Schools' State School Final, reached the finals of the Cambridge University Schools' competition, and showcased their skill before a public audience at the South Kesteven District Council Chamber. The Combined Cadet Force has had an equally outstanding term, competing against eighteen schools at the Combat Cadet Competition at Beckingham Army Camp. Our cadets finished fourth overall and as the leading state school in the field. The term's Leavers' Regimental Dinner was graced by the Commanding Officer of the 2nd Battalion, Royal Anglian Regiment, himself an alumnus of the school. I am immensely proud of our cadets and deeply grateful to Lt Col Ogg and all the staff who make the CCF what it is.

Our Year 13 students are now sitting their A level examinations, and I wish each of them every success. I know they will give their very best. Behind the scenes, preparations are well underway for Leavers' Day, always one of the most moving occasions in the school year, and we are very much looking forward to celebrating everything this year group has contributed to the life of King's.

Year 11 students are similarly focused on their GCSE examinations, and I commend both year groups for the discipline and determination they have shown throughout this term.

Beyond these landmark achievements, the term has been rich in precisely the kind of sustained, everyday excellence that defines this school. The Year 8 football team won the county cup. Leo Smith and Ben Szekely represented us at the national gymnastics finals. Year 13 historians visited the National Holocaust Centre and Museum, and handled the weight of that history with real maturity. Year 10 and 12 geographers returned from Iceland having scaled lava fields and stood behind waterfalls. Year 10 geographers took their studies to the banks of the River Witham. Year 8 students produced exceptional photography for the Ogden Trust competition, and in Physics the British Physics Olympiad challenges produced outstanding results, including a Gold Award for Oscar Chow.

In every department, across every year group, our students have responded to the opportunities placed before them with energy and intelligence, and I am grateful to the members of staff who make those opportunities possible.

The House Awards Evening in March was a particularly moving occasion. To hear the stories behind each nomination, the quiet acts of courage, friendship, honour, humility, perseverance and responsibility that so often pass unnoticed, was a timely reminder of the exceptional quality of character that runs through this school community.



Simon Pickett - Head Master



The PTFA

The Parents, Teachers, Friends Association brings parents, carers, staff, and friends together to enrich daily life for students at King's. The funds we raise go directly into the extras that make a real difference across the school community.

Save the Date

Please save the date for this year's Ball, which will take place on Saturday 10 October 2026. We look forward to sharing more details in due course and hope it will be another wonderful occasion for our school community.

Second-hand Uniform Sale

As we head towards the end of another busy term, we're already looking ahead to one of our most popular events of the year: our pre-loved uniform sale, taking place on the evening of Monday 6 July during the new starters' evening.

This is a brilliant opportunity to pass on uniform your

son has outgrown to families just beginning their King's journey and every item donated makes a real difference. Not only does it help keep costs down for other families, but the funds raised go directly back into the school through PTFA projects; from new equipment to enrichment activities that benefit every pupil.

If you have blazers, jumpers, PE kit, trousers or any other uniform in good condition, please pop them in the yellow bin at school over the coming weeks.

Stay Connected

Do you follow us on social media yet? It's the easiest way to stay up to date with PTFA news, upcoming events and ways to get involved.

- ◇ Facebook: @KingsPTFA
- ◇ Instagram: @KingsGranthamPTFA

Wishing all our families a well-deserved and restful half term. Thank you, as always, for your continued support of the PTFA.

The PTFA Committee



Winners of the Jun



ior Honours Award

The British Physics Olympiad

This term, Year 12 Physics students took part in the British Physics Olympiad Senior Online Challenge, a rigorous national competition open to students across the country.

The results were outstanding: Oscar Chow achieved a Gold Award, a remarkable individual achievement, while the co-

hort as a whole secured ten Silver Awards, thirty-two Bronze Awards and eight Commendations.

Congratulations to everyone who took part.

Year 11 students also rose to the challenge, competing in the BPhO Intermediate Online Challenge. The results were

equally impressive: seven Silver Awards and a combined forty-four Bronze Awards across both categories. Congratulations to the Silver Award winners: Adithya Balollu, Matas Rabasauskas, Emilis Sulma, Sean Geraghty, Senuth Perera, Aryan Rehman and Jack Smith.

Miss S Jones — Head of the Physics Department



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Oscar Chow achieved a Gold Award, a remarkable individual achievement



YEAR 8 PHYSICS PHOTOGRAPHY COMPETITION



The latest Ogden Trust Physics competition was aimed at Year 8 students and set the theme of 'Physics in Everyday Life.' The standard of entries was exceptionally high, and we were delighted to see outstanding photographs submitted from across the year groups. So many entries were of an incredible quality that we are awarding prizes to a number of students.

The top photographs were taken by Szymon Chmielarczyk (8B), Baden Sheppard (8C), Felix Laragy-Hully (8N), Dani Paul (8B) and William Nourish (8M). All winning photographs will be displayed in school. Thank you to every student who took part.

Miss S Jones — Head of the Physics Department

Photograph by Dani Paul





← *Baden Sheppard*



Felix Laragy-Hully →





↑ *William Nourish* ↓ *Szymon Chmielarczyk*



Biology Fieldwork

During March, Year 13 Biologists visited Attenborough Nature Reserve, near Nottingham, to carry out fieldwork contributing to the practical endorsement element of their A level course. The students employed a range of sampling techniques to study both terrestrial and aquatic species, and took measurements of various abiotic factors to build a detailed picture of the site's ecological character.

A particularly valuable dimension of the day was the opportunity to analyse the impact of pollution from the rivers Trent and Erewash on biodiversity. Students collected and identified water-based invertebrates from the disused

gravel pits at the reserve, using these findings as evidence of how water quality shapes ecological communities. It was an excellent opportunity to practise a wide range of sampling methods and equipment and to evaluate their relative merits in

different contexts, skills that are fundamental to the study of Biology at this level.

Mrs M Haywood — Teacher of Biology





HISTORY

A Visit to the National Holocaust Centre and Museum

Year 13 History students had the privilege of visiting the National Holocaust Centre and Museum in Laxton, Nottinghamshire, as part of their A level studies.

The day began with an overview of how the Holocaust developed: from the anti-Jewish boycotts of 1933, through the progressively more radical discriminatory policies of the following years, to the coordinated mass murder of Jewish people during the Second World War. Equally important was a discussion of what it means to be Jewish, both culturally and religiously, a question that helped to frame all that followed.

The group was then guided through the tranquil memorial gardens, gathering at a monument composed of hundreds of thousands of stones, each placed by a previous visitor. Every stone represents one of the 1.5 million Jewish children murdered by the Nazis. The class added their own contributions to this growing memorial.

The subsequent exhibition traced the history of anti-semitism and the entrenchment of discriminatory ideology in Nazi Germany. Among the many striking artefacts was the diary of a nineteen-year-old Jewish man who had been interned in a ghetto. In 1943, mid-entry, he was taken away by the Nazis. His fate remains unknown. The diary was later donated to the Museum by a relative, and its survival is both a gift and a sobering reminder of what was lost.

An immersive exhibition then followed the story of a young Jewish boy named Leo, narrating

the radicalisation of the Nazi state from 1933 to 1945. His journey, from life in Berlin at the start of Hitler's dictatorship to eventual escape aboard the Kindertransport, served to humanise what can otherwise feel like an overwhelming accumulation of statistics. More than 9,000 Jewish children were evacuated to safety in Britain through the Kindertransport scheme.

The day concluded with a session on Jewish resistance to the Nazis: acts of courage in ghettos, concentration camps and forced labour camps. Students handled artefacts including concealed evidence of the genocide hidden in survivors' shoes, and replicas of makeshift grenades used by Jewish partisans in armed resistance. A final group discussion on culpability made clear just how difficult it is to apportion blame when so many individuals and institutions were complicit at varying levels.

The trip was an invaluable experience, placing two years of A level study into a deeper human context and reinforcing the enduring importance of remembrance and vigilance against prejudice in all its forms.

Hayden Rowley (13N)

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The trip reinforced the enduring importance of remembrance and vigilance against prejudice in all its forms.”





RELIGIOUS EDUCATION

Celebration of Hinduism

Year 7 students enjoyed a lively and engaging Hinduism workshop led by The Indian Experience. The day centred on Diwali, the Hindu Festival of Lights, and offered students a vibrant introduction to Hindu culture and belief.

Students had the opportunity to dress in traditional Indian clothing and to learn some Bollywood-style dance. They also explored the practice of Hindu worship, key religious ceremonies, and the rich mythology surrounding the many gods and goddesses within the faith. It was a memorable and enriching way to bring the Religious Education curriculum to life, and the students responded with great enthusiasm throughout.

Mrs C Cunningham — Head of the Religious Studies and Sociology Department

History

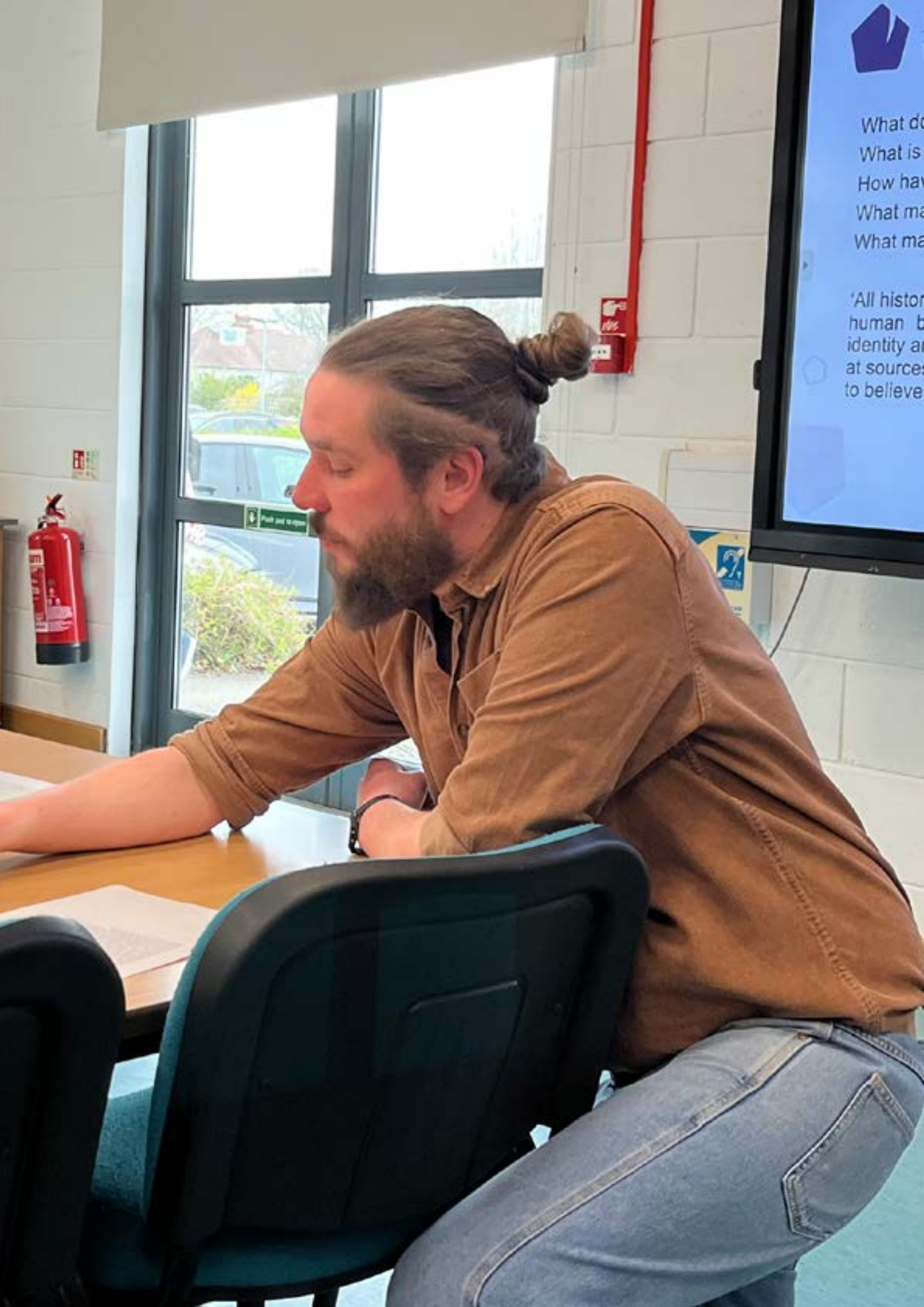
Year 12 History students visited Bishop Grosseteste University in Lincoln for a day of enrichment focused on their Non-Examined Assessment work.

The day comprised a series of lectures delivered by university staff, covering effective academic writing, the analysis and evaluation of historical interpretations, and strategies for gathering and appraising primary and secondary sources. Students also undertook a source-gathering exercise designed to give them a practical head start as they begin their NEA research in earnest. A tour of the university campus provided a welcome taste of higher education life, and each student left with a history book to support their continued studies.

It was an excellent and productive day, and we are grateful to Bishop Grosseteste University for their generous hospitality.

Sam Kirkham (12F)





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Geography

Year 10 Fieldwork

The River Witham



Year 10 Geographers recently took part in a one-day fieldwork visit to the River Witham, investigating how far the river matches the predictions of the Bradshaw Model. The trip provided an excellent opportunity for students to apply classroom knowledge in a real-world setting, while developing the enquiry and data-collection skills central to the GCSE Geography course.

Working in teams of up to five, students collected a range of primary data at different points along the river. They measured velocity and channel characteristics, including width and depth, and analysed sediment size and shape to identify how these change downstream. Secondary data sources were also drawn upon to support and contextualise their findings, deepening students' understanding of the hydrological processes at work.

The collaborative nature of the day gave students the chance to practise essential fieldwork techniques: operating measuring equipment accurately, working as part of a team, and recording reliable data as part of a structured geographical enquiry. Their findings will now form the basis of a detailed report to be completed during the remainder of Term 5, an important component of their preparation for Paper 3 of the GCSE Geography examination in Year 11.

Many thanks to the staff who led and supported the fieldwork, and to the local landowners for granting permissive access to sections of the river that clearly illustrated key hydrological features.

Mr C B Bufton — Head of the Geography Department

Careers in Geography

Congratulations to Yuvan Putla, Taran Chiang, Noah Lashbrook and Matthew Johns, who successfully completed the Royal Geographical Society (with IBG) 'Careers Using Geography' virtual work experience during the Easter break.

The programme gave students valuable insight into how Geography is applied across a wide range of real careers: from understanding natural hazards and shaping sustainable cities to managing resources and working with modern mapping and GIS technologies. The students engaged enthusiastically with the interactive modules and real-world case studies. One reflected that they particularly appreciated "seeing how topics we study in geography are actually used in real jobs, especially in planning and sustainability," while another noted that "learning about the wide range of pathways geography can lead to helped me think more clearly about future options." A third observed that "the practical activities and examples from professionals made it easier to understand how geographers solve real problems."

We are pleased to have offered this opportunity and will continue to provide similar experiences to students across year groups. All four participants are to be commended for their commitment and enthusiasm, and for earning their completion certificates, recognition of both their engagement and independent learning.

Mr C B Bufton — Head of the Geography Department

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Careers Using Geography

Discover how geography shapes the world with this Virtual Work Experience programme. Learn how geographers use cutting-edge mapping technologies and apply real-world skills like analysing data to help understand natural hazards, plan cities and improve resource security. Through five interactive modules, you'll learn from professionals, complete practical activities and uncover exciting geographical career pathways.

Start now



The River Witham offered a natural classroom, one where the textbook came to life.



GEOGRAPHY

Iceland Field Trip

The following accounts of this year's Iceland field trip were written by three students who joined the Geography department on the expedition.

TUESDAY

We arrived in Iceland ready for the first full day of the trip. Our first stop was the Lava Centre, where we discovered the remarkable history of volcanism and seismic activity across the island. Iceland sits atop one of the most geologically active regions on Earth, and the interactive displays brought this to life vividly.

From there, we visited a spectacular waterfall where, after donning waterproofs with varying success, we walked behind the curtain of falling water and were thoroughly drenched, to considerable enjoyment. The formation of the waterfall, situated on a relic sea cliff, linked directly to our studies of coastal and fluvial landscapes.

In the afternoon we attended the Lava Show in Vík, where a presenter demonstrated the cooling and crystallisation of lava using rock heated to extraordinary temperatures. Watching molten material flow and solidify before our eyes gave us an immediate, visceral understanding of processes we had only previously encountered on the page. We returned to our accommodation that evening refreshed and already in no doubt that this was going to be a remarkable trip.

WEDNESDAY

Wednesday proved to be a day of breathtaking scenery and fascinating natural and man-made phenomena in equal measure.

We began at the Hellisheiði Geothermal Power Plant, where an engaging talk explained how Iceland generates virtually all of its electricity and heating through geothermal means, and we were fortunate to see some of the enormous machinery in operation at close quarters. It was a genuinely

impressive feat of engineering, and a compelling model for sustainable energy production.

From there, we visited the Secret Lagoon, a naturally warm spring whose tranquil, steaming waters provided a welcome interlude, though the cold plunge pool that accompanied it proved a step too far for some, including Mr Martin.

The lagoon was known to relatively few before tourism expanded dramatically across Iceland, and its name reflects that former obscurity.

The day's most spectacular moments came at Gullfoss, the 'Golden Falls' in Icelandic, a magnificent two-tiered waterfall that drops some thirty-two metres in total, with the largest single drop of twenty-one metres. Formed at the end of the last ice age around 5,000 years ago, it was one of the most awe-inspiring sights any of us had ever seen. Equally thrilling were the geysers at Geysir, which erupted reliably every few minutes in dramatic plumes of boiling water: exactly the spectacle we had been promised.

THURSDAY

Our final full day in Iceland began early in weather typical of the island: heavy rain and strong gusts. After a two-hour coach journey, we arrived in Reykjavik for the FlyOver Iceland experience, a remarkable flight simulation that takes visitors over volcanoes, glaciers, waterfalls and black sand beaches.

The experience also included an introduction to Icelandic folklore, including the mythology surrounding the island's legendary trolls, a tradition that runs deep in Icelandic culture.

Following the flyover, we explored the city centre,





taking in the striking modernist Lutheran church of Hallgrímskirkja, which dominates the Reykjavik skyline, before heading east to Raufarhólshellir, a lava tube created by a volcanic eruption thousands of years ago. Walking through the cave, with its ever-changing rock formations and vivid colours, was remarkable; a particular highlight was our guide extinguishing the lights, leaving us in total, unbroken darkness, unable to see even our own hands.

Our final stop was the Kerið Crater, an ancient volcanic caldera with a vivid turquoise lake nestled some fifty metres below the crater rim. The dramatic geology of the site, and the story of its formation through millennia of volcanic activity, provided a fitting conclusion to four extraordinary days. We returned to our accommodation tired, somewhat damp, and exhilarated. As we prepared for an early night ahead of a 3 a.m. departure, the Northern Lights made one final, unforgettable appearance in the sky above, a farewell from Iceland that none of us will forget.

Phoebe Boulton (12C), Dan Sadler (12B) and Arthur Quinn (12S)



Classic Club

The Olympus Challenge

Throughout this year, members of Classics Club have been working towards the Olympus Challenge, a structured programme of study and activities designed to broaden and deepen engagement with the ancient world.

This term, the focus has fallen on Homer's *Odyssey*, with students discussing what the epic reveals about the society, values and beliefs of the ancient Greek world. The quality of these discussions has been remarkable: some of the ideas put forward would not be out of place in a university seminar.

Great contributions this term have come from Year 8 students Baden Sheppard, Benjamin Goddard, Santi Garcia Opazo, Atheeksh Shetty, Fred Cave, George Cave and Hugo Butler, and from Year 7 students Talal Abdul Samad, Blake Bailiss, Abhayan Banerjee and Eddie Shale.

Later this term, Classics Club will visit the Jewry Wall Museum in Leicester, completing the final section of the Olympus Challenge. A very well done to all Year 7 and Year 8 students who have taken part this year.

Mrs E McKenna — Head of the History Department

The Olympus Challenge is an initiative offered by Classics for All and partner universities. To qualify, students study and research three out of five topic areas. More details are available here: [Special Initiatives | classicsforall.org.uk](https://specialinitiatives.classicsforall.org.uk)



King's and KGGS Debating Showcase

The King's School and KGGS competitive debating teams had the privilege of showcasing their skills before a live audience in the South Kesteven District Council Chamber. With parents, teachers and fellow students watching from the public gallery, two British Parliamentary-style debates explored some of the most thought-provoking questions in contemporary society.

The first debate considered the motion: 'This House, as an author from a marginalised background, would choose to write hopeful stories that emphasise resilience and community rather than focusing on oppression and suffering.'

Both sides explored questions of representation in literature and the responsibilities of authors in shaping the narratives of their communities, and the arguments on both sides were thoughtful, well-structured and passionately delivered.

The second debate centred on the motion: 'This House opposes the expectation that successful individuals should give back to the communities they were raised in.' The debate was searching and at times contentious, addressing philosophical questions of obligation, success and social responsibility, with both teams demonstrating impressive clarity of argument and composure under pressure.

A particular honour was the presence of Max Lygo and Evan Garg as judges for the evening. Both are former King's students: Max is currently reading at the University of Cambridge and Evan at the University of Oxford. Their insightful feedback added immense value to the evening, and it was a genuine pleasure to welcome them back to take part.

The improvement in all participants over the course of the year was there for all to see. It was an excellent evening: intellectually demanding, passionately argued, and a credit to everyone involved.

Mrs C Cunningham — Head of the Religious Education and Sociology Department

**"Intellectually
demanding
passionately
argued"**



House Awards Evening

The annual House Awards Evening was held on Monday 31 March, celebrating students who have gone above and beyond in ways that exemplify the School's six core values of **Courage, Friendship, Honour, Humility, Perseverance and Responsibility**. Nominations were made by peers and staff alike, recognising endeavours inside and beyond school life.



THEO BACON, COURAGE

Theo has been recognised for extraordinary courage demonstrated during a summer mountaineering expedition in which he successfully climbed ten peaks, each over 4,000 metres, across the Italian and Swiss Alps. This demanding undertaking involved rock and snow climbing, glacier navigation, high-altitude camping and technical rope work. Notable ascents included the South Ridge of the Lagginhorn (4,010 metres) and the Signalkuppe (4,554 metres). Theo's determination and composure in such extreme conditions are a genuine inspiration to his peers.

OSCAR AND TOBIAS BRUCE, FRIENDSHIP

Oscar (9B) and Tobias (11B) have revitalised the King's School Drama Club, making it a genuinely inclusive space in which students of all abilities can collaborate, learn and share their love of performance. In 2025, they co-wrote, directed and performed their play *Metamorphosis* as part of the School Council's Tour de King's mental health fundraiser, and produced *Operation Upper Lip* and *The Moustache Mandate* for the Movember and Oddballs fundraiser, performing to a full audience of students. They have trained teams of student technicians, stage hands and front of house, and even formed a student band for their productions. As Mrs Misquitta observed: 'Often performers, sometimes rivals, always brothers. Their passion for performing, acting and composing original pieces of theatre has encouraged so many of our students to participate and show their own flair for performance.'

OLIVER CHAMBERS, HONOUR

Oliver was nominated following an email sent to the School by a member of the public, asking that his kindness be formally recognised. Oliver came

across an elderly gentleman in the local community who was in distress. He immediately contacted the emergency services and remained at the scene until an ambulance arrived. The correspondent described Oliver as 'so kind and helpful and sensible.' His response demonstrated quick thinking, genuine altruism and a quiet determination to ensure that proper help was given. Several members of staff have added their own commendations of his consistently kind and thoughtful character.

ARUN RATCLIFFE, HUMILITY

Arun gives his time quietly and consistently across a remarkable range of activities. Within the CCF, he has spent two years organising training for the Army section and teaching new recruits. He plays an active role in the Medicine Society, helping to build tailored preparation for Year 12 applicants. He contributed to the charity games show, helping to raise £350 for Cancer Research UK and £170 for Don't Lose Hope. As a House Captain he has worked collaboratively to build a genuine community spirit, and as a trained Master Cadet, a qualification requiring sustained collaborative working at the highest level, he has demonstrated throughout that his ambition is to raise the standard of those around him.

THOMAS CONCARR, RESPONSIBILITY

Tom led this year's Christmas Toy Bank project with characteristic dedication and, in doing so, secured its long-term future. He negotiated an agreement with the grief support charity NGAS to provide a permanent location from which the Toy Bank can be hosted, not only this year but in future years too. His commitment to the sustainability of this wonderful cause is a fine example of taking responsibility that extends beyond the immediate moment.



TAJ AHMED, PERSEVERANCE

Taj has been nominated by numerous members of staff and by his peers for his quiet, consistent determination. He brings his full effort to every aspect of school life, facing challenges with a positive attitude and without complaint. On a daily basis he demonstrates remarkable resilience, high personal standards and the confidence to speak up when something is not right. His perseverance is an example to everyone around him.



FOOTBALL

This term brought a memorable conclusion to the football season for the Year 8 team. In the county cup semi-final, King's produced a dominant performance, defeating Sir Robert Pattinson School 7-1, a particularly satisfying margin against a side they had lost to on each of their two previous meetings. The win set up a county cup final against Bourne Grammar School and, in a closely fought match, King's prevailed 1-0 to claim the cup. It has been a very pleasing season for the Year 8 team: congratulations to all involved.

Year 9 also concluded their season on a high note, recording a narrow victory over Priory Ruskin in the KSSA League. It was the team's first league win in over two years, and reflects the determination and perseverance shown by the squad in continuing to develop throughout that period. Well done to all.



TENNIS

The Under 13 team opened their tennis season against a strong Boston Grammar School side and were beaten on the day. The Under 15 A team fared better, recording an impressive 10-2 victory against the same opponents. They were then unfortunate to lose to William Farr on a tie-break following an excellent match, a fine performance that augurs well for the rest of the season.

Mr M Hulme— Head of the Physical Education Department



GYMNASTICS

Ben Szekely and Leo Smith represented the School at the National Finals for Tumbling in Stoke-on-Trent, competing against the best gymnasts in the country. Leo finished in fifth place and Ben in seventh, outstanding achievements for both, and a testament to the dedication and quality that both have brought to their sport.

CRICKET

The cricket season is well underway, with friendly fixtures having been played against Loughborough Grammar and Worksop College. The Under 13 team began their National Cup campaign with an encouraging first-round victory against Nottingham High School. A full report on the season will appear in the Term 6 Newsletter.



Rugby

Congratulations to The King's School students who represented their county in the NLD U17 vs Leicestershire U17. Tom Mahony (injured), Robert Halsall, Oli Bainbridge, Jay Greaves, Alfie Osborn, Sid Harris and Ben Blacknall.





By Mrs. Hobbs

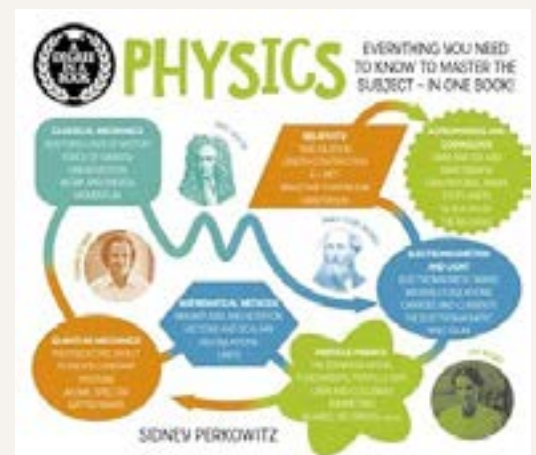
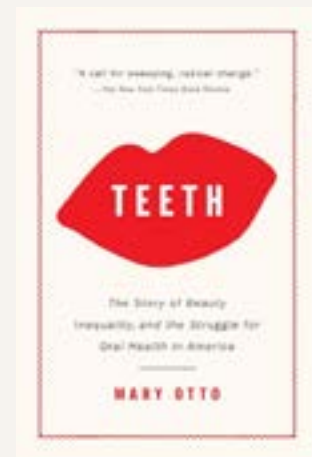
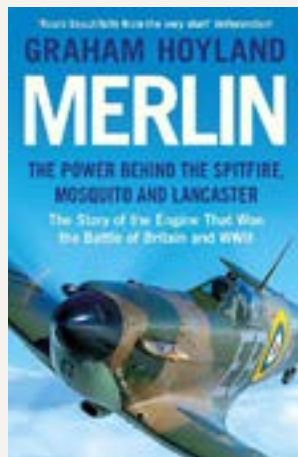
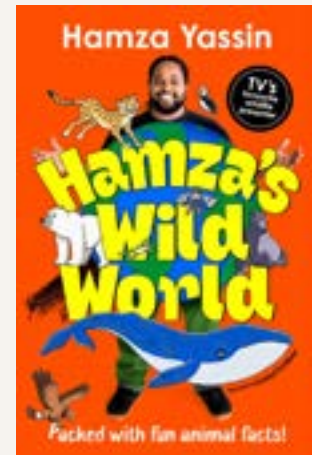
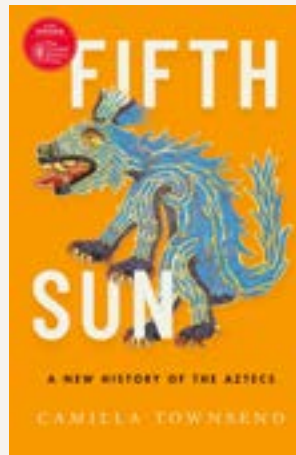
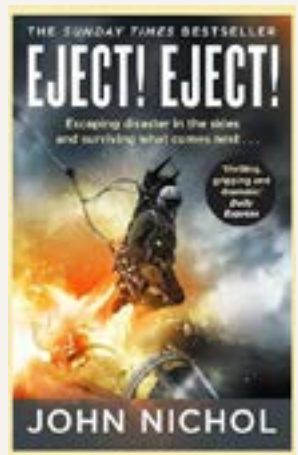
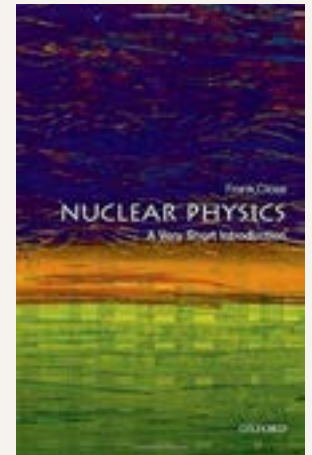
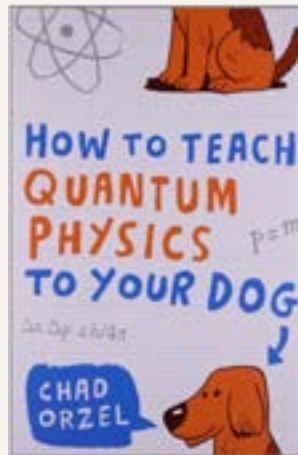
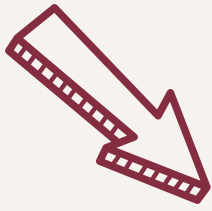
The response was enthusiastic, and students have been fascinated by the window into their teachers' reading lives, with many inspired to explore genres they would not previously have considered. Among the staff favourites featured in the display were:

- On the Accelerated Reader programme, Year 7 and Year 8 students have now read a combined total of over 146,000,000 words since the start of the academic year, and we now have thirty-five Word Millionaires. Special congratulations are due to Joseph Allan (7N) and Rishan Sharif (7F), both of whom have now read over 6,000,000 words each, a truly remarkable achievement. Well done to everyone involved.



This term, Mrs Hobbs has also been giving away free fiction and non-fiction books to make space for newer stock, and students have been delighted to take up to three books each.

New books purchased for the Library this term include....



The Gallery



George Caves (8S)

Portrait A4, Self Portrait



Edward MacIntosh (8M)

Portrait A1, oil on paper - friends and family.



Hugo Butler (8S)

Portrait A3, oil on board - formula 1



Zayne Wright (8N)

Portrait A1, oil on paper - friends and family.



Oliver Turner (8S)

Portrait A1, oil on paper - friends and family.



Noah Fraser (8M)

Portrait A1, oil on paper - friends and family.



Oliver New-Parfitt (8S)

Portrait A1, oil on paper - friends and family.



Arjun Ajanthan (8S)

Portrait A1, oil on paper - friends and family.



The King's School Art Department presents

SUMMER EXHIBITION 2026

THE OLD SCHOOL 08.07.2026 17.00-19.30 FREE ENTRY

Our tracks

Whether you are sitting quietly or out enjoying the warmer evenings, music adds immeasurably to life. Here are four albums worth your time, covering five decades of recorded music and ranging across delicate grief, infectious funk and joyful soul.

Mr M Lond — Director of Music



RAYE

This Album May Contain Hope

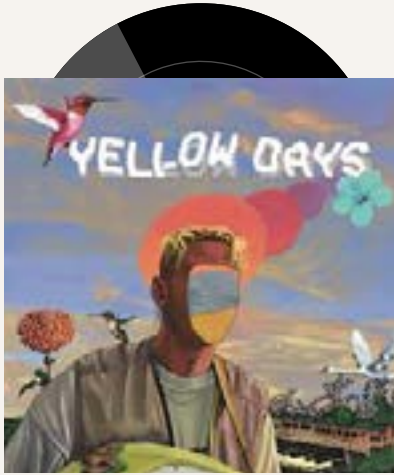
Expanding on the soul-pop and jazz-inflected sound of her previous work, RAYE here integrates orchestral arrangements, gospel touches and big-band brass into something both ambitious and deeply personal. Thematically, the album explores renewal, faith and self-acceptance, tracing an emotional arc that mirrors seasonal change: from difficulty towards something warmer and more hopeful. A beautifully felt record from one of contemporary music's most distinctive voices.



BEN L'ONCLE SOUL

Soul (2010)

Ben L'Oncle Soul's debut album is a slick, feel-good revival of classic soul, drawing clear inspiration from Otis Redding while adding a distinctly modern French character. Warm horns, tight grooves and a charismatic vocal performance give the album a quality that is at once nostalgic and fresh. His playful soul reworking of Seven Nation Army and the irrepressible original Soulman are particular highlights. A joyful and memorable debut.



YELLOW DAYS, A Day in a Yellow Beat (2019)

George van den Broek's sprawling exploration of indie, soul and psychedelic pop leans into a hazy, lo-fi aesthetic: warped synths, woozy guitar lines and unconventional song structures give it a dreamlike, slightly disoriented quality. Lyrically introspective and often abstract, it circles themes of identity, anxiety and emotional tension with restless energy. Its looseness can make it feel unfocused at moments, but for those willing to sink into its strange, immersive world, it is a richly rewarding listen.



SCARY POCKETS, Stank Face

Scary Pockets double down on their signature formula: tight, groove-heavy funk reimaginings delivered with studio precision and a rotating cast of guest vocalists. Punchy basslines, crisp drums and rhythmic guitar take priority over flashy production, and each track locks into its groove quickly and stays there. Strank Face delivers exactly what fans expect: polished, infectious funk that is easy to enjoy and very hard not to move to.



Combined Cadet Force

The CCF Contingent has had an exceptionally busy and rewarding term, with achievements across both services that are a source of considerable pride.

The term began with a truly impressive result at the Combat Cadet Competition at Beckingham Army Camp, where the Contingent competed alongside eighteen other schools. The competition tested cadets

across a demanding range of disciplines, including marching and shooting, fieldcraft and tactics, and observation tasks. After an intense and hard-fought two days, King's finished in fourth place overall, the highest-placed

state school in the field, and an outstanding achievement. The top six finishing schools were each awarded a Gold Medal, and it is a mark of the Contingent's quality and depth that we were among them.





This term also saw Cadet Samy Al Merie return from Frimley Park having successfully completed the prestigious Master Cadet Course. He did not disappoint, returning with his coveted Master Cadet Badge and Certificate, and bringing the total number of Master Cadets in the King's School CCF to four, a remarkable distinction for a school of our size.

The major training exercise of the term was March Hare, held at Oasby. Ninety-one cadets participated over a full weekend, living on twenty-four-hour ration packs while being tested across navigation, fieldcraft and tactics, expedition skills and first aid. Every cadet conducted themselves with great credit, every training objective was met, and a winning team was selected for the trophy.

On 7 May, the Contingent held its annual Leavers' Regimental Dinner, which proved to be a particularly memorable occasion. Distinguished guests included Colonel Bennett-Madge, Commanding Officer of the 2nd Battalion, Royal Anglian Regiment, himself an old boy of the King's School, and his Regimental Sergeant

Major, WO1 Chapman. Mr Chris Harman, SO3 to 7 Brigade, was also in attendance.

Prizes presented on the evening included Master Cadet Certificates, RAF CCF Leadership Certificates, two four-star badges, and the Combat Cadet Gold Medal. The Head Master read out a letter from His Majesty The King.

Away from the parade ground, twelve cadets visited Beckingham Ranges to consolidate their shooting skills, all successfully completing the two-star shooting syllabus. This provides an excellent foundation for Summer Camp. Next term promises to be equally full of achievement, and further results from recent activities will be reported in the Term 6 newsletter.

I am exceptionally proud of the Contingent and extend my sincere thanks to all the staff whose generous support makes the King's School CCF possible. Congratulations to every cadet continuing to earn the badges on their brassard.

R M Ogg BEM - Lt Col CCF

Contingent Commander, The King's School CCF



“Four Master Cadets in its ranks,
a remarkable distinction.”



CCF Dinner













Alumni Rugby

~The Hubbard Scott Cup~





The annual Hubbard Scott Cup Rugby Match at Newark Rugby Club.

The match saw members of the King's School Alumni come together and play in the memory of two former students at the school who unfortunately lost their lives too early, Max Hubbard (Class of 2011-2018) and Ollie Scott (Class of 2012-2019).

As well as being a fabulous spectacle of rugby, £1000 was raised for each of the charities - 'The Child Bereavement Centre, Newark' and 'The Brain Tumour Charity'.



We live in a multicultural and increasingly interconnected world so if you choose to study languages at degree level you are opening an array of career opportunities.

Knowing multiple languages makes you a highly valuable asset in an interlinked global landscape. Graduates with language skills have a whole range of career opportunities open to them from international business and diplomacy to translation, journalism, and tourism.

Gaining a degree in languages can enable you to make an impact in a variety of ways;

- ◇ Improve the impact of international aid and development initiatives.
- ◇ Inspire a more interconnected world where diverse perspectives are valued, celebrated and understood.
- ◇ Contribute to more accurate storytelling, promoting a global exchange of information.

Employers and Job Roles

With the international rise of virtual and online working, language skills are more valuable than ever. Many modern languages graduates work for companies that trade globally or provide services to non-English speaking clients and suppliers. By contrast, some modern language graduates work on a self-employed basis as interpreters or translators. Language graduates are employed by a wide variety of employers, across numerous sectors which include:

- ◇ business services
- ◇ charity work
- ◇ diplomacy
- ◇ engineering
- ◇ media and journalism
- ◇ museums and libraries
- ◇ public relations work
- ◇ public administration
- ◇ teaching and education
- ◇ tourism and hospitality
- ◇ transport and logistics.

Across these sectors there are a huge variety of job roles that require language graduates. For many of these roles it is essential to have gained a degree in languages however there are also many wider jobs where a degree in languages is useful but not essential.

Examples of job roles using a languages degree:

- ◇ Academic researcher
- ◇ Diplomatic service officer
- ◇ English as a foreign language teacher
- ◇ Intelligence analyst
- ◇ International aid/development worker
- ◇ Interpreter
- ◇ Political risk analyst
- ◇ Secondary school teacher
- ◇ Translator

There are plenty of career options available for language graduates who want to utilise their

degree. For graduates who enjoyed their studies but may not want to travel or live abroad, there are numerous other career options which utilise the transferable skills gained from a language degree.

Work Experience

Gaining experience and spending time abroad is essential to gaining graduate employment. Many modern languages degrees offer a year of study abroad which can also be used to gain experience and hone your language skills. Any time you can spend abroad perfecting your language skills will definitely be helpful. You can look for temporary jobs that allow you to do this such as teaching English or working in the tourism sector.

The development of strong IT and admin skills are often required for jobs related to languages. If your aim is to move into translating, interpreting or diplomacy you may want to carry out some work on a voluntary basis in order to build up a portfolio of experience

The study of languages and gaining first-hand experience will enable you to develop a strong range of skills that employers will value highly;

- ♦ excellent language skills – both written and spoken
- ♦ attention to detail
- ♦ a good memory
- ♦ the ability to learn quickly
- ♦ the ability to interact well with people and work as

part of a team

- ♦ the ability to use discretion and maintain confidentiality
- ♦ flexibility to deal calmly with unexpected situations
- ♦ cultural awareness and knowledge of current affairs and politics

The following websites can be useful for finding language career internships, experience and jobs.

<https://jobs.euractiv.com/> - search for internships in the EU and UK

European Parliament (<https://traineeships.ec.europa.eu/>) - five-month traineeships for graduates and translators/interpreters

British Council: <https://www.britishcouncil.org/study-work-abroad> - international experiences for young people. This includes information on internships in China and the Turing Scheme.

British Council: Language assistants - <https://www.britishcouncil.org/language-assistants>

Graduate Languages jobs 2026 - <https://www.graduate-jobs.com/jobs/languages>

Chartered Institute of Linguistics and Institute of Translating and Interpreting - <https://www.ciol.org.uk/>

The Security Service – Languages at MI5 - <https://www.mi5.gov.uk/careers/opportunities/languages>



Personal, Social, Health and Economic (PSHE) Education

Our PSHE programme is designed to give students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain and the wider world. PSHE ensures that every student has the knowledge on how to be safe, how to make a positive contribution, how to achieve economic well-being, and how to live long healthy lives. PSHE is split into six different themes which include: Sex and Relationships, Health, Economic Education, Careers, Society and Future aspirations.

The key themes are covered in different terms throughout the academic year during form times, assemblies and with external speakers:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Financial Education	Careers	Health Education	Relationships and Sex (RSE)	Society	Future and Values

As you can see from the table, this term students focused their learning on the theme of Society and Citizenship.

- ◇ Year 7 learning experience focused on various social issues in our local community and the wider world in which we lived. Students looked at diversity in the UK as well as the laws in place to keep everyone safe.
- ◇ Year 8 learning introduced the role of the UN and the importance of looking after the environment. Charities and their role in society were also considered.
- ◇ Year 9 learning progressed to look at UN children's rights and what these involved. The second

lesson looked at The British Empire and how this impacted different countries. Finally, this unit finished with discussions on Brexit and its impact on society then and in the future.

- ◇ Throughout this unit, Year 10 students were encouraged to celebrate the diversity and culture of Britain at that time. Students looked at Human Rights and how these were important to us as a society. Finally, students looked at environmental challenges faced in society.

Supporting With SRE at home

[United Nations | Peace, dignity and equality on a healthy planet](#) — This website continues the discussion on the role of the UN and the different types of work they do. This page also focuses on climate change and how we, as citizens, can help combat climate change in society.

[NASA: Home](#) — Climate Change: Vital Signs of the Planet — This website further explores what is happening to Earth. This link, Images of Change - Climate Change: Vital Signs of the Planet (nasa.gov), shows some thought-provoking images of the earth before and after climate change.

Looking forward to Next Term in PSHE

The King's School in Grantham emphasises several core values that guide its educational approach and community spirit:

- ◇ Courage: Encouraging students to inspire change, challenge complacency and injustice, seize opportunities, and be open-minded.
- ◇ Friendship: Building deep, lasting relationships based on mutual trust and support.
- ◇ Honour: Upholding the highest values and standards, leading by example, and taking personal and group responsibility.
- ◇ Humility: Recognizing that successes are due to the support and work of others.
- ◇ Perseverance: Encouraging students to try their best in all aspects of life, staying the course despite challenges.

To find out more about the School's values please visit: [The King's School Grantham - Vision and Values](#)

All PSHE Resources are available to access through students' Sharepoint accounts – in the Personal Development and PSHE Section of the site.

If you have any questions or comments about the PSHE Curriculum, please feel free to contact me: T Deller – Head of PSHE tom.deller@kings.lincs.sch.uk If you have any questions or comments about the PSHE Curriculum, please feel free to contact me: T Deller – Head of PSHE tom.deller@kings.lincs.sch.uk

Mr Deller — Head of PSHE (tom.deller@kings.lincs.sch.uk)



Co-curricular Activities

Monday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
NEA Catch Up Session	C101	12.40pm-1.10pm	Mrs Beedham	11C DT Resistant Materials group
Basketball	Gym	12.40pm-1.25pm	Mr Pickett	Key Stage 4
Business Drop-In	S202	12.40pm-1.30pm	Mr Rushall	Key Stage 4
Brass Ensemble	C204	1.00pm-1.30pm	Mr Cook	Invitation Only
Chess Club	T103	12.45pm-1.25pm	Mr Davies	Key Stage 3
Clarinet Ensemble	C203	1.00pm-1.30pm	Mrs Lond	Invitation Only
Junior Percussion Ensemble	Rehearsal Room	1.00pm-1.30pm	Mrs Lond	Invitation Only
Manga Club	Library	1.00pm-1.30pm	Owen Liu Mrs Hobbs	All Year Groups
King's Literature Society	T302	1.00pm-1.30pm	Thomas Mitchell	All Year Groups
Warhammer	N205	3.45pm-4.45pm	Mrs Copeman	All Year Groups
Cricket	Field	4.00pm-5.00pm	Mr Whales	Year 9
Athletics	Field	4.00pm-5.00pm	Mr Collins	All Year Groups
Inter-school Debate/ Discussion Club (Once a half term)	Alternates between The King's School & KGGS	4.00pm-5.30pm	Mrs Cunningham	Year 11, 12 & 13



Co-curricular Activities

Tuesday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
NEA Catch Up Session	C101	12.40pm-1.10pm	Mrs Beedham	11C DT Resistant Materials group
Classics Club	C201	12.40pm-1.10pm	Mrs McKenna	Year 7 & 8
Food NEA Catch up		12.40pm-1.10pm	Mrs Shaw	GCSE Students
Eco-Committee (Week A Only)	N204	12.40pm-1.10pm	Mrs Evans	All Year Groups
Business Essay Club	S203	12.40pm-1.35pm	Mr Hirst	Key Stage 5
Coding Club	N203	12.40pm-1.35pm	Mrs Fellows	All Year Groups
A level English Club	T401	12.40pm-1.35pm	Mr McLauchlan	A level
Whist Club	N103	12.45pm-1.30pm	Mr Hill	All Year Groups
Economics Exam Booster Club	S201	12.50pm-1.35pm	Mr Anderson	A level Students
Creative Writing Club	T402	1.00pm-1.30pm	Mrs Misquitta	Key Stage 3
Concert Band	Rehearsal Room	1.00pm-1.30pm	Mr Lond	Invitation Only
French and Biscuits	N305	1.05pm-1.35pm	Mrs Roberts	Year 11
GCSE Biology Revision	B104	1.00pm-1.35pm	Mrs Haywood	Year 11
Languages Club	N301	1.10pm-1.40pm	Ms Dewulf	Year 7, 8 & 9
Grade 9 English Club	T401	3.45pm-4.45pm	Mc McLauchlan	Year 11
Cricket	Field	4.00pm-5.00pm	Mr Hulme	Year 8

Co-curricular Activities

Wednesday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
Brass Ensemble	C204	8.45am-9.10am	Mr Cook	Invitation Only
NEA Catch Up Session	C101	12.40pm-1.10pm	Mrs Beedham	11C DT Resistant Materials group
Food NEA Catch up		12.40pm-1.10pm	Mrs Shaw	GCSE Students
Grade 9 English Club	T401	12.40pm-1.35pm	Mr McLauchlan	Year 11
Coursework Club	B101	12.45pm-1.30pm	Mr Hollingworth Mrs Misquitta	Year 13
Lego Club	Tombs	12.45pm-1.30pm	Mrs Clark	Year 7 Invitation Only
A level English Revision	T402 (Week A) T302 (Week B)	12.45pm-1.30pm	Mrs Misquitta Mr Hollingworth	A level
Knotso's	Rehearsal Room	1.00pm-1.30pm	Mr Lond	Invitation Only
Senior Choir	C204	1.00pm-1.30pm	Mr Cook	Invitation Only
KS3 Debate Society	S102	1.00pm-1.30pm	6th Form	Key Stage 3
Cricket	Field	4.00pm-5.00pm	Mr Hope Mr Richardson	Year 7
Cricket	Field	4.00pm-5.00pm	Mr Hope Mr Richardson	Year 7



Co-curricular Activities

Thursday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
NEA Catch Up Session	C101	12.40pm-1.10pm	Mrs Beedham	11C DT Resistant Materials group
Food NEA Catch up		12.40pm-1.10pm	Mrs Shaw	GCSE Students
Business Essay Club	S202	12.40pm-1.30pm	Mr Rushall	Key Stage 5
Essay + Revision Club	S203	12.40pm-1.30pm	Mr Hirst	Key Stage 4
History Society	C201	1.00pm-1.30pm	Thomas Christopher	Year 9, 10, 11, 12 & 13
Senior Percussion Ensemble	Rehearsal Room	1.00pm-1.30pm	Mr Richmond	Invitation Only
String Ensemble	C203	1.00pm-1.30pm	Mrs Brown	Invitation Only
Homework Club	T203	1.10pm-1.40pm	6h Form Prefects	Key Stage 4
KS4 Debating Society	S102	1.00pm-1.30pm	Mrs Cunningham	Key Stage 4
Cricket	Field	4.00pm-5.00pm	Mr Gilbert	Year 10
CCF	Quad & Classrooms	3.45pm-5.30pm	Lt Col R Og SSI S Pulfrey Mrs P Barton Mr M Davis Mr R Gait	Year 9, 10, 11, 12 & 13 CCF
CCF	Quad & Classrooms	3.45pm-5.30pm	Lt Col R Og SSI S Pulfrey Mrs P Barton Mr M Davis Mr R Gait	Year 9, 10, 11, 12 & 13 CCF
RS Essay Writing	S101	3.45pm-4.45pm	Mrs Cunningham	Year 11 & 13

Co-curricular Activities

Friday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
Junior Choir	Rehearsal Room	8.45am-9.10am	Mr Cook	Year 7 & 8
New Catch-Up Session	C101	12.40pm-1.10pm	Mrs Beedham	11C DT Resistant Materials group
Film Club	S202	12.40pm-1.35pm	Mr Rushall	All Year Group (40 student limit)
Grade 9 English Club	T401	12.40pm-1.35pm	Mr McLauchlan	Year 11
Drama Club	Hall	12.45pm-1.30pm	Student led	Invitation Only
Chess Club	T103	12.45pm-1.25pm	Mr Davies	Key Stage 4 & 5
Senior Soul Band	Rehearsal Room	1.00pm-1.30pm	Mr Lond	Invitation Only
Politics Society	B205	1.00pm-1.30pm	Jack Duffin Charlie Simpson	All Year Groups
CU Christian Union	S102	1.00pm-1.30pm	Mr Anderson	All Year Groups
Homework Club	T203	1.10pm-1.40pm	6th Form Prefects	Key Stage 3
Big Band	Rehearsal Room	3.45pm-4.45pm	Rehearsal Room	Invitation Only
CCF Shooting Club	Gym	3.45pm-6.00pm	SSI Pulfrey Mr P Dunlop Mrs P Barton	CCF – Year 9, 10, 11, 12 & 13





BISHOP RICHARD FOXE

1448 – 1528

SIR WILLIAM CECIL

1521 – 1598

JOHN STILL

1543 – 1608

DR HENRY MORE

1614 – 1687

SIR ISAAC NEWTON

1643 – 1727

COLLEY CIBBER

1671 – 1757

JOHN NEWCOMBE

1684 – 1765

JOHN CUST

1718 – 1770

FREDERICK BARKER

1808 1882

SIR WILLIAM ROBERTSON

1825 – 1889

BERNARD SMITH FRS

1881 – 1936

JOSEPH TOMBS VC

1884 – 1966

WILLIAM WAND KCVO, PC

1885 – 1977

ALBERT BALL VC

1896 – 1917

JOHN DOWNES DFC

1920 – 2004

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