



MAIDSTONE  
GRAMMAR SCHOOL  
1549 - 2024

Prospectus





We encourage  
our students to  
be interesting  
and interested,  
aspirational and  
inspirational.

# Welcome to Maidstone Grammar School

As the Headteacher of Maidstone Grammar School, I am dedicated to ensuring that all students fulfil their potential, have goals and ambitions, and are happy and successful whilst at school. My staff and I also wish to help them develop those characteristics, morals and values that will underpin their future lives.

Maidstone Grammar School is like an extended but close knit family. Our aims are also the same as every family's: to keep our children and young people safe, to meet their needs, to build ties and bonds within the wider community, and to support them in times of challenge and adversity. This includes developing morals and fostering patience, humility, courage, ambition, drive and enthusiasm.

We encourage our students to be interesting and interested, aspirational and inspirational. We like our students to leave MGS as young adults that any family would wish their child to be when they leave home: confident, self-assured, with a strong work ethic and better prepared both academically and socially to go out into an ever-changing world.

Both in school and outside its gates, we respect others for who they are, not for what they have or what they can do for us. We strive to show others that they are valued, to gain respect, earn trust, command loyalty and to work together co-operatively. We value all individuals irrespective of age, gender or background.

We aim to support and promote students' academic achievement but also want our students to find pleasure in life-long learning and

see them grow into well-rounded, grounded and sound young men and women. We encourage our students to develop enquiring minds, the ability to think critically, respect evidence and recognise prejudice, learning to distinguish between fact and opinion, and to make balanced, reasoned judgements of their own.

No young person learns effectively unless he or she feels safe, secure and happy. Maidstone Grammar School is a caring and supportive school and we address the individual needs of every student through a comprehensive, flexible pastoral system. As such, we work together to develop self-respect, self-discipline and self-understanding.

Through involvement in our varied and extensive extra-curricular and enrichment programmes, students also develop an appreciation for human achievement in the arts, sports, science and literature. Every student has the opportunity to develop and grow intellectually, physically and spiritually.

Maidstone Grammar School is also at the heart of a wider community and we understand and are prepared to take on our responsibilities as citizens. We respect and celebrate religious and cultural diversity, promote opportunities for all and place integrity, honesty, kindness and goodwill at the heart of our public and private lives. Our charitable nature deserves a special mention, having been identified by both staff and students as a core value.

Maidstone Grammar School is fortunate to have a committed and supportive Parents' Association, which all parents are warmly invited



to join. We recognise and value the importance of parental support and encouragement, whether they are the parent on the touchline cheering the rugby team in the sleet and snow, attending the summer concert or the school play, or making tea at our fireworks display. Parents' support is also vital in respect of upholding school rules, discipline, behaviour and dress code and we work together to ensure our high standards and expectations are maintained.

Finally, we hope that a student's time at MGS will be remembered fondly and that he or she will have achieved their academic potential, formed strong friendships and leave as a confident, mature, responsible and capable young adult. This is really the best measure of any school and my staff and I work to ensure that Maidstone Grammar School measures up.

Mr M Tomkins BSc NPQH  
Headteacher



# Our Vision, Ethos & Values

Maidstone Grammar School is a community sharing a common purpose: to prepare young people for the future. MGS is not just a school, it is a way of life. We have an excellent reputation for academic success and for providing a broad and varied co-curricular programme in which every Maidstonian has the opportunity to develop leadership skills and give service to the School.

The School's ethos, values and belief in academic rigour all combine to produce the all-round student.

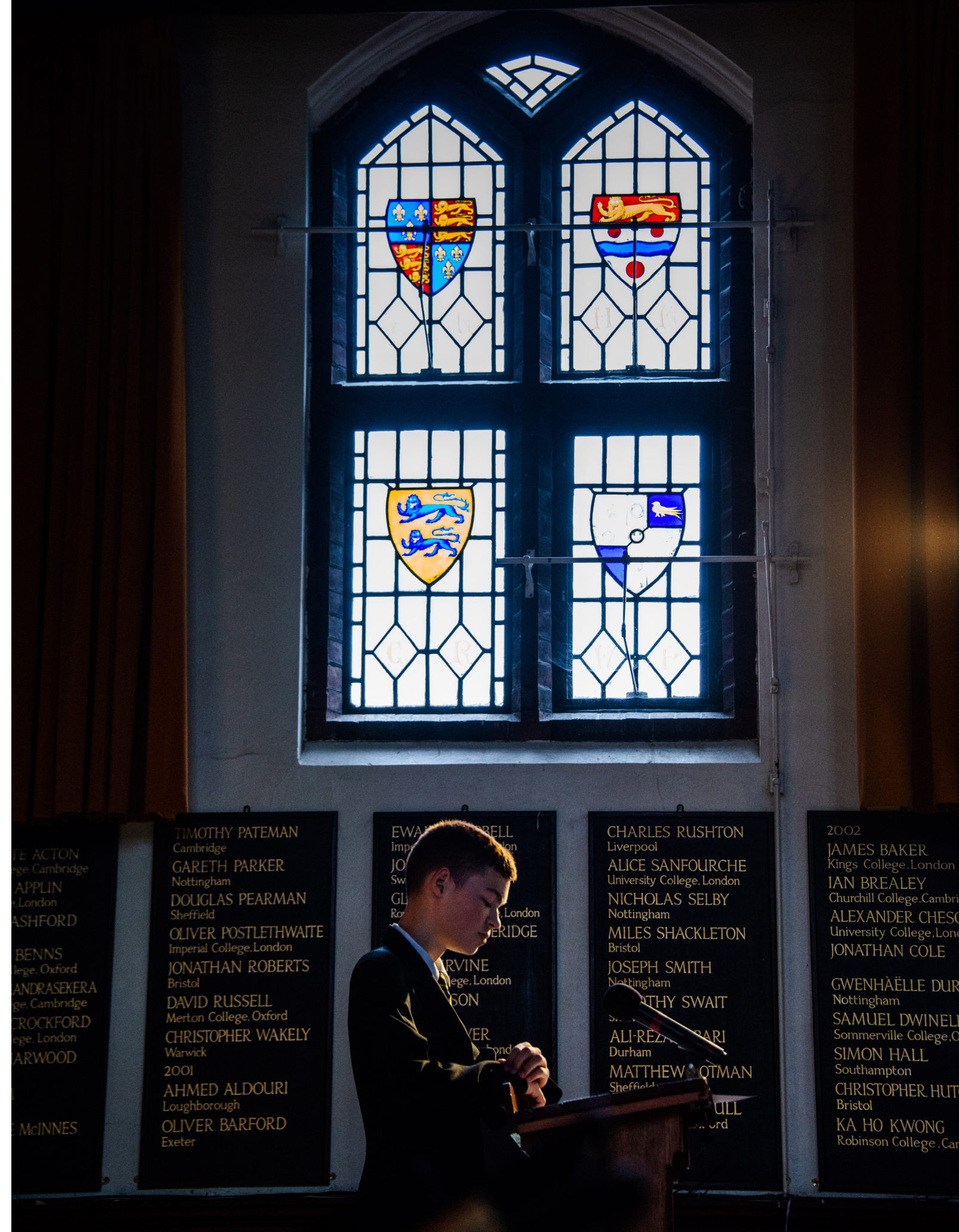
Our vision, ethos and values can be categorised into two main areas, or two pillars: Inspire to Learn and Inspire to Belong.

We believe that inspiring teaching inspires learning. We aim to inspire our students to love learning, to be curious and to ask challenging questions. We want them to be independent, know how to respond to feedback and see the connections across different subjects. Alongside this, we also inspire our students to belong to their school – ensuring they feel safe and supported, having respect for one another, and having a sense of identity. We want them to give service and leadership to their community, to get involved in the wider life of the school and to go on being a better version of themselves each day.

But above all, acting as the foundation of these pillars, we at MGS value our history and our traditions. When we walk around the school each day we know that we are walking in the footprints of the generations that have gone before us. And that is why our school motto,

'Olim Meminisse Juvabit' meaning 'A joy it will be one day to remember this' and taken from Virgil's Aeneid, means something to each and every Maidstonian that walks through the school gates.

Our motto sits between our two pillars, is at the heart of our school and has come to encapsulate the values, beliefs and ideals characteristic of Maidstonians since our founding in 1549. Maidstonians are proud of the special part they play in the history of this great school and this is perfectly demonstrated in their rendition of our school song: Gaudeamus.





# Almost 500 Years of Tradition

Maidstone Grammar School has a long and proud history. While much has changed since our founding in 1549, and while the School continues to evolve as we seek to provide for our students the best that modern education has to offer, MGS is today still underpinned by the values enshrined in our original Charter.

On July 4th 1549, King Edward VI granted Maidstone its first Charter. This also gave 'to the Mayor, Juratts and Commonalty and to their successors full power and authority to set up a Grammar School in the aforesaid town of Maidstone'. By virtue of this Charter the School was founded.

However, MGS can claim an older lineage and it is recorded that the 1549 foundation was the reinstatement of an older school. The School can be linked back to a Grey Friar's Order School since 1348, housed at the top of Gabriel's Hill which then moved in the 1390's to the All Saints College attached to the Church. In the early 15th Century the school moved to the newly built Corpus Christi Hall at the bottom of Earl Street, part of which still exists today. In 1871 the school moved to a site on the Tonbridge Road, before finally ending up at its current location in 1930 on Barton Road.

We continue to draw on our history to this day, and use it to inform what the School does. Today each student is a member of one of four Houses (Barton, College, Corpus Christi or Tonbridge), named after the different sites occupied by the

school throughout our long history. Our forebears recognised that a truly successful school not only delivers outstanding academic outcomes, but also promotes the development of character in its students and encourages them to go on to make a worthwhile contribution to society. As the pages of this prospectus make clear, we devote considerable time, expertise and resources to these priorities.

On September 29th 1559, Elizabeth I granted a second Charter to the Town. This Charter set out the need for continuity, a long-term approach and 'to stand and continue a Grammar School for ever for the inhabitants, Freemen of the Town and Parish of Maidstone'. Furthermore, it enshrined arrangements to make this possible, ensuring that the Scholars could be 'freely taught'.

Maidstone Grammar School's first building, Corpus Christi Hall, at the bottom of Earl Street and second building on the Tonbridge Road served us well and were our homes for 381 years. Throughout those centuries, the values of MGS stood firm, guiding us even as we navigated momentous events such as the

Plague, the English Civil War, the Great War, World War II, and the Covid-19 global pandemic.

Since the School moved to our current Barton Road site in 1930, new traditions have emerged. Recent years have seen substantial changes to the campus as major investments have been made to ensure our School continues to support both current and future generations.



Portrait of Edward VI of England  
c. 1550



These outcomes alone do not make MGS the great school that it is, however they do open doors for our students and are testament to the hard work of all students and staff in our community.

# Our Performance

## GCSE Results 2023:

Grade 9 = 10%  
Grades 8-9 = 25%  
Grades 7-9 = 43%  
Grades 5-9 = 85%  
Grades 4-9 = 94%  
Grades 1-9 = 99.7%

## A Level Results 2023:

A\* = 8%  
A\*-A = 29%  
A\*-B = 61.3%  
A\*-C = 83.8%  
A\*-E = 99.2%  
A\*-U = 99.7%

## Destinations 2023:

Top 30 Universities = 59%  
Russell Group Universities = 40%  
5 Oxbridge (4 Cambridge, 1 Oxford)  
5 Medicine (including one at Cambridge)

## Top 10 University Destinations 2023:

1. University of Bath	11
2. University of Surrey	7
3. Bournemouth University	6
4. University of Leicester	6
5. University of Sussex	6
6. Loughborough University	5
7. University of Exeter	5
8. Cardiff University	4
9. Nottingham Trent University	4
10. University of Brighton	3

## Top 10 Degree Subjects 2023:

1. Law	11
2. Computer Science	7
3. Mechanical Engineering	5
4. Medicine	5
5. Economics	5
6. Aerospace Engineering	3
7. Television Production	3
8. Business Management	3
9. Business Economics	3
10. Psychology and Criminology	2





# Inspire to Learn

**The aim of our broad curriculum is to promote academic excellence, the best habits of independent thought and lifelong habits of making connections, intellectual curiosity and self-reflection. Put simply, inspiring teaching inspires learning.**

Alongside Inspire to Belong, Inspire to Learn is one of the two central pillars of Maidstone Grammar School. There are four key Learning Habits which we believe support all Maidstonians in developing academic excellence: Assessment, Challenge, Independence and Connected.

**Assessment:** We want our students to be effective in their use of assessment. We want them to know how to reflect on their learning so that they can make rapid progress.

Learning is a journey and we assess the learning journey of our students regularly. We assign each student with an aspirational target grade to achieve in each subject and we closely monitor their progress against these target grades throughout the academic year. Students receive at least fifteen pieces of written feedback, in each subject, throughout the year and these detail how much progress they have made and what they need to do to improve. Their progress and feedback is recorded onto assessment tracker sheets in the front of their books and on yellow assessment stickers throughout their books.

We formally report on students progress to parents and carers at three points throughout the year. We also celebrate academic success with regular contact home, congratulation postcards, departmental awards and at formal occasions such as Speech Day and Parents' Evening. We even decorate the walls of our Big Hall with the names of our students who achieve academic greatness in their A Level exams. Equally, we intervene

quickly and offer support and guidance when we identify students who may not be making the academic progress we know they are capable of. Academic interventions take many forms, but they are always tailored to best meet the students' needs and include contact with parents and carers.

**Challenge:** We want our students to be curious and to understand that greater learning is truly unlocked when we all ask challenging questions and persevere when striving to find answers.

Our teachers like asking questions, but they also like to ask our students not to put their hands up to answer them. We have a 'no hands up' policy at MGS, which means that although a student can raise their hand to ask a question, they cannot raise it to answer one. Our classrooms are full of incredibly bright and able boys, but they are not dominated by the most confident learners who always put their hands up. All our students can expect to be called upon to answer questions at any time, they all know that they need to pay attention to what is going on and they are all challenged.

We also encourage our students to ask challenging questions of themselves to further develop their reasoning skills. Critical thinking and in particular the ability to use analysis, evaluation, deployment of argument, along with the evaluation of evidence is essential to our students' academic success. The development of these skills is embedded in each subject's curriculum and our students first

demonstrate them all in the personal research project that they complete for their Learning to Learn course in Year 7.

**Independence:** We want our students to be independent and resilient learners. We want them to be able to immerse themselves in their studies, distil complex information and revise effectively.

Our Learning to Learn course is a unique feature of our curriculum. This course gives all our students a foundation which will support them to develop effective study skills and revision techniques throughout their school career. It also helps our students to fulfil their academic potential in assessments throughout their time at MGS and in their public exams.


Homework is an integral part of the learning process. Our teachers use it to help reinforce the work undertaken in the classroom and it should enable students to develop the skills necessary for independent study. In Year 7 and 8 students usually have two homework assignments of between 30-45 minutes to complete each weeknight. They are given at least three days to complete their homework assignments which may include research, note taking or online activities. Students in Year 9 and 10 have on average two hours of homework each weeknight and in Year 11 students work for two hours each evening on assignments set by their teachers, work from Study Guides or simply building revision notes.

**Connected:** We want our students

to understand that their subjects are connected and that they should make links between the skills and terminology within them.

Our teachers train our students to think like examiners. They model what success looks like and provide their students with 'worked examples', sample answers and previous exam questions to familiarise them with how examiners write questions and the answers that are required. Our students are encouraged to recognise patterns of information between different subjects and to understand command words (the words and phrases used in exams and other assessment tasks that tell students how they should answer the question).

We take pride in our sequenced curriculum. Our deliberate approach to the sequencing of knowledge, in each subject, secures our students foundational concepts and knowledge before encountering content that builds upon this. This enables our students to link their ideas and organise their knowledge into increasingly complex mental models.



**We believe that  
inspiring teaching  
inspires learning.**



# Our Curriculum

At MGS, Key Stage 3 is completed in Years 7 and 8. The core subjects are English, Maths and Science. In addition, a wide range of other subjects are also studied. All students take Art, Computer Science, Design Technology, Geography, History, Performing Arts, Physical Education and Religious Studies. All students must also study one modern foreign languages from French, German, and Spanish and some students study Latin. All Year 7 students are also introduced to a range of key study skills and revision techniques through our 'Learning to Learn' course.

The timetable, which runs on a ten-day cycle, also includes Personal, Social, Health and Citizenship Education where staff introduce students to a wide range of issues. Assemblies and tutor time also form part of a student's wider education.

During Year 8 students are guided towards an appropriate programme of study at GCSE, which they will take over three years. They will also take part in a Careers Day to help inform their choices.

Key Stage 4 is completed in Years 9, 10 and 11. In total students study eleven GCSE subjects based upon the following structure:

- English Language and English Literature.
- Mathematics (Gifted Mathematicians may also study a qualification beyond standard GCSE).
- Biology, Chemistry and Physics as

components of GCSE Combined Science.

- A Modern Foreign Language.
- A Humanity (History or Geography).
- Religious Studies

Students also study three other subjects taken from: a third Science (making separate GCSEs in Biology, Chemistry and Physics), another Modern Language, Art, Classical Civilisation, Computing, Design & Technology, Drama, Film Studies, Food Technology, Geography, History, Latin, Music, Physical Education, and Sociology.

In addition, students will also take compulsory courses in PE and Games, and Personal, Social, Health & Citizenship Education including Careers Education.

Details of all GCSE courses are given in a booklet distributed to Year 8 students during Term 3. A copy of last year's booklet is available on request.

## Personal, Social, Health and Citizenship Education (PSHCE), including Relationships and Sex Education (RSE)

MGS has a high quality, tailor made PSHCE programme. All students in Key Stage 3 and 4 (Years 7-11) receive one taught lesson a fortnight delivered by our very experienced Head of PSHCE. Our PSHCE programme covers the requirements of the new statutory Relationships and Sex Education (RSE) and Health Education guidance for schools. Students cover the physical and emotional sides of sex within a relationship and the features of healthy relationships, delivered in an age appropriate way in order to equip them to make informed choices. We also cover a range of other carefully chosen topics and themes which have a strong emphasis on safeguarding, including online safety, bullying, homophobia, mental health and well-being and personal safety. Our "spiral" approach means that students revisit many of these topics on a number of occasions, exploring them in increasingly greater depth as they move up through the school.



# Inspire to Belong

MGS is much more than what is taught in the classroom and the exam results that are achieved. We strive to ensure that every student feels known and cared for and we want everyone at MGS to feel a sense of belonging to our community.

Alongside Inspire to Learn, Inspire to Belong is one of the two central pillars of Maidstone Grammar School. There are four key areas which we believe support all Maidstonians to develop a strong sense of belonging within our school community: Conduct, Support, Service and Leadership and Enrichment.

**Conduct:** We want our students to take pride in having high standards of behaviour and good conduct which is underpinned by respect, consideration and acceptance of individual differences.

**Behaviour** at MGS is outstanding. Students, staff and parents worked together to develop the MGS Student Code of Conduct which makes clear the key rules and expectations of the school. There is a strong emphasis on treating others with respect and respecting individual differences through our words and actions. We also believe that behaviour should be excellent on the way to and from school and on school trips where students are also representing MGS.

Staff recognise and reward good behaviour, academic work, effort and service to the school through School Colour awards, departmental "Student of the Term" awards, letters of congratulations from House staff, congratulations postcards from teaching staff and Attitude to Learning marks. We encourage students to take responsibility for their conduct and behaviour. On occasion, we recognise that sanctions are necessary and the Headteacher and staff will take action if work or behaviour is unacceptable. This may include issuing a conduct mark (for low level issues), detentions and, in

the most serious of cases, fixed term or permanent exclusions.

**Support:** We want our students and everyone in our community to help each other to feel safe and supported, working together with openness and kindness to create a sense of well-being and belonging.

Every student in the School is a member of a mixed aged vertical tutor group made up of students from Years 7 to 13. This gives the tutor group a "family feel" – older students support younger students and everyone has the chance to take on roles and responsibilities from an early age, share experiences and develop lasting friendships. Vertical tutor groups also reflect the fact that we are preparing our students for a society in which they will live and work with people of all ages.

Each tutor group belongs to one of four Houses: Barton, College, Corpus Christi and Tonbridge, each named after different sites occupied by the school throughout its long history. The academic monitoring and pastoral support of all students is overseen by the same tutor, Head of House and Assistant Head of House throughout their time at MGS. Our House and pastoral system ensures that all students and their parents receive a continuity of care from Year 7 all the way through to Year 13 and into the world of work and higher and further education.

In addition, we have an excellent Student Services Department, which includes two Student Services Managers, an Additional Educational Needs Manager, Attendance and Inclusion Manager and Careers Advisor. We also have a fully qualified

in-school counsellor and a 1:1 MIND worker to support students where required. Our highly experienced pastoral team also works closely with external agencies where appropriate. The SENCO oversees and co-ordinates support for students with Special Educational Needs and Disabilities, supported by the Additional Educational Needs Manager. Above all, Safeguarding is absolutely integral to everything we do at MGS. We have an experienced team overseeing safeguarding in the school. Any concerns should be reported in confidence to the Designated Safeguarding Lead or Deputies.

**Service and Leadership:** We want our students to develop an ethos of service and leadership through the positive contributions they make to their House, the school and the wider community.

House and community spirit is an integral part of MGS and we encourage all of our students to take part in the wider life of the school and make a positive contribution by "giving something back". Students feel a strong sense of allegiance to their House and each House has its own unique and distinctive character. Students attend regular House assemblies throughout the year and Houses organise many events and competitions throughout the year, including charity days where staff and students join together to raise money in aid of charitable causes. There is also a strong spirit of competition between the Houses as all four compete annually for the prestigious House Cup. Each of the four Houses has a student House Captain, Vice

Captains and Prefects and together they make up the Student Leadership Team, led by the School Captain and Vice Captain.

**Enrichment:** We want our students to enjoy and take part in wider enrichment opportunities beyond the academic curriculum, developing many wider characteristics such as resilience and confidence as they face new challenges and develop new skills.

MGS prides itself in its wide ranging and engaging enrichment programme. This includes academic enrichment activities such as lectures, guest speakers, subject societies and debating. It also includes a host of extra-curricular activities which go above and beyond the academic curriculum enabling students to develop their wider skills and interests. We call our enrichment programme "MGS Extra".

We strive to ensure that every student feels known and cared for.



# Equality, Diversity & Inclusivity

MGS aims to ensure the right of every child in the school to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other students, staff or from groups of individuals. It does not tolerate bullying, harassment, victimisation or discrimination.

MGS aims to integrate the promotion of equality, recognition of diversity and principle of inclusivity into all its activities from key policy decisions through to day-to-day operations. Throughout the year we focus on themes relating to equality, diversity and inclusivity at a whole school level including through our whole school assembly programme and our carefully produced tutor time programme which all students from Years 7-13 follow.





# MGS Extra

Our programme of clubs, societies and activities is known as MGS Extra. A very wide range of enrichment activities further extend our students' knowledge and experience across all year groups. Involvement is considered beneficial to each individual's personal development and all students can participate in a variety of stimulating physical, artistic, cultural and recreational pursuits.

MGS Extra provides opportunities for students of all ages to take responsibility, work as part of a team, face new challenges and acquire new skills.

Many students take part in the Duke of Edinburgh Award Scheme, which has four sections at Bronze level: expedition, volunteering, skill and physical. Many students gain bronze and silver awards and some go on to gold.

Across the academic year, a number of departments take students on field trips and educational visits. In addition, during Extended Learning Week (Term 6) students in Years 7-9 participate in a programme of activities aimed at extending their cultural and social experiences. Seven hundred children take part in an extensive range of activities both on and off site for a week. Virtually every member of staff is also involved. Historically, there have been approximately 28 activities in total including up to six residential trips at home and abroad. The range of activities is enormous with everything from F1 to sign language and from Great MGS Bake Off to a panto for children from local primaries, and trips to Germany, Spain, France, Italy and Canada.

The School is justifiably proud of its Combined Cadet Force (CCF),

which is open to students in Year 9 and upwards. The School has one of the oldest Combined Cadet Forces in the country (founded 1906) with Army, Navy and RAF sections. All sections have been successful over the years with wins in many national and local competitions. RAF cadets have gained flying scholarships and private pilot's licences. Army cadets have been awarded scholarships at Welbeck and Sandhurst. Naval cadets have won places at Dartmouth. Our shooting team has been very successful. Cadets can take part in activities such as abseiling, first aid, map and compass work, climbing, field craft, weapon handling and shooting, military knowledge, command tasks, canoeing, flying, gliding and sailing.

MGS has a national and local reputation of excellence in Sport and we cater for the performance athlete and the enthusiastic participant. Full time specialist PE teachers manage teams in a variety of sports. We also have a lot of help from external specialist coaches who support us to achieve excellent results.

Our house system sits at the heart of the enrichment programme and a full schedule of inter house competitions designed to encourage participation at all levels of age and experience takes place throughout the year.





# Sports & Games

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MGS has a national and local reputation of excellence in Sport. Our performance athletes benefit from opportunities to achieve in House, School, county, divisional and national honours, while we nurture the development of all of our students.

Sports is an important part of life at MGS and we cater for the performance athlete and the enthusiastic participant. Our team of PE teachers and Games staff ensure maximum participation and opportunity for all. Full time specialist PE teachers manage teams in a variety of sports. We also have a lot of help from external specialist coaches who support us to achieve excellent results. Recent seasons have been particularly good for rugby, football, cricket and athletics and many league and cup trophies have been won.

At MGS, there is an extensive extra-curricular programme for sport. Inter-House competitions, clubs and team practices run at lunchtime and after school. The school has very good sporting facilities, which include a state of the art all weather 3G pitch, a brand new Pavilion equipped with five spacious changing rooms and a teaching space, sports hall, gymnasium, weight training room, rowing suite, three rugby pitches, a football pitch, indoor and outdoor cricket nets, two grass and artificial cricket pitches and three tennis courts.





# Performing Arts

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Dramatic productions, music concerts and showcases enrich and contribute to the life of our School community. In September 2017, we opened a brand new Performing Arts building with a recording studio, music technology room, music classroom, drama studio and music practice rooms. The department offers a wide range of opportunities to help students explore their musical and theatrical talents. Performing Arts is an integral, dynamic and growing department at Maidstone Grammar School. All students, from complete novices to experienced performers are encouraged to develop and explore their musical and dramatic talents.

We offer a broad curriculum spanning the key stages. In Years 7 and 8, all students have dedicated Performing Arts lessons, which establish a firm grounding in Music and Drama. Drama and Music are both GCSE options. Students are welcome to take one or both subjects. In addition, Music Technology is currently available at A Level.

In terms of live events, there are a wide range of performances and productions throughout the year. In recent years, the school has staged productions including: 'Zorro!', 'School of Rock', the pantomime 'Treasure Island' and the musicals 'Bugsy Malone' and 'Little Shop of Horrors'.

Our practice rooms are available for student use: be it to play an instrument, to practise a dance or rehearse a dramatic piece. A significant number of students learn to play musical instruments in school with lessons delivered by our peripatetic music teachers. The Choir practises and performs a variety of vocal pieces throughout the year - both choral classics and more contemporary works. Students are also welcome to take part in our Big Band, or perform as part of our Gaudeamus Brass.







# Additional Information

## Reports

You will receive three reports per year. These will include target grades, current attainment data, and “Attitude to Learning” marks. During the year, there are a series of Parental Consultation Evenings and Information Evenings for each year group where staff are available to discuss progress.

## Mailshots

You will receive invitations to various School and Parents’ Association (PA) events such as plays, concerts, and speech days. ParentMail is our main route of communication, with paper documents sent to those not registered.

## AEN & SEND

All students follow an inclusive timetable, and we work hard to ensure that those students with an identified additional or special educational need fulfill their potential. All students are supported first and foremost by classroom teachers using the Graduated Approach as laid out in the SEND Code of Practice. For details about our AEN procedures or other general inquiries, contact our AEN Manager or SENCO. For enquiries about support for students with special educational needs and disabilities, contact Miss R Johnson, our dedicated SENCo, at [school@mgs.kent.sch.uk](mailto:school@mgs.kent.sch.uk).

## Careers

At Maidstone Grammar School, we are committed to helping our students achieve their career goals. All students in Years 7-13 receive a broad and balanced programme of Careers Education, Advice, and Guidance, which follows DfE Statutory requirements. This is delivered through activities including careers lessons in PSHCE, off-timetable days, visits from external speakers from education and employment, work experience, and individual careers meetings. For more details, [please click here](#).

## Gifted & Talented

All students within a grammar school are gifted by national standards, and our curriculum provision reflects this. However, we do identify our most able students, and they are flagged to teachers so that they can extend and develop them through the work they set.

## Library

The War Memorial Library is large, comfortable, and fosters independent study by providing a quiet environment in the

heart of the School. The Library offers over 10,000 resources, including extensive collections of non-fiction and fiction books, magazines, periodicals, DVDs, and online resources for academic support and enrichment. It provides ample desk space, a large suite of computers, and printing facilities. Students in the Sixth Form use the Library throughout the School day. Before morning registration, during breaktime, and at lunchtime, it is popular with younger boys who come to borrow books, read quietly, or complete their homework. The War Memorial Library is open from 8.30am until 4.30pm Mondays to Thursdays and 8.30am until 4pm on Fridays. For more details, [please click here](#).

## Equipment

All students up to Year 11 should have pens, pencils, and scientific non-programmable calculators. We provide exercise books up to Year 11 but ask Sixth Form students to provide their own files and file paper. Students are responsible for the return of all textbooks and equipment issued.

## Parents’ Association

All parents and carers are automatically members of our award-winning Parents’ Association. You will receive regular newsletters outlining PA events. The PA attends various evening functions and welcomes all parents and carers. Our PA has been instrumental in raising significant amounts of money for the school in recent years. This includes purchasing new minibuses and supporting our annual building projects. For more details, [please click here](#).

## Governors

There are two foundation governors, one Local Authority (LA) representative, four parents, one staff member, seven co-opted governors, and the Headteacher. To contact our Chair of Governors, please email us at [school@mgs.kent.sch.uk](mailto:school@mgs.kent.sch.uk), addressing it to Mrs. C Norey.

## Catering

Our caterers are Cucina, and they operate a cashless system based on the use of a swipe fob. For more details, [please click here](#).

## Uniform

You can buy uniform, sportswear, and stationery from Simmonds, based at Newnham Court Shopping Village. Order online at [www.simmonds-ltd.com](http://www.simmonds-ltd.com). We believe that school uniform promotes our school identity. Students in Years 7 to 11 wear a black blazer with the school badge sewn onto the breast pocket and a House school tie showing their House colour (Barton – blue; College – green; Corpus Christi – red, and Tonbridge – yellow). Shoes and trousers are black and traditional in style; shirts are plain white without a logo. When summer uniform is declared, students wear either short or long-sleeved white shirts. For more details, [please click here](#).



# Notable Alumni & Staff

<b>Academia</b>
Geoffrey Hosking (b.1942), Historian
Ivan Roots (b.1920), Historian
John Orrell (1934 – 2003), Theatre Historian
Julius Brenchley (1816 – 1873), Naturalist & Explorer
Leslie Parris (1942 – 2000), Art Historian
Peter Heather (b.1960), Historian
Dr Peter Tame (b.1947)
William Morfill FBA, (1834 – 1909)
Professor William Saunders (b.1948)

<b>The Arts</b>
Christopher Smart (1722 - 1771), Poet
Dan Abnett (b.1965), Comic Book Writer
Daniel Blythe (b.1969), Writer
Edmund Blunden CBE MC (1896 - 1874), Writer & Poet
James Butler MBE RA (b.1931), Sculptor
Kevin Loader (b.1956), Film Producer
Philip Langridge CBE (1939 - 2010), Tenor
Philip Moore (b.1943), Composer
William Alexander (1767 - 1816), Painter
Yeborobo, Musical Group (members thereof)

<b>Chess Grandmasters</b>
John Denis Martin Nunn (b.1955)
<b>Media, Television &amp; Film</b>
Sir Andrew Dilnot CBE (b.1960), Broadcaster
David Chater (b.1953), Journalist & Broadcaster
James Burke (b.1936), TV Presenter
James Hiller (b.1973), Actor
Paul Lewis (b.1944), Journalist & Broadcaster
Shaun McKenna (b.1967), Dramatist & Screenwriter
Shaun Williamson (b.1965), Actor & Media Personality
Stuart Miles (b.1969), TV Presenter
Tom Riley (b.1981), Actor

<b>Military</b>
Captain Ben Babington-Browne (1981 - 2009)
Lt-Gen Sir Frederick Dobson Middleton CB (1825 – 1898)
James Gambler (1756 – 1833), Admiral of the Royal Navy
Flight Lt. Lloyd Morgan (1920 – 2013)
Air Vice-Marshal Philip Hedgeland CB OBE (1922 – 2009)
Air Marshal Sir Timothy Jenner CB (b.1945)

<b>Politics, Commerce &amp; Industry</b>
Adam Sampson (b.1960)
Francis Fane (1580 – 1629), 1st Earl of Westmorland, KB
Sir Jack Hughes (1916 – 2006), Philanthropist
John Pugh (b.1948), Liberal Democrat MP
Mark Watts (b.1964), Labour MEP
Nick Gibb (b.1960), Conservative MP & Cabinet Minister
Philip Owen (b.1960)
Roderick Pullen (b.1949), British Diplomat
Sir Samuel Egerton Brydges (1762 – 1837), MP
Stuart Gilbert CB (1926 – 2007)
Sir Thomas Fane (1510 – 1589), High Sheriff of Kent
Tom Mullarkey MBE (b.1958)

<b>Religion</b>
Arthur Royle (1895 – 1973)
Rt Rev Bob Evens (b.1947), Bishop
Rt Rev David Atkinson (1943), Bishop
George Harris (1794 – 1859)
Henry Gould (1851 – 1914)
Leo Avery (1938 – 1996)
Martin Warner (1958), Anglican Bishop
Very Reverend Peter Atkinson (b.1952), Dean of Worcester.

Very Rev Robert William Pope OBE (1916 – 2002)
<b>Science &amp; Engineering</b>
Frank Finn (1868 - 1932), Ornithologist
John Pond FRS (1767 – 1836), Astronomer
Peter Day (b.1938), Chemist
Dr Richard Beeching (1913 – 1985), Physicist & Engineer
<b>Sports</b>
Anthony Whiteman (b.1971), Olympian
David Flatman (b.1980), Rugby
Frank Sando (1931 - 2012), Olympian
Steven Haworth (b.1976), Wrestler
Tom Parsons (b.1987), Cricketer

<b>Staff Members</b>
Sir William Golding (1911 – 1993)
Teacher of English and Music
The Nobel Prize-winning author was a teacher of English and Music at MGS and is most well-known for writing the ‘Lord of the Flies’.





# Olim Meminisse Juvabit

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Founded in 1549 | Headteacher Mr M Tomkins BSc NPQH

