



The Henrietta Barnett School



The Henrietta Barnett School Magazine
2024-2025



School Magazine Editorial Committee

For the school magazine 2024/25, HBS invited students in Year 12 to apply for a position on the student editorial team.

A flood of applications made the selection process quite challenging for Mrs Graff as she carefully reviewed each submission. The successful students were:

- Sharvari A
- Milly B
- Zainab B
- Tami G
- Akzhayaa N

Front Cover artwork: Ari Y, Year 11

Back cover artwork: Avni D, Year 13

Inside cover artwork: Aishwarya K-M, Year 11

Staff Editor: Liza Silvanian

These students generously dedicated time to meticulously editing and proofreading the final edition of our school magazine. Furthermore, each student editor was tasked with writing their own article for the magazine on a given brief. This has involved them researching, interviewing, and composing!

We would like to extend our sincere appreciation to the editorial team for their outstanding work and commitment to the school.

A handwritten signature in black ink, appearing to read 'Emma Macleod', written in a cursive style.

Mrs Emma Macleod
Headteacher



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Year 7 at HBS

The Year 7s are back from an exciting residential trip to Normandy, and can now reflect back on a memorable first year of secondary school. There have been so many enriching experiences since the new cohort first entered the Bigwood doors on a balmy day in June 2024 for the induction day.

The students spent the day participating in different workshops and learning a song, which they later performed to their parents. The enthusiasm and intellectual curiosity of the students was palpable from the outset and very auspicious for the coming academic year.

The Year 7s participated in an activity day organised by an outside company called WiseUp Team Building at the end of their second week. The activity day enabled the students to get to know and bond with their peers, in addition to improving their cognitive and lateral thinking skills. WiseUp were very complimentary of the resourcefulness and ability of the year group.

The start of the academic year entailed many new beginnings: new friendships, routines, expectations and even new subjects. The vast majority of the year group started Latin and German for the first time. The students have taken advantage of a wide array of extracurricular activities and clubs during lunch and after school including Murder Mystery Club, Chess Club, Creative Writing and Mythology Club, in addition to the impressive range of musical and sport clubs on offer.

The students elected two new School representatives per form in the Autumn Term. The Year 7 School Reps have led tutorial time sessions, represented their form at School Council meetings and taken a lead in organising charity events. It has been a pleasure to work with such an impressive team of young leaders.

The Tutorial Programme for Year 7 comprises a range of activities and each week there is an assembly, a Sixth Form Prefect led session and tutor led activities.

There have been assemblies on diverse subjects, encompassing topics such as endangered languages, influential women, South African history and a solo speaking competition. The prefects helped to teach the Year 7 students debating skills with the aim of improving their confidence in spoken communication and then facilitated and adjudicated debates in tutor time sessions on Tuesdays.

Themed activities in tutorial time have included sessions on Study Skills with the aim of encouraging the students to develop independent study habits. Students have also listened to a podcast series on influential women. The forms regularly discuss current affairs, including topics such as the rise of artificial intelligence, global warming and gender equality. Tutors have led a series of sessions on healthy eating and mindfulness, using materials from the Anna Freud centre. Students have developed their presentation skills by preparing and delivering speeches to the class. The Year 7s prepared a stand for the Christmas Charity Fair in December. The Year 7s concluded a very successful first term with an enrichment day dedicated to workshops on positive mental wellbeing and strategies to deal with perfectionism.

The History department organised a Year 7 trip to the Tower of London in April. The students explored different aspects of the Tower's history and answered a worksheet. A highlight of the trip was of course seeing the Crown Jewels, which have been stored and displayed at the Tower of London since 1661.

The Year 7s enjoyed their trip to Normandy at the end of June for their first residential trip. A week in Normandy helped develop their independence and social skills, in addition to the appreciation of a foreign culture and improving language skills. The transition from primary school to Year 7 is not straightforward for the students and families. This cohort of Year 7s have coped with the challenges with admirable tenacity and resilience. It has been a pleasure and an honour to witness their development this year and to guide them through the first year of secondary school.

Daniel Supperstone
Head of Year 7



Year 8: A Year of Growth, Friendship, and Achievement

As the school year draws to a close, it's time to reflect on what has been a memorable and transformative journey for our Year 8 students. From academic successes to exciting trips and unforgettable events, this year has seen the Year 8 cohort thrive in so many ways.

One of the standout events was Sports Day, where Year 8 showed outstanding team spirit, energy, and determination. Students proudly represented their houses in a range of athletic events, from sprints and long-distance races to relays and field events. Whether they were chasing gold medals or cheering their teammates on from the sidelines, Year 8 embodied the true spirit of friendly competition. The house rivalry added a layer of excitement, and it was wonderful to see how each student gave their all for their team.

This year also brought out the eloquent voices of Year 8 through the Debating Competition. Our students impressed both peers and staff with their well-reasoned arguments, confident delivery, and ability to think on their feet. In the Solo Speaking Competition, Year 8 shone once again. A special congratulations goes to Purnata B, who gave a remarkable performance and deservedly won the competition with a speech that was both powerful and hilarious.

Adding to the fun and festivities, the Year 8s enjoyed a magical silent disco at Christmas. Headphones on and spirits high, students danced the evening away, celebrating the end of the autumn term in style. It was a joyous event that brought laughter and unity to all who attended.



Outside of the classroom, Year 8 embraced several exciting school trips, each offering unique learning opportunities. A visit to Bletchley Park allowed students to delve into the fascinating history of codebreaking and wartime intelligence. They left inspired by the ingenuity and bravery of the men and women who worked in secret to help win the war.





KS3 Report 2024-2025



However, it was the Bushcraft trip that truly brought the year group together. Immersed in nature, students took on the challenges of outdoor living, building shelters, lighting fires, and cooking their own meals. They pushed themselves outside their comfort zones, learned essential survival skills, and most importantly, deepened their friendships. The time away from screens and school routines allowed students to connect on a new level, develop resilience, and return with a renewed sense of confidence and independence. Many students said the trip helped them grow not just as individuals, but as a year group. It's clear that Year 8 is now more than ready for the challenges of Year 9.

Throughout the year, Year 8 also actively participated in various inter-house competitions, particularly excelling in netball and football. Whether it was a tough tackle or a brilliant goal, a perfect pass or a last-minute shot, Year 8 showed passion, sportsmanship, and teamwork in every match they played.

As we now look ahead, it's clear that Year 8 has matured, bonded, and blossomed. They've embraced every opportunity, supported each other, and shown what it means to be part of our school community.

The year concluded beautifully with a celebration of achievements in St Jude's church, where students and teachers came together to recognise the hard work, talents, and growth of each individual. It was a fitting end to a remarkable year — a time to pause, reflect, and look forward to the adventures that lie ahead in Year 9.







KS3 Report 2024-2025

Year 9

Year 9 have brought their time in Key Stage 3 to a close with real distinction and should take great pride in all they have accomplished together.

They have developed hugely as a year group since September, embracing greater responsibility and strengthening their roles within the wider school community. Through their involvement in Vertical Links sessions, students have deepened House connections and worked impressively alongside pupils from other year groups in a range of collaborative events and competitions.

This spirit of teamwork was well demonstrated in the final of the Key Stage 3 debating competition. Congratulations to all who took part and the finalists who debated with such force and flair! Similar praise is owed to the English Solo Speaking finalist's, who delivered brilliantly crafted speeches with exceptional confidence. These events were among the many memorable assemblies this year, including fascinating assemblies on the history of childhood, the importance of altruism, and life as a neuroscientist.

Tutorial times have also provided an opportunity for Year 9 to expand their interests and develop as individuals this year. They have developed their sense of global citizenship researching countries around the world, planned for the future with a project on the business world, and developed their understanding of themselves and others through our Red Cross course on self-care and resilience. Beyond the classroom, Year 9 have made lasting memories on a number of enriching trips. Highlights include visits to the Imperial War Museum, the Globe, the National Gallery, and the British Museum. These experiences have deepened students' subject knowledge and offered valuable opportunities to connect their learning with the wider world. The year will end with a well-earned opportunity for relaxation and adventure on our Enrichment Day excursion to Nuclear Races in July.

Thank you to our fantastic Year 9 form representatives for the energy and commitment they have shown in their roles, and to the Year 12 prefects

The Henrietta Barnett School

for their resilience and leadership in delivering thoughtful form time sessions! Above all, I would like to thank the outstanding Year 9 tutor team for all their support, guidance, and good humour throughout the year.

Mr Southall Head of Year 9



Year 9s representing the school at the London Mini-Marathon



Year 9 Enrichment Day Trip to the British Museum



Year 9 students on Cultural Diversity Day



Year 9 Imperial War Museum trip



Year 10

Year 10 and Year 11 students have had another fabulous year, complementing their hard work in the classroom with lots of activities and events. Below are a few highlights to represent the wide range of what has happened within Key Stage 4 over the three terms.

Autumn Term

Tutorial Programme: Our tutorial and assembly programme is an important vehicle for the students' personal development. A range of topics are covered and discussed. To ensure a smooth transition from Year 9 into Year 10 tutors focused on discussing ideas to help with the transition, including how to develop good work routines, having downtime doing extra-curricular activities and focusing on wellbeing. Tutors also focus on study skills and the different techniques students can deploy to develop their long term memory. It is also an excellent opportunity for their form tutors to get to know their tutees. For Year 11, these have a career-related theme, as students report back on the careers of interesting people they have spoken to.



Spring term

In this term Year 11s had opportunities to consider Sixth Form life at HBS and immersing themselves in some great Careers Events: including one to one interviews with an external Careers Adviser, a session on UCAS, subject fair run by Sixth Form prefects and meeting alumnae. Both year groups also attended the Careers Fair, at which a very wide range of different careers were represented and were given information on apprenticeships.



Summer Term

Year 10 Debating with QE: We were delighted to repeat our debating initiative for a group of Year 10 with QE Boys this year, with an icebreaker and introductory session at QE Boys and a full day of debating at HBS later in June. Motions included topics such as should the monarchy be abolished, should AI be permitted to be used in schools, should the voting age be lowered to 16 years, and the final motion debated was: Should QE boys and HBS merge to become a co-ed school!

Year 11 final assembly: Our final assembly with Year 11 was joyful, reminiscent and celebratory, with presentations and songs from each form group, as well as thanks to tutors and subject teachers. There was a very special moment when Saanyakta read out a loud a poem she wrote as a way of saying goodbye to Year 11. It was very moving and special.



KS4 Report 2024-2025

*Five years since we started here
And yet it feels like just yesterday.
This building once made us tremble and fear,
But now it stands in the most comforting way.*

*What brought us here were books and tests,
But they're not what made us stay;
A piece of every one of us rests
In the memories we've made each day.*

*Each day was different for us all,
But they hold the same weight.
And so, while we're gathered in this hall,
I'd like to marvel at our fate.*

*None of us would be who we are now
If it weren't for the people we've known:
The students, the teachers, are fundamental to how
We've learned, we've changed, and we've grown.*

*Every experience has shaped us
Into who we are - we could not do without:
PE in the rain, the battles of the bus,
Hearing the words 'Cover Lesson' sound out.*

*Since Year 7, what a rollercoaster it's been,
Helicopters, seagulls, Google meet
I can still remember every Bernard Hooton win
And clapping along, slightly off beat.*

*I've made friends, and remade friends,
Through common interests or seating plans.
And though all good things must have their ends,
I hope all of our friendships still stand.*

*Even if those seagulls stole all of my food,
Or I had to wait for hours in the canteen queue,
There's one message with which I'll always conclude:
I've had the time of my life with you.*

*Looking out at you all now, I'm blinded
By how bright your futures are going to be.
This is my way of saying, albeit long-winded,
How much you all mean to me.*

*The world may be wide, and the years might be fast,
And though our time together isn't up just yet,
Thank you all for making every minute that's passed
Into a lifetime we'll never forget.*

The ice cream van outside Bigwood was a great end to the send-off for Year 11 before their study leave.

Looking back over the year, we want to thank our student representatives who have fully embraced the role and responsibilities and been proactive and engaged throughout the year. Huge thanks to Ishita, Samika, Vibha, Amelia, Labdhi, Linisha, Emma and Nazli in Year 11 and to Shriya, Sophie, Dhyani, Lara, Gowri, Aryana, Luxmi and Zahrai in Year 10.

We also wanted to take this opportunity to thank our excellent tutor team who play an important role in the Key Stage and who take such care over supporting their form groups. Thank you so much to Mr Haywood, Ms Gallimore, Mr Peterson and Mr Ross in Year 10 and Miss Sack, Miss Kong, Mr Rashid, and Mr Graff in Year 11.

As we reflect on all these events, we can also look ahead to the final weeks of the academic year, and there are still many events planned that the students are eagerly anticipating. We wish you all a super summer holiday!

Mrs Regan and Miss Rodwell, Heads of Key Stage 4





Key Stage 4 Fundraising Fair for War Child

Key Stage 4 held their annual festive fair in Bigwood Hall on December 2024. Each form had planned what they were going to sell on their stall. Students baked a variety of food items, as well as having games such as guess the number of sweets in a jar, pin the tail on the donkey and fortune telling. Additionally the well-being prefects were handing out free period products to everyone. It was a lovely lunchtime event with students from all year groups attending.

In total £430 was raised and donated to War Child. Two of our Well-Being Prefects, Radhika and Isabel, also ran a stall at the KS4 fair to promote 'period positivity'! They handed out free products (from the supply purchased with the ringfenced annual funding from the Department for Education) and flyers about easing period pain; they were also on hand to answer questions from the younger students about periods and products. It was a great success and will be repeated again.



Festive Community Tea

In December, Year 11 had the amazing opportunity of helping the school continue its annual tradition of hosting a festive tea party for the members of Norwood care home and their carers. This was a great opportunity to help others in our community as well as being a nice way to bring the term to an end.

We started off the morning by doing all the preparation - from decorating the hall, to preparing the food and even rehearsing the entertainment, each person contributed to making sure everything was ready for the visitors. Many of us had also dedicated their time to baking goods for the guests and we had a wide variety of treats ready ranging from a stunning Yule log cake to a lemon loaf which was extremely popular. In order to further spread the Christmas spirit, some of us had also spent time making and decorating beautiful cards which were greatly appreciated by everyone who received them.

Year 11 student



KS4 Report 2024-2025



After lunch, it was finally time to greet the guests and witness the result of our hard work. Upon their arrival, the guests were given time to get comfortable and settle in before we started to talk to them and get to know a bit about them. Then came the time for our music programme to begin, for which many of us had prepared a large variety of performances to entertain our guests. These included impressive classical pieces as well as covers of many Christmas classics we all know and love, and were all greatly enjoyed by everyone. People started clapping along, creating a warm, festive atmosphere and really making us feel as though we were all part of one community. Of course, with amazing music also comes the opportunity to enjoy it with dancing and our guests did not let it go to waste as many got up and did this enthusiastically accompanied by many of us who wanted to join in.

Unfortunately, like all good things, this too had to come to an end as before we knew it, it was time to see off our guests which we all reluctantly did as none of us wanted the day to end. However, we all felt immensely proud of the work we put into making the day the success that it ended up being and we are so grateful for all the teachers who helped us out and made this experience possible!

KS4 Theatre trip to Les Misérables at the Sondheim Theatre

On Enrichment day, Tuesday 17 December 2024 over 125 KS4 students had a fantastic experience seeing the magnificent Les Misérables and listening to its amazing songs including; "I Dreamed a Dream", "On My Own", "Bring Him Home", "One Day More", "Master Of The House" and many more. All students had a wonderful evening and agreed it was a great way to celebrate the end of a very busy autumn term.



Jack Petchey Speak Out Challenge

On Tuesday 17 December our Year 10 students had an excellent day of workshops on public speaking, delivered by the Jack Petchey Speakout Challenge, as part of our enrichment programme in the final week of term. The students acquired a whole host of skills, including having to prepare and deliver a speech without notes on something they felt passionate about. The four winners were: Hitha (10M), Nidu (10H), Freya (10W) and Viva (10R).

In January 2025 we had a Year 10 assembly at which our four finalists delivered fantastic speeches with pose, confidence and great oracy. Mrs Macleod and Mrs Hedges judged what proved to be a highly competitive competition. The winner, representing HBS at the Regional Final on Tuesday 14 January was Nidu (10H), with a talk entitled: 'Rahul & Anjali'. A huge congratulations to Nidu. Nidu went on to perform brilliantly, winning the Regional Final!





Once again, life in the Sixth Form at HBS has been buzzing with lots of activity and live events. We've also had many successes in external competitions in a range of fields, which have featured regularly in our newsletter, as students continue to avail themselves of all opportunities.

Sixth Form Life Skills and Assembly Programme

This year, Year 12 students had an exciting range of speakers for their Friday afternoon Life Skills programme of talks. The talks cover topics chosen to enrich the pupils' educational experience and prepare them for life beyond school.

Various talks were about the crucial topic of physical health, which give the students valuable information on how to take care of themselves. This year we had two talks from doctors, the first about breast health from Befriend Your Boobs and the second about drug awareness from Emily Finch, a Clinical Director at Maudsley Hospital. Students also benefited from a talk about healthy hating from nutritionist Tracey Bennett, and a talk from the charity Hope UK, which is dedicated to using education to prevent drug use.

Aware of the many pressures on young people, another crucial category we addressed was mental health. We had a talk from Jess Hawley, from the Raising Awareness and Prevention Foundation, about rape culture and toxic masculinity, and the writer and broadcaster Natasha Devon came to share advice on mental health during times of transition. The students had an important talk from Everyone's Invited on healthy relationships, which covered topics such as consent and challenging stereotypes. We also welcomed two young ambassadors from Just Like Us, the LGBT+ Young People's Charity. To coincide with Wellbeing Week, Leanne Spencer spoke about how to prevent burn out.

To build awareness of community and public service, we were delighted to host Councillor Tony Vourou, the Mayor of Barnet. This was part of the Life Skills talks that helps students to think about their working life and to hear real life career stories. We also enjoyed insights from Gidon Freeman from NBC Universal International, Barrister Hugh Davis, and Aiden McClure,

an award-winning creative and founder of Wonderhood Studios. Additionally, we heard about the bridge between science and the arts from the London Interdisciplinary School, and had useful talks from InvestIN, a careers experience organisation, to help students with employability skills and making the most of work experience.

In addition to Life Skills, our morning assemblies contributed to the broad and balanced curriculum, with informative talks from staff on topics such as significant women who have been over looked in history, and the importance of empathy in relationships. The Year 12 students themselves made excellent contributions to the assembly programme, with every form group planning and performing an assembly on a topic of their choice. We had a fantastic array of themes, from a murder mystery performance, to a fun exploration of holiday destinations. As well as form assemblies, individual students from both Year 12 and Year 13 wrote and presented assemblies on their own areas of interest. We enjoyed engaging accounts of time spent volunteering for important causes both here and abroad.

This combination of Life Skills and assemblies from staff and students enriches the school lives of our Sixth Formers, developing each student and enabling them to become self-aware and self-confident individuals who are able to live safe, healthy and fulfilling lives.

Preparation for university applications

The Autumn Term was a very busy time for Year 13 students and their Form Tutors, as Personal Statements and references were finalised for applicants to Oxbridge and for vocational courses. At present our students are holding an impressive range of offers, mostly from Russell Group universities, with 34 Oxbridge offers.

A new initiative last year was our MMI (multiple-mini interviews) Day for our medical applicants. It was so successful that we repeated it this year, so in November about 35 Year 13s faced a series of diverse tasks and conversations by a number of consultants and health-care workers, drawn from parents and alumnae. Our students were given detailed,



Sixth Form Report 2024-2025

constructive feedback from the various professionals, and they found the overall experience extremely beneficial. A big thank you to our guests for volunteering their time and sharing their expertise. It is contributions like this from our school community, which help students to maximise the potential to be offered places on these courses. Also in November, Gwyneth Hamand, the Outreach Officer for Gonville and Caius College, Cambridge held a bespoke session on Oxbridge interviews, which was interactive and stimulating. The students were fully engaged and thoroughly enjoyed discussing questions across many courses and commented at the end on how helpful it had been.

We started Year 12 on their application journey at our Higher Education Evening in January at which our guest speaker was Dr. Ana Hastoy, from Christ Church College, Oxford. It was also a great delight to hear three of our Senior Prefects talk about their experience of the process. The Medicine and Dentistry Evening in March saw Dr. Amon putting his data analytical skills to very effective use, and Dr. Heather Lewis from Imperial brought tremendous energy to the evening, giving insider tips as to what makes for a strong medical application.

In the first week in June, we held our UCAS Day, which took a more forensic look at how to put an application together. The day started with a talk on how to make an informed choice of course and university, advice on applying for Oxbridge and a broad guide on writing the new style of personal statement. Subject specialists then talked about studying their subject (or a related one) at university and the sorts of

extra-curricular activities students can do to show their interest in the course and later refer to in their personal statement and, possibly, at interview. In the afternoon, Year 12s had a session with their form tutors, so that the tutors could get to know their tutees in this new context. They also focussed on starting to write the personal statement. Follow-up sessions during the Summer Term included a talk by Dr Ana Hastoy on pre-interview tests and a preliminary session on the TSA and UCAT for those who need to take it. All of this input should help Year 12 to make sound decisions and put in robust UCAS applications in the autumn.

Leavers' Service

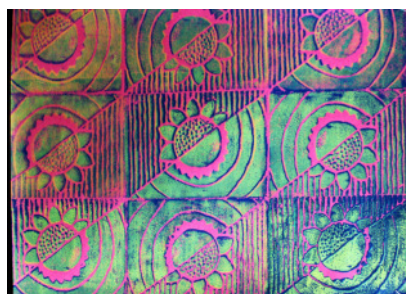
On Friday 2nd May, we said goodbye to our Year 13 students with a Leavers' Service at St Jude's Church. Many parents attended and proudly witnessed their daughters' send-off, as their form tutors announced their plans for next year. Everyone enjoyed the music performed by Year 13s, including pieces by Dvorak, Elgar, and Mozart, which finished with a very moving Abba song, prompting many tears. The Head Prefect Team read out poems, and Kriti, our Head Prefect, gave an exceptional address to the year group, which included fond memories of her year group's time in school, and looked forward to their promising futures. Our guest speaker Laura Pacey, an ex-student who left in 2007, gave an interesting, uplifting, and heartfelt speech, in which she focussed on identifying with the Year 13 students and imparting words of wisdom; they hung on her every word. The service was preceded by a year group photo.

Mrs Susan Graff
Head of Sixth Form





Year 8



Year 9





Art Department Visits

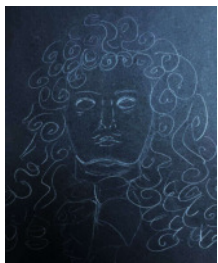
Art Trip with Year 9 to visit The Wallace Collection and The Photographers Gallery

On Monday 25th November, 30 students from Year 9 embarked on a trip to visit The Wallace Collection and The Photographers Gallery. Students took part in a workshop called 'Powerful Portraits'. Students spent the morning looking at and discussing artwork with the museum educator, including famous and intriguing portraits by artists such as Velázquez and Rembrandt. Students produced high quality drawings observing artworks from the collection using a variety of media.

Students also had the opportunity to learn about the history of the Wallace Collection and the local area. After lunch, we visited The Photographers Gallery where students saw a variety of exhibitions by photographers and photomontage artists over the four floors of the gallery.

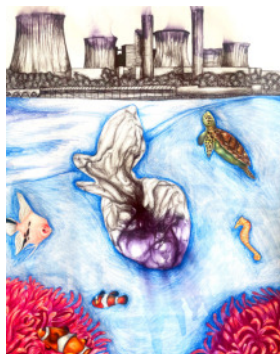
It was an enriching day that supported technical skill and provided inspiration for future projects. I would like to thank Ms Williams, Ms Salter and Mrs Boal for all their help on this trip. Thank you to the students who attended for making it such a memorable and uplifting experience.

M Makinde
Head of Art



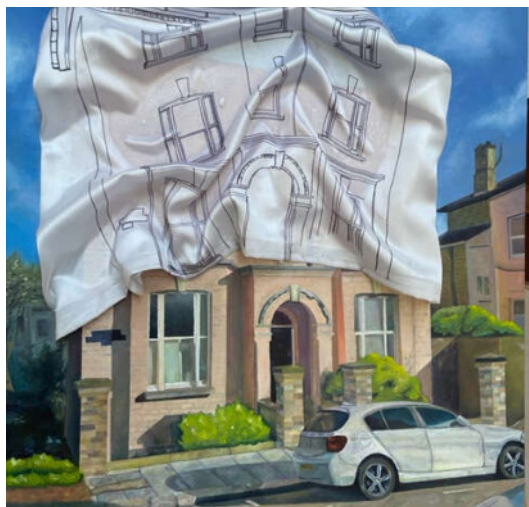
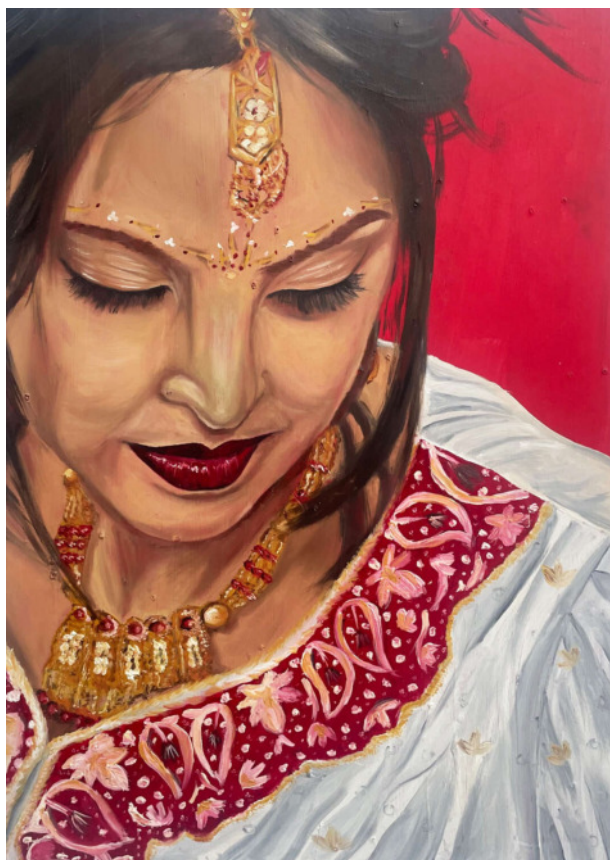


Year 10



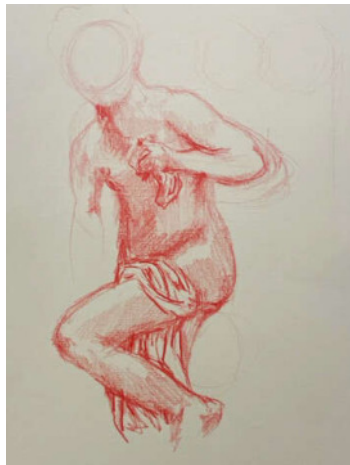


Year 13





Wallace Collection Workshop Day





Careers Education Programme 2024-25

The aim of the Careers Education programme at HBS is to encourage students to be open-minded and curious about their futures, and to equip them with information about a broad range of options, encouraging them to reflect on their own interests and skills to assist with their future decision-making.

A key event of the programme is the Careers Fair in January as we welcome around 45 guests (primarily parents and alumnae) to the School, and it is attended by all students in Years 10 to 13. Students had the opportunity to talk to representatives of a wide range of careers and industries, including academia, broadcasting, civil service, dentistry, engineering, finance, the charity sector, investment banking, law, life sciences, marketing, medicine, nuclear energy, psychology, public health, and journalism. We encouraged students to speak to people about their choices, career paths, degrees, qualifications alongside their current roles. They also used this wonderful opportunity to learn about apprenticeship routes, gap year travel and creative education.



"Careers Day was an incredible experience where we had the opportunity to meet a diverse group of professionals from various job sectors. Engaging with them allowed us to ask questions about their careers and personal journeys, which was truly inspiring. We learned about the different paths people take in their professional lives and gained valuable insights into industries we may not have considered before. This enlightening experience broadened our perspectives and sparked new ideas, highlighting the importance of exploring different career options and understanding the unique stories behind each profession. We are fortunate as a school to have been given this opportunity, and I found it to be such an amazing experience that it has motivated me to pursue a wide range of possibilities in the future."

- Elisha

“

"This was an incredible opportunity to engage with professionals from a wide range of industries.... Each professional shared insights into their career paths, experiences, and the different routes they took whether through A-levels, apprenticeships, or degrees. Every individual had a unique story to tell about their journey, and by the end, we were left with an incredibly greater insight into so many careers, many of which we didn't even know existed! The day left us feeling inspired, informed, and excited about the many possibilities ahead!" - Nadia

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Careers education is also provided through the tutorial programme and PSHE lessons, and students are encouraged to use their accounts on Unifrog to conduct their own research. The vast array of speakers who deliver talks in assemblies and extra-curricular clubs, as well as the Lifeskills programme for sixth formers, also provides an opportunity for students to learn about the speakers' careers as well as the substantive topic of the presentation

For more targeted advice on Careers, all Year 11 students have a one to one interview with our external careers adviser to assist with their choice of A levels, further study and/or future career. Older students are given the option for a second interview in sixth form and Year 9 students have a group session in advance of their GCSE choices.

Every Year 11 student completes a week of work experience programme after their GCSE examinations and this is a fantastic opportunity for them to learn more about working life. Whilst we have an increasing

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number of contacts we are able to rely on to assist with these placements, the students' efforts to secure their own are a key part of this process.

There are many other events which have happened this year and which form part of the packed programme. Highlights include the following:

Mock 'Multiple Mini Interviews' (MMIs)

In addition to the many other sessions in place to help 6th form students prepare practically for their future applications, we were delighted to be able to run the second of our MMI days this year, providing mock interview practice to our Year 13 students applying to medical school. The logistics are always challenging, with a high speed carousel of short sessions, and we are indebted to the fantastic parents and other volunteers who interviewed students on their motivation, personal attributes, communication and teamwork skills, as well as their views on the NHS and medical ethics and a role play.

ORT Jump Mentoring programme

For the first time, we teamed up with the ORT Jump mentoring programme, providing workplace mentoring for a group of our Year 12 students. The programme has been running for over 15 years and now provides mentoring support for around 500 students. Students are paired up with mentors from industry and have 4 sessions with them over the course of the year, ending with a graduation event in July.

Arts and Humanities Panel

Another successful careers event was our 'Arts and Humanities' panel, which students in Year 9 and 11 attended. The aim of this panel was to promote these subjects either as degree subjects or future careers, or both and our fantastic line up of alumnae represented degrees in History, Geography and PPE and careers in healthcare communications, strategy consulting, law and the diplomatic services.

Women in Tech – careers panel event

All of Year 12 attended a panel event on 'Women in Tech' at which the guests spoke about their own varied and interesting career paths and delivered key messages about employment in the tech sector and more broadly. They delivered clear messages about the importance of being bold, creative and curious, and discussed the gender bias that women can face in the workplace, referencing their own experiences, whilst also providing useful guidance on how to overcome it by speaking up, being authentic, and seeking out mentors to support.

As is clear, the Careers Education Programme at HBS receives significant support from parents and alumnae, as well as governors and other organisations and contacts, for which we are extremely grateful. We look forward to extending this even further next year and beyond!

Claire Leek

Assistant Head (Pastoral and Personal Development) and Careers Lead



Classics Department

Quercus 2024 (Issue 9)

The year began with the publication of the ninth edition of our in-house Classics magazine, Quercus, named after the oak tree which symbolises the school. Our editor, Ashima P in Y13 put in so much effort to produce a fascinating collection of articles, quizzes, crossword puzzles and lots more, all of which showcases the immense variety of the classical world. We'd like to thank everyone who contributed to such a stunning magazine. If you would like to learn more about uses of poison in the ancient world, Roman legal principles, the figure of Hypatia, or why Latin is still the basis for so many medical terms today, then pick up a copy of your own- there are still a few available to buy in the school library!

Classics Week (March 2025)

Our annual tradition of a week at school dedicated to all things Classical took place in March this year. Monday saw two challenging treasure hunts, designed by Year 10 Latin and Year 12 Classical Civilisation students. Hordes of Year 7 and Year 8 students scoured the school for clues, from the bibliotheca (library) via the hortus (garden) to the culina (canteen) and back again. The first to complete were rewarded with prizes and many students commented on how fun it was to test their knowledge of Greek mythology and Latin translation.

On Tuesday, Ms Melvin hosted a balloon debate on the four most toxic men from Greco-Roman mythology: Jason, Theseus, Agamemnon or Aeneas. After introducing each man and his misdeeds, students and staff voted overwhelmingly to push Agamemnon out of the hot-air balloon. Wednesday saw Year 7 students introduced to the Classical

Greek alphabet, learning how to write their names and identify some key characters from the Odyssey. They were then treated to a fantastic performance of the play by Year 10 Classical Civilisation students, who brought to life figures such as Telemachus, Odysseus, Penelope and the Cyclops Polyphemus.

On Thursday, the sixth-form prefects who run Mythology Club gave students an overview of some of the most influential women in Greek mythology. Students came up with their own ideal Greek woman. Finally, on Friday several Year 8 students took part in an authentic outdoor experience: Roman schooling! Luckily the weather was pleasant and students enjoyed learning about the principles of persuasive rhetoric, ancient literature, Roman numerals, the Hippocratic oath and medical practices. Thank you to everyone who hosted or took part in the activities.



Trip to see Oedipus at the Old Vic Theatre

During the same week in March, the Classics Department took a trip to see a new production of Sophocles' Oedipus at the Old Vic Theatre. This was particularly exciting for Classical Civilisation students, as it is one of the plays they are studying. Rami Malek played the titular role, while Indira Varma was his wife, Jocasta. Students commented that, while they enjoyed seeing the interpretation of the chorus as a cult-like dancing troupe, they were less convinced by the changes to the plot. The play sparked a lot of interesting debate in lessons and gave students a chance to practise their critical analysis skills. Thank you to Miss Moore-Bick and Dr. Bru for accompanying us on this wonderful trip!



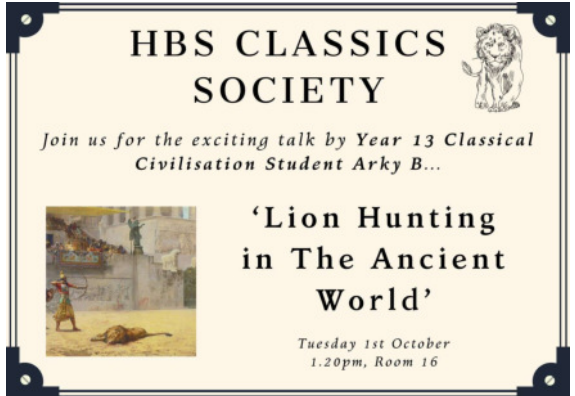


Classics Society

The society continues to go from strength to strength thanks to the dedication and enthusiasm of our sixth form prefects. We have been treated to a series of stimulating talks from our own staff and students as well as hosting a variety of public speakers. Ms Melvin began the series of lectures with a talk based on her dissertation, which explored why Roman women are so under-represented as writers and authors. Later that term, Mrs. Rollo discussed the theme of Homeric Morality. Aqsa R writes: "Should Homeric heroes such as Hector and Achilles be admired for striving for kleos (personal glory), or should we side with Plato, who believed in a more rational and impersonal approach in achieving glory? This week's presentation has inspired many of us to question the definition of 'morality' in the Homeric texts." We also had our first JSOC / Classics Society crossover in December, where Ms Melvin talked about the historical origins of Hanukkah. In the Spring Term, our PGCE student Dr. Bru gave an illuminating talk on the nature of 'standard' languages and language standards, which looked at the notion of language prescription and why this does not always work.

We were also excited to hear several student talks, including one from Arky B on lion-hunting in Mesopotamia, a talk from Anisha S on classical references in pop-culture, an exploration of Carthage and its tumultuous relationship with Rome from Aqsa R, and two lectures from Dina B on Plato and the notion of motherhood in the ancient world. It is so

great to see students take up the challenge of researching and delivering a talk to their peers. It is always impressive to see how much passion they have for the subject and how willing they are to explore themes and topics beyond the curriculum.



Finally we were honoured to host several external speakers from prestigious universities. Highlights included Dr. Shushma Malik's talk on Roman Emperors and Political Culture, Dr. Rosanna Omitowaju's exploration of women in fifth century Athens and the reception of Andrew Tate's misogyny. There were also talks on more unique disciplines, for example Greek papyrology by Dr. Chiara Meccariello, and more recently a PhD student, Anna Vangelatou talked about her thesis which is focused on the British Museum's archive and how it acquired several ancient objects. Thank you again to the Classics Prefects for all the hard work they have put in this year.



Computer Science Department

This year has gone down in HBS history as the biggest and most exciting for the Computer Science Department! Students have gone on exciting trips, met industry professionals, and returned with multiple competition trophies from national events, with prize money for the school too. This was seen far and wide with Year 8 visiting the IBM offices in Central London to Year 9 visiting Birmingham for STEM Learning to Year 11 attending the BETT Show at the ExCel London. This year for computing was jam packed full of creativity, challenges and successes



Year 8 at IBM and Year 9 at STEM Learning



Competitions

HBS Students shone and achieved fantastic results during the 2024-2025 academic year. They triumphed in computer science competitions putting themselves on the national stage and showing that girls can dominate and achieve success in a field that is historically underrepresented by females. There were so many achievements to name, so here are some of the highlights of the past academic year.

There was extraordinary achievement in two major national competitions. In both these national competitions, a HBS team took the UK top spot. HBS came first place in the National Language Competition (NLC) for Year 9, run by Government

Headquarters (GCHQ). Furthermore, HBS came first place in the CyberFirst Girls Competition for Year 8 by National Cyber Security Centre (NCSC), a part of GCHQ. Overall nearly 200 students from Years 8 and Year 9 participated in the competitions, showcasing their exceptional talent, teamwork, and determination. Both competitions ran in November and at one point, spent one week running simultaneously.

The National Language Competition was a challenging virtual competition tasking teams of Year 9s with solving complex language-based puzzles. This could include a mix of real, fictional, and programming languages. More than 2,000 teams from over 300 schools across the UK participated, making the competition fiercely competitive. HBS achieved unprecedented success, with Team 'Sensible Gentle Mallard' – composed of Katia, Arisha, Shreyaa and Aanya – crowned 2024 UK National Champions. They visited GCHQ's headquarters in Cheltenham to receive the NLC trophy from the Director of GCHQ, Anne Keast-Butler. They enjoyed a tour of the prestigious facility, which is normally only reserved for VIP guests. Additionally, Team 'Distinct Graceful Bat', featuring Akshya, Pheidi, Vaishnavi and Shubhi, secured 2nd place nationally and 2nd place in the London region, missing out on the top spot by just five points. In total, 14 HBS teams ranked in the top 100, placing them in the top 5% of participants nationwide – a testament to the outstanding effort and skill of the students.

Meanwhile, Year 8 students excelled in the CyberFirst Girls Competition, with 100 pupils taking part – the largest participation from HBS to date. Organised by GCHQ's National Cyber Security Centre (NCSC), the competition aimed to inspire girls to pursue careers in cybersecurity. Teams worked tirelessly for 10 days, solving intricate challenges in codebreaking, decryption, and cybersecurity puzzles to score points.

Sophie D, Linh, Sophie C, and Samhitha from Team "The Original Penguins" emerged as not only the London Regional Champions, but first place team overall in the UK. This was an amazing achievement with the competition overall having over 14,500 participants from more than 800 schools nationwide.



Their exceptional performance earned them a trophy, which they received during a special event at Jodrell Bank in Cheshire on 8th March 2025, coinciding with International Women's Day. The other big news of the night involved finding out that Year 8 students, as a whole, came top of the returning schools list with the biggest combined points out of any school. This meant HBS also received prize money for the school of £2000.

This dual success in two separate GCHQ competitions is a historic milestone for HBS, as no school in the UK previously achieved such exceptional results in both competitions, let alone in the same year.



Year 9 at GCHQ HQ and Year 8 at Jodrell Bank

On top of this, a team of Year 10 HBS students came first place in the Microsoft Challenge. The challenge saw students from across the country tackle a real-world digital challenge set by Microsoft. Students had to produce ways Microsoft can use its technology to re-invent home learning for secondary school students. The winners, Shobitha, Nidu, Freya, Shivaty & Nitya created a fun and entertaining idea with their app, 'Viznova'. Their ideas included AI tools to analyse quiz results and a wearable device to help students track daily activities. They were officially recognised for their achievements by a video from Microsoft and their idea won them a Microsoft backpack each, with the school awarded prize money of £500.



Finally, we had the Bebras Coding Challenge competition this year. Students from Year 7 to Year 13 participated in the Challenge, which looked for students to use analytical skills and develop programmed solutions to tasks that required problem solving. Many students performed exceptionally well, with 72 students scoring in the top 10% nationally and achieving the gold award!

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"I really enjoyed participating in the Coding Challenge and coming in the top 10%. I enjoyed the extra work some of the questions required, and it made getting to the correct solutions all the more satisfying for me. The SQL programming question towards the start definitely threw me off a bit. I've learned a lot more about Python programming since I did that challenge, and it was really useful to put my new knowledge to the test."

- Demi (Year 12)

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This year will go down in history as one of the greatest achievements HBS has ever received nationally for computer science and it is all testament to the students at Henrietta Barnett School.

Events

Throughout the year, students had opportunities to partake in various events related to computer science. Falak Ansari in Year 12 participated in a worldwide student event with Morgan Stanley, aimed at girls who code. The event took experts from various aspects of technology to set the students a challenge of coding their own games, using the programming language JavaScript.



Computer Science Department

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"We started with everyone getting to know each other, followed by an interactive avatar project, which taught us basic shapes in JavaScript. We completed other similar projects, earning certificates for each. The knowledge we gained was then put into a Game Jam (final project), which we had 4 days to work on. I learned so much during this program, and it was an amazing experience that really fuelled my passion for coding and technology. I'm incredibly grateful for the opportunity and the valuable knowledge I gained." - Falak, Year 12

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Vari in Year 13 attended the “CyberFirst Advanced” Cyber Security programme aimed specifically at Sixth Formers. Cyberfirst Advanced provided a unique, hands-on experience where students could engage closely with digital encryption technologies and penetration testing methodologies. The event tested their skills and knowledge as they competed against peers from across the country, solving complex challenges and demonstrating their expertise in Cyber Security. The programme helped Vari prepare for a promising future in the field of Cyber Security.

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"The Cyberfirst program drew me to a different facet of programming- the world of protection that I decided to further research into, learning about hashes and encryption."

- Vari, Year 13

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Nazli in Year 11 was offered a week-long work experience placement with BT's research and development hub, Adastral Park, in Suffolk. Adastral Park is BT's global research headquarters and a hub for innovation. The week-long work experience consisted of learning about cyber security, AI and data science. These are all key digital skills needed to succeed with the future of technology.

Trips

During the summer holidays, HBS was fortunate to be invited to Tata Consultancy Services (TCS) in the City of London. TCS is a leading worldwide IT services, consulting and business solutions company who help grow and digitally transform several worldwide brands. This ranges from academia to government institutions to start-ups. The day consisted of talks and

a tour of the TCS facilities on the 44th floor at 22 Bishopsgate, the second tallest building in the UK. This included learning about TCS PacePort designed to support technology-led business transformation facilitated by TCS consultants. One of the most amazing aspects was when the walls came to life in the projection room, students saw how technology would transform lives in the near future. A special thank you to Surabhi Gupta, Pankaj Gupta, Vibhor Narang and the rest of the HBS Parent's Association for providing the students with the opportunity to attend this event at Tata Consultancy Services (TCS)



In January, Year 11 GCSE Computer Science students headed to the BETT Show 2025, an event focused on the latest developments in technology. The event took place at ExCel London and was a chance to see a global community for technology. The BETT show was an opportunity to learn more about upcoming technologies from various companies around the world.

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"with great insight, as well as many interactive displays which all of us found incredibly engaging. There were virtual reality stations, Kahoot quizzes, photo booths, designer tote bags and video games but our favourite was the F1 ride simulator! It was an incredibly enjoyable experience and all of us learnt so much about the world of technology. We found the BETT show incredibly informative as we talked to and learnt from various different companies. Every member was welcoming and eager to answer our questions. As a fun bonus, many stalls even offered us some little souvenirs."

- Labdhi (Year 11) & Ishita (Year 11)

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Programmes

Over the past couple of years, HBS computing students have taken part in the iDEA programme (Inspiring Digital Enterprise Award). Seen as the digital equivalent to the Duke of Edinburgh Award, iDEA is designed to build digital, enterprise, and employability skills for learners of all ages. Learners earn "badges" on topics like coding, online safety and digital creativity, where enough badges will lead to earning a certificate. Since the programme began, there have been over 200 bronze and silver certificates achieved by HBS students.

"IDEA really helped me to succeed in different computing skills and I never thought I could achieve the levels of Python programming that I did in IDEA." - Odera, Year 7

"I learnt a lot about things like the cloud and AI problem solving and also about how our brains study, with the Pomodoro method." - Arabelle, Year 7

Another compelling programme some of our HBS GCSE Computer Science students took part in was the GCHQ Christmas Challenge. This was an exciting activity that brought festive fun linking to the key skills of codebreaking, analysis and creative thinking to Christmas. The challenge was a fantastic way to showcase the importance of collaboration and problem-solving, highly valued in today's job market. It was a fantastic 12 months for HBS as a whole. Students triumphed, with all their achievements at HBS, and are now recognised nationally by other schools and industries, as leaders in computer science.

Mr. K. Rashid – Head of Computer Science



Drama Department

This year has been an exceptional one for the Drama Department, filled with creativity, collaboration, and unforgettable performances. It's a joy to reflect on the achievements of our students and to celebrate the growing passion for drama across the school.

Our highlight of the year was undoubtedly our December 2024 school production of *The Crucible* by Arthur Miller. This gripping tale of hysteria and integrity brought out some truly powerful performances from our talented cast. Audiences were captivated by the intensity and maturity our students brought to this challenging play. Every element — from the haunting set design to the atmospheric lighting — was the result of months of hard work and dedication. It was a proud moment for the entire school community, and a true testament to the creativity and resilience of our performers and backstage crew.

In March 2025, our annual House Drama Evenings gave Key Stage 3 students the chance to take centre stage. This year, students performed extracts from a range of plays, showcasing a rich diversity of genres and styles. The evenings were a celebration of collaboration and performance, and it was wonderful to see students embrace different characters and theatrical traditions with such enthusiasm and flair.

Our GCSE students have also benefited from an enriching programme of theatre trips this year, which have included contemporary productions in the West End as well as experimental fringe performances. These trips not only support their curriculum studies but also

broaden their understanding of theatre as a living, evolving art form. It's always a joy to see students return buzzing with ideas and inspiration.

Our Year 7 Drama Club continues to be a space where creativity thrives. Every week, students explore improvisation, storytelling, and stagecraft in a supportive and fun environment. It's a wonderful introduction to the world of drama and a great way for students to build confidence and make new friends.

Meanwhile, our LAMDA (London Academy of Music and Dramatic Art) Programme, led by the brilliant Vicky Levy, has continued to go from strength to strength. With students working towards qualifications in performance and communication, we've seen fantastic individual progress. The discipline and dedication our LAMDA pupils show is always impressive, and the skills they gain are valuable well beyond the stage.

None of this would be possible without the incredible Drama Department team, whose passion and commitment create the foundation for everything we do. From technical workshops to directing rehearsals, their tireless work helps nurture the artistic spirit of our students every day.

Drama at Henrietta Barnett is about more than performance — it's about building confidence, encouraging empathy, and giving every student a voice. We look forward to another exciting year ahead, filled with new stories to tell and more magic to create.

The Duke of Edinburgh Award Scheme



Challenge, Adventure, and Lasting Memories

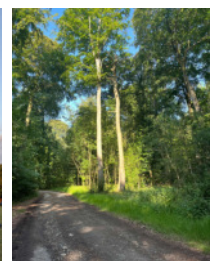
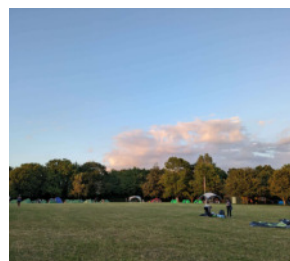
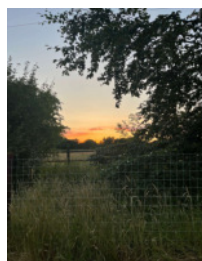
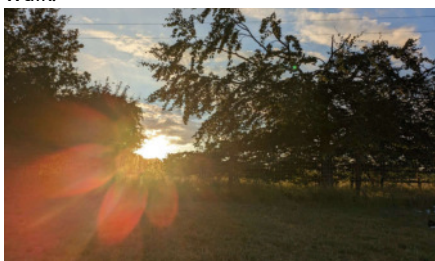
At The Henrietta Barnett School, the Duke of Edinburgh award is one of the most exciting and popular opportunities available to students – and it's easy to see why. Every year, an incredible number of students (around 97 out of 104 in the current cohort) sign up for the Bronze Award, launching their DofE journey in Year 9.

The DofE journey is about stepping outside your comfort zone, building confidence, independence and learning new skills – all while having a brilliant time with your friends. It's a chance to give back through volunteering, improve your fitness, develop a new skill, and – for many – face the most exciting (and occasionally muddy) part: the expedition.



In Year 10, our Bronze Award participants head out into the countryside for their two-day walking and camping expedition. With no phones, no GPS, and definitely no food delivery service, students rely on their maps, compasses, and teamwork to navigate their routes and set up camp. It's back to basics – and all the more rewarding for it.

There's plenty of map reading (with the occasional moment of, "Wait... didn't we pass that tree half an hour ago?"), campfire cooking and unforgettable encounters with nature – including curious cows and the occasional herd of sheep that decide to join the walk.



But it's not all detours and damp socks. What makes the DofE Award so special at HBS is the sense of achievement that students feel – the independence they build, and the friendships that strengthen along the way. Whether it's learning to pitch a tent in record time, cooking pasta on a tiny stove, or cheering each other on during a long hill climb, every moment contributes to a powerful experience of growth and teamwork.



And the learning doesn't stop in the countryside! Through the other sections of the award, students explore various passions and talents – from baking and debating to music, coding, and community volunteering. Each part of the programme is designed to challenge and inspire.



At HBS, we are proud to offer a DofE programme that is not only incredibly popular but also deeply meaningful. It's an adventure without screens, a challenge full of laughter, and a journey that students never forget.

Chandni Mehta
DofE Co-ordinator



Year 12 Economics Society 2024–25

Economics continues to be a very popular subject at A Level amongst our future entrepreneurs, due to its high relevance to our constantly changing world. Here are some of the fantastic events that students have participated in this year:

We started off the year with a fun and competitive Blooket to test everyone's current economic knowledge and get them excited about the upcoming year of economics society.



Following that, we had an engaging and relevant presentation by Temi and Bianca on 'Harris and Trump's economic policies and the implications for the US and global economy'. This was particularly useful for understanding and comparing how the winners' policies would impact global economies.

Riya and Faizah led a talk based on the LSE lecture they attended on "Monetary policy in an era of supply headwinds". They simplified challenging concepts with clear explanations which helped us understand monetary policy and how it affects the UK better.

Saanvi, Riya and Praanvi gave another very informative and relevant presentation on the October Budget which tied in with the topics we were learning in economics such as inflation and interest rate, showing economics in the real world.

We had another engaging presentation about Trump's economic policies and their implications for the UK and the rest of the world led by Diya and Navitha. This was useful for understanding the potential impact of the US elections on us and also linked very well to what we were learning at the time (tariffs and inflation).

Vania led an insightful presentation on what she learnt from attending a public lecture at UCL on Priorities for the new UK Government: Economic growth (and its limits). It discussed the key sources of comparative advantage for the UK, the importance for regional growth for the growth of the entirety of the UK, and the need for competition to promote economic growth.

The Economics Society also had the pleasure of hosting our first external speaker of the year, Dan Harris, a graduate from LSE and investment banker, who discussed the Economic Policy of the New Labour Government compared with the Conservative government's economic policies. The talk was very engaging and gave us a deeper insight into how the conservatives and labour compare and what the state of the current economy is.

Tanvi and Praneeta gave an amazing talk on why things go viral from an economics perspective. They discussed how brands can capitalise on trends using relatable examples from recent trends, such as claw clips, leopard print and Longchamp bags.

We were delighted to host the Head of Global Fraud and Management at HSBC, Deepak Dewoolkar, who delivered an exciting talk on the increasingly relevant topic of Fraud and Accounts and the types of frauds that take place, including the role of AI and how to stay safe. This was a particularly useful talk as fraud is on the rise due to the increased use of the internet.

Following this, we were fortunate to have another guest speaker, Sree Kumar Gullapalli, who gave us a wonderful talk on the Uses of Economics in Banking, which showed how the subject we have been studying is relevant in the financial industry.

Having read the book "Nudge" by Richard Thaler, Shaina and Atriya gave a talk on green nudges and how they have been used around the world such as the Netherlands to promote sustainability, and they even gave suggestions on nudges that the school can use to be more environmentally friendly.



Our final guest speaker of the year, Martin de Blocq van Scheltinga, gave an extremely engaging and informative talk on ISAs, pensions and his role as a financial advisor. He discussed useful strategies to manage personal finances, especially in the long-term. He even gave us tips on how to invest. It was a very interactive talk and one of the highlights of Economics Society this year!

Yu Ting, Zavvi and Kanan gave a relevant talk about the economics of AI in which they discussed the productivity paradox. They also assessed the economic impacts of AI, as well as the solutions to the use of AI, such as the robot tax.

After reading the renowned book "Animal Spirits" by Arkelot and Schiller, Tvisha gave an engaging talk about the psychological factors that affect economic decision making.

Vania led another brilliant and well researched presentation on the economic cost of gender inequality and how not only women but also the economy suffers from it as inequality hinders economic growth.

More recently, Rishika and Rithkrithi delivered a presentation about Wealth Inequality, which linked well with the topic we are currently studying in lessons.

Our exciting line up of talks for the last few weeks of school included a talk by Pranya on the Smoot Hawley Tariff Act. Following that Riya and Faizah discussed The Psychology of Spending: Why We Buy What We Don't Need. Anya and Riya Choudhary also gave a unique talk on how social media influences inflation.

Finally, to conclude Economics Society for the year, Sthavya and Temi spoke about the UK car industry and its relevance in the global trading market today.

The Economics Society has been led by Praanvi D and Riya S; marketing by Temi O and Bianca M; guest speakers organised by Tanvi M and Praneeta K.



Year 12 Economics in Action Conference – November 2024



On 26th November, our Year 12 A-level Economics students had the opportunity to attend Economics in Action, and it was an incredibly engaging experience! There were six different talks, ranging from unemployment to global catastrophic risks, each delving deep into its subject matter, but in a way that still made it understandable and relevant to young students.

A personal favourite was the opening talk by Tim Harford, which explored the lives of two influential economists - John Maynard Keynes and Irving Fisher - and connected their ideas to the unpredictable nature of economic forecasting. It was a fascinating topic that we hadn't yet encountered in our lessons, making it both informative and refreshing, whilst showing us another side to the subject.

Some of the other talks were closely linked to what we have been studying in lessons, so it was especially beneficial to expand our knowledge, and to see the application of these concepts in the real world.

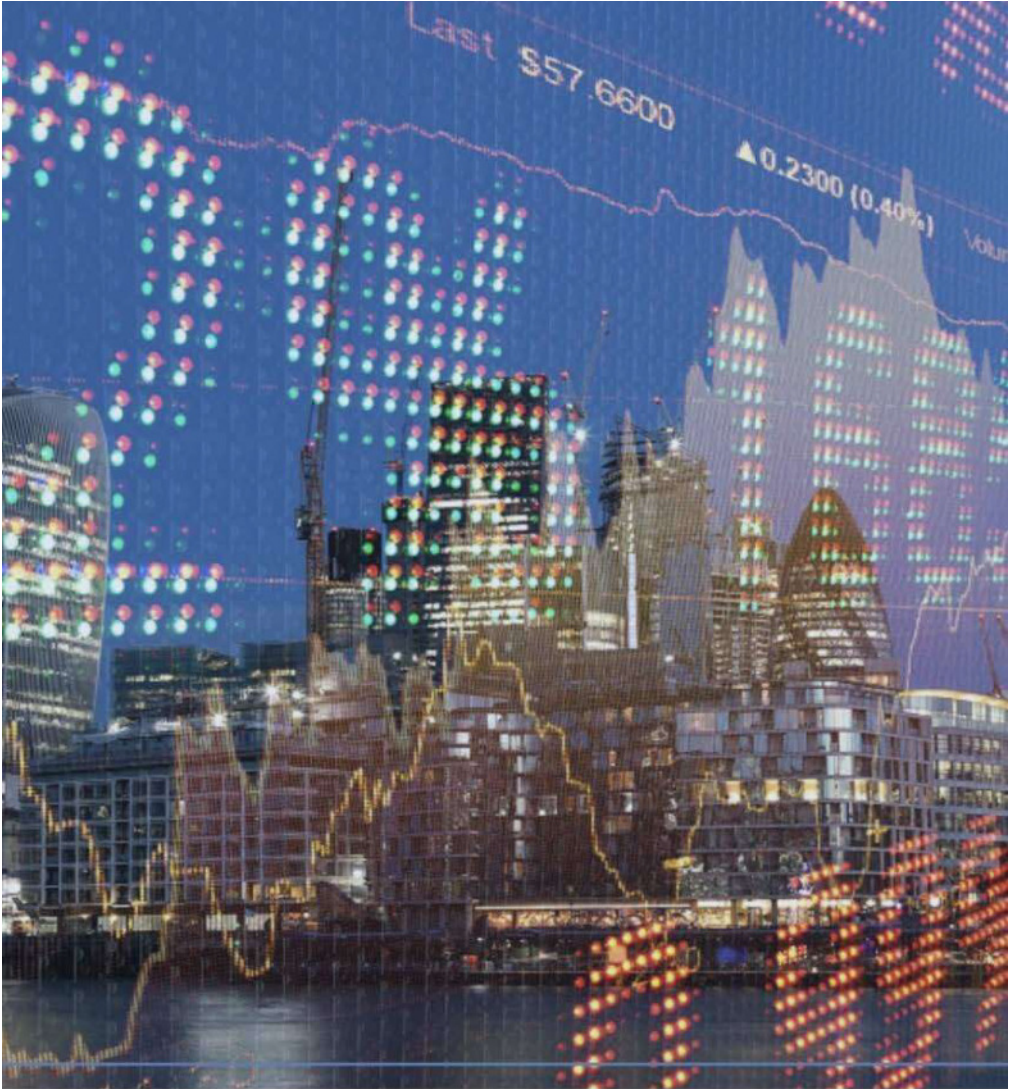


It was truly a pleasure to attend the talks, so we are extremely grateful to the Economics department for arranging this wonderful trip for us!



Economics Department

Economics Magazine – HBS EconLens



- HBS -
EconLens
2025



In a world shaped by constant change and complexity, economics offers a powerful lens to make sense of it all. This year's magazine - HBS EconLens - brings together a range of thought-provoking articles that go beyond the classroom, exploring how economic thinking connects with society, technology, policy and human behaviour.

From the rise of AI and big data to the dynamics of game theory, inequality, and the economics of climate change, this edition touches on some of the key forces shaping both our present and our future. Through diverse perspectives and fresh ideas, we have aimed to show that Economics is not just a subject - it is a way of understanding the world around us.

One of the most enjoyable parts of the process was going through all the ideas pitched by our peers and seeing the range of themes people were curious and passionate about. From there, we spent weeks editing, refining, designing and formatting the magazine, bringing together all the different voices into a cohesive final product.

We are very proud to share the result of our work with the wider school community, and we hope that our readers enjoy reading it!

HBS EconLens Editorial Team (Vania S, Riya C, Alisha M, Smera B, Keerthana S)





Economics Department

Finance Club

Over this year, Finance Club has covered a range of fundamental financial topics to deepen our understanding of the financial world. We ran a series of fun sessions, including an overview of investing principles through the HBS Investing Challenge, which allowed students to play around with real world strategies in a simulated environment. We also examined the causes and consequences of the 2008 Global Financial Crash, looked into strategic decision-making through game theory, explored various careers in finance with many guest speakers. Additionally, topics of personal finance such as the role and structure of taxes alongside debt and loans were discussed to help equip students with better knowledge for future personal decisions.

What we have enjoyed most is the opportunity to engage with current economic and financial issues. Organising the Investing Challenge was particularly rewarding, as the theories discussed in the club were translated into practice! One of our favourite sessions was when the Bank of England Ambassadors came to speak about how monetary policy affects inflation, growth, and the functioning of the banking sector, which made abstract concepts more clear and relevant. Discussing the 2008 crash also was very interesting and provided insight into the fragility of financial systems, as well as the importance of regulation and ethical practices. Overall, leading the club has significantly broadened our perspectives on the importance of financial literacy and has encouraged us to pursue further study and careers in finance and economics.

Tvisha M & Angela Z





Embrace is a student-led, annually held showcase, which celebrates black artists and culture in order to spread awareness of the prejudices still prevalent in our society today. On Monday 20th January 2025, we entertained an audience with a memorable and thought-provoking performance of singing, dancing and spoken word showcasing the high calibre of our students' talents.

The event raised over £750 this year for the Race Equality Foundation, which works to tackle racism and transform the lives of people in communities across the UK in sectors including healthcare, education and housing. We are so thankful for all of those who contributed to raising this money.

The tradition of Embrace not only provides opportunities to understand and appreciate black musicians, but it also allows students to build confidence performing and connecting with students across the school, an invaluable experience. Students gave up their lunchtimes and time after school to produce this event. Through a lot of hard work making singing arrangements, choreographing, planning rehearsals, organising backstage and tech elements, we are extremely proud of everything the cast and tech team have accomplished.

A massive well done is deserved for the cast, tech team and members of staff for the huge success of Embrace this year!

The Embrace Team 2025





Embrace Showcase 2025





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"English helps you to know what you think, understand who you are and who other people are. It helps you to see other people as independent, separate from you and unique, to appreciate how amazing they are and you are." - Year 8 Student

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English at HBS 2024–25

This year has been a vibrant and enriching one for the English Department at Henrietta Barnett School, filled with creative projects, inspiring trips, and academic challenges across all year groups.

Year 7 launched the year with the first-ever Poetry Afternoon, performing poems on the theme of 'Identity'. With costumes, live music, and powerful student-written pieces, the afternoon showcased imagination and cultural reflection. Meanwhile, Year 8 students enjoyed a sunny visit to The Globe to see *Macbeth*, engaging with Shakespeare's language and themes in a modern production that left a lasting impression.

Our Year 10 students showed journalistic flair writing for *Suburb News*, while others took part in a joint debating day with QE Boys', culminating in a lively final debate in Bigwood Hall. Year 11 visited the Lyceum Theatre for Poetry Live, hearing performances from leading poets such as Simon Armitage, Grace Nichols, and John Agard.

In Sixth Form, students experienced a deeper dive into literature through trips and seminars. Year 12 visited Keats House, exploring his legacy and poetry in an insightful tour and workshop. February also saw the return of the Shakespeare Seminar with QE Boys', centred on Richard II. Students enjoyed lectures, drama workshops, and a performance at the Bridge Theatre.

The English Extension Programme continued to flourish, featuring talks by professors, alumnae, and even current students. With topics ranging from classical tragedy to Virginia Woolf and a guest visit from Harper's Bazaar's Deputy Editor, it's been a year rich in inspiration and literary exploration.

Year 7 Poetry

The autumn term saw the inaugural Year 7 poetry afternoon event, during which all of Year 7 gathered in Bigwood Hall in the afternoon for a celebration of poetry.

The students had been studying a selection of poems on the theme of 'Identity' in their English lessons, and each form prepared a group performance of a poem that they loved. The performances were a wonderful snapshot of the student's enthusiasm for poetry, as well as their creativity and teamwork. The students prepared their own costumes to reflect their chosen poem, as well as performing live music to enhance the words.

The performances were judged by Mrs. Watts, who gave first prize to 7H for their sensitive rendition of 'An Unknown Girl' by Moniza Alvi, set in a bustling Indian bazaar. We were then treated to some readings of poems written by the students themselves. These poems were wonderfully varied and personal, providing a moving insight into their identities and cultural experiences.



Year 8 theatre trip to see 'Macbeth' at the Globe

In March, Year 8 students enjoyed a memorable trip to The Globe Theatre to watch a performance of Shakespeare's *Macbeth*, a play they had been studying in English.

The production was a creative blend of Shakespeare's original text and contemporary elements, with the acrobatic witches and modern reinterpretation of the Porter being standout features for the students. Despite the modern touches, the performance stayed faithful to Shakespeare's original language, allowing



English Department

students to appreciate the power and beauty of the text they had been studying in class. The contemporary setting made the play's themes of power, ambition, and guilt feel strikingly relevant to today's world.

The sunny spring day only added to the excitement of the trip, and as the students left The Globe, many were eager to discuss the performance and what they made of directorial decisions. All in all it was a truly memorable experience, allowing our Year 8 students to engage with Shakespeare's work directly, in its original setting!



Y10 Suburb News

This year saw another team of budding Year 10 journalists take on the challenge of writing articles for the 'Suburb Youth' section of the local publication, 'Suburb News'. This magazine is delivered to over 5,000 people in the local area and is also available to read online, meaning our students had a large audience to write for. This year, our team comprised of Purbasha, Saanvi, Zella, Tanishka, Emaan and Honoree.

The students' work has been appearing in issues of the magazine since September, alongside articles from nearby school, The Archer Academy. They have written pieces on topics including the beneficial impact of Nature on our mental health and the importance of volunteering. The team is to be congratulated on a wonderful year's writing; we are very proud of them and believe there may be some future professional writers amongst them.



Y10 Debating Day with QE Boys

In June, Year 10 students from HBS and QE Boys' came together for a day of debating. After an initial session after school at QE on the 20th of May, students prepared debate speeches in mixed groups of three to be performed at the event at HBS. The event was held across three rooms, with three debates and six teams each. In the morning, students argued for and against motions such as "This House believes that AI does more harm than good in education" and "This House believes that the voting age should be lowered to 16".

Students enjoyed the chance to enhance their public speaking skills, gain teamwork and leadership experience, all while making new friends from another school. After a relaxing lunch on Central Square and much deliberation between the teachers of both schools, six successful participants were chosen for the final debate, which took place in Bigwood Hall in the afternoon.

The motion for the final was "This house believes that HBS and QE should merge into one school". The three HBS students selected to take place in the final were Dhyani, Aava and Nidu. Considering that these students only had lunchtime to prepare, the outcome was very impressive indeed. An extremely entertaining debate was held with some very strong arguments and brilliant speakers. After very careful consideration, a nearly impossible decision was made between the teachers resulting in a win for the opposition.



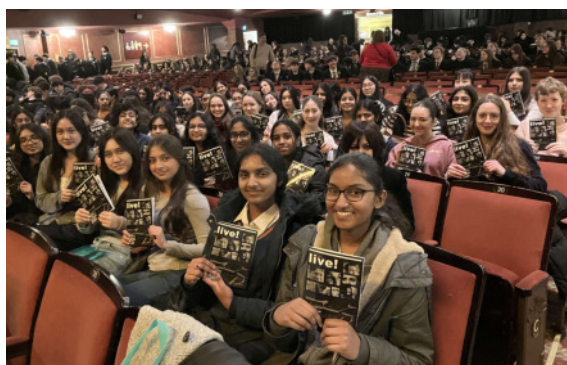


Y11 Trip to Poetry Live

In February, 75 Year 11 students gathered at the Lyceum Theatre in Covent Garden for a day of poetry readings from some of the greatest living poets in Britain.

The day began with a reading from the Welsh poet Owen Sheers whose poem 'Winter Swans' is one of the most popular in the students' GCSE anthology. He was followed by Liz Berry (a poet who writes eloquently about her experiences growing up in the Black Country) and the current poet laureate, Simon Armitage. Simon put on an entertaining performance, moving the students both to laughter and reflection.

In the afternoon, we enjoyed hearing from Imtiaz Dharker and the Guyanese poets Grace Nichols and John Agard, both of whom students enjoyed studying at KS3. John Agard was a real highlight, captivating the audience with his rhythmic and melodic renditions of his works. The day also included a session from the Chief Examiner, Tony Childs, who gave students helpful advice on how to approach the unseen poetry element of the GCSE exam.



Y12 Shakespeare Seminar with QE Boys

In February, we hosted our second Shakespeare Seminar with Queen Elizabeth's school, having been kindly granted some funds for this event by the PTA last year. The seminar focused on the lesser-known Shakespeare play Richard II - the aim was to push students beyond the A Level English syllabus and to build their confidence with Shakespeare. Students prepared for the seminar by reading the plot of the play and looking at some key extracts independently.

The seminar began with a lecture from Dr. Diana Hallam, exploring the context of the play and looking at how Shakespeare used his historical source material. We were then treated to a two-hour workshop from Mandy Dassa (RM Drama). Through games and some simple script-work, Mandy built the students' confidence with one another and with the play. In the afternoon, students broke off into small groups to discuss the extracts from the play: it was impressive to see the depth with which they were able to explore the characters, after only a morning studying the play. That evening, we gathered at the Bridge Theatre to watch a performance of the play, starring Jonathan Bailey. It was a brilliant and memorable production which really made the play feel relevant and important.

On Friday morning, we gathered at London Bridge to share our reflections on the production over coffee. We then headed to the Globe for a tour of the theatre, followed by a workshop led by a professional actor, exploring the themes of the play and the shifts in the characters' status. By the end of the seminar, the students had really got to know the students from Queen Elizabeth's School and were working collaboratively. This was a great opportunity for students to get a taste of university life, as they had to work with new people and embrace new material with enthusiasm and confidence.

Y12 Keats House trip

In June, Year 12 English students visited Keats House, situated in the beautiful surroundings of Hampstead. It was a lovely and enriching day, made even better by the fantastic weather. The trip began with a walk from Hampstead station to Keats House, during which students noticed many buildings named after Keats, including a Keats pharmacy. On his tombstone, the message reads, "Here lies one whose name is writ in water." Despite Keats fearing he wouldn't be remembered after his death, the visit made it clear that he had become a celebrated figure in the area.

Students received an enriching and informative tour of Keats House, which included a look at a sculpture made by his friends. At the time, many of Keats's friends were artists who practised their craft by creating life masks of one another, resulting in



English Department

numerous sculptures and paintings of him. The sculpture on display was made to his actual height—just five feet tall—something that particularly stood out to students.

They also enjoyed a workshop, during which they analysed two of Keats's poems which they had not studied in class; it was a pleasure for students to explore these poems, taking them beyond the A-level curriculum and enabling them to gain deeper literary context.

English Extension Programme

The autumn term saw the return of our popular series of lunchtime lectures, the 'English Extension'. These talks are open to students in Years 9-13 and the aim is to extend students' knowledge of English beyond the national curriculum and foster a life-long love of literature and the English language.

This year students were able to hear talks on topics such as 'Classical tragedy and its influence on English Drama', 'The Birth of the Novel' and 'Fools in Shakespeare'. We were particularly pleased to see current students volunteering to run talks themselves,

including Christina and Amelia (both Y13) who chose to speak about Virginia Woolf and Jane Austen respectively. We also hosted HBS alumna Fizza who gave a talk on 'Gossip Girls: Emma, Mrs Dalloway and Free Indirect Style'. It would be wonderful to include more HBS alumnae in our English Extension programme as current students are always thrilled to hear about the experiences of those who chose to study English at university or entered careers related to the subject. Speaking of which, we were also thrilled to host Frances Hedges, the Deputy Editor of 'Harper's Bazaar' who used her session to give students an insight into the world of magazine journalism.

Another stand-out of this year's programme was the return of Professor John Mullan from UCL, who gave a lecture on 'Fiction and the Supernatural', taking students on a journey from Ann Radcliffe's *The Mysteries of Udolpho* and the concept of "the explained supernatural" to *Jane Eyre* and Charlotte Brontë's *Villette*. Students enjoyed exploring the movements behind the books they read—and added plenty more to their reading lists.

Mr. N Graff, Acting Head of English



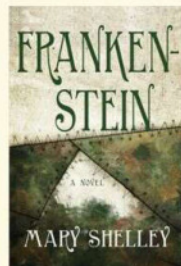


ENGLISH EXTENSION AUTUMN TERM 2024

For Years 9, 10, 11, 12 & 13



Wed 18th Sept: Professor John Mullan (UCL): 'Fiction and the Supernatural' - compulsory for Y11, 12 and 13 — in the MAIN HALL (this will include discussion of *Jane Eyre*, *Frankenstein* and *Wuthering Heights*)



Wed 25th Sept: Fizza Zaidi (HBS alumna, now at Oxford): 'Gossip Girls: *Emma*, *Mrs Dalloway* and Free Indirect Style'

Wed 2nd Oct: Christina R (current Y13 student): 'Virginia Woolf and Modernism'

Wed 9th Oct: Frances Hedges (Deputy Editor of 'Harper's Bazaar' magazine): 'Does the devil really wear Prada?: An insider's view on the world of magazine journalism'

Wed 16th Oct: Mrs Garth: 'The birth of the novel'

Wed 23rd Oct: Mrs Meyers-Belkin (previous HBS Head of English): 'American Literature'



—HALF TERM —

TUES 5th Nov: Kate Levy (freelance Costume Adviser): 'From *Ru Paul's Drag Race* to *The Importance of Being Earnest*: a view from behind-the-scenes'

Wed 13th Nov: Mr Graff: 'Metaphors we live by' (a foray into linguistics)

Wed 20th Nov: Miss Melvin: 'Classical tragedy and its influence on English drama'

Wed 27th Nov: Amelia O (current Y13 student): 'Jane Austen and the Romantics'

Wed 4th Dec: Mrs Hedges: "'Better a witty fool than a foolish wit.': Fools in Shakespeare'



Wed 11th Dec: Sue Wilkinson OBE (Chief Executive of the Reading Agency): 'Why do we read?'

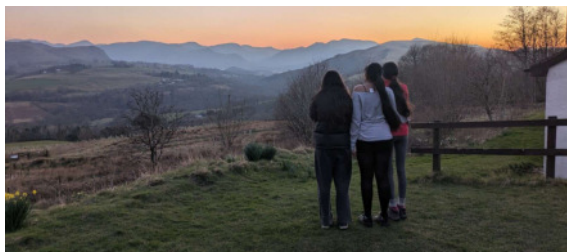
**TALKS WILL BE IN E2 PROMPTLY AT 1.15pm
(bring a 'quiet' lunch and be ready to ask questions)**



Geography Society

This year, Geography Society focussed on fun activities such as GeoGuesser and TimeGuesser, where they were challenged to beat Mr Peterson; it did not go so well for the students! The online Geography Society continued to grow at a pace with the webpage being used to provide students with extra reading on topics ranging from rewilding to population pressures in Japan. The site also gave students access to many online lectures and competitions to inspire our young geographers.

Field Trips



themselves in terms of behaviour, focus, learning, and commitment. In the short time we had, they managed to investigate downstream changes in the River Brett and compared two different areas of Ipswich, Stoke, and Pinewood in terms of Quality of Life. All this was an invaluable experience in studying Geography in the field, preparation for GCSE, and team building. They really threw themselves into the experience and are well placed to answer questions on it in the exam.

Year 12 Trip to the Lake District

In March, 23 very excited Year 12 geographers met early at Euston Station for their journey to the Lake District and 5 days of fieldwork based at Field Studies Council (FSC) Blencathra Centre. Their enthusiasm was clear from the start; on the train journey they were filled with awe at the scenery as we entered the upland areas of Cumbria. We were even able to spot a drumlin field, hills of sediment streamlined by glacier flow, with its distinctive basket-of-eggs topography!

All students were an absolute credit to the school in terms of their engagement, commitment, and focus. They were able to practise techniques for use with their coursework and many started to collect data. We have students investigating the carbon content of forests, water movement in the drainage basin, the impacts of regeneration, and the impacts of globalisation in certain areas. The excitement for geographical investigation, the world around them, and the natural world was clear to see. With views like those, it's not hard to see why!

The scenery, as always, was breathtaking, and you could feel the joy and excitement of experiencing green spaces and nature. On top of that, the weather was fantastic; definitely the best we've had in our 4 years at the centre. Here's to many more like it!

Year 11 Trip to Flatford Mill, Suffolk

In November, a cohort of 76 Year 11 students were very excited to go on their Geography field trip to Flatford Mill in Suffolk, the scene of John Constable's famous painting 'The Hay Wain'. They were excellent geographers throughout, excelling



We have had another busy year in the department. We have grown in dimension, seeing the incorporation of Politics and welcoming our newest member of the department, Ms Taylor. I am so pleased to see students displaying the qualities that we hold most dear – critical thinking, the curiosity to look at the past from multiple perspectives, and the forensic use of evidence to support arguments. Not only has this been shown in the classroom, but we have also had the chance to see this on a range of trips outside of HBS. Below are a few highlights recounted by our students:

Year 7 Tower of London Trip

Last Thursday, we visited one of England's most enigmatic tourist attractions: the Tower of London. Before we began exploring, we were asked to keep in mind a key question: Is the Tower's history truly as gory as it is often thought to be?

We wandered through its ancient towers, stone corridors, and open courtyards, with our teachers as guides, looking at inscriptions carved into the walls.

A fascinating aspect of our visit – and to me, the most interesting – was the armour and artillery. Standing in front of the impressive suits of armour and weapons, it was easy to imagine the knights and soldiers who once defended the Tower.

The experience also gave us a deeper understanding of the Tower's many roles throughout history – as a royal palace, a fortress, a prison, and even a zoo!

Though we didn't get the chance to see the Crown Jewels, the visit was still very insightful, as we learned that while the Tower of London has certainly been the scene of violence and dramatic events, it's much more than just a gruesome tale.

Saanvi, Year 7





History & Politics Departments

History Lecture Series 24–25

This year, the History Department has enormously enjoyed hosting guest speakers for the lunchtime History Lecture series, which took place on Thursdays in the Spring Term and welcomed pupils from across the school. A Level historians especially benefited from the talks, some of which were relevant to the curriculum and others of which were about completely new and specific areas of history we would never have had the opportunity to learn about otherwise.

The lecture series started with critically acclaimed journalist and biographer Ann Wroe, who came in to speak about biography as a historical discipline, and her research into various individuals and communities across the world from different time periods. The following week, we welcomed back Ms Jenman, who previously taught at HBS, to speak about her fascinating PhD research which focusses on collecting data surrounding the Medieval Jewish community in Britain. This talk allowed many of us to consider the more scientific and computing-oriented aspects of historical research, which appealed to many of the more STEM-oriented pupils!

We were also lucky to welcome Robin O'Sullivan, an HBS parent, to talk about her research into Renaissance female mystics, a topic which no one in the room had any prior knowledge of and which allowed us to consider the religious, social and sexual expectations of women at the time. Another speaker with a medieval interest was historian and former teacher John Lotherington, who spoke thought-provokingly about the Italian author and philosopher Machiavelli, from which those of us studying English and Politics learnt a lot. As we unfortunately don't study much medieval history or literature at HBS, having three speakers with a background in medieval history allowed us to broaden our horizons and consider completely alien concepts and periods.

A talk more closely linked with the A Level curriculum was given by Edward Ben-Nathan, who spoke about the Glorious Revolution. This was helpful revision for the Sixth Form historians, as we study it as part of the

Stuarts component of our A Level course. A couple of weeks later, journalist and classicist Catherine Nixey came in to talk about early Christianity and her recent book on the topic, in what was a fascinating, refreshing, and deeply funny lecture on a subject which links ancient and modern history.

The series was rounded off by a talk from our very own Mr. Supperstone about East and West Germany, which those studying both History and Germany really enjoyed. It was a great end to the series, and many of the issues he discussed were pertinent to modern day concerns.

Overall, attending the lectures this year has been an absolute pleasure for all of us, and we're so grateful to all the speakers who gave us their time, and to Mr. Harbord and Mr. Southall for helping us to organise it. Until next year!

Milly, Year 12

Year 12 Civil War Trip

On the 9th and 10th of June, the Year 12 History cohort had the opportunity to deepen their understanding of the Stuarts course by visiting both the Royalist headquarters in Oxford and the Parliamentary headquarters in central London, key locations of the English Civil War.

Our time in Oxford began with a small treasure hunt that allowed us to explore some of the city's most famous historical landmarks. This was followed by a tour of the Weston Library, where we examined primary sources from the Civil War era. The day concluded with a visit to the Ashmolean Museum – the UK's first public museum – where we explored a wide range of exhibits.

On the second day, focussed on the Parliamentarians, we started with a private tour of Somerset House, learning about its rich history. We then visited Westminster Abbey, and the day ended with a trip to the National Gallery.

History & Politics Departments



While the entire trip was an immersive experience, the highlight for me was the opportunity to engage with primary sources at the Weston Library. These included actual battle maps used by the Parliamentarians and the chequebook of a woman whose son's land had been sequestered by Parliament. These documents offered a unique lens through which we could better understand the lives of people during that era. The wide variety of sources helped us explore several aspects of Stuart life during the Civil War and introduced us to new perspectives. Additionally, our self-guided tour of the Ashmolean Museum provided insight into the international context of the Civil War and the extent of civilian involvement during that time. We also explored other exhibits that expanded our knowledge of historical periods beyond our curriculum. A personal favourite was the textiles exhibit, which featured beautifully embroidered pieces.

On Parliamentarian Day, I was particularly fascinated by the extensive history and architectural brilliance of Somerset House. I was especially intrigued by how the palace was designed to reflect the British class system: the lower levels were plain and utilitarian, intended for the working class, while the upper levels were elegant and refined, reserved for the upper classes. This layout reportedly served as motivation for many, inspiring them to aspire to higher social status – literally and figuratively.

Overall, this trip was an incredible experience. It not only deepened our understanding of the Civil War, but also introduced us to new perspectives on both sides of the conflict, enriching our overall historical knowledge.

Rishika, Year 12



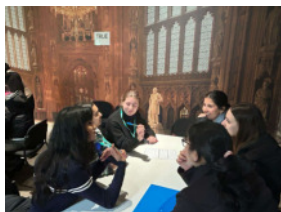


History & Politics Departments

Year 12 Politics Trip to Parliament

On the morning of January 7th, the first week back at school, the HBS Politics students met at Westminster, excited by the amazing opportunity to enter the Houses of Parliament! We were given a tour inside the House of Commons as well as the House of Lords, meeting Sarah Sackman, the MP for Finchley and Golders Green. After the tour, we engaged in a mock debate and split into parties, where we came up with our own policies to better the nation. After a lunch break, we gathered in front of The Supreme Court, just opposite Parliament Square, which emphasised the separation of the executive, the legislature, and the judiciary. The highlight of the trip was definitely when we got to sit in the Justices' chairs! We also learnt about how the Supreme Court is recognised as the final court to decide on significant legal issues in the UK. Overall, the trip left us students feeling amazed and inspired as we learned more about different political establishments and how they shape modern-day politics.

Falak, Year 12





LAMDA

Well done to our Year 8, 9 and 12 LAMDA students for approaching the LAMDA challenge with highly impressive commitment, creativity, and enthusiasm! This extra-curricular opportunity offers HBS students the chance to develop their confidence and performance skills in a fun and friendly environment, whilst working towards graded LAMDA acting examinations. HBS is registered as a private LAMDA centre, which means that the examinations, as well as the lessons are held at school.

We are delighted to let you know that all LAMDA candidates passed their examinations with flying colours. The first LAMDA course of the academic year saw 63 students working towards Grades 1 to 5, achieving 11 Merits and 52 Distinctions in the January examinations. The May examinations saw 70 students, including Year 12, taking Grades 2 to Grade 6 (Bronze Medal), achieving 8 Merits and 62 Distinctions.

Thank you to staff who have supported LAMDA, particularly Ms Whitfield, Mrs Boal, Mrs Walker and also Mrs Abui Quarcopome who kindly shared the café space with us on examination days. Thank you, also, to the many students who came to watch their friends performing in the lunchtime LAMDA Showcases, helping them evaluate their performances whilst also offering ideas on how to refine their scenes.

A final thank you goes to our Year 10 LAMDA Youth Leaders who applied to join the scheme in order to learn how to further advance their communication, leadership and directorial skills. It has been exciting helping students thrive as confident, compassionate leaders, and a pleasure to act as an assessor for those who have chosen to use this experience as their Volunteering for the Duke of Edinburgh Award. The LAMDA Youth Leaders have undoubtedly inspired our KS3 students, and enhanced their learning experience. Well done all!

Mrs Levy LAMDA Specialist at HBS





LAMDA at HBS



LAMDA Students

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I originally joined LAMDA because many of my friends were doing it, but I never realised how enriching it would be, and how much more comfortable I would start to feel on stage. You might just think LAMDA is about acting, but it is so much more. It has helped me build my confidence, strengthen bonds with peers and enhance my creativity. Sometimes we watch other groups perform, and seeing them makes me think about how my group and I could improve to take our performance to the next level. I would definitely recommend LAMDA to anyone thinking about joining. It can help you no matter what you are interested in, because in my opinion, it helps with many aspects of school life.

- Joline Year 8

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LAMDA has been such an enjoyable and rewarding experience. Challenging us to develop our acting abilities, we have acquired an exciting range of rehearsal and performance techniques, including strong vocal projection, articulation, and teamwork. LAMDA has taught us how to communicate clearly, think creatively, and embrace challenges, skills that will benefit us beyond the stage. - Aimee, Georgina, Anna Mia Year 8

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LAMDA has been such a fun experience for me, and has honestly helped me grow so much, not just in performing but also in being more confident with speaking and acting, thinking on my feet, and working as part of a group. It has helped me develop key day-to-day skills. - Neha Year 9

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LAMDA has been such an important part of my school journey, and I have grown so much through the process. I have discovered that it is not just about acting or memorising lines, but about finding your voice, stepping into someone else's shoes, and learning to believe in yourself. LAMDA has helped me to step out of my comfort zone and given me the confidence to speak out more in public as I have grown older. My LAMDA journey will definitely inspire me greatly as I begin my Drama GCSE in Year 10.
- Adelyn Year 9
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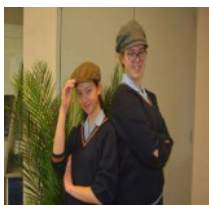


LAMDA Youth Leaders

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I have really enjoyed my role as a LAMDA Youth Leader. It has taught me patience, adaptability, and the importance of listening. I have improved my skills of teamwork and problem solving, which will help me in my future at school and even after. Overall, being a LAMDA Youth Leader has shaped me as both a performer and a leader, and I am grateful for this amazing opportunity. Thank you. - Shivaty Year 10

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This experience has taught us about leadership and collaboration. It has been interesting helping the younger students develop, yet also challenging when aiming to offer advice without seeming too harsh. However, by the end of the course we felt more confident and were able to do this because we learnt that giving feedback is like giving a present. In the future, this will help us to become better leaders. Thank you! - Aryana and Saanvi Year 10

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It is no surprise that I loved being a LAMDA Youth Leader! From the very first day, my students were a pleasure to work with. Guiding them through character work, staging, and scene analysis was a fun process. Watching them improve their vocal clarity, projection, and stage presence made me incredibly proud. This role has not only allowed me to share my passion for Drama, but has also helped me grow as a leader. The support and encouragement from Mrs Levy has been invaluable. - Avani Year 10

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I have found it so interesting how each student has a unique perspective on how to portray their scene. Volunteering at LAMDA has been a great opportunity and I have learnt so much from it. Thank you! - Dhakshaya Year 10

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Being a LAMDA Youth Leader has been so rewarding. I have enjoyed encouraging younger students to step out of their comfort zones, which has not only helped them flourish, but also allowed me to build my own confidence and leadership skills. Thank you!

- Isabella Year 10

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Ever since I was offered the chance to sign up, I was extremely excited to become a LAMDA Youth Leader. This has been a rewarding and enriching experience, and a unique opportunity to help others grow, both in confidence and in their ability to express themselves through performance and communication. Being a LAMDA Youth Leader combines my passion for the Performing Arts and my desire to make a positive impact on others' lives, and I have truly enjoyed every moment of it. Thank you.

- Shriya Year 10

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At Henrietta Barnett School, students from all year groups take part in the UKMT Maths Challenges - national competitions that test mathematical reasoning, logical thinking, and creative problem-solving. Depending on their year group, students are entered into the Junior, Intermediate, or Senior Maths Challenges, with the very highest scorers invited to sit prestigious follow-up rounds such as the Kangaroo papers and the Mathematical Olympiads. These are not just harder papers - they are significant intellectual challenges, taken by only a small percentage of the most successful entrants nationwide.

This year, our students have shown extraordinary engagement, skill, and perseverance across all levels of the UKMT competitions, demonstrating mathematical excellence at every stage of the school. Students from Years 9 to 13 took part in the Olympiads this year, earning Distinction and Merit certificates - and, crucially, building experience that will serve them well in future problem-solving opportunities.

The British Mathematical Olympiad (BMO) is one of the UK's most demanding mathematics competitions. Entry is by invitation only, extended to the top-scoring students from the Senior Maths Challenge - roughly the top 1,000 mathematicians in the country. The questions are long-form, with full written solutions required, and the paper is designed to challenge the very best sixth formers. Simply qualifying is an outstanding achievement.

In the acute-angled triangle ABC we have $AB < AC < BC$. The midpoint of BC is M . There is a point P on the line segment AM such that $AB = CP$, and $\angle PAB = \angle BCP$. Prove that $\angle CPB = 90^\circ$.

This year, Namya in Year 12 earned a Distinction in BMO1, placing her comfortably among the top tier of national competitors. Additionally, Jessica in Year 12 and Jessica in Year 13 both qualified for the BMO and earned Merits, demonstrating not only strong problem-solving skills but a mature approach to complex mathematical reasoning. The complexity of the BMO problems requires deep understanding, clarity of thought, and elegant reasoning - and these results reflect the exceptional mathematical talent within our school.

Our students also shone in the Intermediate Olympiads - particularly in the Hamilton paper for Year 10 students. Nidu's score of 31 in the Hamilton Olympiad earned her a Distinction, a Bronze Medal, and a UKMT book prize - recognition awarded to only the most outstanding candidates. Olympiad questions are designed to go far beyond the curriculum, requiring persistence, creative strategies, and fluency in unfamiliar ideas. That Nidu achieved such a result in Year 10 is a striking indicator of her problem-solving talent and future potential.



Across all Olympiad levels, students rose to the challenge. Eshanika earned full marks on multiple questions, reflecting careful thinking and sharp mathematical insight. In the Mathematical Olympiad for Girls, our students demonstrated both strength and depth. Eliana in Year 13 scored a remarkable 43, including several perfect question scores - a testament to her maturity, perseverance, and mathematical creativity. Namya and Jessica in Year 12 followed closely with 41 and 38 points, earning well-deserved Distinctions. In Year 11, Anoushka also achieved a Distinction with 36 points - showing that the foundations of Olympiad-level thinking are being laid early and securely. What stands out across all these results is not only the high scores but the consistency: students at multiple levels of the school are performing at a national standard.

Our older students also performed strongly in the Senior Kangaroo, a follow-up paper to the Senior Maths Challenge designed to stretch logical and abstract reasoning. Riya and Nysa in Year 13 both earned Merits with scores of 60, showing accuracy and calm under pressure. A wide range of students in Years 11 to 13 earned Qualification certificates - many scoring in the 40s and 50s - indicating a high level of engagement with the material and a clear progression route toward future Olympiads. Anoushka in Year 11 once again stood out with a score of 40, reinforcing the sense of a growing cohort of younger students already operating at advanced levels.



Mathematics Department

In the Pink Kangaroo - the follow-up competition to the Intermediate Maths Challenge - the results were particularly outstanding. Xuqi and Ekaterina in Year 11 earned Golds with 95 and 90 points, demonstrating consistency across a very challenging paper. Hannah in Year 10 scored a spectacular 101, earning Gold and Best in School, while Isabella followed closely with 100. These scores are exceptional - placing them among the top performers nationally. A large number of students earned Silver and Bronze awards, including Rakshiha, Dhakshaya and Jemima, reflecting broad participation and deep talent in both year groups.

In Year 9, the Grey Kangaroo follow-up to the Intermediate Challenge again showcased talent across the board. Rhea led the way with an extraordinary score of 129 (Gold Best in School), with Erika and Pheidi not far behind. These scores are evidence of strong preparation, logical clarity, and confidence — and also point to real promise for future Olympiads.

Our youngest students have shown remarkable promise in the Junior Kangaroo and Junior Mathematical Olympiad (JMO) qualifiers. In Year 7, 58 out of 104 students qualified for the Junior Kangaroo follow-up rounds. Additionally, 7 Year 7 students were invited to the Junior Mathematical Olympiad, giving a total of 65 Year 7 students advancing beyond the initial challenge stage. The Year 7 students invited to the JMO include Maahnoor, Shuruthi, Odera, Toshani, Maitri, Kamalaathmika, and Nabeeha.

In Year 8, 65 students qualified for the Junior Kangaroo follow-up rounds, with 4 of these students advancing further to the Grey Kangaroo - an impressive

achievement highlighting their advanced problem-solving ability. Moreover, 12 Year 8 students were invited to the Junior Mathematical Olympiad, bringing the total number of Year 8 students progressing beyond the initial challenge to 77. The Year 8 students invited to the JMO include Helen, Laasyasree, Rachel, Linh, Sophie, Dia, Zehra, Saiesha, Vaisnavi, Aishwarya, Dhvani, and Mirah.

Across Years 7 and 8, the spread of Gold, Silver, and Bronze awards, alongside JMO qualifications, reflects not only talent but dedication, resilience, and a growing passion for mathematical exploration. These commendable young mathematicians are building a firm foundation for continued success in national competitions as they move through the school.

These results are the outcome of hard work, intellectual courage, and a community that celebrates challenges. From the rigours of the BMO to the puzzle-solving of the JMC, students at every stage have embraced the opportunity to stretch themselves. The consistency of achievement across year groups, and the number of students actively participating and pushing into the next tier, reflects a culture where mathematical thinking is nurtured, encouraged, and celebrated. We are proud of every participant — from those receiving Distinctions and medals to those attempting their first Olympiad question. Their dedication and effort define the spirit of mathematical exploration at HBS.

Congratulations to all involved.





It's been another exciting and busy year for the Modern Languages Department! From BFI film days enjoyed by all Key Stages, to visits from a native speaking theatre company, and foreign trips, language learning has truly come to life beyond the classroom. Students have been leaders this year, as language prefects, as well as running the Language Magazine and French Reading Clubs. This year, six foreign residential trips took place for Years 7, 10, 12 and 13, offering unforgettable immersive experiences abroad. We are proud of everything our students have achieved; it's been a year full of energy, engagement, and enthusiasm!

Year 9 Modern Languages Enrichment Day

On the foggy morning of Friday 18th October, the whole Year 9 cohort went into Central London for a day of art appreciation while using the three languages they are studying at school. We entered the National Gallery at around 10.30am, and students spent good time appreciating the classic French, German, and Spanish art contained in the museum. They had coloured booklets directing them to paintings and asking pupils to write about the paintings in the target language, with vocabulary hints to help.

After lunch, we visited the National Portrait Gallery. A great day of art and languages was had by all!

Year 13 Spanish trip to Madrid and Toledo, 30th January – 2nd February



Last week, our class went on an incredible four-day trip to Madrid, filled with language, culture, art, and delicious food!

On our first evening, we were captivated by a Flamenco show; the powerful mix of singing, dancing, and guitar playing was mesmerising.

The next day, we enjoyed a three-hour walking tour led by our guide Virginia, who brought Madrid to life with fascinating facts, hidden corners, and stories we'd never have discovered on our own. We saw landmarks like the royal palace, the world's oldest restaurant, and even bought traditional cookies from cloistered nuns!

A highlight was our day trip to Toledo, once Spain's capital and known as the "city of three cultures." Our A-level studies on integration and coexistence came alive as we explored Christian, Jewish, and Muslim influences in the city's architecture — from the magnificent cathedral, to the Santa María la Blanca synagogue with its Islamic-style arches.

In Madrid, we visited world-famous galleries. At the Prado, we saw masterpieces by Velázquez and Goya; at the Reina Sofía, Picasso's Guernica left a powerful impression. We finished with the Sorolla: Cien Años de Modernidad exhibition, which showcased the luminous works of Joaquín Sorolla — my personal favourite!

This trip gave us the chance to practise Spanish daily and truly immerse ourselves in the culture.

Susan C, Year 13

Year 12 French trip to Nice, 6th – 9th February

It was wonderful to be back on the Côte d'azur in South-East France for the 6th instalment of our Year 12 cultural enrichment and language trip. Friday was spent in the arrière-pays (the hinterland) to the west of Nice, immersed in French, with a guided tour of the historic Fragonard 'parfumerie' in the town of Grasse on the process of making perfumes. Soaps, creams, and perfumes were purchased to maintain our rigorous personal beauty regimes. Then, onto to a



MFL Department

vineyard for a second guided tour, learning about the different processes needed to produce the famous wines of the region.

Saturday morning was spent on a three hour walking tour of Nice with our excellent guide, Brigitte. We were informed, all in French – naturally – about Nice's history, customs, dialect, architecture, and influences on them. We also tasted the various specialties of the region. After lunch, we walked up to the Cimiez district to visit the Matisse Museum.



Before our departure on Sunday, students had the morning to explore the renowned Flower market and the Old Town/Promenade des Anglais, then we all visited the fascinating Chagall Museum in the afternoon. A wonderful weekend full of French immersion and beautiful local heritage.

P. Haywood,
Head of Modern Foreign Languages

Year 10 French Exchange to Paris, 27th March – 4th April



This year's French exchange was an unforgettable week for everyone involved. Throughout our time in Paris, our group explored much of the city, including visits to sites like Notre Dame, Sacré Coeur and

Montmartre, the Musée d'Orsay, the Paris Mosque, le Jardin des Plantes, le Canal St.Martin, and of course, the Eiffel Tower. We also spent a lot of time with our host families, who were so welcoming and really helped us to improve our French! We experienced full cultural immersion, and gained an insight into everyday life by spending a day at our exchange partners' school, which was a great chance to experience a different education system, and practise our French in a new setting. Paris was an incredibly beautiful city to explore and familiarise ourselves with.

Giulia O, Year 10

German Munich exchange 2025

Last month, students from the Edith Stein Gymnasium arrived in London to stay with us for a week. We showed them around the busiest parts of London, which they also explored with their school. They also experienced a school day at HBS, enjoying the lessons and the wonderful weather! It was an incredibly enjoyable experience, from which we learnt a lot about hosting and accommodating our visitors. This week, we will be flying to Munich, to spend a week with our partners. We are really excited to practise our German, and to experience a new culture. We are looking forward to visiting famous landmarks, such as the Marienplatz and the Nymphenburg Palace. Thank you to Mr Supperstone and Ms Barker for arranging this exchange!

Jane and Isabella 10R

Year 10 trip to Valencia, 1st– 4th April

We were fortunate enough to go on the residential trip to Valencia this year, and absolutely enjoyed it from start to finish. During the four well-spent days, we went to an art gallery which featured stunning artwork by the renowned local artist, Joaquín Sorolla, who specialised in coastal scenery. We also took a trip to the beach right by our hotel, and visited both old and modern markets and malls while walking through the picturesque streets of Valencia. Two of our favourite activities were the flamenco workshop, where we got to wear traditional dress and practise the dancing, and the paella making workshop, which was situated in a beautiful orchard.



From seeing the famous orange trees, to the information-rich museums, and even the hotel, there are many things that make it hard to pick a favourite, but if I had to, it would be the intricate architecture at the City of Arts and Science. We learnt a lot about local culture during the trip, and we came out of it with more confidence in our Spanish speaking skills, particularly in ordering and asking questions, thanks to the independence we were afforded.

Anushree M, Year 10

Year 7 Château Beaumont trip to Normandy.

This trip, now in its 11th year, took place in June 2025. Here is an account of 2024's visit:

We left school at 4am on Monday, travelling by coach and ferry from Poole to Cherbourg, arriving late in the afternoon.

Tuesday was a full day at the cultural sites of Mont St. Michel and the old walled city of St Malo. On each trip, we had guided tours in both French and English given by the wonderful Château staff.

Wednesday morning was spent practising our French in the authentic market in the beautiful Norman town of St Hilaire du Harcouët. Students loved speaking and understanding French!

On Thursday morning, we visited the oldest standing castle in Europe, the 11th century Norman castle at Fougères, and had a fascinating tour. Wednesday and Thursday afternoons were spent doing activities such as fencing, climbing, zipwire, initiative exercises, and 'nightline' in the forest – with added water pistols.

To end the week, we stopped off at the Landing Beaches at Arromanches (Sword Beach in 1944). The 360° cinema show about the D-Day landings was a reminder of the fraught history of this area, and sacrifices that were made on all sides, by both soldiers and civilians.

P.Haywood,
Head of Modern Foreign Languages





The Linguanaut Magazine: Celebrating One Year of Multilingual Voices in Print

This year, we proudly launched The Linguanaut - a language-focused magazine celebrating the rich mix of cultures and backgrounds at HBS. From articles on mother tongues, to foreign book, song and film recommendations, and even termly puzzles, it's been wonderful to see students from all year groups — and even some teachers - getting involved.

We wanted to create a space for students to share their passion for languages and global cultures so we created The Linguanaut to give pupils a platform to write articles and poems in different languages, and to delve into global traditions, idioms, and linguistic quirks. Our hope was to bring students together and strengthen the language-loving community at school.

We invited students from Years 7 to 13 to submit pieces on any linguistic topic or cultural theme that interested them — including their own language and heritage. The result has been a brilliant mix of cultural snippets and academic curiosities, from how language shapes thought, to how different festivals, food and music are celebrated around the world.

As editors, we poured time and care into each issue — from choosing seasonal fonts to proofreading every article. Hearing classmates say they've become interested in linguistics, or have been inspired to contribute themselves, has made all our efforts worthwhile. The Linguanaut has shown us that language has the power not just to communicate, but to connect, challenge, and inspire.

Sharvari A, Nandita J, Advika R (Year 12)

Como Agua Para Chocolate – The history of cacao and chocolate making in A-Level Spanish

During our study of Como Agua Para Chocolate by the Mexican writer Laura Esquivel, we have been looking at Mexican gastronomy, and were lucky enough to try some in our lesson on Friday! We began by learning about the history of cocoa in Mexico, which was first cultivated by the Olmecs in 1500 BC, up to the 16th

century when Hernan Cortés started trading it with the Aztecs for gold. We discovered how pre-Hispanic Mexican cultures considered cacao to be even more valuable than gold, used for very special occasions only, as well as a medicine, and an energetic restorative used by warriors and soldiers. To test this out for ourselves, Ms Sack brought authentic Mexican chocolate of the "Trinitario" variety for us to try, following her recent summer visit. We made "Xocolatl" the traditional way, with hot water (no hotter than 90°C!) and stirring with a molinillo whisk to create foam – it had such a unique taste. It really opened our eyes to the importance of food and recipes in Como Agua Para Chocolate, as well as the importance of tradition in Mexican culture as a whole. "Estar como agua para chocolate" (To be like water for chocolate) is also a phrase used in Spanish, meaning "to be extremely emotional or furious," just like the hot water needs to be in order to make the hot chocolate. Preparing authentic Mexican chocolate immersed us further in the novel and has made this phrase all the more compelling for us!

Josie B and Zara Z, Year 13 French Reading Club

Since September 2024, Aimah K and I have run a French Reading club, where each Tuesday, we hold a session to read and translate a piece of French writing. This year we have discussed a wide range of topics, encompassing various different aspects of the French Literary world. From the 2010 Haitian Earthquake and MSF's humanitarian response, to the history and development of the French language through comparison of old and modern French romantic poetry, discovering the intricacies of different registers of professional French writing has been both fascinating and inspiring. Some of our favourites from this year have included the poetry of Baudelaire, extracts by Victor Hugo, lyrics by Françoise Hardy, and even the renowned children's classic *Le Petit Prince* by Antoine de Saint-Exupéry. We're so grateful to everyone who has attended our club this year, and those who have been able to share our joy for this wonderful language. This club has most certainly helped us develop our love and learning of the French language, especially thanks to the breadth of articles



that we've been reading. We can't wait to continue the club into the new academic year, and we hope to share more with the wider school community.

Aria N, Year 12

Spanish and French Theatre productions come to HBS!

On Monday 18th November, our Year 9 pupils were treated to a play entitled 'Primera Cita' (First Date), by the Onatti Theatre Company.

The drama was about two young people preparing to go on their first date, with lots of comedy along the way. The play was performed completely in Spanish, and it was wonderful to see the students having an excellent understanding of the language used. Two of our students, Anika T and Alice E-N, even took part in a section of the play. They spoke and performed really well, which added to the fun.

After the play, the actors said how impressed they were with the level of Spanish of the students, particularly after just one year and a term of learning the language. The actors are all looking forward to coming back to perform for us again next year!

H.Ross, Head of Spanish

On Tuesday 11th March during period 4, we had the pleasure of watching a French play titled 'Prendre sa revanche' (Take your Revenge), performed by two French actors who played the roles of Véronique and Hugo. The plot was centred on their attempts to deceive others by selling counterfeit items as genuine, only for them to end up being tricked themselves. Although the play was in French, we were able to enjoy it to the fullest, thanks to the actors' clear enunciation and expressive acting, which further enhanced our understanding of the language. The performance was not only entertaining, but also interactive, as four of us were even given the opportunity to participate in the play, which was very funny for the audience. Overall, it was a memorable and amusing experience, filled with laughter throughout the entire performance.

Samana, Year 8



Music Department

Music at HBS continues to flourish. Across three key areas—the curriculum, co-curricular music making, and enrichment opportunities—there are a host of exciting developments and achievements to report for 2024-25.

St James, Muswell Hill

An annual fixture in the musical calendar has become an October trip to St James, Muswell Hill, to perform a lunchtime recital of chamber music to the elderly members of the church community. The concert is followed by tea and cakes and a chance to chat to the audience, who are always hugely appreciative. This year, a cohort of chamber groups from years 10 and 11 played movements from Schumann's Piano Trio No. 1, Beethoven's String Quartet Op. 18/1 and Schubert's magisterial C major String Quintet.



House Singing

House Singing in November 2024 was only the second iteration of the event, and yet—entirely thanks to the energy, talent and commitment of the student leaders and the very large number (350+) of singers involved—it already feels like a vital and unmissable component of the school's musical year.

This year's Unison Song performances in Central Square's Free Church brought vibrant and, at times, highly theatrical performances from the KS3 choruses of Consider Yourself (Hazel), Can You Feel The Love Tonight (Maple), My Favourite Things (Rowan) and

Colours of the Wind (Willow). These were followed by some polished (and beautifully sung) Part Song performances: Send in the Clowns (Hazel), The Lake Lay Blue (Maple), Everywhere (Rowan), and And so it goes (Willow). The event concluded back in the school's Main Hall with the Solo Song category, which this year (as last), brought repertoire ranging from German and French art song via classic Broadway, to Adele. The standard was uniformly very high. The winners, chosen by the professional adjudicator, Anna Boucher, in this final category were Tanvi P. (KS3), Isoken O. (KS4) and Paradise I. (KS5).

Hazel took the overall crown (for the second year running), so the gauntlet has been thrown down to the other houses to challenge this early dominance in the fledgling event.



Autumn/Winter Concerts

The latter part of the Autumn Term at HBS brings the traditional triple-bill of the Autumn Concert, Winter Concert and the Carols Concert.

The Autumn Concert features most of the school's ensembles sharing their work from the term. This year we heard performances from the ever-expanding Concert Orchestra, both Flute Ensembles, Guitar Ensemble, Junior Choir, Camerata Strings, Brass Ensemble, Jazz Ensemble, and Wind Band (playing the original Rhapsody No.2 on Nursery Rhymes by Mr Chernick).

At the Winter event, the Symphony Orchestra performed Mozart's Overture to Die Zauberflöte and Haydn's Symphony No. 96, 'The Miracle'; the Chamber Orchestra played the rarely heard Suite for Strings by Leoš Janáček; and the HBS Choir and Chamber Choir



sang Benjamin Britten's Ceremony of Carols. Perhaps the highlight of the evening, though, was Y13 student Katie C. 's performance of Vaughan Williams's Suite for Viola and Orchestra. Katie's assured and richly expressive playing did full justice to the music's moving subtleties, and it is always particularly lovely to see—and hear—a young musician so ably accompanied by her peers.



Cantata Concert

This year's January Cantata Concert brought—in a largely unheated and utterly freezing Free Church—a performance by the entirety of Year 7, Junior and Senior choirs and the HBS Chamber Orchestra of Simon Ferris's Ancient Greek-themed music theatre piece, *Philoctetes*. Telling the story of its eponymous hero, a minor character in the chronicles of the Trojan War, *Philoctetes* contains a mixture of choruses, solos and duos. This year, the solo roles of *Philoctetes*, *Odysseus*, *Pyrrhus* and *Heracles* were taken, brilliantly, by Year 9 students *Jemima B.*, *Phoebe T-H.*, *Shubhi N.* and *Olga V.*

Yukine Kuroki recital

One of the highlights of the last year was a lunchtime recital given in the Main Hall by a rising star of the professional piano world, Yukine Kuroki. Yukine won the 2022 Liszt Utrecht piano competition and was a laureate at the 2023 Rubinstein Competition in Israel. She was in London in February for a series of recitals at venues including Bechstein Hall, and brought her technically very demanding programme to HBS for a trial run in front of a friendly and supportive audience. So, one midweek lunchtime, approximately 50 students gathered in the Main Hall to hear a barnstorming, virtuoso recital of Chopin, Liszt and Rachmanino, followed by a Q&A session hosted by our very own Miss Honda. It was refreshing for our

students to learn that Yukine dislikes practising (!), and has a penchant for K-Dramas on TV. Equally disarming was her willingness to sit down and play staggeringly difficult repertoire from memory and on request. The organisers of the event—representatives of the Rubinstein competition—are keen to bring another laureate next year, such was the level of focus and quality of listening in the room. Long may the relationship continue.



Platform Concerts

An innovation in the Spring Term this year has been the inauguration of a short series of early evening 'Platform Concerts' in the Main Hall. Designed as a small step up in formality from the weekly series of Lunchtime Recitals, these events feature soloists, duos and chamber ensembles sharing recent work in a public space to which parents and staff are invited. Impressive as ever was the degree of support shown by the young musicians towards each other's work. This series will run again next year, not least because of the excellent affordance it provides for students preparing for external examinations, and for coursework performance submissions.





Music Department

Bands Night



2025 finally saw the restoration of an event which ran regularly before the COVID-19 pandemic, Bands Night. This involves the Drama Studio being transformed into a vibrant gig venue, and offers an opportunity for the students who rehearse weekly as part of our Rock School programme to showcase their work on stage, with professional audio and a full

lighting rig. This year, nearly 30 musicians took part, playing a thoroughly enjoyable, and highly dynamic mixture of original songs and covers. (There was also an appearance by a student band, with Mr Chernick, Mr Ferris and Mr Haywood joined by Ivor Goldberg and Iain Goodall in a performance of Stand By Me.)

Bands Night will return next year, over two evenings in the Autumn and Spring terms, with more musicians, more singer-songwriters and more highly original band names (looking at you, Paperclip)



Concert Trips

There have been several trips this year to professional concert performances, including an all-Stravinsky programme from the Philharmonia at the Royal Festival Hall; a performance of Berlioz's *Symphonie Fantastique* by the *Orchestra Symphonique de Montréal* at the Barbican; a sixth form trip to see Puccini's *La Bohème* at the Royal Opera House, Covent Garden; and a KS4 trip to *Guys and Dolls* at the Bridge Theatre. Generally, these trips are chosen because of an intersection between the music being performed and works studied at both GCSE and A level. It is always, however, inspiration just to be in the same room as world-class musicians, and the impact these events have on the students attending is palpable.



Choral Society

This year's Choral Society concert in St Jude's Church featured a performance of John Rutter's 'Requiem'. Bringing together a choir of local residents, former students, former staff, current and former parents, accompanied by the HBS Symphony Orchestra and with the choirs and vocal soloists from the school, this is a genuine community event and one of the highlights of the musical year at HBS. The concert also included Gerald Finzi's *Romance for Strings*, performed by the Chamber Orchestra, and a beautiful performance of Elgar's *Cello Concerto*, given by Y13 student Mayuchi O. with the HBS Symphony Orchestra. Mayuchi very movingly reprised the slow movement of the concerto in a special arrangement for strings for the Y13 leavers' event in May, a fitting valedictory gesture from a very special soloist and year group.





This year, students have seen a few changes in teaching staff with Mrs. Israel on maternity leave and Mrs. Jena stepping in for much of the Autumn Term. Since joining the school briefly in November and then more officially in January, it has been a delight and privilege to teach so many gifted students with such intellectual curiosity and a love of learning. This year, as well as exploring a range of religious faiths and non-religious standpoints, students have also been encouraged to develop critical thinking skills, ask big philosophical questions, and reflect on their personal beliefs.

Kindness: A Legacy of the Holocaust Play

In November, Year 9 and the RS GCSE pupils had the opportunity to watch *Kindness: A Legacy of the Holocaust*, a moving and thought-provoking short play. Created by the charity 'Voices of the Holocaust', the play is based on the life of Susan Pollack OBE, a Hungarian Holocaust survivor who was sent to Auschwitz at the age of 13 and then to Bergen-Belsen. The play was a powerful and moving tribute to those who perished, and also gave a valuable lesson as to how prejudice and discrimination can escalate into extreme hatred and violence when left unchallenged.

Y11 students commented:

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“It was a very moving play that echoes the traumas of the past and teaches us a very important lesson. It was extremely well-written and produced: the actors and stage crew were skilled and the production was cohesive.”

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Susan herself was present at this performance and said a few words at the end of the play. The main message of the play is simply that 'kindness' is the only response to human suffering. As Susan says in the play, the abiding question for her is not 'where was God?' in Auschwitz, but rather 'where was man?'



Credit: 'Voices of the Holocaust'

An Impromptu visit for Y10 RS Students!

Just before the Easter Holidays, some of our Y10 RS students went on a very local trip that focused on developing an understanding of Christian belief and practice, part of their GCSE studies. We visited three very different places of worship: the Free Church, St Jude's and the Quaker Meeting House situated just next door on Central Square. Though each community shares a Christian foundation, their beliefs, practices and ways of expressing faith vary widely. Our trip helped us see how faith can shape action, attitude, and atmosphere in everyday life.

The Minister, Rev. Aled Jones warmly welcomed us into the Free Church, and began by explaining the decor and features such as the baptistery as and the font, showing a variety of beliefs regarding baptism even within one church. He explained the history of the establishment of all three places of worship, and contrasted aspects of the building with St Jude's, located just across the square. He also explained the range of activities run by the church as it engages with the local community. Indeed some of our students regularly meet and support local residents by giving advice as part of their 'Tea and Tech' group on Tuesday lunchtimes.

St Jude's is regularly open to the public and although we did not meet Rev. Em Kolltveit on this occasion, we were still able to learn a lot about community worship at the church by looking at the features of such an



Religious Studies Department

impressive building. It was evident that music is the heart of the church, and our school's organ scholar, Phoebe, was able to give us some further insight into this as we were treated to one of her practice pieces. Various sacred objects were covered in purple cloths – the liturgical colour for Lent in the Christian calendar. The 'high church' features of the building, such as the stained glass windows, crucifixes, the Stations of the Cross, and the High Altar were also explained. We were encouraged by the many links with the community and the inclusive message given outside the church building:

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"Whoever you are. Wherever you are from. Whatever you believe. You are welcome here."

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Our final stop was the Quaker Meeting House, where we happened to meet one of the Friends, Mrs. Jean Jenn. She was working on a beautiful garden which extends all the way to Big Wood, with the intention of providing a peaceful space for visitors to enjoy and nature to thrive in. She welcomed us into a very different place of worship where intentional silence promotes a focus on listening in prayer. We also learned how Quakers are encouraged to actively promote peace, climate justice, and equality.



An Unexpected Visitor for Year 7!

The best resources we have in Religious Studies are often the children themselves. Sometimes, members of staff also offer to share aspects of their faith and its expression. This term, as part of our study of Buddhism, Year 7 students had the opportunity to pose questions to one of our caretakers, Mr. Gallin Hornick, about his life as a practising Buddhist monk from the Mahayana tradition. He gave an extremely insightful talk that helped students to recognise the diversity within the religion and the range of beliefs about the Divine.



**Mrs K Eyres,
RS Subject Lead (Maternity Cover)**



This year, the Biology Department has offered a range of enjoyable learning opportunities and extracurricular clubs. Students also continued their study of Biology externally, with essay competitions and research. Additionally, they took part in national competitions (such as the Biology Challenge, Biology Olympiad and Biology Intermediate Olympiad) which tested the biological knowledge of students in Years 9, 10, 12 and 13. We were hugely proud of the fact that all students in Years 9 and 10 were awarded a certificate. Many of our students in Years 10-13 have also had a fantastic year, taking part in the Cambridge Biology Challenge which allowed them to think about questions such as 'Does Behaviour Fossilize'. We are eagerly awaiting the final Round 4 results as one of our teams finished in fifth place out of 788 teams at the last round

Trips

In July, Year 7 will be going to Kew Gardens for a Biology and Art cross-curricular trip where they will have a workshop to learn more about the role that plants play in rainforests, one of the most diverse and complex ecosystems on Earth. They will also have the opportunity to observe plants in Kew to take part in a photography competition led by the Art department.

Year 12 were lucky to go on various external trips this year. Attending Biology in Action gave pupils the incredible chance to hear from renowned biologists and experts covering a wide range of topics; these sparked curiosity and have inspired many students to pursue their existing research passions as well as new areas of interest.

In May, Year 12 Biologists visited Epping Forest on two consecutive days to practise sampling techniques commonly used by ecologists in a real-life context. The trip was an invaluable chance to gain hands-on experience and apply their classroom learning. Students worked very hard to catch an impressive number of woodlice and newts as well as examining the forest for signs of succession.

Student-led initiatives

The mentoring programme, through which Year 12 students volunteered to provide guidance and support to their younger peers, has continued. This helps younger students navigate the complexities of their studies, whilst also creating a strong sense of

community and collaboration across the department. In December, the Biology prefects organised various informative and engaging revision sessions for the Year 11s. It allowed students to exchange advice, revision tips, top tricks, and personal hacks. The prefects also ran an Art in Biology competition, open to all, and received some stunning submissions, which are currently on display.

Extra-curricular activities

Dissection club was well attended and students dissected a different organ each week including hearts, kidneys and lungs. Earlier in the year, Biology students across the school thoroughly enjoyed attending weekly sessions of Biology Society. Huge thanks to the Year 12s who set this up.

The HBS Medical Society is also led by Year 12 students and it is one of the most popular clubs in the school. They plan a range of different activities, from discussions and debates about medical books and current affairs in healthcare, to article workshops. Students can also showcase their passion and innovation by giving presentations, allowing them to develop skills and giving them a chance to share their knowledge with others. This year MedSoc leaders have also done a training course to allow them to run the Empathos fellowship.

Gardening Club has continued to run this year. We started the autumn term by planting spring bulbs in pots. As always, it brought a smile to the faces of students and teachers when they started to bloom, signifying the end of winter. Upstairs, inside and outside Lab 8, we are also propagating a range of house plants, garden flowers, and herbs.

In conjunction with the Green Team, members of Gardening Club got involved in a local community tree planting project at Mutton Brook. We hope that current Year 12s will be involved periodically in taking part in monitoring the tiny forests which we planted and that students of all ages in the Green Team and Gardening Club will be involved when the next local tiny forests are planned.

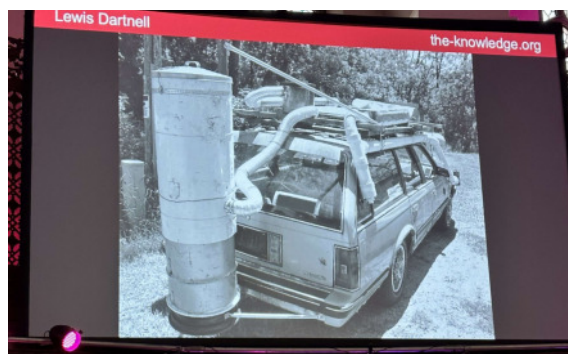
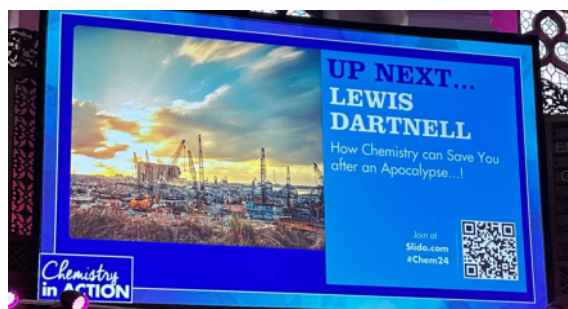
Ms Price, and Miss Moore-Bick and a big thank you to Ms Manorahan who was also helping every week for most of this past year.



Chemistry Department

There were numerous exciting trips, events, competitions, and challenges run by the Chemistry Department over the past year. A record number of Year 12s attended the 'Chemistry in Action' Lecture Day held at the Emmanuel Centre (see student reviews below). An equally impressive 85 out of 104 Year 10 students participated in the GCSE equivalent held at the Apollo Victoria Theatre. The inaugural 'Pioneers in Science' competition was run by our excellent Year 12s and the HBSchemist magazine (2024-25) was sold out soon after release. In addition, the results of the fiendishly perplexing Cambridge Chemistry Challenge were announced, and one amazing Year 12 student single-handedly initiated, organised and oversaw the new-to-HBS KS3 CREST Awards in Science.

On a chilly but bright day in December, Mr. Sadiq and Dr. Amon met 67 eager Year 12 Students outside the unassuming Emmanuel Centre in Westminster. Once inside, the true wonders of the Grade II listed venue became evident. Built in 1926 by the renowned architect Herbert Baker, it served as a meeting place for Christian Scientists. In 1997, it was purchased by the Emmanuel Church and although used as a church, its main hall serves as an excellent venue for lectures and talks. The day was hosted by Greg Foot (renowned Science Journalist and TV presenter), and consisted of four thought-provoking lectures exploring various applications of Chemistry. In addition, the new 'Pathway to Chemistry' panel discussion gave our students an invaluable insight into the various career opportunities in the broad field of Chemistry.



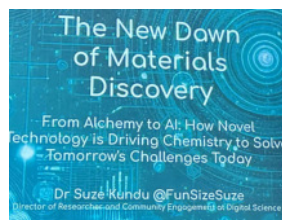
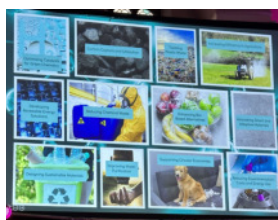
Chemistry in Action – Mon 2nd Dec 2024

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"I particularly enjoyed the energy and enthusiasm of all the speakers, whose engaging presentations captured my attention and encouraged a more inquisitive approach to Chemistry. For me, the highlight of the day was the panel discussion where three chemistry professionals from wide-ranging and diverse areas were interviewed. They recounted their own academic journeys and career pathways. It was really thought-provoking as I was made aware of potential careers I hadn't previously considered. I also felt reassured that a successful future in whichever profession one chooses, doesn't have to follow a linear, pre-defined route"

- (Erin, Year 12)

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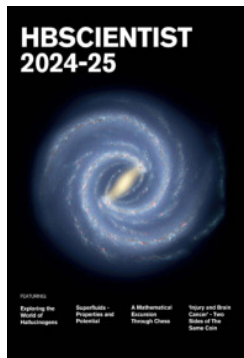
A large group of students, mostly girls in hijabs, are seated in a theater. They are looking towards the camera. The theater has a green and gold patterned carpet and a blue and gold patterned ceiling. A bright light source is visible in the upper right corner.

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Chemistry Department



And in other news...

Dr. Amon oversaw a team of enthusiastic Year 13 scientists as they designed, edited, and published the 2024-25 edition of the HBScientist Magazine. This covers a range of STEM disciplines including Chemistry, Biology, Physics, Psychology, Medicine, Mathematics and Computing. It features

well-researched, original articles, scientific facts, and jokes. We actively encourage wider reading across the Sciences as it develops a deeper interest and engagement, as well as an awareness of academic research. The HBScientist magazine allows students of all ages easy access to some interesting and thought-provoking scientific studies.

The results for the 2024 Cambridge Chemistry Challenge were released. 49 of our Year 12 Chemists sat the challenging paper and achieved superb results (8 Copper, 19 Silver and 18 Gold Certificates). Thanks to Ms. Mehta for organising this extracurricular opportunity and for the Chemistry Department for marking the papers. Students will be sitting the next Chemistry Challenge at the end of June 2025.



Cambridge Chemistry Challenge Lower 6th

Biochemistry Society is co-ordinated by committed Y12 students and features fascinating presentations on cutting-edge Science as well as thought-provoking debates on current ethical controversies. It is aimed at fostering awareness of recent scientific developments and key questions as well as preparing students for university interviews, where they will be asked to discuss scientific issues with confidence.

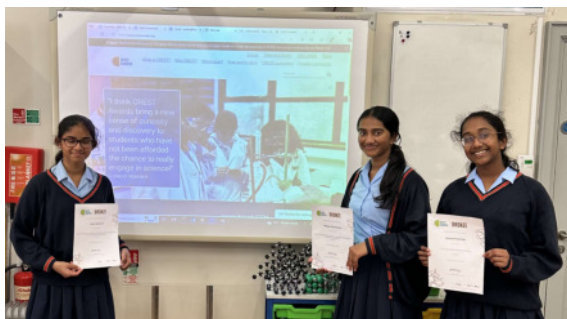
This year also featured Biohacking and Biodesign Club for the very first time. It was co-ordinated by three extraordinarily enthusiastic Year 10 students for Year 7 pupils, and featured only the coolest science experiments, ranging from building lava lamps and growing crystals to making non-Newtonian fluids and bioluminescent slime.

KS3 Bronze CREST Award in Science – a real tour de force!

Last, but certainly not least, we would like to make special mention to Sharvari in Year 12 who single-handedly set up and co-ordinated the KS3 Bronze CREST Award in Science. This was a huge undertaking, but she made sure a Google Classroom was set up, students were interviewed, research aims and deadlines assigned, final projects assessed, and results uploaded. A truly outstanding effort – well done!



The Bronze CREST awards program is an impressive qualification to have especially for students that are interested in practical science, as it allows them to demonstrate their enthusiasm and pursue scientific interests outside of the classroom. Students had to make a formal application, and successful applicants had to develop and work on their own scientific projects, either independently or in small groups. They documented each stage in a professional write-up which was assessed. Successful KS3 students received an impressive Bronze Award certificate, which can be upgraded to Silver or Gold if further scientific work is carried out in the future.





Throughout the 2024 - 2025 academic year, the students at The Henrietta Barnett School have continued to thrive in the fields of Physics and Engineering. The tradition of curiosity both in and outside of the classroom has continued to allow students to excel in a multitude of competitions, and initiatives. HBS pupils have also shown excellent scientific communication skills, both working in group projects and through presenting complex ideas within Physics society. The students should be proud of their achievements and reflect positively regarding their overall development throughout this academic year.

This year, we conducted a Physics Society during lunchtime for pupils in Years 10-13. At the start of the year, several members of the sixth form delivered presentations on their interests within physics. We were delighted by the range of topics including space, quantum applications, partial derivatives, vectors, and more.

Moreover, we had the privilege of hosting Dr. Florian Koller talking about plasma from the Sun, and how it interacts with the Earth's magnetosphere. Dr. Florian Koller is a postdoctoral researcher, currently working at Queen Mary's University London.

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"This was a wonderful opportunity for the physics enthusiasts in our school to learn more about research which goes on in Physics, beyond university! My favourite part of the talk was on the stellar wind... and the resulting geomagnetic storms."

- Tanishka P and Sharvari A - Year 12

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At the beginning of the year, twenty Year 12 students from HBS attended Education in Action's annual 'Physics in Action' day. This event featured a series of lectures covering a diverse array of topics, including quantum photonics, the Coriolis effect, ultrasound applications, and neutrinos. The students demonstrated their interest in physics and engineering, engaging actively with the speakers by posing insightful questions.

We were lucky enough in the department to host Charlotte Ghahramani, a second year Physics student from Imperial College London. As part of a university

project, she came and delivered a number of well attended interactive Computing for Physics workshops. Each week students were shown and were able to manipulate code intended to interpret Physics data, simulate physical situations and more. Students who attended developed invaluable skills, especially in the pursuit of science in their further education. Charlotte openly provided access to all of her code, in addition to some future coding project ideas, allowing all students to develop their own coding-based Physics projects should they wish.



This year has been no exception for our participation in the British Physics

Olympiad (BPhO) Challenges and competitions. The BPhO, a charitable trust, organizes a series of problem-solving challenges designed for physics enthusiasts across the country. These challenges extend beyond the curriculum, requiring problem-solving skills that stimulate inquisitive minds to think more broadly about the applications of their physics knowledge. Students with a passion for physics and love of problem-solving are encouraged to take part, fostering a deeper love for the subject.

This year, seven pupils took part in the BPhO Round 1 competition (Y13); twenty-four pupils competed in the Senior Physics Challenge (Y12). In key stage four all pupils who took part in the Olympiads scored at least a Bronze Award, ten pupils participated in the Intermediate Physics Challenge (Y11), and an outstanding forty-four pupils took part in the BPhO Junior Physics Challenge (Y10). The top accolades in each competition were awarded to Siyona B (Y13), who achieved a Top Gold Award and qualified for the BPhO Physics Round 2 in which she scored Silver, an incredible achievement when competing against the top 5% of entrants nationally. Jessica Y (Y13) achieved a Gold Award in the Round 1 competition. From Y11 both Diya D and Xuqi C achieved Gold Awards in the Intermediate Challenge. Junior challenge (Y10) Gold Awards were achieved by Hannah A, Adya J, Dhriti M, Freya M, Nashid N, Ananya P, Agrima T, Jiya T, Arisha S, Shivaty S, and Nidarshanaa V. Although these accomplishments underscore the dedication and



Physics Department

excellence of our students in the field of physics, the primary achievement lies in the students' reported enjoyment of being challenged and developing their critical thinking skills.

The passion, coupled with a desire to share their enthusiasm for science and engineering with others, has led to several student-led initiatives. These initiatives and competitions have not only fostered a deeper interest in engineering and science among the students but have also provided valuable opportunities to develop their problem-solving, collaboration, and leadership skills.

In February, six Physics students from Year 12, Jay M, Caris C, Sharvari A, Rhianna E, Celine S and Divya S, designed and built a Physics puzzle based safe, for the annual Weizmann Get Cracking (safecracking) Tournament. Students compete to see who can crack the most safes using their A Level Physics knowledge, whilst also defending the design and theory behind their own Physics puzzles. Some students have since used this project to independently gain a CREST award.



“

"Following months of hard work designing, and constructing our own safe, we all had a great time attending the competition! We were thrown into a world of problem solving which encouraged us to think outside the box. Points were awarded for a cohesive design narrative, with our group, Team Fort Knox, wearing matching outfits linked to the theme of our safe."

- Rhianna E and Sharvari A - Year 12

”

In September, Sharvari A (Y12) set up the Astronomy Society, running a range of fun theory and practical based astronomy workshops for pupils of all ages. In the Summer Term the International Astronomy and Astrophysics Competition has been pursued through the astronomy club, encouraging those interested to challenge and expand their knowledge.



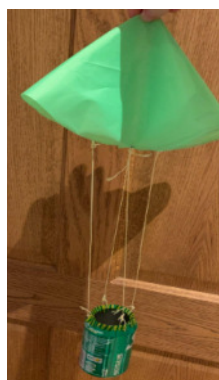
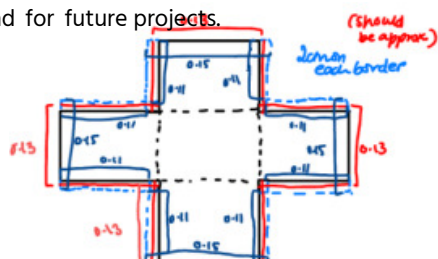
In the Autumn term, a group of Year 13 students, Manasvi K, Riona P, Rhythm C and Vedhika M, reinstated the UK Space Design Competition (UKSDC) ioclub to coordinate the entry into the national competition. This club

involved groups of pupils designing and presenting their plans for specification-led, research-informed practical space stations and transports. Selected pupils, Arshia C, Janhavi J, Yaesha P, and Divya S, (Y12) and Anoushka B, Romane H, and Ishita C (Y11), based on a range of required skills, attended Oxford Brookes University for an intense thirteen-hour day of designing and presenting to a panel of judges. The HBS team was integrated into a larger "design company" with multiple departments. The students represented the school admirably, with nearly all HBS participants being elected as department leads, overall company leaders and key presenters. The collaboration and leadership skills demonstrated throughout the day highlighted the maturity and diverse skill set of HBS pupils.

Two Year 12 teams, Team Stellar: Sharvari A, Sindhia R, Helia N, and Erin C, and CelestiX: Keerthana M, Tanisha C, Praanvi D, Arshia C, and Fayha A, entered ESA's CanSat competition. The students designed and built their own simulation of a real satellite, able to collect valid data, integrated within the volume and shape of a soft drink can. Although unable to attend the launches, this opportunity to have practical experience working on a small-scale space project, from the design and build process, working to technical specification criteria and deadlines, and acting on expert feedback as a group, reflect



processes and skills required by the engineering industry, sets the students in good stead for future projects.



ACCORDING TO THE INSTRUCTIONS
used nylon thread
and only one piece of fabric



stitching
= rubber

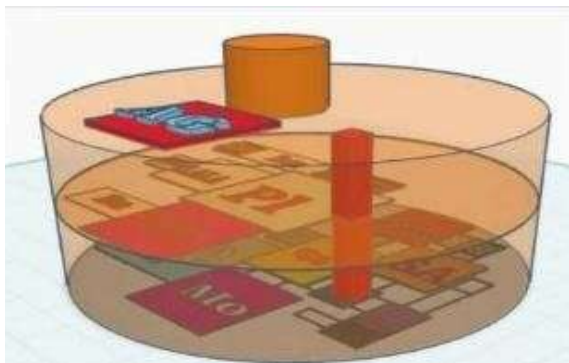
JANSEN DESIGN: CROSS



SHILA PRINCE OF ...

The Spectral Seekers team entered CERN's Beamline for Schools competition, requiring them to produce a formal scientific report for a novel particle accelerator experiment. Their proposal titled, Determining the Chemical Compositions of Jovian Zones, was a collaborative report composed by Sharvari A, Tanishka P, Janhavi J, Caris C, Rhianna E, Fayha A (Y12) and Anna R (Y13).

Other external opportunities such as Team Enceladus Vanguard's submission to the European Space Agency's project Moon Camp, further highlight the tenacity of HBS students in finding external opportunities to stretch and challenge their use of Physics beyond the classroom.



These fun competitions and clubs not only allowed students to delve deeply into scientific subjects of interest but also honed their research, presentation, and public speaking skills in a low-stakes environment. The enthusiasm and dedication shown by all those involved underscores the vibrant intellectual culture at HBS.

Ms K Morris, Head of Physics



A Year of Sporting Spirit and Success in PE!

It's been another incredible year for Physical Education at our school, filled with passion, progress, and unforgettable moments. From high-level competition to house spirit, students across all year groups have thrown themselves into every opportunity with determination and enthusiasm.

Endurance, Energy, and Inspiration

This year, our students proudly represented the school in a variety of cross-country events, showcasing their stamina and commitment. A standout highlight was the Mini Marathon, held along the iconic Mall the day before the London Marathon. This exciting event gave our students a taste of the electric atmosphere that surrounds elite competition — an experience many described as “inspiring” and “unforgettable.” We hope it sparks a long-term love for distance running among our budding athletes.



Football: Raising the Bar Every Season

Our footballers took on some tough opposition in this year's school league — and they rose to the challenge with style. Across all year groups, our teams demonstrated incredible progress, discipline, and tactical understanding. The standard of football continues to rise, and our players continue to impress both on and off the pitch.



Inter-House Competitions: Where Rivalries Shine

Our dedicated Sports Prefects have done a phenomenal job this year, organising a vibrant series of inter-house competitions. Students from Years 7–12 brought their A-game in fiercely contested netball tournaments, proudly representing their houses. Congratulations to our champions:

- Year 7 – Willow
- Year 8 – Hazel
- Year 9 – Hazel
- Year 10 – Hazel
- Year 11 – Hazel
- Year 12 – Maple



The Staff vs. Sixth Form netball matches returned with 2 matches, which had their usual flair and plenty of competitive spirit. These games are a brilliant way to celebrate community and give our Sixth Formers a final chance to shine on the court.

Creative Energy in Dance

The Year 7 and 9 Dance Competitions lit up the Spring Term with a burst of creativity, confidence, and collaborative talent. Using a themed stimulus, students choreographed and performed original routines — and Year 9 even created their own backdrops, adding a visual dimension to their storytelling.

The term concluded with our Annual Dance Showcase, where winning groups, soloists, and smaller ensembles wowed the audience. This event is fast becoming a highlight of the PE calendar, offering a platform for artistic expression and building confidence across the board.



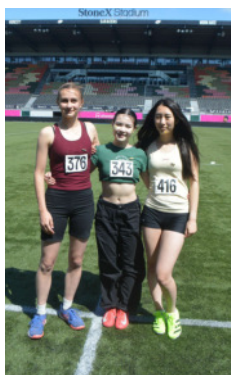


Summer Term Showcases: Sports Day, Rounders & More

As the sun came out, so did the house spirit. Our traditional House Picnic set the tone for a competitive and community-driven end to the year. The atmosphere at Sports Day, held at the impressive Stone X Stadium, was electric. Students took part in a

variety of events — from track and field to rounders, football, ultimate frisbee, and the ever-popular tug of war.

Standout individual performances and unwavering teamwork made the day one to remember. This year's overall winners? Willow — congratulations!





Sport and PE





Rounders: Strategy Meets Action

Don't be fooled by its laid-back appearance — rounders demands sharp thinking, smart positioning, and lightning-fast reflexes. Our Year 7 and Year 10 teams were crowned champions in their respective tournaments this summer, while lessons have been filled with intense games, often decided by just half a rounder!

Looking Ahead

This year has shown just how much our students can achieve with passion, effort, and teamwork. Whether it's in competition or collaboration, every event reflects the spirit and strength of our school community. We can't wait to see what next year brings!

Jessica Rodwell
Head of PE & Key Stage 4





Volunteering

A Year in the Life of The Henrietta Barnett School's Student Volunteer Group

Over the past academic year, an amazing group of students from Years 9, 10, and 11 have been quietly but powerfully transforming corners of our community through their work with the school's Volunteer Group. Their dedication, energy, and drive have not only brought smiles to faces but have also built bridges between generations and institutions.

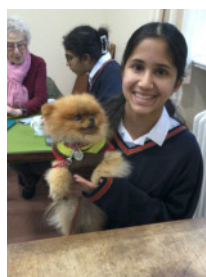
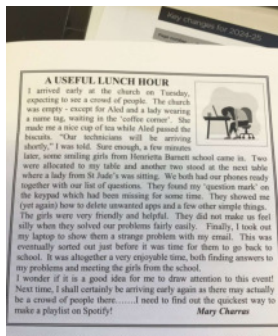
Every other Friday, student volunteers took to the gardens of St Jude's Church where they weeded, trimmed hedges, and helped to maintain the outdoor space. Their consistent efforts made a visible difference to the church grounds; for some, it was a new experience that built practical skills and a sense of teamwork. Over time, the group has worked efficiently and confidently, turning a simple task into an opportunity for service and connection with the wider community.



Once a month, the Volunteer Group hosts 'Tea and Tech' sessions for local residents in partnership with The Free Church. These events offered help with phones, tablets, and computers, alongside cups of tea and plenty of biscuits.



The students provided support with everyday tasks such as setting up apps, sending emails, or managing settings; this has helped participants to feel more confident in using digital devices. These sessions not only provided technical support, but the friendship and discussion that evolved has been priceless.



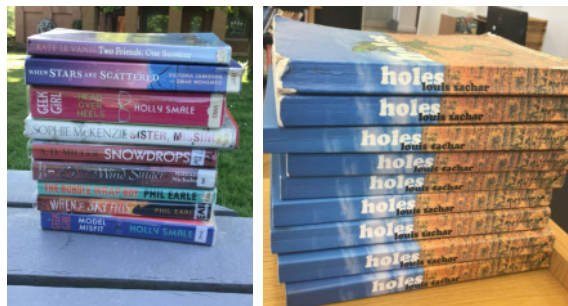
In partnership with a local primary school, volunteers have led monthly Book Banter sessions with Year 5 pupils. Together, they explored a selection of rich and thought-provoking texts: *Holes* by Louis Sachar, *The Canterbury Tales* (adapted for younger readers), and *Coram Boy* by Jamila Gavin.

The sessions were interactive and discussion-based, encouraging the younger pupils to engage further with the themes and ideas in the stories. The older students



helped guide conversations and designed accompanying activities to bring each book to life.

Alongside Book Banter, the volunteers also ran a monthly Study Buddy programme for many of the same Year 5 pupils. These sessions have focused on English, music, drama, maths, classics and Spanish, and are designed and delivered entirely by the student volunteers.



In English, pupils explored spine poetry using book titles; in music, they learned to sing in parts and rounds; and in Spanish, they picked up basic vocabulary and phrases through games and interactive tasks. These lessons were fun, educational, and tailored to spark curiosity and creativity in younger learners. We are looking forward to the last three sessions in the latter part of the summer term.

Twice a month, a smaller team of volunteers returned to St Jude's Church to help digitise archival material from the World War years. This project is part of a long-term effort to build a virtual museum in order to preserve the area's history, and it has given students experience in scanning and cataloguing letters and historical documents.

One of the more colourful tasks this year was the restoration of Henrietta Barn Owl, a large sculpture originally created as part of the North London

Hospice's Owl trail from summer 2024. Henrietta was donated to the school and featured at the St Jude's Prom last summer. Volunteers from Year 9 repainted the owl and she can now be found in her new permanent home in The Hub.



As the academic year draws to a close, it's clear that the Volunteer Group has made an impact on the community, including the individuals they have worked with, as well as themselves. From classrooms to gardens, archives to art, they have shown what can be achieved with commitment, creativity, and compassion.

The group's projects have not gone unnoticed. Local organisations, partner schools, community members, and visitors to the Holocaust Centre have all expressed deep appreciation for the students' hard work. With more opportunities planned for next year, the future of the programme looks bright.





Well-Being and PSHCE at HBS 2024-25

The Health and Well-Being Hub is the physical embodiment of our well-being offering at HBS and, in its second year, feels firmly embedded as part of the School. The building offers first aid and medical care, and counselling rooms as well as the main 'Hub' which is ideal for a variety of well-being activities, and a quiet, calm space for those who may need it at particular times in the day.

The team of Well-Being prefects have played a really important part in spreading awareness about positive emotional well-being, running lunchtime activities as well as the peer mentoring programme in which they take on the 'big sister' role to younger students on a one-to-one basis.

They also ran the annual Well-Being Week, which comprised a range of well-being events including a silent disco, board games event, creative 'soul painting' and yoga.



The prefects created material for tutorial time and International Women's Day and led assemblies on embedding positive habits.

The Week also included a session on period positivity, with students able to collect free reusable sanitary products and receive advice on different types and ways to manage difficult periods. In addition to these events, a number of external speakers came in to deliver talks to different year groups: a representative from BICS on managing exam stress, Leanne Spencer on preventing burnout, and Jas

Schembri-Stothart, on being an entrepreneur. Jas also spoke about the app she co-founded, Luna, which provides advice on well-being for teens. The finale of the week was the Well-Being Fair with stalls run by each year group. All the events raised over £790 for the Caring Hearts Fostering Agency.



For the PSHCE Department, the year has been as wide-ranging as ever. The aim of the curriculum is to equip students with the knowledge, skills, and self-confidence to lead healthy, responsible, and fulfilled lives. Topics include mental health, first aid, healthy relationships, radicalisation, study skills, drugs and alcohol, critical thinking, friendships, finance, work experience, taxation, and healthy eating, amongst many others. In addition to the lessons delivered by HBS staff, the students always enjoy sessions delivered by external organisations. This includes a session on online safety for Year 7 (and parents) from Childnet and workshops for our KS4 students from Stand Up Education (an interfaith programme) on race and religious discrimination, extremism, and misinformation. The Year 10s also end their year with yoga and self-defence. The Sixth Formers cover similar topics in form time through sessions on the 'Journey of Life' and enjoy a carousel of speakers in their Life Skills programme on Friday afternoons.



In keeping with the school's ethos of equality, inclusion and celebration of diversity, a number of events have taken place this year via the PSHCE and extra-curricular programme. In particular, all students and staff received training from Hemisphere Education, a digital training programme designed to disrupt bias and inform behavioural change. This year the focus has been on the experience of Black students, and future years will focus on the experience of South Asian students and of Jewish students. There have also been some fantastic events led by the Diversity prefect team including an international food fair, Cultural Diversity Day (complete with a fashion show), assemblies on a range of themes relating to diversity, and the School's first celebration of Holi, the Hindu Spring Festival.

The PSHCE programme, in conjunction with so many other aspects of school life (such as the tutorial programme, assemblies, extra-curricular activities, and clubs), helps to contribute to the personal development of our students, running alongside and complementing the academic curriculum.

Claire Leek
Assistant Head
(Pastoral and Personal Development)





The Head's Address to Leaving Year 13 students Delivered at Leavers' Assembly in St. Jude's Church, Friday 2nd May 2025

Good morning everyone: to our Year 13 parents, our staff and, of course, to our Year 13 leavers,

First of all, I would like to thank you for letting me share in this important moment. I am a latecomer to your time at the school and it feels a bit like arriving in the last mile of a marathon, when the hardest yards – of dedication, of preparation, and of aspiration – have already been run. For even in this short time, it has been clear to me how remarkable you are as a year group: full of talent and ambition, yes; but also thoughtful, kind, enlightened, and quietly determined. It is also clear that you are... ready. Ready for what comes next.

That you are on the cusp of your independent futures – and are ready to face the challenges and opportunities which lie ahead with maturity and resilience – is a thought which may very well be unnerving for your parents sitting here today – but I hope it is one which fills you with exhilaration. Having said that, I know that any excitement is likely mingled with the poignancy of an event which marks the end of your time here at HBS; or even a sadness or trepidation at leaving the daily routines of the familiar: the classrooms and corridors, the staff and support – and the priceless friendships and embrace of the school community.

Today is not an ending, though: it's a threshold. It's the moment when everything you have learned and absorbed here – the values of curiosity, of kindness, of authenticity – is primed to carry you confidently into the imminent challenges of exams and the longer-term buffets of university, careers, and all which life brings your way. There will be many moments in the weeks, months, and years ahead where you will find yourself drawing upon your HBS experience, whether it be habits of study, modes of communication, competencies in leadership, flexible skills – or, more simply, the long-remembered wisdom of the teachers who most inspired you.

When I arrived at the school in September, I quickly scanned the walls of my new office, considering what, of the existing artwork, I wanted to keep and what I wanted to discard. Two of the paintings I consigned to

my cull were, in my view, rather insipid watercolours; however, upon closer inspection, I could see one bore the signature of our founder, Henrietta Barnett herself, who was a keen painter throughout her life; and the other seemed to have her name on it, suggesting it had been one of her possessions. Feeling a bit sheepish but undaunted at the prospect of shelving works created or owned by our esteemed founder, I duly lifted them off the wall – and as I did so, I discovered something wonderful underneath one of them – this one, here. For glued to the back of this particular painting is a letter.

This letter is from a woman called Octavia Hill to someone she addresses as "Dearest Yetta", and the letter is over 150 years old – it is dated January 24th, 1873. Octavia Hill, the writer of the letter, was a pioneering Victorian social reformer, born in 1838, who dedicated her life to improving housing, green spaces, education, and social conditions for the urban poor – she is perhaps most well known for being a co-founder of the National Trust. Although overshadowed by male counterparts at the time, the importance of her legacy has rightly been revisited in recent years; you will even find her portrait in pride of place in the refurbished National Portrait Gallery. The 'Dearest Yetta' to whom she is writing her letter is her female pupil, protégée, and follower in social and educational reform Henrietta Rowland – who would become none other than our founder, Henrietta Barnett – and Octavia Hill is writing to Henrietta in 1873 to congratulate her on the occasion of her marriage to Samuel Barnett, a priest. In her letter, she writes:

“

"Dearest Yetta,

I send a small gift for the new house for you both. I thought it would bring thoughts of life and spring-time... But all that makes spring blessed; life and loveliness, sense of growth, of sunlight from above, and all the mystery of future life hidden in the folded buds of the present – all this you take with you in yourselves to that dear and wonderful new home. May Spring in this sense be with you both not only now in the opening life, but on and on eternally, lighting you through the long years and beyond them. I am, ever faithfully yours, Octavia Hill"

”



It is often contended that Henrietta Barnett's choice of husband, Samuel Barnett – by all accounts a quiet, thoughtful, and mild-mannered man in contrast to the confident and dynamic Henrietta – was a means by which she could – within the restrictions of Victorian social expectations for women – continue her radical reforming work in improving the lives of the London poor. As a wife – but the wife of a man who would not stand in her way – she could wield more power and influence than as a single woman or the wife of someone more forceful. Whilst I think this interpretation is rather uncharitable on the talents of Samuel Barnett and on the real affection and love which was between them, it is no doubt the case that some of Octavia Hill's pleasure in Henrietta's marriage was her knowledge that she would be able to persevere in their important work on social reform and empowering others – albeit in a new home in East London.

I am, of course, extremely glad and sensible of the changes in the intervening 150 years between then and now which mean that all you young women here today can seek leadership and influence without needing to be tied to masculine credibility; which have allowed you to study at HBS and pursue academic and personal excellence in diverse ways, free of gender stereotypes and with the justifiable expectation that you will be in a position both to live fulfilled lives yourselves and also to change others' lives for the better without a glass ceiling. I would counsel you never to lose sight of the challenges and fragilities which still exist to these hard-won freedoms and to make the consolidation and protection of them integral – in whatever way – to your conduct and accomplishments in your futures.

However, this context aside, there is surely something resonant today – here – now – in Octavia Hill's words to her friend and pupil – as she let go of her to a new life – proud of her potential and wishing her success and happiness in all her future endeavours. And therefore, on behalf of the school, on this beautiful Spring day, I would like to conclude by wishing you well – and by paraphrasing Octavia Hill:

HBS will always be your school. We send our warmest thoughts and wishes to you as you take your exams this summer and then leave us for exciting futures, and we look forward to hearing about your inevitable accomplishments and successes. And:

“*All that makes spring blessed; life and loveliness, sense of growth, of sunlight from above, and all the mystery of future life hidden in the folded buds of the present – all this you take with you to that dear and wonderful new home. May Spring in this sense be with you both not only now in the opening life, but on and on eternally, lighting you through the long years and beyond them.*”



114 Nottingham Place W.
Jan 24th /73

Dearest Gertie,

I send a small gift for the new home for you both. I thought it would bring thoughts of life & spring - hints to the East End. - but all that makes spring blessed; life & loveliness, sense of growth, & of sunlight from above, & all the mystery of future life hidden in the folded buds of the present. - all this you take with you in yourselves to that dear & wonderful new home. - May spring in this sense be with you both not only now in the opening life, but on & on eternally, lighting you through the long years & beyond them.

I am, ever faithfully yours
Octavia Hill.

Clubs at HBS – A Story of Creativity, Collaboration and Commitment



By Year 12, you get used to routines – lessons, homework, the occasional free period. But the best parts of my week often happen in the in-between spaces. Not the quiet study sessions or the rush to finish homework, but the lunchtimes I've spent in rooms that aren't classrooms, with people who aren't just classmates, talking about things that aren't going to be on any exam or pop quiz.

Clubs and societies aren't some big commitment. They're just something you show up to, usually with a sandwich still in hand, because you're interested – or at least curious. And that's precisely the point. No formal applications, no annual membership programs or family discounts, no fancy dress codes – just a casual stroll through a door and you're in.

You may join a club to get academic support, through the various subject-specific clinics that teachers have set up – such as Maths Clinic or Chemistry Clinic. Contrary to what you may think, these clubs are relaxed, judgement-free spaces that complement the curriculum, building every individual's academic confidence. These are the places where you can build and strengthen your academic profile, slowly and steadily; slow and steady wins the race after all!

Another reason you may find yourself migrating towards a classroom is to pursue your interests in a subject beyond the bland, condensed, specification-specific confines of your textbook. Clubs like Astronomy Society or Biochemistry Society enrich your understanding of concepts beyond the syllabus – and yes, they're a great excuse to be extremely nerdy about the subjects that interest you without having to worry about whether your knowledge fits into the mark scheme!

Many students across all year groups often find themselves sitting in an English classroom or the PSHE room listening to people who have spent their entire higher education dedicated to Medieval England or researching the development of feminism in literature. From Mary Wollstonecraft to Niccolo Machiavelli, these two departments and their amazing prefect teams cover it all. These weekly sessions in English Extension and History Society trap your mind in the

world of famous authors, historians, and the events that connect them. Classics Society has also introduced students to a wealth of information ranging from the under-representation of Roman Women in literature to Homeric Morality, inviting academic scholars and professionals to provide us with the opportunity to delve into these subjects beyond the syllabus.

On the more creative end of the spectrum, we have multitudes of opportunities to develop, refine, create and showcase the musical talent that fills every nook and cranny of the school, with 14 clubs encouraging musical enrichment! Along with the tones of creativity in these clubs run by the music department, we have a wealth of language based societies, such as French Reading Club, Spanish Club, and Chinese Society – a chance to communicate with others who find comfort in a language that only a select few know, understand, and appreciate. To further celebrate the cultural diversity of the school, we proudly run Jewish, Islamic and Tamil Societies every year, which foster links between different year groups and allow pupils to learn about different cultures.

While HBS may be known nationally as one of the highest performing schools academically, it's definitely worth mentioning that the backbones of these results are, in part, the enthusiastic students that come forward offering to create a space for budding enthusiasts through clubs and societies that fill every lunchtime with awe, joy, and a sense of community that can only be found here at HBS.

Akzhayaa N, Year 12



Goodbye to Mr Chernick

Perhaps the biggest change for the HBS community next academic year will be the departure of our beloved Mr. Chernick, who is retiring after 20 years at the school. After studying music at university, he began his career writing music in the theatre industry, before deciding he wanted to focus on music education, especially working with teachers. Before joining HBS, he worked at QE Boys' and Southgate School, where he taught for 17 years until 2005, when he moved to HBS. Since he joined, the Music Department has been transformed, with a new building, a myriad of new bands and ensembles, and the enormous achievement of the school gaining Music Specialist Status. Within the department, he has taken on various roles, including Deputy Director, Cover Director, and Director of Music. Over the last two decades, his impact on the school and its pupils has been immense and inimitable.

It's safe to say that Mr. Chernick has touched the lives of every single HBS pupil over the last twenty years, whether as a music teacher, through his involvement in many school plays and musicals, or the incredible variety of extra-curricular music activities he's made possible. When asked to name his favourite among the many things he's done here, he first said 'All of them!' But then he conceded that his top four have been performing *Dona Nobis Pacem* with Symphony Orchestra and Choral Society, putting on Rutter's *Magnificat*, organising a symphonic Klezmer band, and being involved in the school production of *Cabaret*.

Outside of school, he's somehow found the time to lead a Klezmer band of his own, Shir, which he started 28 years ago, as well as co-write a musical about Persephone with a friend and compose an oratorio based on the Biblical story of Dina, which various members of the HBS community played and sang in. In retirement, he hopes to continue playing with Shir, as well as volunteering at his grandchildren's primary school to help with singing. Beyond music, he plans on catching up with his gardening and sorting out his garage, as well as travelling to his dream destinations, such as India, Japan and Albania. And of course, he will keep composing, and (hopefully) share his new compositions with us at HBS!

I asked Mr. Chernick which three words he would use to describe the Music Department at HBS. He chose 'Vibrant, busy, fun.' I wholeheartedly agree with him, but I think it's important to note that this would not be true in the same way without him, and without the tremendous amounts of care, expertise, passion and imagination he's put into music at our school over the past decades. We will all miss Mr Chernick very much, and we wish him the best for his retirement and thank him from the bottom of our hearts for everything he's done for us over the 20 years we've been privileged to have him with us.

Milly B, Year 12





Composed of peer-elected representatives from Years 7 to 11 and the Senior Prefects from KS5, the School Council is the student voice and the embodiment of student leadership at HBS. During the meetings held twice a year and led by the Head Prefect Team, a topic is chosen, a question posed, and the Form Reps are tasked with discovering their peers' opinions and reporting back first to the Council, and then to their form group. This year, the topics chosen for discussion were 'Supporting Students to Integrate' and 'Artificial Intelligence'.

Supporting Students to Integrate

The topic of the first meeting of this academic year, this theme focussed on the induction of new students, Vertical Links and the House System. The Form Reps were tasked with finding the answers to questions such as 'What did you like about the way you were integrated into the school?' (Induction), 'What has worked well when discussing with each other in terms of breaking down barriers and making other students seem approachable?' (Vertical Links) and 'What House events and activities do you think have worked well so far?' (House System). The response was generally positive, and as a result of the ever-important question of 'What would you improve?', the following changes have been made:

- There will be tangible and practical changes to the induction and integration of new students from September to make them feel more welcome;
- Year 12 students, who lead Vertical Links sessions, are granted access to the necessary powerpoints and resources before the sessions to help them run more smoothly, and there has been more mixing between the year groups to make it more enjoyable and beneficial for the students;
- Having Vertical Links sessions with other students in your House, along with the increasing number of House events, has made the school's House System more effective by creating a greater sense of community among students.

Artificial Intelligence

AI was the theme on the minds of the School Council in their final meeting in March, following a teacher conference on the increasingly popular technology. Form Reps determined how their peers used AI to assist with their school work, their thoughts on the benefits and disadvantages of AI, and any support on the use of AI that they have received or would like to receive from teachers. This was not only beneficial for the whole school, helping us to speed up our response to AI, but it also helped teachers to better understand their students, encompassing the primary aim of the School Council: to enforce the school ethos of listening to the student body's views and adapting to their feedback.

Overall, the School Council has been a success on all fronts this year, aiding in fostering a 'caring and supportive environment' and a 'strong sense of pride in belonging to the diverse, inclusive, high-performing, friendly and supportive school community' at HBS. It provides an opportunity for the student voice to be heard on issues that are pressing for the school, and it is a magnificent stage on which student responsibility and leadership can be showcased. Next year's Council will have a tough act to follow!

Tami G, Year 12



Student Publications at HBS

When dashing around, busy with subjects and deadlines and noble sidequests, as all HBS students are, it can be tricky to find the time to sit down and read. Nevertheless, this hasn't stopped the students of the school from finding ways to come together to create a vast spread of magazines this year, celebrating the medley of subjects which our students are interested in!

Some of our long-standing magazines have returned for yet another year, including HBScientist and our quirky classics installment, Quercus! With the subject prefect teams who managed these publications getting ready to pass on the baton, students have shared how they have gotten immense satisfaction from seeing their readers getting engaged with the content contained within these magazines.

Students from all years, and with all sorts of interests, can get involved by writing for magazines, with subjects spanning from linguistics with the brand new Linguanaut magazine, to economics (HBS EconLens) and music (HBS Musician) - the editorial teams all agreed that it was a rigorous but rewarding task to compile and review all the entries.

The true beauty of magazines is students getting to communicate and express independent opinion and research on topics which interest them - whether that's current events in the fields of STEM and finance, their own experiences with learning new languages, or exploring ancient artwork. It's been heartwarming to see students (as well as teachers, featuring in The Linguanaut and HBS Musician this year) contributing to create these masterpieces together, to inspire each other with. The opportunity to write for these magazines, whether professionally or creatively, is something that we are incredibly lucky to have here at HBS.

This year has seen a truly remarkable spread of student-led magazines being launched and continued across the school - a testament to the initiative, dedication and creativity of the pupils here. The work of our student writers and editors continues to keep our library shelves bright and colourful, with the topics which interest our young authors the most. Now, with the new school year just around the corner, comes the excitement of brand new issues, and lots more fun articles to read!

Sharvari A, Year 12

HBS Volunteers: Making a Difference Beyond the Classroom



Student volunteering has, slowly but surely, become a vital part of The Henrietta Barnett identity from enriching student experiences to strengthening ties with the local community; and we have Mrs. Walker to thank for that.

Though starting the volunteering programme wasn't easy, as Mrs. Walker informs me that "when you start from scratch, you don't have many contacts," she has dedicated countless lunchtimes and after-school hours towards the time-consuming task of building a web of community partners. Through initially mail dropping numerous organisations, and tentatively waiting for responses, she has grown a strong, reliable network so that students are able to build their social skills through a breadth of opportunities.

Volunteering schemes are primarily aimed at community outreach, and have so far been wildly successful, with our HBS volunteers building solid relationships with members of the local community. Along with abundant positive feedback, Mrs. Walker has shared that she has even received emails from regular attendees of 'Tea and Tech', who pre-emptively request help with specific pieces of tech! Mrs. Walker handles the safeguarding and organisation of students who are encouraged to follow their interests and pursue opportunities that they resonate with: while some students prefer the company of older people, others are passionate about helping younger children from local primary schools in activities like 'Study Buddy' or 'Book Banter'.

Mrs. Walker discloses that she feels particularly warmed by the 'Study Buddy' programme as the children always leave buzzing about the next session and inundate her with questions. As these sessions are entirely volunteer-led and organised, it is a cause for pride that they are able to have such a profound impact on the children.

However, this is true for all volunteering schemes Henrietta Barnett girls partake in. Despite there being a volunteering event almost every week, girls never fail to show up and perform outstandingly – certainly something to boast about. The reward is well worth their efforts and Mrs. Walker would like to emphasise her gratitude.

“

"I end every email to our volunteers with the same message: Thank you for your time. Without them, the community wouldn't get to see how amazing our girls are."

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A special thank you is also owed to Mrs. Walker, for the hard work she does in order to give Henrietta Barnett girls these amazing experiences.

Zainab B, Year 12



The Henrietta Barnett School



The Henrietta Barnett School Staff Leavers July 2025

This summer, we bid a fond farewell to the following permanent members of staff. We wish them well for the future and thank them for their many contributions to the school.

Mr Maurice Chernick – Teacher of Music*

*see the article on page 84

Dr John Gillott – Teacher of Mathematics

Miss Fiona Conway-Mortimer – Librarian

Mr Kashem Abul – Science Technician – left December 2024

Ms Sanae Honda – Music Administrator – left February 2025

Miss Aqusa Sulanki – Teacher of Mathematics – left April 2025