



Dear HBS Parent/Carer,

The Henrietta Barnett School Survey 2025

The Henrietta Barnett School Survey was conducted in January and February 2025: students, staff and parents/carers were asked to respond to a survey about a variety of aspects of school life and provision, in order to inform school self-evaluation and development planning moving forwards.

A summary of the main survey outcomes and identified areas for school development can be found below. Full results of the survey can be accessed on the school website:

<https://www.hbschool.org.uk/school-survey-2025/>

1. Survey Content, Format and Responses

All three surveys (staff, students and parents) consisted of the same sections, on seven areas of school provision:

1. School Values
2. Education
3. Pastoral and Safeguarding
4. Co-curricular
5. Environment and Facilities
6. Communication & Engagement
7. Other comments

Each section had multiple choice questions assessing the respondent's satisfaction with particular aspects of that area of provision and contained a free additional text response option.

Each multiple choice question had four options, usually 'Very - Quite - Somewhat - Not' or 'All - Most -Some -None', related to satisfaction or agreement with that particular element of school provision.

- The student survey was completed by 55% of students
- The staff survey was completed by 67% of staff
- The parent/carers survey was completed by 30% of parents/carers.

A small number of questions were posed in the staff survey only.

Head: Mrs E. MacLeod MA (Oxon) MA (York) PGCE NPQH



2. Overall Outcomes & Patterns:

Overall satisfaction with school provision reported in the survey is very high. For parents/carers, 18 out of the 22 multiple choice questions recorded 70% or more in the top two response categories i.e. Very/Quite, All/Most. Even 'lower scoring' areas reported here had high satisfaction levels overall.

Highest scoring response areas for questions asked in all surveys:

The topics which student respondents scored highest (% top two response categories) were:

1. Challenge in learning (96%)
2. Safety of students at school (96%)
3. Level of student homework (95%)
4. Student behaviour (91%)
5. Equality and inclusivity (87%)

The topics which staff respondents scored highest (% in top two response categories) were:

1. Student behaviour (100%)
2. Safety of students at school (98%)
3. Co-curricular (97%)
4. Teaching Clarity & Effectiveness (92%)
5. Level of student homework (91%)

The topics which parent respondents scored highest (% in top two response categories) were:

1. Safety of students at school (99%)
2. Student behaviour (94%)
3. School prioritisation of environment and sustainability (94%)
4. Level of student homework (90%)
5. Equality and inclusivity (89%)

(Green highlighting indicates where there is overlap in the highest scored topics between two or more categories of respondent)

Lower scoring response areas for questions asked in all surveys:

The topics which student respondents scored least highly (% bottom two response categories) were:

1. School partnerships with other schools and organisations (53%)
2. Support for student pastoral issues (32%)
3. Physical facilities and specialist areas (32%)
4. Student leadership opportunities (31%)
5. Assessment strategies, routines (28%)



The topics which staff respondents scored least highly (% in bottom two response categories) were:

1. School partnerships with other schools and organisations (36%)
2. School prioritisation of environment and sustainability (34%)
3. Timetable structure (34%)
4. Use of and access to IT (34%)
5. Student leadership opportunities (26%)

The topics which parent respondents scored least highly (% in bottom two response categories) were:

1. School partnerships with other schools and organisations (36%)
2. Student leadership opportunities (36%)
3. Student use of and access to IT (34%)
4. Physical facilities and specialist areas (28%)
5. Assessment strategies, routines (26%)

(Amber highlighting indicates where there is overlap in the lower scored topics between two or more categories of respondent)

3. Details of Survey Responses:

The first two questions in each survey asked about school values and objectives.

Which values do you currently associate with the school?

There was overlap between students, staff and parents in the following high frequency words, phrases and concepts:

Kindness Academic Excellence Curiosity Learning Community
Respect Independence Teamwork Equality/Diversity/Inclusivity
Honesty Integrity Opportunities

Which other values/objectives should the school pursue in future?

There was overlap between students, staff and parents in the following high frequency words, phrases and concepts:

Skills IT Real Life Green/Sustainability Improve/Change Awareness
Responsibility Leaders Future

Details of responses to multiple choice questions can be found on the school website, as detailed above.

4. School Development Planning

Head: Mrs E. MacLeod MA (Oxon) MA (York) PGCE NPQH



The school leadership and governors are currently in a process of school self-evaluation, prior to devising a new set of development plans. This year's surveys have been instrumental in helping us gather a range of salient opinions and perspectives from those most connected with the school about what we do well and where we might want to develop - in both the short- and the long-term.

We have placed these survey findings together with other forms of school evidence, data and information to understand what might constitute the most important development priorities. Our survey outcomes have often reinforced what we have found through other mechanisms- but in some cases they have shed new and valuable light on areas which benefit from a more comprehensive range of ideas and voices.

School Values:

There is a clear consensus around some of the values which the school community currently holds dear e.g. kindness, curiosity. However, there is also an evident need to make sure that the school fully embraces ideas which will protect and maintain it in the face of twenty-first century challenges: e.g. integrity, sustainability, IT, leadership, skills development.

The school will now codify its values more explicitly: most importantly, this allows a common recognition for everyone of the ethos and priorities which underpin the school's structure and any development or future investment in provision. On a practical level, as a unique and aspirational state school facing a range of potential challenges, not least financial, it is essential that the school have a more recognisable and succinct identity which it can promote and with which others can engage.

The school leadership and governors will be using input from the survey to devise a reformulated set of school values from the beginning of the academic year 2025-6. Whilst, inevitably, in its initial stages, these changes may seem superficial, over time, it is our intention that through communication, curricular and pastoral emphasis and leadership example, our revised values will become relevant, living and cherished principles for all our community.

School Partnerships:

It is sensible for all schools to create and sustain meaningful partnerships with a range of other agencies, not least other schools and educational institutions: such collaborations facilitate opportunities such as joint learning with students from a range of backgrounds and profiles, enriched staff training, organisational innovation, enhanced co-curricular channels- and indeed sharing of costs. We are aware that this is an area in which the school has not yet exploited its full potential, something which was also emphasised through our survey, and we are looking forward to exploring such links further.

Student Leadership Opportunities:

Head: Mrs E. MacLeod MA (Oxon) MA (York) PGCE NPQH



The survey indicated to us that there is clearly an appetite for current student leadership experiences to be enhanced, with greater access to initiatives and training not only at Sixth Form but throughout the school; we will be working to develop further opportunities in this area.

School Curriculum Development

Assessment:

Some of the findings from the surveys have reinforced the need for the school to reconsider some of its educational structures. In teaching and learning, much work has been done in recent years to ensure that assessment is used in meaningful and constructive ways to respond to individual learning needs of students. It is also apparent that whilst we have made great strides in this area, practice is not always as consistent as it might be, and we will be looking to address this.

Subjects & Skills:

The profile, size and site of the school make it prohibitive to expand the range of subjects we deliver to include some subjects which we know would be very popular with students e.g. Food Technology, a full range of social sciences. In addition, both our own self-evaluation and some of the likely imminent changes in education legislation mean that there will need to be an increased emphasis on teaching and developing flexible cognitive and digital skills and literacies. In tandem with this, we will be listening to the feedback we have had regarding subject exposure at Key Stage 3, in particular the understandable desire of many students and parents to have greater exposure to learning in Computer Science in Years 7,8 and 9. We will be reviewing our curriculum profile in the light of all these elements; and will work to implement a bespoke HBS skills strand from Year 7-13 to challenge and extend the competencies and flexibilities of our students beyond the confines of qualifications.

Curriculum Structure, Timetable & Delivery:

In terms of curriculum structure, for both the reasons of curriculum review above, and as a response to other findings from the survey and self-evaluation, we are likely to move our timetable structure from its current model to a 25-hour/week or 50-hour/fortnight model from the beginning of September 2026. More information will be communicated about this in due course.

Site, Facilities & Finance

Our school's beautiful location- in the middle of a controlled conservation area- poses unique challenges in terms of site/infrastructure improvements. In addition, the current financial context for all state schools makes any imminent large capital project prohibitive. However, following the appointment of our Development Director in June this year, we will be looking to unlock further fundraising potential from our direct community, alumnae and other streams. Within the next year, we hope to set some long term fundraising targets to address some of the physical aspects of the site identified by both the surveys and other mechanisms as warranting further development: in particular, redevelopment of the Sixth Form facilities and of the dining areas.

IT

One of the most prominent messages to come out of the survey -and other self-evaluation- was improving the consistency with which IT can be integrated into teaching and learning- not simply

Head: Mrs E. MacLeod MA (Oxon) MA (York) PGCE NPQH



The Henrietta Barnett School

FOUNDED IN 1911

through hardware but through connectivity and student use of their own devices. We will be exploring ways in which we can upgrade and explore this further, which will, of course, in turn, help us meet some of the challenges related to the advent of AI in education.

Finally, it is not yet possible to put an exact timescale or scope on some of the developments and responses outlined above. This letter is intended to give you more of a sense of the school development priorities which are emerging and how your feedback- and that of students and staff also- has been insightful and valuable in influencing some exciting and forward-thinking development plans. However, I am very aware that our response rate for the parent/carer survey was well below 50% and that there may be a fuller range of views to capture. If you do have further ideas or responses to any of what is outlined in this communication, please do complete the Google Form here before 31st May:

<https://forms.gle/WdgBkkyhyVugoanNA>

(Please note that this form is not intended to be checked with high frequency or regularity, and is not an appropriate place for individual queries, concerns or communications about your own child's education.)

With very best wishes,

Mrs Emma MacLeod
Headteacher

Head: Mrs E. MacLeod MA (Oxon) MA (York) PGCE NPQH