



King's



The King



Class o

g's School



of 2026





The Head Master

A school year is not won in a single afternoon. It is built, quietly and cumulatively, across hundreds of ordinary days: the lesson prepared, the practice attended, the difficult paragraph rewritten, the skill returned to until it is mastered. As I look back over this year, what strikes me most is not any one triumph, remarkable though many have been, but the sheer consistency of effort behind them.

The records broken on our Sports Day field, the debating trophies lifted in London, the national finals reached, all of them rest on months of patient work that no one but the student and those closest to them ever sees. I hope our boys carry that lesson with them into the summer and beyond: that it is perseverance, sustained over time, which turns promise into achievement.

This term has offered a wealth of examples. Our debaters have enjoyed a quite exceptional season. Thomas Mitchell and Dhiraj Vijayaraj were selected for Debate England's Development Squad from over five hundred applicants and went on to win the South Hampstead High School Summer Competition outright; Ted Kenny, partnering a student from the Girls' Grammar School, placed first through the open rounds at a national competition at Ibstock Place School; and a trio of novice Year 10 debaters represented us with real credit at Stamford. In the Combined Cadet Force, thirty-nine cadets excelled at Annual Camp, winning the competition day, while cadets gained fieldcraft, cyber and gliding qualifications, and George Hawkins earned his wings. I am immensely proud of our cadets and deeply grateful to Lt Col Ogg and all who give so much to the contingent.

In Physics, a group of Year 12 students became the first from King's ever to reach the finals of the National Big Bang Competition at the NEC, and our younger physicists produced an outstanding set of British Physics Olympiad results. Our historians travelled to Lincoln to stand before Magna Carta, to Leicester's newly reopened Jewry Wall Museum, and, movingly, to the battlefields of France and Belgium, where our Year 9 students reflected on sacrifice with real maturity. Geographers undertook rigorous fieldwork from Sherwood Pines to the River Witham, and our linguists brought French and German to life on a memorable trip to Alsace.

Beyond the classroom, our sportsmen have flourished. The season brought national recognition in rugby, football, athletics and cricket, with our

Under 13 cricketers reaching the last sixteen nationally and retaining their county title, and our Year 8 athletes competing at the National Finals of the Track and Field Cup for the first time in the school's history. Our Sports Day then saw more school records fall than in any before it. Add to this the individual achievements of so many of our boys, in music, drama, martial arts, fencing, cycling and much else besides, and the picture is of a school community brimming with talent and ambition.

I want also to thank the Sixth Form team for a rich programme of aspiration this term: alumni sharing their university experiences, visits to Cambridge, Birmingham and beyond, our flagship Futures Fair, and the launch of the most extensive student-led societies programme in the school's history. That our former students return so willingly to inspire the next generation says a great deal about the community we share.

From September, we are adjusting our mobile phone policy, and any student bringing a phone into school will be asked to use the Blackout app during the school day. Full details appear later in this newsletter, and I would encourage every family to read them.

Finally, our Year 13 and Year 11 students, who met the examination season with such discipline: I could not be prouder of the manner in which you rose to the challenge. My thanks go to our staff, whose dedication, so often given up at weekends and in the holidays, makes all of this possible, and to our parents and carers, for your unfailing support throughout the year.

I wish you all a restful and happy summer.



Simon Pickett - Head Master



The PTFA

The PTFA Autumn Ball: Saturday 10 October 2026

One of the most anticipated events in the school calendar is back, and tickets are on sale now. Our Autumn Ball returns on Saturday 10 October 2026 and promises to be a spectacular evening. Whether you are a Ball veteran or joining us for the first time, this is one night you really don't want to miss.

The evening includes a welcome drink to start in style, a delicious three-course meal, and live music from the brilliant King's Jazz Band, always a crowd favourite. Tickets start from just fifty pounds and are available now via the school website. The dress code is lounge suit. Tables fill up fast, so please don't leave it too long.

Could you help make our raffle amazing? No Ball is complete without a fantastic raffle, and ours is legendary. We are on the hunt for brilliant prizes to make this year's the best yet. Donations could be anything from vouchers, whether for restaurants, spas or shops, to products such as hampers, bottles, beauty items or sports kit, or experiences such as days out, classes, events or mini-breaks. If you run a business, work somewhere with perks to share, or simply have something wonderful to offer, we would love to hear from you. Every prize makes the raffle more exciting

and raises more money for our school. Please contact us via our social media channels below, or email us at [email address to be confirmed].

Pre-loved uniform donations: has your son outgrown his blazer, or do you have a pile of Physical Education kit that no longer fits? Please don't let it gather dust. Pop it in the yellow bin at school. Every item donated helps keep uniform costs down for other families and raises vital funds for the PTFA.

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 truly well-deserved and restful summer holiday.

The PTFA Committee

An updated Approach to Mobile Phones from September

From September, we are introducing a change to our mobile phone policy. Any student who brings a mobile phone into school will be required to have the Blackout app installed and running on their device during the school day. We want to explain what this means, why we are doing it, and how it will work in practice.

Like every school, we are thinking carefully about the place of smartphones in young people's lives. Mobile phones are now woven into everyday life, and they bring real benefits, from keeping in touch with family to helping pupils travel safely to and from school. At the same time, we are aware of the downsides: the constant pull of notifications, the temptation to check social media during the day and the effect that distraction has, not only on the individual pupil but on everyone learning around them.

For Years 07 to 11 we will continue to have a Gate to Gate policy from 08:45 until 15:45 where mobile phones must not be seen at any time. However, to support students in building a healthier, more responsible relationship with their devices they will also be required to be running the Blackout app. The app temporarily restricts access to distracting applications during the school day. It blocks social media, games, video and the camera, while leaving essential functions such as phone calls, text messages, maps and the calendar available. Outside school hours, the app switches off and the phone works entirely as normal, so pupils can use educational apps and complete homework at home in the usual way.

Setting the app up is quick and straightforward, taking only a short time on each device. Importantly, the school-based version of Blackout uses a simple schedule tied to the school day rather than location tracking. It does not monitor browsing history or record what pupils do on their phones, and it collects only the minimal information needed to link a device to its user. Blackout acts only as a data processor on the school's behalf.

Students with medical needs will continue to have access to their phones.

We believe this measure will help pupils stay focused in lessons and support the wellbeing of the whole school community. We will be sending much more information about the roll out of the application in September and thank you in advance for your support.

Full details, including how to install the application you can visit the Blackout Website at: www.blackout-technologies.com





House News

Term 6 has been packed with exciting competitions that showcased the talents and teamwork of our students. Students have shown off their artistic skills by creating logos for each department, and over the course of the term each year group has taken a turn in the Pac-Man survival challenge, as well as the House Penalty Shootout.

Students have a wide variety of ways to participate and earn points for their Houses. Competitions still running within Term 6 include creative and competitive events such as the History in a Box competition, depicting an event from 1950 to the present day; the French Spelling Bee, testing language skills and quick thinking; and the Sports Day Banner Competition, which showcases artistic flair and House pride.

In addition, Term 6 has seen the election of the House Captains and Deputies for the next academic year:

Burleigh: Pranav Babukumar (House Captain), Osayd Hassan (Deputy I), Disula Liyanage (Deputy II)

Curteis: Nathan John (House Captain), Dhiraj Vijayaraj (Deputy I), Riley Hullott-Brookes (Deputy II)

Foxe: Angus Ismail (House Captain), Alvin Toms (Deputy I), Rhys Eaton (Deputy II)

More: Rohit Sreenivas (House Captain), Athul Abilash (Deputy I), Dwij Shah (Deputy II)

Newton: Oliver Leeson (House Captain), Jamie West (Deputy I), Owen Liu (Deputy II)

School: Mrinal Bhargava (House Captain), Noah Rogers (Deputy I), Gagana Gurusinghe (Deputy II)

As we look ahead to another exciting year, we encourage all students to get involved, try new things and make the most of the House System.

Mrs Helen Meanwell - House Leader

The Sixth Form



Fourteen students recently enjoyed a memorable residential experience at Christ's College, Cambridge, followed by attendance at the University of Cambridge Open Day. Christ's College, founded in 1505 and counting Charles Darwin and John Milton among its former members, offered a fitting setting for students considering the most ambitious of academic futures.

Staying overnight in student accommodation provided a valuable insight into university life, helping students to picture themselves as future undergraduates. The experience was further enriched by an evening meal in college and breakfast in the dining hall, giving students a genuine taste of life at one of the world's leading universities.

The visit had a clear impact on students' confidence, motivation and sense of what is possible. By experiencing Cambridge first-hand,

students developed a stronger sense of self-belief and a greater understanding of the opportunities available to them through academic ambition and hard work.

A particular highlight of the day was meeting several former King's students who were volunteering at their respective colleges during the Open Day. Seeing our alumni thriving at Cambridge provided a powerful reminder of the pathways available to current students and demonstrated the growing presence of King's students within the Cambridge community.

As increasing numbers of our students embark on the Cambridge journey, we are excited to build on this success and to continue fostering a culture of aspiration, purpose and academic excellence throughout the school.

Mr Whales, Assistant Headteacher

Alumni Bring University Experiences to Year 12

As our Year 12 students begin shaping their university applications, we have been using Microsoft Teams to connect them with former students studying across the UK and beyond.

Recently, Jakub Wilczewski joined us live from South Korea, where he is spending a study-abroad year as part of his Economics and Management degree at the University of Bristol. He shared insights into university life and the opportunities that studying abroad can provide. We were also joined by Max Faulks and Oliver Flavin, who spoke about studying Engineering at the University of Leicester and the University of Cambridge respectively. Their advice on university choices, applications and student life gave our Year 12 students valuable first-hand perspectives.



These sessions are a fantastic example of the strength of our alumni community. Hearing directly from former students helps our current students make more informed decisions about their futures, and we are extremely grateful to Jakub, Max and Oliver for giving their time to support the next generation.





University of Leeds





What do you know
about personal
statements?

Talk in pairs about what you
already know about
personal statements and
what you think you should
include in them.



We were delighted to welcome Joe Stanley from the University of Leeds to work with our Year 12 students as they begin preparing their university applications.

Joe delivered an informative and engaging session focused on the key principles of effective personal statement writing, helping students understand how to showcase their academic strengths, wider interests and future ambitions. He also provided valuable guidance on the admissions process for highly competitive universities and courses, offering practical advice on how applicants can stand out and present themselves in the strongest possible way.

The session was extremely well received, and many students left with a much clearer understanding of what admissions tutors are looking for and how to approach the next stages of their application journey with confidence. We were particularly grateful to Joe for generously giving up additional time after the presentation to hold one-to-one meetings with many members of the cohort. These individual discussions allowed students to seek personalised advice on course choices, application strategies and strengthening their applications to competitive institutions.

We would like to extend our sincere thanks to Joe and the University of Leeds for their continued support of our Sixth Form students. Opportunities such as these play an important role in helping our students make informed decisions and aspire to ambitious higher education destinations.



UNIVERSITY OF BIRMINGHAM

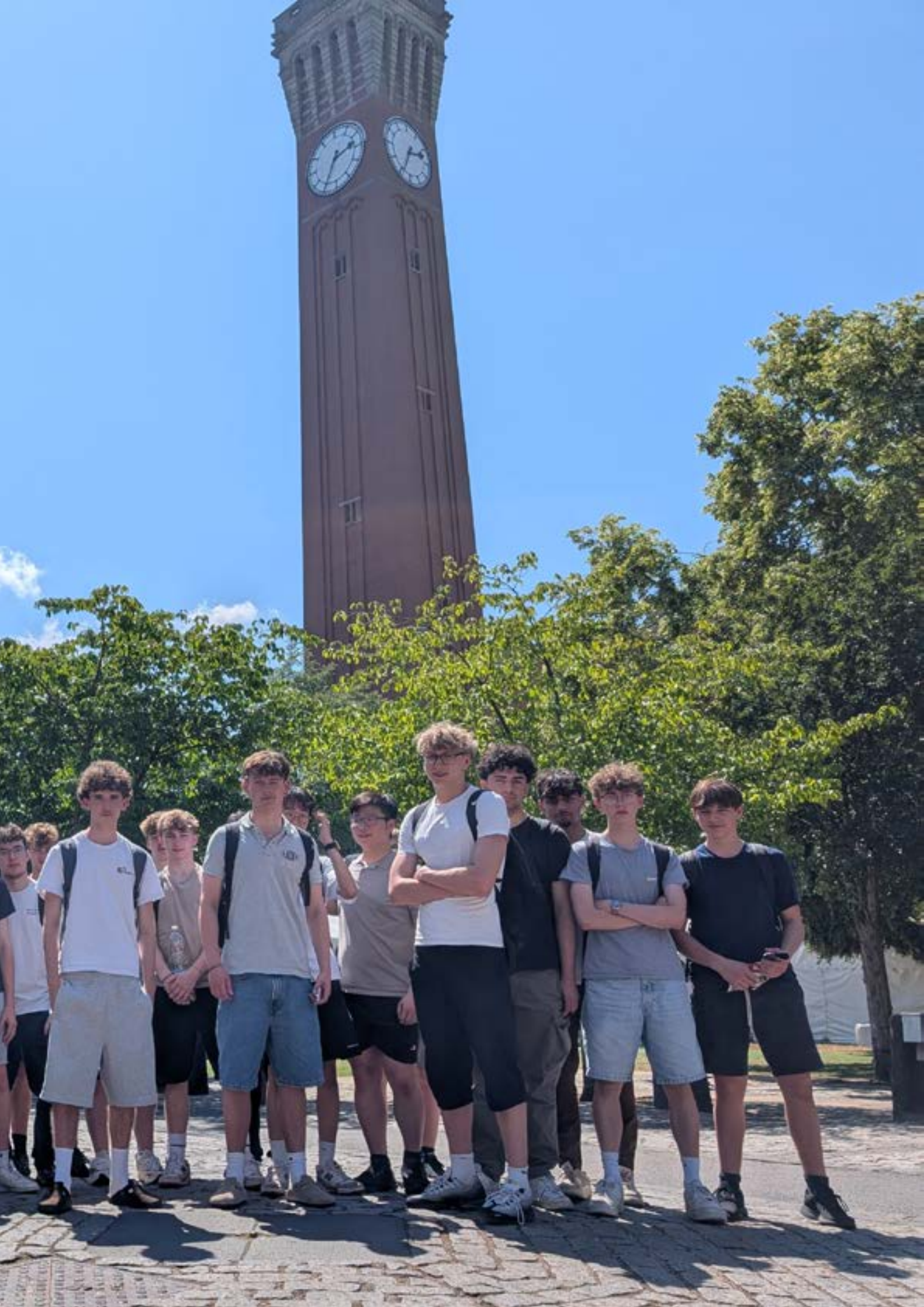
Year 12 Visited the University of Birmingham Open Day as part of our ongoing commitment to supporting students with their post-18 decision-making and future university applications, over one hundred.

The visit provided students with an invaluable opportunity to experience life at a leading Russell Group university, explore the campus and gain a better understanding of what higher education has to offer. Students were able to attend subject-specific sessions, speak directly with academics and current undergraduates, and visit individual faculties relevant to their interests and aspirations.

Having first-hand access to departments and course specialists enabled students to ask detailed questions about admissions, course content, career pathways and student life. For many, the experience helped bring their university research to life and provided greater confidence as they begin to consider their future applications.

We are delighted that so many students took advantage of this opportunity, and we are grateful to the University of Birmingham for hosting such an informative and inspiring event. Experiences such as these play an important role in helping our students make ambitious and informed decisions about their futures.





The French Department's Alsace Trip

On Saturday 29 March, forty boys from Year 8, accompanied by Mrs Roberts, Mrs Martin, Mr Gait and Mme Dewulf, departed school en route for Alsace, the historic region of north-eastern France that borders Germany and Switzerland and has passed between French and German rule several times over the centuries. This shared heritage makes it an ideal destination for young linguists, offering the chance to hear both French and German spoken within a few miles of one another..

After a coach and ferry journey, the group arrived in Kehl, Germany, taking up residence in the town's youth hostel. Kehl is a small, attractive town on the River Rhine, directly across the water from Strasbourg. Pupils had the opportunity to hear German spoken in the hostel and to sample German food at breakfast and dinner. Many a traditional bread roll was consumed.

On the Tuesday, the group set off for Strasbourg, crossing the border into France. Strasbourg is the official seat of the European Parliament and one of the great cathedral cities of Europe. Pupils enjoyed a city tour and a visit to the impressive Gothic cathedral, whose soaring sandstone facade and astronomical clock inspired a number of beautiful photographs for Mr Gait's photography competition. Once the tallest building in the

world, a distinction it held from 1647 until 1874, the cathedral makes a striking subject for any young photographer. A visit to a chocolate factory followed, during which pupils attended a demonstration of how to make a ganache and were able to try top-quality French chocolate. A quick visit to the well-stocked shop proved very popular, and many pupils bought presents for their families and friends, just in time for Easter.



On the Wednesday, the group set off for Colmar, a picturesque town south of Strasbourg known for its brightly painted timber-framed houses and its network of canals. On the way, pupils enjoyed a tour of the stunning Haut-Koenigsbourg Castle, a medieval fortress restored in the early twentieth century and set high on a hilltop with commanding views across the Alsace plain. They then visited the art museum in Colmar itself. This was a jam-packed day of culture, and the pupils engaged really well with

every activity. The group even found time for some excellent ice cream before heading back to the youth hostel.

On the Thursday, the group stayed in Germany, and for many this proved the highlight of the trip: a visit to Germany's largest theme park, Europa-Park. A huge amount of fun was had on all the rides. Everyone was tired as they prepared to leave, but before sleep Mr Gait organised a celebration evening with prizes galore. Well done in particular to Santi, whose trip

booklet was completed in such wonderful detail.

The group returned to England the following day, having had a marvellous time. Many thanks to all the pupils and staff who made such an enjoyable trip possible, and to all the parents who supported it. Planning is already turning to next year's languages excursions, and we hope to welcome an even larger group.

***Mrs Roberts, Head of
the French and German
Department***



PHYSICS

Big Bang

National Final



On Tuesday 9 June, a group of Year 12 Physics students made history as the first King's School pupils ever to be invited to the finals of the National Big Bang Competition, held at the NEC in Birmingham. The Big Bang UK Young Scientists and Engineers Competition, run by the charity EngineeringUK, is the country's largest science and engineering competition for young people, and reaching its final rounds represents a genuinely national distinction.

Vlad Hnatyev, Cyprian Gacki, Angus Ismail, Daniel Degnan and Will Simons showcased their impressive project, 'Algae: The Future of Omega-3 Supplements', earning high praise from competition organisers, sponsors and attendees alike. Their work explored how algae, the original source of the omega-3 fatty acids usually associated with oily fish, might offer a more sustainable route to these important dietary supplements. Whilst a prize was

not to be theirs on the day, their achievement in reaching the finals is a remarkable milestone and a testament to their hard work and scientific curiosity. On behalf of the Physics department and the whole school, we are incredibly proud of them all.

Mr B Stubbs, Teacher of Physics

British Physics Olympiad: Year 10 Junior Challenge



In May, twenty-six Year 10 Physics students undertook the Junior Physics Challenge, the first step for many of our students in the British Physics Olympiad competitions. Written by physicists at the University of Oxford, the challenge is a 150-minute, sixty-mark online paper. The aim of the competition is to encourage students in their physics: it is not about practising past papers or short-term preparation, but about tackling questions that stretch students and challenge their thinking, while raising their aspirations, confidence and experience.

All the students who took part deserve congratulations on their strength of spirit for having a go. Nationally, over seventeen thousand students took part, and our students gained eighteen Gold Awards, placing them in the top fifteen per cent of the cohort, and eight Silver Awards, in the next thirty per cent. It is a fine set of results and an encouraging sign of the enthusiasm for physics running through this year group.

Miss S Jones, Head of the Physics Department



Classics Club Jewry Wall Museum

In June, Classics Club students visited the newly reopened Jewry Wall Museum in Leicester to see for themselves some of the artefacts they have been learning about this year. The museum, which reopened in July 2025 after an extensive redevelopment, stands beside the Jewry Wall itself, one of the largest surviving pieces of Roman civilian building in the country, and the remains of the second-century public baths of Ratae Corieltavorum, as Roman Leicester was known. Its displays draw together more than a hundred Roman objects discovered in Leicester and Leicestershire, brought to life through mosaics, wall plaster and immersive digital reconstructions.

The group was treated to its own guided tour of the site and some of the stories associated with it. Staff at the centre were very impressed with the enthusiasm and knowledge displayed by our

pupils. The trip, and the work students produce this term, will also allow them to complete the Olympus Challenge, a special initiative offered by Classics for All. Well done, Classics Club.

Hedley Fisher offered his own account of the day: "I really enjoyed the trip to Jewry Wall, and I know all my peers did too. It was interactive and interesting, and the staff were all super nice. There was a really cool video about the museum, and then an amazing tour where we learnt so many facts that we wouldn't have otherwise. Jewry Wall isn't like any normal, sometimes boring museum: it almost comes to life when you are there, if you're interested in History like all of us. I would definitely recommend going to the Jewry Wall Museum."

Mrs E McKenna, Head of the History Department



it almost comes to life when you are there





HISTORY AND RELIGIOUS EDUCATION

Lincoln Cathedral, Lincoln Castle and Magna Carta

Year 7 students enjoyed an educational visit to Lincoln, where they explored Lincoln Cathedral, Lincoln Castle and the story of Magna Carta.

At Lincoln Cathedral, students took part in a guided tour, discovering its rich history, magnificent architecture and significance as one of England's greatest medieval cathedrals. For over two centuries, from the completion of its central tower until the early sixteenth century, Lincoln Cathedral is widely believed to have been the tallest building in the world. As part of their visit, pupils took part in an interactive King John and Magna Carta drama, in which boys dressed in costume, took on different historical roles and acted out the events leading to the sealing of Magna Carta in 1215. This hands-on experience brought history to life and helped pupils understand how Magna Carta introduced the idea that even the king must obey the law. The visit supported our Religious Studies curriculum, helping pupils understand the important role played by the Church in medieval society and the influence of key figures such as Archbishop Stephen Langton and Bishop Hugh of Wells in the Magna Carta story, and giving them a valuable insight

into the religious and cultural importance of the Cathedral during the medieval period.

At Lincoln Castle, students explored the story and legacy of Magna Carta in greater depth. They completed a walk around the castle walls and were privileged to see one of only four surviving original 1215 copies of Magna Carta. Lincoln's copy is particularly significant, as it remains in its original historic location. Pupils also watched a short film explaining the importance of Magna Carta and its lasting impact on rights and justice, before visiting the castle armoury, where they had the opportunity to handle and try on replica pieces of armour. These activities linked closely to the History curriculum, enhancing students' understanding of medieval England, monarchy, power, and the development of rights and freedoms.

*Mrs C Cunningham and Mrs E McKenna,
Heads of Department for Religious
Education and History*





GEOGRAPHY

Sherwood Pines

Our recent Geography field trip to Sherwood Pines was a tremendous success, offering students a valuable opportunity to bring their classroom learning to life within a dynamic and engaging outdoor environment. Sherwood Pines is the largest forest open to the public in the East Midlands, part of the wider Sherwood Forest long associated with the legend of Robin Hood, and its mix of woodland habitats makes it an ideal outdoor classroom. Despite variable weather conditions, ranging from bursts of sunshine to thundery downpours, students maintained high spirits throughout and approached each activity with resilience, enthusiasm and determination.

The fieldwork programme was both varied and rigorous, designed to develop key geographical skills and deepen students' understanding of physical and human interactions within a woodland ecosystem. One of the core activities involved conducting microclimate surveys, in which students collected data on temperature, light intensity, wind speed and humidity across different parts of the forest, exploring how environmental conditions can vary over very small distances and considering the factors behind these changes.

Students also took part in species identification exercises, carefully observing and recording a range of flora and fauna. This task strengthened their ecological awareness and encouraged close observation and attention to detail, skills essential to any geographer. Alongside this, students gathered data through questionnaires, helping them consider how visitors use and perceive Sherwood Pines and linking directly to their studies of human geography.

A particularly thought-provoking aspect of the day was the exploration of place narratives, where students reflected on how different individuals and groups may experience and value the woodland environment in different ways, thinking more deeply about sense of place and the social dimensions of geography. Field sketches provided another opportunity for careful observation, with students capturing key features of the landscape while

annotating their work to highlight geographical processes and land use. Sessions on woodland management then introduced students to the ways in which environments like Sherwood Pines are sustained, balanced and protected for both conservation and recreation.

One of the highlights of the trip was undoubtedly the orienteering exercise. Working in teams, students navigated their way through the forest using maps and compasses, applying practical skills in a fast-paced and engaging context. This activity showcased excellent teamwork, with students demonstrating leadership, communication, resilience and a healthy sense of competition as they tackled the challenge together.

The visit was a highly rewarding experience that successfully combined academic enquiry with personal development. It was particularly pleasing to see students supporting one another, taking initiative and representing the school so positively throughout the day. Trips such as this are invaluable in helping students to see the relevance of Geography beyond the classroom, and I am confident that the skills and experiences gained will continue to benefit them in their studies. Well done to all students involved for their outstanding effort and attitude.

Mr C B Bufton, Head of the Geography Department





We were delighted to host our first Culture of Aspiration Celebration Lunch, bringing together students nominated by their departments for their outstanding curiosity, enthusiasm and engagement beyond the classroom.

Each student was selected as the sole representative of their year group within their subject area, recognising not only academic success but also a genuine passion for learning. The lunch provided an opportunity for students to share their interests, discuss how they pursue their subjects beyond the curriculum, and learn from one another.

A highlight of the event was an inspiring address from former Head Boy and current Cambridge undergraduate Jim Gleed, who reflected on his academic journey and demonstrated how intellectual curiosity can open doors to future opportunities. Student feedback was overwhelmingly positive, with ninety-seven per cent of students reporting that the event motivated them to develop their academic interests further, and many leaving with new ideas for extending their learning.

Students spoke warmly about what the nomination and event meant to them. One described it as "an uplifting feeling knowing that I had been recognised for my enthusiasm," while another called the nomination "a good acknowledgement of my efforts and interests in the subject." Others said they felt "proud of my progress" and "honoured" to represent their year group. The opportunity to learn from peers was particularly valued, with students reporting a "greater understanding of the topic" through discussion, the discovery of "extra learning other than in school," and the realisation that they were "in an environment full of ambitious students." Many left inspired to take further action in their own learning, with responses including "I shall strive to improve my revision at home," "I will attempt to understand my subject even more," and "It has encouraged me to be more academically successful." Another reflected that the event "showed me how much room there still is for me to grow."

Congratulations to all nominated students on this well-deserved recognition. They are excellent ambassadors for the culture of aspiration we continue to build across the school.

Culture of Aspiration Celebration Lunch





This year, Year 12 students have launched the most extensive societies programme in the school's history, creating opportunities for younger students to explore subjects and interests beyond the classroom. Drawing on their own expertise and enthusiasm, Sixth Formers are leading a diverse range of societies, including Engineering, Economics, Medicine, History, Philosophy, Languages, Literature, Psychology, Mathematics, Politics, Computer Science and Law.

More than just clubs, these societies

showcase the leadership, scholarship and ambition of our Sixth Form students. By sharing their passion for their subjects, Year 12 students are acting as role models, inspiring younger students to deepen their learning, develop new interests and engage with the wider academic life of the school.

The programme has already become a thriving part of school life and is a fantastic example of students enriching the educational experience of others through service, expertise and enthusiasm.





Geography

Year 12 Fieldwork: A Level Non-Examined Assessment (NEA)

Data Collection

Our Year 12 A level Geography students recently completed the data collection phase of their Non-Examined Assessment (NEA) investigations, travelling to a variety of locations across the East Midlands to gather high-quality primary data. The fieldwork provided an excellent opportunity for students to apply their classroom knowledge in real-world contexts while developing the independent research skills that lie at the heart of the A level course

Students investigating human environments explored a diverse range of themes, including regeneration, studentification and place perception. Fieldwork took place in the cities of Lincoln and Nottingham, as well as in the towns of Grantham and Bingham. These enquiries encouraged students to question how urban spaces evolve over time, how populations influence local character, and how different groups perceive and interact with places. Through surveys, environmental quality assessments and observations, students built a detailed picture of how social, economic and cultural processes shape these environments.

Those focusing on physical geography centred their investigations on river hydrology and catchment characteristics, with many groups carrying out detailed studies of channel shape, flow velocity and surrounding land use. One particularly notable project examined wetland restoration along the River Witham, undertaken in collaboration with the Environment Agency. Sam Grundy had the unique opportunity to work alongside Environment Agency project leaders and ecologists from the University of Lincoln, enabling the collection and analysis of detailed scientific data, including vegetation surveys and water quality measurements such as dissolved oxygen, pH and mineral content, taken both before and after the restoration site. The project offered valuable insight into how restoration can improve river ecosystems and demonstrated the importance of partnership working in

environmental management.

The fieldwork presented a range of challenges, not least the weather. A particularly wet Thursday tested students' resilience; however, spirits remained high, and students demonstrated excellent commitment, fully engaging with their data collection despite the conditions. A much drier and milder Friday allowed them to continue their investigations with renewed energy and complete their datasets.

Throughout the two days, students made effective use of a wide range of specialist geographical equipment, including hydro-pros and mobile water-testing laboratories for the river studies, alongside traditional transect equipment, anemometers, air-quality monitors, decibel meters, and soil moisture and temperature probes. Their confident use of such equipment reflects the strong practical skills our students are developing as part of their A level studies.

The fieldwork was a great success. Students demonstrated enthusiasm, independence and professionalism, and it was particularly encouraging to see them engaging so thoughtfully with complex geographical issues. We look forward to seeing how this rich dataset informs their final NEA investigations.

Mr C Bufton, Head of the Geography Department

French

Year 8 Poetry Competition

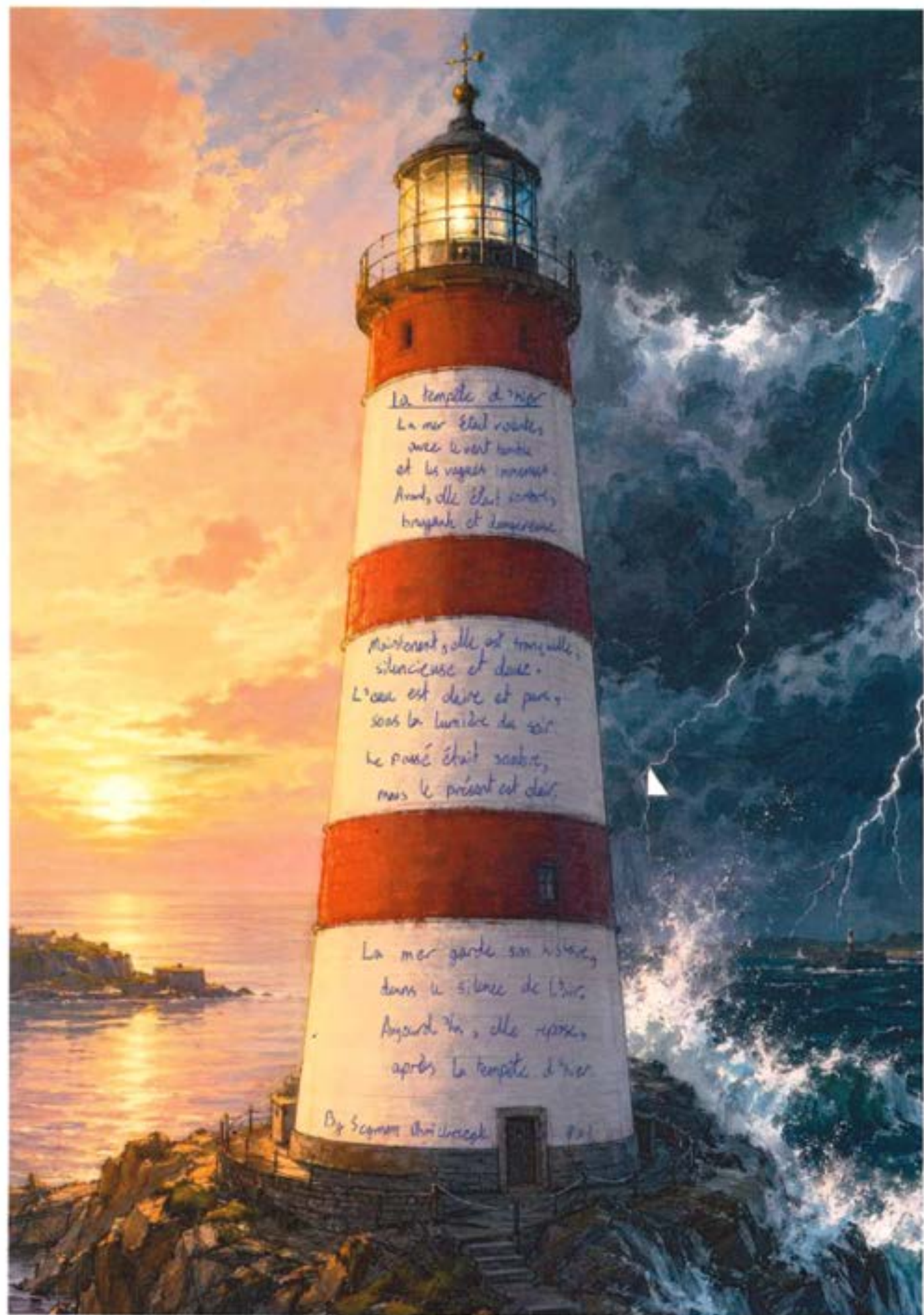
This year, as ever, saw an enthusiastic and creative response from the Year 8 cohort to our annual French Poetry Competition. The poems covered a wide range of themes, from nature and the elements to family, sport and more political subjects such as war. We were very impressed by the quality of the ideas, the range of language on display and the beautiful presentation of much of the work. Composing poetry in a foreign language is no small feat: it asks students to balance vocabulary, rhythm and meaning all at once, and to think creatively about a language they are still learning.

It is always very difficult to choose the winners because the standard is so high,

but in the end the following pupils' work stood out, and the winners were awarded book tokens as prizes. Some were also brave enough to read their poems aloud in a Year 8 assembly.

The winners were: Ollie Gaskin, Arjun Ajanthan, Szymon Chmielarczyk, Baden Sheppard, George Pickles, Fred Cave, Jacob Turner, Theo Moore, Arjyan Bhatta, Kit Murphy, Noah Fraser, Oliver Turner, Eddie O'Dea and Dulina Pahala Vithanage. Well done to all.

Mrs Roberts, Head of the French and German Department



perdu dans le temps

anjou ajanthoin Bxi



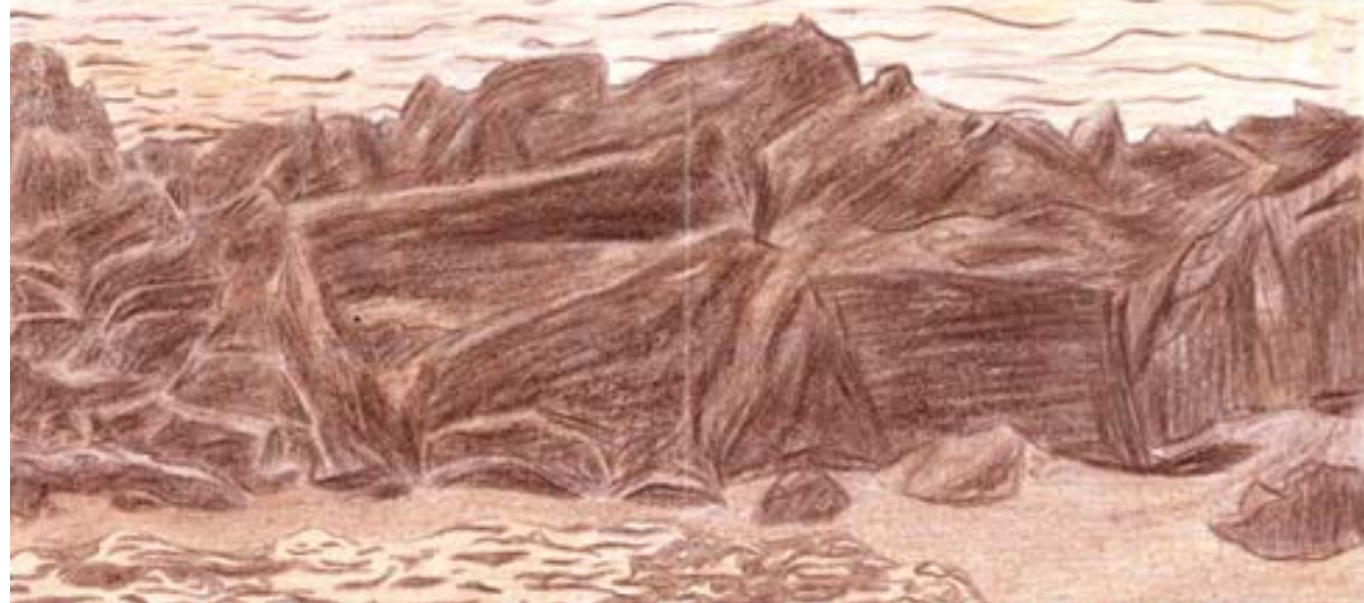
Dix heures trente-sept du soir.
Dans un bateau sur l'océan.
Sur les vagues il y avait du vent.
Un peu de vent.
C'était calme.
Trop calme.

Dix heures trente-neuf du soir.
Une colombe est allée dans le ciel.
À côté du rouge, à côté de l'orange,
à côté du jaune.
C'était vraiment beau.
Trop beau.

Dix heures quarante du soir.
L'oiseau était une œuvre d'art.
Des yeux lumineux et un petit bec couvert
de plumes blanches et avec un cœur
comme un saint.
C'était tellement pur.
Trop pur.

Dix heures quarante-et-un du soir.
La colombe a glissé. Elle n'a vu pas
le braconnier.
Une pincée de cense et l'oiseau est
tombé.
C'était très innocent.
Trop innocent.

Dix heures quarante-cinq du soir.
Un ciel marine a caché mes émotions.
J'avais la tête dans les mains. J'ai
pleuré.
C'était naïf.
Trop naïf.



Nous sommes partis,
Nous sommes arrivés en bateau,
Nous sommes allés sur la plage,
Nous avons joué
avec la démon,
ils sont partis.

Je n'e suis
pas retourné,

Je suis tombé,

Je suis resté en France,

Je suis mort.



Elle a envoyé une lettre,
Elle a attendu, et attendu, et attendu,
Elle a reçu la lettre,
Elle a pleuré, et pleuré, et pleuré,
Elle est morte ...

War Hammer

We have had a remarkably busy few terms in Warhammer Club. Our more experienced players have been teaching newcomers how to build, paint and play with their models, and Mr Deller has joined the club, teaching the boys a new game called Kill Team. Warhammer, produced by the Nottingham-based company Games Workshop, is one of the best-known tabletop miniatures hobbies in the world, combining model-making, painting and strategic play. We have also run three competitions over Terms 3 to 5, the results of which are below.

Kit Bashing Competition: in kit bashing, players take an existing Warhammer model and alter it by adding parts from other models or spare sprues to create something new and unique. It requires precision model-making and painting skills, as well as imagination. Several very well-produced models were entered, but the winner was Aiden Lucass (8S), whose model was so well made it looks like one you could buy in a shop. Well done, Aiden.

Model Painting Competition: the annual painting competition is a highlight of the Warhammer Club year and is open to all players. We were looking for a clean finish, no unpainted sections, detailed techniques such as washes and shades, and strong overall appearance. The competition was exceedingly difficult to judge this year given the quality on show, but the winner was Will Phillips (9M), who produced a beautifully detailed model using a variety of painting techniques. Well done, Will.

Painting by Numbers Competition: with a large number of club models needing paint, we devised a competition in which the person who painted the most club models to a high standard would win. We now have a fully painted Skaven army for those who want to play but do not have their own models, and two winners who tied on the number completed: James Bacon (7F) and Ben Shearn (7F), who painted ten models each.

Looking ahead to the new school year, we have purchased codex books so that anyone can play the club armies, Stormcast Eternals, Skaven or Orks, without needing their phones to access the online rules. We have also purchased a Kill Team starter

set, which provides two armies and rule books, and we will teach people how to play in September. We will run two tournaments in the Autumn Term, one for Age of Sigmar and one for Warhammer 40,000, each with a three-hundred-point army limit, and we will teach people to play in the run-up. Club armies are available, so even players without their own models can take part.

For pupils in Years 9 and 10, do remember that Warhammer also counts as a skill for the Duke of Edinburgh's Award, and we have helped many students achieve their Bronze and Silver awards. As members of the Warhammer Alliance, we receive new paints, brushes and beginner models from Games Workshop each September, so if you would like to try Warhammer, come along and give it a go.

Mrs Copeman, Warhammer Club (Mondays, 15.45 to 16.45, N205)





Mr Deller has joined the club, teaching the boys a new game called Kill Team



Year 10 Oswald Elliott Shield

On Tuesday 16 June, a trio of novice debaters entered the Oswald Elliott Shield, a debating competition held at Stamford School. Arthur Handley, Alex Tita and Henry Bennett competed against Stamford, with Oundle and Bourne Grammar also in the competition. We were opposition for the motion 'This House believes science should be made optional at GCSE level'.

We were unsuccessful in going through to the final, which Oundle went on to win; however, Stamford were a strong team with very good arguments. It was great to meet fellow debaters from the different schools and to receive feedback from the judges. For all three of us, it was our first experience of competitive debating, which we really enjoyed, and we look forward to the next one. Thanks, too, to the current Year 12 debating team for their advice and guidance, and to Mrs Cunningham for supporting us at the event.

Henry Bennett (10S)

" It was great to meet fellow debaters from the different schools and to receive feedback from the judges"





From Development Squad to Debate Champions

Three months ago, Dhiraj Vijayaraj and I were selected to join Debate England's Development Squad from over five hundred other applicants. Debate England is the body responsible for selecting and coaching the national schools' debating team, so to be chosen was a real privilege.

Since then, we have joined a group of ten other young debaters keen to perfect their skills and home in on the best techniques for competition. As part of the squad, we took part in weekly online meetings, where we were introduced to a new and exciting format, World Schools, in which two teams of three speakers argue for and against a motion and may put Points of Information to one another mid-speech. We learned about different types of debate motion and the various approaches to them, and developed our confidence and public speaking skills.

The Development Squad's training culminated in an invitation to compete at the South Hampstead High School Summer Debate Competition in London. We were promised a tough competition, and that is exactly what we got. As one of the few summer debate competitions, the annual event attracts the best teams from across the country for three intense rounds of debating.

Our first debate was relatively straightforward: This House supports the abolition of parole. The next two were more unconventional and forced us to think outside the box: This House prefers political comedy to apolitical comedy, and This House prefers a world without envy. With these two markedly more philosophical motions, Dhiraj and I feared we were out of our depth. Nevertheless, we argued that political comedy was a key tenet of democratic accountability, and that envy, as a comparative feeling, was the thief of all joy. After three testing rounds, the winners were announced: us.

We had gone into the competition expecting to struggle against some very formidable teams; for us, winning a single debate would have been an achievement. So when we discovered we had won the entire competition, we were blown away. Clearly, Debate England's tips and tricks had worked. Although

the squad was rigorous and at times demanding, with some sessions coinciding with our Year 12 mock examinations, we thoroughly enjoyed the experience, and unexpectedly winning a competition was truly the cherry on top. We look forward to putting our new skills to the test when the competition season begins again next year.

By Thomas Mitchell (12C)

Debate England Competition at Ibstock Place School

On Saturday 27 June, Lydia Sherwood, from the Kesteven and Grantham Girls' School, and I travelled down to Ibstock Place School to take part in the England British Parliamentary Competition 2026. British Parliamentary is the four-team format used at many senior school and university tournaments, in which teams are judged on content, style and strategy.

We debated four different motions in the open rounds, including ones on the politicisation of sporting events and on the norms surrounding full-time versus part-time work. At the close of the open rounds, Lydia and I placed first overall, coming first, first, first and second across the four debates, which allowed us to break first into the grand final. In the final, we fought hard on a motion about a person who would choose passion over money. Unfortunately, we did not win the grand final; however, on individual speaker scores I placed second with 309 points and Lydia placed first with 310. This was a hugely successful day, especially given that the majority of our opponents were debate-trained independent schools. I was incredibly proud to represent the school at a national competition.

By Ted Kenny (12F)



I was incredibly proud to represent the school at a national competition.





History Battlefields Trip: France and Belgium

In July, forty Year 9 students visited the First World War battlefields of France and Belgium, on a trip designed to bring their classroom study of the conflict to life and to reflect on how it is remembered.

On arrival in Belgium on 8 July, the group stopped at Diksmuide and the Trench of Death, one of the first trench networks established during the First World War and the position from which Belgian forces defended against German attacks along the River Yser. That evening, the students attended the Last Post ceremony at the Menin Gate in Ypres, the memorial to the missing that bears the names of tens of thousands of Commonwealth soldiers who died in the Ypres Salient and have no known grave, and where the Last Post has been sounded almost every evening since 1928.

On the second day, the group travelled to the Somme and Arras area, visiting the Musee Somme 1916, where they learned about the fighting during the Battle of the Somme, one of the largest and costliest battles of the war. They also visited other sites of memorial in the area, including the Newfoundland Memorial at Beaumont-Hamel and the Canadian National Vimy Memorial at Vimy Ridge.

The third day provided an opportunity to consider how wars are remembered and how the fallen are commemorated on both sides. It was, throughout, a truly reflective experience, and one that gave our students a deeper understanding of the human cost of the conflict. Our thanks go to the staff who gave their time to plan and lead the trip.

Mrs E McKenna, Head of the History Department



My Report of the Year 9 Battlefields Trip

Day 1

There are hundreds of ways to remember those we have lost, from a prayer to flowers on their gravestone. But one method stands above all others, and it is fitting that it is done to remember the approximately five million brave soldiers that sadly lost their lives fighting on the Western Front: commitment. Commitment to the men who died, commitment to the families who lost lives, commitment to continue to hold the Last Post Ceremony, every day since the first of July 1928 (excluding during the Second World War). When we arrived at the Menin Gate, many of us thought that only visiting schools would attend and that Ypres citizens would have become bored of it, but no. Every single night those people pay their utmost respect to those who died, showing that even people born a hundred years after the war ended still recognised the price that those heroes paid for us.

Day 2

Many people often misunderstand the true reason why the brutal and unforgettable period of time between 1914 and 1918 is called a WORLD war. Some think it is because it affected the world economically, as it disrupted trade; others believe it is simply because it was so big. But, in my opinion, the real reason is much more complex than that. Before coming on this eye-opening trip, I knew that British colonies sent troops to the First World War trenches, but perhaps falsely believed their contribution was inferior to that of Britain and France. However, on this trip I have now realised that the contribution of these nations should be seen as completely equal to that of Britain and France. Whether it is the 86 percent of the Newfoundland Regiment who died in the first campaign, or the 75,000 Indian soldiers who died serving for the Empire, these nations clearly deserve equal respect. As for the real reason a World War uses the word World, I believe it is to highlight the devastating sacrifice dozens of countries across the globe made to make the world a better place today.

Day 3

So often, when we are taught about French and Belgian attitudes towards Germany after the First World War, all that is shared is their harsh proposition at the Treaty of Versailles. However, thanks to this brilliant trip, I have learned about a side of this topic that reveals more than any treaty could. After death, the bodies of German soldiers were not just forgotten by the French and Belgians; they were disrespected and dehumanised, with mass burial graves holding an average of seven people per grave, and one with 24,000 in a single plot of land. Compare this with the Tyne Cot Cemetery, where every soldier, Indian or western, private or corporal, is buried in a well-maintained single grave to rest in peace eternally. This obvious contrast was not simply because of economic bias at the time; it was a statement. A calculated statement, made by the French and Belgian governments and people, that those German soldiers deserved nothing. An unfair statement? Perhaps, but one that reflects clearly to this day, with weeds still littered over the graves of long-dead soldiers.

By William Laird (9M)



Schooling for Empire Conference

In June, some of our Year 12 History students took part in the Schooling for Empire conference in the prestigious St Paul's School, London.

It was an opportunity for our students to share their recent research about the influence of school textbooks and literature in Britain during the late 19th and early 20th centuries, and the extent to which they influenced an imperial mindset. They also had the opportunity to listen to pupils from other schools present their research on a wide range of topics, from the influence of classical studies and school debating societies to missionary schools, and how they all impacted colonised people in different ways.

Congratulations to all students who took part, an impressive day of History all round!

Mrs E McKenna, Head of the History Department



Flag Football



In a closely fought final, the key moment came from Tom George who intercepted a pass from the Spalding Grammar quarterback and ran it back for a touchdown. King's won the final 20-7.

Our team were expertly led by Lewis Cowling at quarterback who threw dozens of touchdown passes. He was also the only quarterback in the tournament to not throw any interceptions. Theo Lindsay and Udip Bashyal kept the scoreboard ticking over with their agile running skills and superb catching ability. Blake Whittaker and Ben Lucas' combination of size and speed on defense ensured that we were very difficult to score against.

Mr C Lindsay, Head of Year

Record Breaking Sports Day 2026

Our annual Sports Day was an amazing event and a wonderful display of sporting talent, with students throwing themselves into every event and supporting one another throughout. It proved a truly memorable afternoon, and not only for the atmosphere: this year's Sports Day saw more school records broken than any single Sports Day before it, a remarkable haul that speaks volumes about the strength and depth of athletics across the school.

On the track, Stephen Amaechi broke the Year 7 100 metres record not once but twice, clocking 12.82 seconds in his heat and then lowering it again to 12.77 seconds in the final. Fergal Giltinan set a new Year 9 100 metres record of 11.27 seconds, and Blake Whittaker a new Year 10 100 metres record of 11.24 seconds.

The relays produced three more records. More House

set a new Year 8 relay record of 52.48 seconds, Curteis House a new Year 12 relay record of 48.78 seconds, and Newton House a new medley relay record of 5 minutes 18.04 seconds.

The field events were every bit as impressive. Jude Hemmings set a new Year 8 triple jump record of 11.40 metres, and Fergal Giltinan, adding to his success on the track, a new Year 9 triple jump record of 11.71 metres. In the high jump, Toby Paget cleared 1.65 metres to set a new Year 8 record, and went on to clear 1.70 metres, though this jump came outside the competition.

Congratulations to every record-breaker, and to all the students who competed with such energy and sportsmanship. It was a fitting way to round off the sporting year.

Mr M Hulme— Head of the Physical Education Department



Y12 Relay – Curteis House – 48.78s



Y7 100m – Stephen Amaechi – 12.77s



Y9 100m – Fergal Giltinan – 11.27s



Y10 100m – Blake Whittaker – 11.24s



Medley Relay – Newton – 5.18.04



Y8 Relay – More House – 52.48s



Y8 High Jump – Toby Paget – 1.65m















Sport at King's: A Review of the Summer Term

The final term of the year has seen some outstanding performances by the King's boys. Most notable were the Under 13 cricketers reaching the last sixteen schools nationally, and the Under 13 athletes reaching the National Final of the Track and Field Cup. There were also strong performances in the tennis competitions, with both the Under 13 and Under 15 teams recording two wins and one loss in their respective group stages.



Athletics

It has been another outstanding season for King's Athletics, with our students achieving success at county, regional and national competitions.

The English Schools' Athletic Association Track and Field Cup is one of the largest inter-school athletics competitions in the country, run across county, regional and national rounds, with the strongest teams from each region progressing towards the National Finals. Our Year 8 Junior Boys team enjoyed an exceptional campaign in this competition. After narrowly finishing second in the County round, the team went on to win the Regional A Final, securing a place at the National Finals for the first time in the school's history. Competing against the strongest schools from across the country, the boys produced an excellent performance to finish twelfth nationally, a fantastic achievement and a testament to their hard work, commitment and teamwork throughout the season.

Our Year 10 Intermediate Boys Track and Field Cup team also had a successful year. Following a sixth-place finish in the County round, they responded brilliantly to win the Regional B Final, demonstrating resilience and determination to end their season on a high.

In individual competition, nineteen King's students qualified to represent the District at the County Championships. Several athletes achieved outstanding podium finishes and were subsequently selected to represent Lincolnshire at the Anglian Championships. At the County Championships, Oliver Dobb won gold in the Junior Boys Javelin; Blake Whittaker took silver in the Intermediate Boys 100 metres; Fergal Giltinan silver in the Junior Boys 100 metres; Fraser Hart silver in the Junior Boys 800 metres; and Toby Paget silver in the Junior Boys High Jump.

At the Anglian Championships, the athletes continued to impress against some of the strongest competitors in the region. Blake Whittaker became Anglian champion in the Intermediate Boys 100 metres; Fergal Giltinan finished second in the Junior Boys 100 metres; Toby Paget third in the Junior Boys High Jump; Fraser Hart fourth in the Junior Boys 800 metres; and Oliver Dobb sixth in the Junior Boys Javelin.

Congratulations to all of our athletes for their dedication, sportsmanship and excellent performances throughout the season. They have represented King's with pride and have been outstanding ambassadors for the school.



Cricket

The First XI played four matches, with two rained off at the start of the season. They secured one victory, against Worksop College, by fifty runs. The Under 15s won one game of three, beating Priory Ruskin Academy by eight wickets. The Under 14s did not manage a win this season but were very unlucky to lose in the semi-final of the County Cup against Stamford, when they looked to have the match won, with Stamford needing fifteen from seven balls.

The season's outstanding story belonged to the Under 13s, who played eight matches and won six, with impressive victories over Nottingham High School (by 38 runs), Worksop College (by 19 runs) and Bishop's Stortford (by 10 runs) on their way to the last sixteen of the National Cup. The boys played very well and won the Under 13 County Championship for state schools for the

second year running. In that final, King's batted first and made 147 for 2 off twenty overs. Pavi Puri and Neil Puri both retired not out, with 36 and 35 runs respectively, Mistry made 28 and Butler 14 not out. The wickets were shared between P. Puri (two), Butler (two) and Saxena (one), and, from such a strong batting platform, King's were able to rotate the bowling through eight of the eleven players. King's won by 55 runs and progress to the regional finals at Kimbolton.

The team then went on to win the Regional Final being crowned as regional champions.

The Under 12s did not win a match this season, but will hope to bounce back next year when they play in the Knight/Stokes Under 13 County Cup competition.



Looking Ahead

On our return in September, we will once again ask pupils to sign up on SOCS for any extra-curricular activities they wish to join. The sign-up will go live on the first day back and remain open for two weeks. May I also remind all boys that we begin our games sessions with rugby from September. Boys should ensure they have their games shirt, navy shorts, long socks and football or rugby boots, and we strongly advise that every boy has a gum shield for rugby sessions. In addition, any boy wishing to take part in football practice must have shin pads for every session.

This has been another successful year of sport. Notable highlights have come in the Under 18 rugby, which reached the last four schools nationally for the first time; in the Under 12 and Under 15 football, both of which enjoyed long runs in the National Cup, reaching the last thirty-two and last sixty-four respectively; and in the Under 13 athletics and cricket, both of which competed at exceptionally high levels. All of this is made possible by the excellent dedication and commitment of the Physical Education staff, who give up their time to run practices and take fixtures, including at weekends. I am sure you will join me in thanking all of them for their efforts this year. I look forward to more sporting success in 2026/27, and I wish you all an enjoyable and restful summer break. We go again in September.

Mr M Hulme— Head of the Physical Education Department



Physical Education

MCC vs King's

The annual match against the Marylebone Cricket Club, now in its forty-second year, is one of the most cherished fixtures in the King's sporting calendar. The MCC, founded in 1787 and the historic guardian of the Laws of the game, sends a touring side to schools across the country each summer, and it is a mark of the fixture's standing that it has endured here for more than four decades.

MCC captain Tom Neville won the toss and elected to bat. The visitors reached fifty for the first wicket before Nishock Shyam bowled Laud for twenty-three. Cutlan-Smyth (97) and Thiarra (54) then steadied the ship, leaving the MCC in a strong position at lunch, and they finally declared on 213 for 4 from 41.3 overs. Swayam Bajpai was the pick of the school bowlers with figures of two for thirteen from his 3.3 overs, while Flynn Campbell was economical with one for twenty-three from six overs.

King's started badly in the run chase, with Tom Thornton bowled for a duck off his fifth ball faced, and the school soon found themselves in trouble at fifty-seven for seven. A mini-revival by Ben Blacknall (47) and Louis Carver lifted King's to ninety-two before the last three wickets fell in quick succession, leaving King's all out for ninety-four. The MCC won by 119 runs.

Ben Blacknall, for his innings of forty-seven from eighty-one balls including nine fours, was named both Man of the Match and winner of the MCC Spirit of Cricket cap for 2026. Congratulations to Ben, and thanks to all who made the day such a fine occasion.

Hing nine fours, was named both Man of the Match and winner of the MCC Spirit of Cricket cap for 2026. Congratulations to Ben, and thanks to all who made the day such a fine occasion.

Mr D Richardson, Head of Cricket





Physical Education

The First XI vs the Alumni

The Alumni won the toss and elected to bat first. The school soon found themselves in a good position at 16 for 3, with early wickets for Louis Carver, Flynn Campbell, and Nishock Shyam.

The Alumni rallied and managed to put on 115 runs for the 4th wicket, Luke Mussert scoring 58 and Harry Adams 46. This was followed by an onslaught with Will Cousins smashing 36* from 18 balls and Joe Bottomley 35* from 21 balls the partnership included 8 fours and 3 sixes! The school dropped several chances and were unlucky when Jay Greaves managed to take a superb one-handed catch on the boundary but unfortunately was unable to stay within the field of play. The Alumni finished on 208 for 4 off 30 overs.

School lost an early wicket in their run chase but James Tall (34) and Flynn Campbell (51) steadied the ship with partnership of 88. Wickets continued to fall and King's were all out for 135.

Man of the Match was Flynn Campbell for his 50 ball fifty that included 9 fours, he received the Alec Weightman memorial trophy for the second time!

Mr D Richardson, Head of Cricket







The Library

By Mrs. Hobbs

This term, the Library has been a hub of activity and celebration, building on the School's long-standing commitment to reading as a cornerstone of education.

Yearly figures

This has been a very busy year in the Library, with over thirty-nine thousand visits and nearly eight thousand books issued to students. Over five hundred new books have been added to stock throughout the year: 276 fiction, 154 non-fiction and 44 graphic novels and manga. The most popular book this year has been *The Hunger Games* by Suzanne Collins, issued forty-three times. Other favourites have included titles from the *Diary of a Wimpy Kid*, *Alex Rider* and *Harry Potter* series.

The National Year of Reading

This year we have been embracing the National Year of Reading by hosting events, competitions and displays in the Library. Early in the year we had a visit from children's author Tom Palmer, complete with a book signing and penalty shoot-out. We had some amazing entries in our gadget invention competition, with the top three entrants winning personally signed Anthony Horowitz books. Over three hundred students attended our annual World Book Day events in March, which included a fun Staff Guess Who competition. Students have been inspired to read by a Staff Favourite Books display, and reading surveys were sent to all staff and students. Activities and events for the National Year of Reading will continue into the next academic year.

Reading surveys

Student Librarians from Years 8, 9 and 10 helped Mrs Hobbs create surveys to gauge how much students and staff enjoy reading. Many students said a book had inspired them to do something new: "A book inspired me to play football"; "A book has inspired me to keep my mind sharp and to use my mind like a sponge for knowledge"; "A book about Greta Thunberg inspired me to start litter picking"; "A book inspired me to explore forests"; and "A book inspired me to not give up on my dreams." Staff recommendations for students included *The Adventures of Sherlock Holmes*, *The Hunger Games*, *Black and British: A Short Essential History*, *Nineteen Eighty-Four* and *Stolen History*.

The results made encouraging reading. Among students, ninety per cent think reading is important, ninety-six per cent read regularly or sometimes, and seventy-four per cent prefer fiction to non-fiction, with fantasy and science fiction the most popular genres. Among staff, ninety-six per cent enjoy reading, sixty-seven per cent read daily or weekly, and eighty-six per cent believe that reading well has helped them in their careers, while fifty-six per cent think their students should read more.

Accelerated Reader

Year 7 and Year 8 students have competed hard this year to become top readers and quizzers in the Accelerated Reader word-count competition. Between them, students have read over 180,000,000 words and passed nearly four thousand quizzes. Forty-four students have achieved millionaire status,

with some individuals reading over 7,000,000 words each. The class and individual with the highest word counts received certificates and sweet treats at a special presentation in the Library.

English reading lessons

Year 7 English Reading and Writing Workshop classes have visited the Library every two weeks to exchange books and complete their bronze, silver and gold reading booklets. Devised by the English department, the booklets encourage students to try different genres and complete related tasks, and students have engaged enthusiastically, earning certificates and merits for completed booklets.

Manga Club

Year 12 student Owen Liu set up Manga Club in the Library earlier in the year, and it has gone from strength to strength, with many fans attending each week to discuss their favourite manga, play associated games and create presentations for fellow members.

Display

The Library has kept up to date with calendar dates and events through an ongoing series of inspiring displays. This term these have included Pride Month and the FIFA World Cup, complete with a voting box.

The Library Team hopes you all have a lovely summer. Keep on reading.

Mrs Hobbs, Librarian



Library Note

Thank you: "I would like to say a big thank you to all the Student Librarians, Library Prefects and Duke of Edinburgh students who have helped in the Library over the past academic year. Without your help we wouldn't be able to accommodate so many students for so many different activities. Thank you very much for all you do." (Mrs Hobbs, Librarian)

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



Sonny Rollins Saxophone Colossus

Sonny Rollins recorded many memorable sessions during 1954-1958, but *Saxophone Colossus* is arguably his finest all-around set. Joined by pianist Tommy Flanagan, bassist Doug Watkins, and drummer Max Roach, Rollins debuts and performs the definitive version of “St. Thomas,” tears into the chord changes of “Mack the Knife” (here called “Moritat”), introduces “Strode Rode,” is lyrical on “You Don’t Know What Love Is,” and constructs a solo on “Blue Seven” that practically defines his style.



Cookin' on 3 Burners: Soul Messin'

Released in 2009, *Cookin' on 3 Burners' second album, Soul Messin'*, is a masterclass in Hammond-driven, 60s and 70s-style funk and soul. The Australian trio (featuring Jake Mason, Lance Ferguson, and Ivan Khatchoyan) channels vintage organ legends to create a record packed with punchy brass, tight breaks, and irresistible grooves.



Recomposed by Max Richter

It starts with a shimmer of something strange and soft, an ambient mist of strings that's both electronic and acoustic. Then something weird happens. Out of these shifting sonic tides comes an ensemble of violins—playing fragments of the world's most overfamiliar concerto, the soundtrack to 1,000 adverts, an on-hold phone favourite that features on every classical compilation ever. Yes, it's Vivaldi's Four Seasons – but not as we know it.

This is Vivaldi Recomposed, by genre-hopping, new-music maestro Max Richter. So the big, clanging question is: why? Why retouch, rework, and reimagine Vivaldi's evergreen pictorial masterpiece? "The Four Seasons is something we all carry around with us," says Richter, a German-born British composer. "It's just everywhere. In a way, we stop being able to hear it. So this project is about reclaiming this music for me personally, by getting inside it and rediscovering it for myself – and taking a new path through a well-known landscape."



Blue Train by John Coltrane

Blue Train features a younger Coltrane playing beautifully on some highly memorable pieces in outstanding company. From the title track's somber mood giving way to a bluesy swing, to Moment's Notice's peppy start-and-stop melody, to Lazy Bird's bop workout, Blue Train is a delight from start to finish.

Combined Cadet Force

A Year of Achievement

It has been a tremendous year for the Combined Cadet Force at King's, and the summer term has been among the busiest and most rewarding of all. Before turning to the year's achievements, a word about recruitment.

All Year 8 students have the opportunity to join the CCF at the start of Year 9. If this is something you would like to do, now is the time to approach School Staff Instructor (SSI) Shane Pulfrey for the joining paperwork: please don't leave it too late. Once that is done, you too can take part in all of these activities from September, in either the Royal Air Force Section or the Army Section. As we say, the choice is yours.

The centrepiece of the term was Annual Camp, where thirty-nine cadets had an excellent time. The programme included shooting on full-bore ranges, a twenty-four-hour field exercise, a competition day, which King's School won, receiving commemorative medals, a visit to the Royal Anglian Regiment, and a personal development day. It was a full and demanding week, and our cadets rose to every part of it.

Fieldcraft training produced an excellent set of results, with fifteen cadets completing their three-star training and twelve cadets their two-star. Looking ahead, two cadets will travel down in August to take part in the penultimate high-level Master Cadet course at the Cadet Training Centre, Frimley Park, in Surrey, the pinnacle of cadet training and the qualifying course for the highest star grade a cadet can hold. A further cadet has secured a place on the October course. To have three cadets working towards Master Cadet in a single year is a considerable achievement for the contingent.

The Royal Air Force Section has been picking up awards of its own, including Space qualifications and a Gold Cyber course. Six cadets went gliding at RAF Syerston, the home of Royal Air Force air cadet gliding, where cadets experience powered

and glider flight as part of their training. Congratulations to George Hawkins, who qualified for his wings. Flying, happily, is firmly back on the agenda.

Cyber in particular has been a real success story. Over the half-term break, Cadet FS Cyprian Gacki spent a week at No. 1 Radio School at RAF Cosford, the Royal Air Force's centre for communications and cyber training, undertaking the Royal Air Force Air Cadets Advanced Cyber Specialist course. It was a demanding programme, but he returned having gained the Gold Cyber Qualification and having qualified as a Bronze Cyber Instructor, meaning he is now able to pass on his skills to fellow cadets back at the contingent. It is an excellent achievement, and one that reflects both the quality of the training and Cyprian's own dedication. His formal graduation photographs, taken with the Air Commodore, are expected to follow. In his own words: "I had a really great time. The RAF instructors and camp staff were incredible, and the quality of teaching was excellent."

Beyond training, the contingent enjoyed some excellent public recognition, taking part in the Armed Forces flag-raising at the South Kesteven District Council headquarters in Grantham, a proud occasion and fine publicity for the cadets and the school.

So, onwards and upwards. We have achieved a tremendous amount this year, and I will leave you to enjoy the photographs of the many activities undertaken. My thanks go to the cadets, and to the staff and instructors who make it all possible. I look forward to seeing you all in September to carry on the ethos of the CCF.

Lt Col R M Ogg BEM, Contingent Commander,
King's School CCF









Futures Fair





On Tuesday 23 June, The King's School hosted its flagship Futures Fair 2026, bringing together more than forty organisations and twenty-seven former students for an exceptional day dedicated to aspiration, opportunity and future success. Designed to connect ambitious young people with leading employers shaping the future of work, the event provided students with unparalleled access to industry experts, alumni and professional role models.

Students explored a wide range of career pathways across sectors including finance, engineering, law, healthcare, business, technology, defence and the public sector. Representatives from major organisations such as UBS, PwC, BP, HSBC, NatWest, Nomura and Leonardo UK, among many others, shared valuable insights into future job markets, the skills employers increasingly value, and the opportunities available through university and degree apprenticeships.

A particular highlight of the day was welcoming back twenty-seven King's alumni. Their willingness to return and support current students reflects the strength of our school community and our shared commitment to inspiring the next generation. The alumni spoke openly about their journeys from King's to careers in law, finance, engineering, healthcare, business and beyond, providing students with authentic advice and real-world perspectives.

The Futures Fair forms a central part of our wider culture of aspiration, helping students bridge the gap between academic study and future careers. Feedback from students was overwhelmingly positive. One commented that the event "really helped me cross the bridge between theoretical academics and real-world application," while another said it "cleared up for me the potential careers I could pursue in the future."

A further student explained that the event "definitely boosted my confidence at securing an internship," and many praised the opportunity to network with professionals and gain invaluable industry knowledge.

The impact of the event extends far beyond a single day. Through conversations with employers and alumni, students gained a better understanding of career pathways, work experience opportunities, mentoring, skills development and how to strengthen future applications. These experiences play a vital role in helping our students become the next generation of engineers, medics, entrepreneurs, scientists, creatives and leaders.

The success of the Futures Fair would not have been possible without the generosity of the employers, organisations and alumni who gave their time so willingly. We are incredibly grateful to every exhibitor and speaker who travelled to Grantham to inspire our students and share their expertise. Their enthusiasm, advice and commitment to supporting young people were instrumental in making the event such a success. We would also like to thank Grace Bufton, Karen Gray and Charlotte Luckhurst, together with our IT support team, catering team, office staff and estates team, for the significant work undertaken behind the scenes to deliver an event of this scale. Their dedication ensured that the day ran seamlessly and provided students with an outstanding experience.

As one student reflected, the Futures Fair enabled them to "make connections with a variety of businesses, some of which I strive to aim for in the future." This perfectly captures the purpose of the event: transforming ambition into opportunity and ensuring that every student can see a pathway towards future success.



This term, over one hundred and fifty Year 12 students attended the UCAS Discovery Fair at the University of Lincoln as part of our comprehensive programme of careers education, information, advice and guidance.

UCAS Discovery events are among the largest university and careers exhibitions in the country, bringing together universities, colleges, employers, apprenticeship providers and careers experts under one roof, and helping students explore the full range of post-18 opportunities available to them. Students can speak directly to course providers, learn about apprenticeship pathways, receive careers advice and gain support with future applications.

The event gave our students an excellent opportunity to speak with representatives from a wide range of universities and organisations, ask questions about courses and careers, and gather information to support their future decision-making. For many, it was a valuable chance to compare different pathways side by side and begin refining their ideas about life after Sixth Form.

Visits such as these form an important part of our commitment to ensuring students make ambitious and well-informed choices about their futures. We were delighted by the enthusiasm shown by our students and are confident that the experience will prove invaluable as they begin preparing their university, apprenticeship and career applications over the coming year.



Year 12 UCAS Discovery at the University of Lincoln





The study of History allows you to read and analyse texts and evidence, and gain an in-depth understanding of the forces that have shaped our modern world. Many undergraduates combine history with other subjects like English, languages, or economics. The research and critical thinking skills that you gain from a history degree equip you for roles in a variety of industries such as local and central government, journalism, education, heritage, publishing, and academia.

History is actually a very practical degree, because it involves:

- ◇ Learning about people
- ◇ Learning about countries, societies and cultures
- ◇ Learning to locate and sift facts
- ◇ Presenting what you have learned in a way that makes sense to others

These practical skills are valuable in a whole range of jobs. So alongside investigating careers in history you can also look at careers where it is helpful if you have studied history.

As a result, history degrees are very well regarded by employers and when you start to think about how to use your degree, it is important to consider the wide variety of skills that you will have developed;

These are some of the transferable skills that a history degree enables you to develop:

- ◇ critical reasoning and analytical skills

- ◇ problem solving and creative thinking
- ◇ intellectual rigour and independence
- ◇ research skills
- ◇ ability to construct an argument and communicate findings clearly
- ◇ capability to work without direct supervision and manage your time and priorities effectively
- ◇ ability to discuss ideas in groups, and to negotiate, question and summarise
- ◇ capacity to think objectively and approach problems and new situations with an open mind
- ◇ cultural awareness and global perspective, which is valuable in diverse professional environments

Typical Employers

Due to this excellent array of skills, history graduates are valued by a range of employers and organisations including heritage organisations, museums and libraries. Other employment sectors include:

- ◇ accountancy firms
- ◇ archive and records offices
- ◇ banks
- ◇ charities
- ◇ higher education institutions
- ◇ international development organisations
- ◇ law firms

- ◇ management consultancies
- ◇ publishing companies
- ◇ retailers
- ◇ schools
- ◇ television and radio broadcasters

National and local government and the public services also attract history graduates. In particular the civil service, NHS management, the police and armed services.

Some history students will want to work with the past in professional settings and jobs directly related to a degree in history include roles such as;

- ◇ Academic researcher
- ◇ Archivist
- ◇ Heritage manager
- ◇ Historic buildings inspector
- ◇ Conservation officer
- ◇ Museum education officer
- ◇ Museum/gallery curator
- ◇ Secondary school teacher
- ◇ Academic Librarian

While history offers clear routes into heritage and education, you will also develop transferable skills that can be applied in many other sectors. This includes critical thinking, research and communication skills. Roles where a history degree is highly valued include:

- ◇ Archaeologist
- ◇ Broadcast journalist
- ◇ Civil service administrator
- ◇ Editorial assistant
- ◇ Human resources officer

- ◇ Marketing executive
- ◇ Policy officer
- ◇ Solicitor
- ◇ Political assistant

Work Experience

If you are looking for employment in the museum and heritage sector work experience is highly valued by employers. Explore volunteering or work experience opportunities within the area in which you are interested. For example, if you want a career in curatorship, try to get experience working with museum collections. Some history degree courses do include a work experience placement within the heritage sector. An internship can also offer the opportunity for a more structured work placement in particular if you are looking for careers in wider sectors such as banking or law.

National and local government and the public services also attract history graduates, particularly the civil service (with some graduates applying to the Civil Service Fast Stream), NHS management, the police and armed services.

Useful websites:

<https://www.civil-service-careers.gov.uk/fast-stream/starting-fast-stream/>

<https://www.history.org.uk/student/module/8739/films-careers-with-history>

<https://www.history.org.uk/student/categories/493/info/3755/choosing-history>

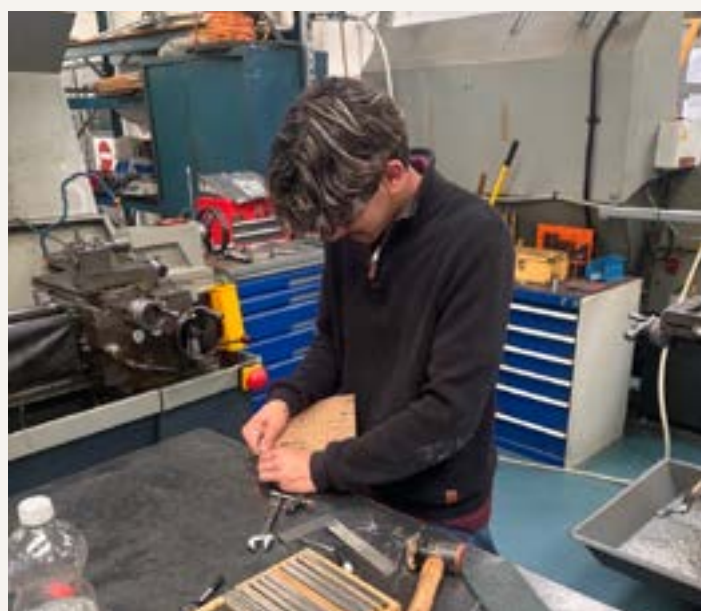


The World of Work

Careers education and guidance makes an important contribution to preparing young people for working life.

As part of our School's Careers Programme, Year 10 students were given the opportunity to participate in a 'World of Work' day. Many of our Year 10 students accompanied a parent or carer to work to gain a full day of valuable work experience. As the photographs demonstrate, the students visited a wide variety of workplaces ranging from hospitals and farms to Siemens, the Woodland Trust and Immingham Docks.

After completing their end of year examinations, our Year 12 students embarked on a week of work experience. Students were encouraged to organise their own placement providing them with the opportunity to further develop skills such as using their own initiative, communication and self-reliance. Relevant work experience is increasingly viewed as an essential part of any application for Higher Education or employment.





Eco-Committ

Eco-Action Magazine Competition

This term's eco-competition invited students to write a magazine article on the theme of rewilding, the approach to ecological restoration that aims to recover natural processes and boost biodiversity by giving nature the space to recover. The winning entry came from Rob Halsall (12M), who drew on his Geography A level NEA research to include local references that made the piece particularly engaging.

Rob's article will be published in an online magazine by Little Green Change, an award-winning, non-profit social enterprise specialising in environmental education, both directly in schools and in communities across the UK. Their annual environmental education magazine showcases positive environmental actions taking place across the UK, and previous editions have featured articles by experts such as Toby Buckland and Chris Packham, alongside student entries. Rob's article will be published on the Little Green Change website on Friday 10 July.

Clare Matheson, founder and director of Little Green Change, said: "Please thank Rob for his article. It is excellent. He includes lots of interesting information in an engaging way."

Two extracts from Rob's article give a flavour of his writing. On the principle of rewilding, he writes: "Rewilding is an approach to ecological restoration aimed at recovering natural processes, boosting biodiversity and letting ecosystems regain control and take care of themselves. Instead of intensive, hands-on management it gives nature the space to heal. This is done by reintroducing native or keystone species into the area and removing human barriers." On the local picture, he continues: "In our local area, Doddington Hall have started a long-term plan to bring more nature back to the Doddington Estate. To start the process, they have allowed the land to rest and recover by allowing natural regeneration of the vegetation to occur. To help the processes on their way, the estate has added ponds and wetlands and started to reintroduce keystone species like wild ponies and pigs. Already they have seen improvements in the soil quality, and the vegetation, insect, bird and animal populations have greatly increased."

Well done, Rob.

Mrs L Evans, Teacher of Geography



Instead of intensive, hands-on management it gives nature the space to heal.

What we are up to:



Purple Line: These represent four other species including kauri, douglas, and approximately 50m in length. We have an consequently, a total of about

Blue Oats Use this to plant a rough
contour, and the wheat properly prepared. The



Learning Objectives
 Students will understand the importance of the
 student's role in the learning process and the
 importance of the student's role in the learning process.





The importance of rewilding

By Rob Halsall, Year 12 student from The King's School, Grantham.

About rewilding.

Rewilding is an approach to ecological restoration aimed at recovering natural processes, boosting biodiversity and letting ecosystems regain control and take care of themselves. Instead of intensive, hands-on management, it gives nature the space to "heal". This is done by reintroducing native or keystone species into the area and removing human barriers.

The benefits.

Rewilding has many benefits and can greatly benefit humans as well as the natural climate. This is because if we allow woodlands, peatlands, saltmarshes and seagrass meadows to return to their natural state, then these ecosystems can soak up tonnes of CO₂. When these living systems function as they should they can also reduce the impacts of flooding and drought.

Rewilding reduces the impact of flooding by slowing the flow of water, as restoring scrubland and woodlands increases water infiltration.

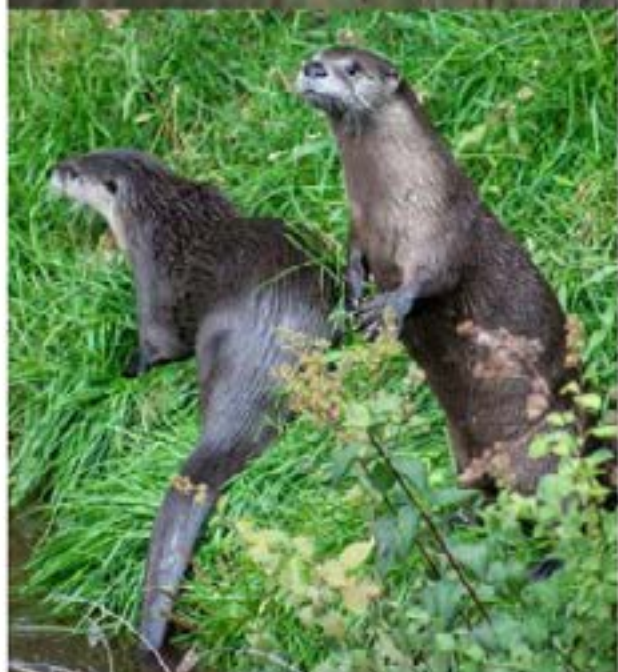
This leads to the soil acting as a giant sponge that absorbs water instead of allowing it to just run across the surface.

The reintroduction of beavers in some areas creates leaky dams which hold back water upstream preventing rapid surges, which greatly reduces the risk and impacts of flooding.

Furthermore, rewilding reduces the impacts of drought as healthier, humus-rich soils and restored wetlands store significantly larger amounts of water. This leads to a security of water that can be introduced in some areas when there are prolonged times of reduced precipitation. It also maintains base flows in rivers and helps to sustain habitats as well.

Rewilding drawbacks.

Rewilding can have some drawbacks. Without proper consultation rewilding can affect local communities, such as those with histories of traditional land management such as hunting,



farming, forestry and fishing. Inappropriate plans to restore natural habitats and reintroduce animals can be controversial and get avoided because of conflicts with human interests. Some projects can risk alienating local people unless stakeholders are actively involved in the planning that identifies and mitigates concerns.

Rewilding in action.

In our local area, Doddington Hall have started a 400-year plan to bring more nature back to the Doddington Estate in Lincolnshire.

Their aim is to help people discover, learn and love the natural world as well as start to rewild some parts of the estate and parkland.

To start the process, they have allowed the land

to rest and recover by allowing natural regeneration of the vegetation to occur. To help the processes on their way, the estate has added ponds and wetlands and started to reintroduce keystone species like wild ponies and pigs. Already they have seen improvements in the soil quality but also the vegetation, insect, bird and animal populations have greatly increased.

Doddington Estate has received huge amounts of money from other companies and charities. For example, they received a £1.9 million investment from The National Lottery Heritage Fund and £250,000 from Anglian Water. To try and gain further investment they have set up the Wilder Connections programme to realise nature based social and economic benefits for the local community on the back of nature recovery.





Inspiring Students

Alumni

We were delighted to welcome two former students back to speak to our Sixth Form students about their careers and post-18 pathways.

Jackson Bateman shared his experiences from his first year as a Degree Apprentice with Caterpillar, providing valuable insight into the opportunities offered by degree apprenticeships and the benefits of combining paid work with higher education. We also welcomed Adrian Whitford, who spoke about his international career journey and his work in the medical technology sector. Adrian gave students a fascinating overview of how artificial intelligence is transforming healthcare, highlighting the exciting opportunities emerging within the medical profession.

We are grateful to both alumni for giving up their time to inspire our students and help them explore the wide range of opportunities available to them in the future.

Expert Advice for Aspiring Medics

Our Year 12 aspiring medics recently benefited from one-to-one meetings with long-standing friend of the school Dr Helen O'Neil, a retired paediatrician and former admissions tutor at the University of Nottingham Medical School.

Drawing on her extensive experience of selecting medical students, Dr O'Neil reviewed each student's profile and offered personalised advice on how to strengthen their applications ahead of the summer. Her guidance provided invaluable insight into the highly competitive medical school admissions process and helped students identify the key steps they can take to maximise their chances of success.

We are extremely grateful to Dr O'Neil for her continued support of our future medics.

Achievement Year 7



Nicholas Radinskas (7S) has enjoyed a fine year in Tae Kwon-Do. Following his First Degree Black Belt certification in 2025, in April this year he was awarded the status of First Star First Degree Black Belt by the Tae Kwon-Do Association of Great Britain. He went on to win silver in speed-kicking and bronze in sparring, and also competed in the patterns events, at the Lincolnshire Taekwondo Championships in June, bringing his total to ten medals. Well done, Nicholas.

Eamon Grocock (7N) was awarded the Manager's Player of the Year trophy for his performance, energy and attitude throughout the year, playing football for Bottesford Football Club's Under 12s Blues team. Congratulations, Eamon.



Theo Brown (7B) passed his LAMDA (London Academy of Music and Dramatic Art) Grade 3 Acting examination with distinction. Well done, Theo.

William Apps (7C) plays for Melton Mowbray Rugby Football Club and, at the end of this season, was awarded Player's Player of the Year for the Under 12s at the club's annual awards evening. Congratulations, William.



Reuben McConnell (7B) has been promoted to First Dan black belt at the Sleaford Korean Martial Arts school, after six years of hard work. He also competed at the school's annual tournament with great success, coming away with three silver and two bronze medals. Well done, Reuben.



Achievement Year 7



Oliver Hope (7F) recently won the Melton Mowbray Rugby Football Club Under 13s Player of the Year award. Well done, Oliver.

Noah Young (7B) is an avid runner who has passed the ultramarathon milestone across his junior parkruns. He was delighted to be chosen by Aston Villa Football Club to represent them at the Great Birmingham Run. Despite spraining his ankle two weeks beforehand and spending the run-up recovering, he finished thirtieth out of more than five hundred runners in the twelve-to-fifteen age category, making him one of the youngest in the field. A superb effort, Noah.

Blake Mitchell (7B) and **Joshua Marshall (7S)** enjoyed an excellent season with the North



Lindum Hawks football team, winning both the Mid-Lincolnshire A League and the Lincolnshire County Cup. From a field of 164 teams, they progressed all the way to defeat Skegness Town in a thrilling cup final, a highly commendable achievement. Well done to both.

Samarth Khandelwal (7M) has excelled in two sports. In Tae Kwon-Do, he recently achieved his Green Belt grading, was given the Best Junior Award and promoted to Blue Stripe. In tennis, competing in Lawn Tennis Association (LTA) events, he won the Under 12 Boys Singles at the Grantham Grade 4 Easter Tournament; finished runner-up in the Under 12 Boys Doubles at Nottingham Trent University; won the Under 12 Boys Singles in a Grade 4 tournament at



Achievement Year 7 and 8

Nottingham Trent University and won the Under 12 Boys Singles in a Grade 5 tournament at Boston Tennis Club. A tremendous run of results, Samarth.



Henry Tesh (7F) gained his First Dan black belt in Tae Kwon-Do in March 2026, achieving this after six years of hard work. He also took part in the Milton Keynes Rocket 5k race and received a Star Wars-themed medal. Well done, Henry.

Jivan Vijayaraj (7C) recently competed in the Lincolnshire Junior Restricted Championships, taking second place in the Under 14 Doubles event in badminton. Congratulations, Jivan.



Xavi Mistry (8F) played in the LTA Under 14 and Under 16 Grade 4 tournaments at Grantham Tennis Club in April, reaching the final of both events. In the Under 16 semi-final, having lost the first set to the top seed, an opponent two years his senior, Xavi fought back to take the second set in a tiebreak and carried that momentum through to win the deciding tiebreak ten points to four. He then won both finals with real determination, emerging as champion of both events. An outstanding effort, Xavi.

Henry Dolan (8S) took first place in both the 800 metres and the 1500 metres, the latter a step up from his second place last year, recording personal bests of two minutes 31.5 seconds



Achievement Year 8

and five minutes 4.6 seconds respectively, and showing good progression in his race strategy. He also competed in the 200 metres, finishing fourth, and in the long jump. In swimming, Henry reached the Regional Final for the 200 metres breaststroke, placing him among the eight fastest swimmers in his age group at that distance, and gained personal bests in the 200 metres butterfly and the 400 metres individual medley at the same competition. Well done, Henry.

Charles Saturnino (8C) has had a highly productive swimming season and was selected for the Nottinghamshire County Development



Programme for 2026, a fine testament to his hard work and dedication. In drama, he performed his LAMDA Grade 6 piece at the Mansfield Music and Drama Festival, taking first place for the third consecutive year, and has been offered a part in the Nottingham Playhouse Young Chorus for the Aladdin Christmas pantomime in 2026. Congratulations, Charles.

Oscar Fenner (8N) was delighted to share his team's success over Easter in winning the Nottinghamshire Under 14 Mixed Hockey Development League. Having won all their games and beaten closest rivals Mansfield five-nil in the final match, the Nottingham-based club Boots were awarded the league winners' cup. Well done, Oscar.



The following Year 8 boys took part in the Nottinghamshire, Lincolnshire and Derbyshire Cupfinal, played at Boston Rugby Club during Term 5, and were victorious with a 40-30 win against a very strong Ashbourne side. It was a hard-fought contest in which the boys showed real grit to get over the line. Well done to Eddie Farmer (8N), Kian Brookling (8C), Tom Bratton (8M), Kieran Lowe (8N), Stanley Thurlow (8S), James McGhie (8F), Freddie Cove (8F) and Charlie Barnsdale (8M).



Achievement Year 9 and 10



Elliot Brown (9B) passed his Grade 4 saxophone examination with merit. Well done, Elliot.

Archie Detheridge (9M) and **Rupert Shale (9N)**, with the full Under 14s team at West Bridgford Rugby Club, were crowned the 2026 Nottinghamshire, Lincolnshire and Derbyshire rugby champions for the second year running, retaining the NLD Cup with a 45-5 win over Ashbourne Rugby Union Football Club in the final. Another great season of rugby. Well done, Archie and Rupert.

Jeremy Chan (10B) has had a remarkable run in fencing. He took bronze in the Yorkshire Senior Men's Foil 2026 as the youngest fencer in the competition, and then competed in an international event in Poland, placing twenty-third of three hundred fencers. He won a bronze medal at an open competition in York, again as the youngest fencer in a field made up largely of university students, and was given an additional medal as best cadet. He went on to win a cadet competition, and then took gold at the British Youth Championship, defeating in the final an opponent ranked ninth in the world at cadet level, to become the number one Under 16 fencer in the country, despite being Under 15. His family are very proud of his dedication, discipline and sportsmanship. A quite exceptional set of results, Jeremy.

Sebastian Edwards (10S) played bass trombone



with Youth Brass 2000 in the National Youth Brass Band Championships of Great Britain on Saturday 28 March, where the band took first place. Having only joined Youth Brass 2000 in 2025, he has already performed at the Royal Albert Hall and the Glasshouse in Gateshead, and looked forward to competing at the European Youth Brass Band Championship in Linz, Austria, and to touring London and Paris in August. Sebastian also passed his Grade 6 bass trombone examination with distinction. Congratulations, Sebastian.



Achievement



Daniel Gardner (11B) took part in basketball trials and has been offered, and has accepted, a place in the Leicester Riders Men's Under 18 squad for the 2026/27 season. He will also continue his out-of-school training with the GB professional player Conner Washington. Well done, Daniel.

Sam Grundy (12C) has been crowned Junior Open National Series Champion after winning the 2026 National Sprint Futures Series, a series of three events at indoor and outdoor velodromes for the country's top junior track sprint cyclists. Sam's consistency and commitment saw him take top spot, having finished second in the Youth Open category last year. Congratulations, Sam.

Ravish Lamabadu (13M) won the Sixth Form Fantasy Premier League competition, finishing on 2,340 points. Well done, Ravish.



Thomas Darby (11F), Thomas Whittle (9N), Oscar Chen-Rees (9N) and Austin Chen-Rees (7N) represent both the King's School water polo teams in the English Schools' Swimming Association tournaments and Grantham Water Polo Club. This past weekend, all four represented the North East Talent Centre, an annual tournament for the best athletes in the country in their age group. The talent centre programme sits one step below representing Great Britain, so selection is a considerable achievement. Well done to all four.





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 Future and Values.

- ◇ Year 7 studied their own values alongside the King's core values: Courage, Friendship, Honour, Humility, Responsibility and Perseverance.
- ◇ Year 8 reflected on their achievements this year and looked towards planning goals for the next 3 years ahead.
- ◇ Year 9 considered their own value profile and started planning for aims and goals in Key Stage 4.
- ◇ Year 10 reflected on their achievements this year and looked towards their targets for year 11 and beyond into KS5 – including introducing them to the prospect of University and future UCAS applications.

Drop Down Days / Events

- ◇ Year 7 - First Aid Workshops on 3 - 6 June.
- ◇ Year 7 - stay safe drop down day on Wednesday 1 July.
- ◇ Year 9 - stay safe drop down day on Wednesday 17 June.

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

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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	12:40 – 13:15	Mrs Beedham	Year 11
GCSE Business Drop In	S202	12:40 – 13:20	Mr Rushall	Year 10 & 11
Key Stage 4 Basketball	School Gym	12:45 – 13:30	Mr Pickett	Year 10 & 11
Cross Country	Field	16:00 – 17:00	Mr Hollingworth-XYZ-Mrs Hamilton	All Year Groups
Football	Field	16:00 – 17:00	Mr Whales	Year 9
Football	Field	16:00 – 17:00	Mr Hulme	Year 7
Rugby	Field	16:00 – 17:00	Mr Lindsay	Year 10
Warhammer	N205	15:45 – 16:45	Mrs Copeman-XYZ-Mr Deller	All Year Groups
Clarinet ensemble	C203	13:00 – 13:30	Mrs Lond	Invitation Only
Junior percussion ensemble	Rehearsal room	13:00 – 13:30	Mr Lond	Invitation Only
Brass ensemble	C204	13:00 – 13:30	Mr Cook	Invitation Only



Co-curricular Activities

Tuesday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
NEA Catch Up Session	C101	12:40 – 13:15	Mrs Beedham	Year 11
A – Level Business Essay Club	S203	12:40 – 13:20	Mr Hirst	Year 12 & 13
A – Level Economics Essay Club	S201	12:50 – 13:35	Mr Anderson	Year 12 & 13
Philosophy Society	S101	13:00 – 13:35	Sixth Form	Year 8, 9, 10, 11, 12 & 13
Open Studio	N303-XYZ- (Starting 6th October)	15:45 – 16:45	Mrs Warley-XYZ- Miss Braud	Art Students-XYZ-Key Stages 4 & 5
Football	Field	16:00 – 17:00	Mr Richardson	Year 8
Football	Field	16:00 – 17:00	Mr Lindsay	Year 10
Rugby	Field	16:00 – 17:00	Mr Hope	1st XV
Rugby	Field	16:00 – 17:00	Mr Gilbert	Year 9
Concert band	Rehearsal room	13:00 – 13:30	Mr Lond	Invitation Only

Co-curricular Activities

Wednesday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
NEA Catch Up Session	C101	12:40 – 13:15	Mrs Beedham	Year 11
KS3 Debating Society	S102	13:00 – 13:30	Mrs Cunningham-XYZ-Sixth Form	Years 8 & 9
Badminton	Sports Hall	16:00 – 17:00	Mr Watson	All Year Groups
Knotso'	Rehearsal room	13:00 – 13:30	Mr Lond	Invitation Only
Senior choir	C204	13:00 – 13:30	Mr cook	Invitation Only



Co-curricular Activities

Thursday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
NEA Catch Up Session	C101	12:40 – 13:15	Mrs Beedham	Year 11
A – Level Business Essay Club	S202	12:40 – 13:20	M Rushall	Year 12 & 13
GSCE Exam Questions Practice	S203	12:40 – 13:20	Mr Hirst	Year 10 & 11
Statistics Club	N103	13:00 – 13:30	Mrs Ball	Year 13 Mathema-ticians
Politics Society	B205	13:00– 13:30	Miss Ginnelly	All Year Groups
Football	Field	16:00 – 17:00	Mr O'Hallam	Year 11
Rugby	Field	16:00 – 17:00	Mr Hope	Year 7
Rugby	Field	16:00 – 17:00	My Hulme	Year 8
Senior percussion en-semble	Rehearsal room	13:00 – 13:30	Mr Richmond	Invitation Only
String ensemble	C203	13:00 – 13:30	Mrs Brown	Invitation Only
CCF	Quad & Classrooms	3.45pm-5.30pm	Lt Col R Ogg SSI S Pulfrey Mrs P Barton Mr M Davis Mr R Gait	Year 9, 10, 11, 12 & 13 CCF

Co-curricular Activities

Friday

Activity	Room/venue	Time	Member of staff responsible	Year groups who can attend
DT NEA Catch Up Session	C101	12:40 – 13:15	Mrs Beedham	Year 11
Film Club	S202	12:40 – 13:20	Mr Rushall	All Year Groups
Law Society	S102	13:00 – 13:30	Sixth Form	All Year Groups
Christian Union	S102	13:00 – 13:35	Mr Anderson-XYZ-Sixth Form	All Year Groups
Junior choir	Old school	08:45 – 09:15	Mr cook	Invitation Only
Senior soul band	Rehearsal room	13:00– 13:30	Mr Lond	Invitation Only
Big band	Rehearsal room	15:45 – 16:45	Mr Lond	Invitation Only



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

TUG WILSON

The King's School
Brook Street

Grantham
Lincolnshire
NG31 6RP

Tel: 01476 563180

Fax: 01476 590953

E-mail: admin@kings.lincs.sch.uk

