



The Henrietta Barnett School

FOUNDED IN 1911



The Henrietta Barnett School Magazine

2025-2026



Message from the Head

Welcome to our HBS School Magazine for the academic year 2025-6. It has been yet another action-packed year at HBS with students applying themselves with gusto to both their studies and a raft of extra-curricular opportunities, many of which you can read about in these pages. In producing the magazine for you, we are hugely grateful to both Miss Silvanian and our team of student editors, who have done a fantastic job both editing articles written by staff and composing their own articles.

Mrs E. MacLeod, Head

Message from the Student Editorial Team

Being part of the editorial team for our school magazine was undoubtedly a highlight of our year. Working with enthusiastic and exceptionally talented peers made the process exciting and rewarding. We had an incredible time editing the magazine and crafting our articles, and I hope you enjoy reading the final product as much as we enjoyed creating it.

Avni R, Ishita S, Yasi G, Elodie L and Rosa C-R.

Front cover art: Satvika P, Year 13

Inside front cover: Izzy A, Year 11

Inside back cover: Yunqing W, Year 9



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Tribute to Momodu 'Mo' Kamara



In September 2025, the whole school was saddened by the sudden passing of our much-loved caretaker Momodu 'Mo' Kamara. Mo had worked at HBS for five years and was a universal presence - during the week, at evenings and at weekends. This meant his huge commitment to his work (involving a lengthy commute each day to and from Southeast London) and his love of the school - alongside his megawatt smile- were well-known and appreciated by staff, students, parents, governors and the wider local community alike. No job was too big for Mo; no favour too much trouble. He was unfailingly courteous and professional, and he made even the busiest of days feel lighter and more manageable. The whole school benefited from his care, his warmth and his support; and his loss is felt deeply, both individually and collectively. In the weeks following his death, the school was overwhelmed by wonderful and thoughtful tributes, which culminated in an extraordinary fundraising effort of over £7000 for Mo's family.

Mo was, above all else, a devoted family man. On 30th April 2026, the school was honoured to host Mo's family for a school memorial service. We heard poignant tributes from Mrs. MacLeod, Mrs. Leek, Surabhi Gupta, Vibhor Narang and Aakanksha Haran of the PTA Committee and our Head Prefect Avni. There were beautiful musical performances from Sigal (Year 12), Lia (Year 11) and a school choir; and a memorial poem written and read especially for the occasion by our Sixth Form Poet Laureate, Tvisha. We were then able to unveil our lasting tribute to Mo, a bench - in prime position on our grassy terrace overlooking Bigwood and with a panoramic view of North London behind it. Its inscription speaks for us all:

*In fondest memory of Momodu 'Mo' Kamara
Gentleman
Cherished friend and colleague
Loved by this school.*

Mrs MacLeod





Year 7 Review of the Year

As the Year 7s currently prepare to embark on an exciting one week residential trip to Normandy, they can 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 in June 2025 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 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 extra-curricular activities and clubs during lunch and after school including Murder Mystery Club, Korean Club, Creative Writing Mythology Club and Electronics Club, in addition to the impressive range of musical and sport clubs on offer.

Music has played an integral role in the life of Year 7 students. 33 students learn a musical instrument in Year 7 and students have made an important contribution to school orchestras and concerts participating in the Carol, Spring and Summer concerts in addition to the Chamber concert. Five Year 7 students participated in the Bands night where they excelled.

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, inspiring historical characters and a solo speaking competition. In the summer term, each Year 7 class prepared an assembly related to languages, food, sport and myths from around the world and delivered it to the year group. Sixth form prefects introduced the students to debating skills with the aim of improving their oral confidence 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 tutor 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 Year 7s are very much looking forward to going to Normandy at the end of June for their first residential trip. A week in Normandy will help to develop 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 both students and their families. This cohort of Year 7s have coped with the challenges with admirable tenacity and resilience. It has been an honour and a privilege to witness their development this year and to guide them through the first year of secondary school.

Mr Supperstone



KS3 Report

Year 8 Review of the Year

As we reach the end of another successful year, it is a valuable opportunity to reflect on everything that Year 8 has achieved and the progress made both inside and outside the classroom.

Throughout the year, the year group has continued to develop into mature, responsible and ambitious young people. They have approached new challenges with enthusiasm, demonstrated resilience when faced with difficulties, and contributed positively to school life.

There have been a number of memorable highlights. Students represented the school at a debating event with Queen Elizabeth's School, showcasing confidence, critical thinking and strong communication skills. We were also proud to see members of the cohort represent the school at the VEX Robotics National Competition, demonstrating creativity, teamwork and effective problem-solving at a high level.

Leadership opportunities have also been embraced by Year 8 students. In particular, congratulations go to Lara and Trisha, who took the initiative to organise and run the House Chess Competition. Their hard work, organisation and commitment helped the event run successfully and highlighted the leadership qualities that we are keen to encourage across the year group.

Another highlight was the Year 8 'Step Into Dance' workshop. Students participated with great enthusiasm, energy and confidence, showing a willingness to step outside their comfort zones and try something new. It was fantastic to see such positive engagement and support for one another throughout the experience.

Beyond these events, a wide range of activities have been enjoyed including sports fixtures, clubs, competitions and enrichment opportunities. Many have embraced opportunities beyond the classroom, developing new skills and interests while making valuable contributions to the wider school community.

Academically, students have continued to build strong foundations for the future. Across all subjects, we have seen impressive progress, growing independence and an increasing willingness to challenge themselves. Teachers have consistently commented on the positive attitude, determination and maturity shown throughout the year.

One of the most pleasing aspects of the year has been the development of the year group's sense of community. Students have supported one another, welcomed opportunities to work collaboratively and shown increasing confidence in taking responsibility for their own learning and behaviour.

As Head of Year, I have been particularly impressed by the character shown across the cohort. Whether through acts of kindness, commitment to extracurricular activities, participation in competitions, representing the school, or simply striving to improve each day, Year 8 students have much to be proud of.

The year is not quite over yet! We still have the excitement of Sports Day to look forward to in July, which promises to be a fantastic opportunity for students to demonstrate teamwork, determination and house spirit. We also have our end-of-year enrichment trip to the zoo during the final week of term, which will be a wonderful way to celebrate another successful year together.

As we look ahead to Year 9, new opportunities and challenges await. I am confident that students will continue to approach these with the same determination, enthusiasm and positive attitude that they have demonstrated throughout this year.

Finally, I would like to thank all Year 8 students, staff and parents for their support and contribution to what has been a rewarding year. Have a fantastic summer break, take the opportunity to relax and recharge, and return in September ready for the exciting opportunities that Year 9 will bring.

Miss Fusi



Year 9 Review of the Year

Year 9 have had a fantastic year and should be very proud of all they have achieved since September. Alongside their academic studies, they have taken part in a tutorial programme that has broadened their development and helped prepare them for the transition to KS4. Activities have included exploring wellbeing strategies, discussing current affairs and researching a range of topics from around the world. The programme ran alongside activities organised by the Year 9 prefects who organised and led weekly sessions for their forms, including a memorable Model United Nations conference. I would like to thank Mahnoor, Neha, Ella, Jesse, Ridhima, Kishomi, Alicia and Yagna for all their hard work with their Year 9 forms this year.



The finalists of the Key Stage Three Debating Competition

Year 9 also enjoyed a fascinating selection of assemblies this year with some of the most memorable coming from members of the year group themselves. In particular, Kuyil's campaign speech for election to the Barnet Youth Parliament and Kyara's presentation on the importance of poetry stand out. The year also included the final of our debating competition, which had run throughout the Spring Term. Eva, Ananya, Shadi and Isabella impressed, alongside their Year 8 teammates, with a thoughtful and engaging debate on whether the voting age should be lowered to 16. The finalists of the English Solo speech competition, Ashvy, Serina, Vaisnavi and Riana, should also be commended for their excellent performances this year.

Year 9 students have also benefited from a number of enriching educational visits. Highlights have included trips to National Galleries and the British Film Institute,

with a visit to the Imperial War Museum still to come at the end of the Summer Term. Year 9 have also enjoyed sessions led by visiting speakers and will be taking part in a workshop on British Responses to the Holocaust later this term.



Year 9 on their trip to the National Portrait Gallery.

As we reflect on the year, I would like to thank our Year 9 form representatives, Krisha, Sara, Serina, Anna Mia, Vaisnavi, Heli, Rianal and Rimi for all their hard work in organising their forms and representing their peers at School Council meetings. Finally, I would like to extend my sincere thanks to the dedicated Year 9 tutor team, who have worked tirelessly to support and encourage their students throughout the year.

It has been a wonderful year for Year 9 and they should look ahead to Year 10 with confidence and excitement.

Mr Southall



9M bidding farewell to Miss Boujo



KS4 Report

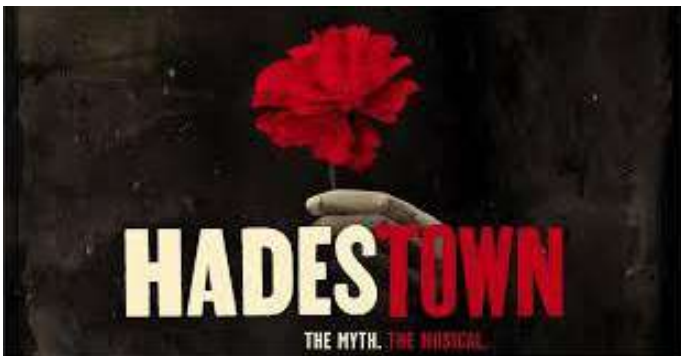
KS4 Review of the Year

Year 10 and Year 11 students have had another fantastic 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 over the course of the year. 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. 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.

Enrichment Programme: Our annual KS4 theatre trip this year was a huge success with around 130 students seeing 'HadesTown'. The show was a huge success with our students, as reflected in the comments below:



“

“It was a great experience and very well put together! The music was amazing as well as the acting!”

Parishi (10H)

“It was such an amazing experience and the music was incredible! I love the staging and costumes as well! I highly recommend seeing the show”.

- Rachel (10R)

”

Jack Petchey's “SPEAK OUT” Challenge!

Jack Petchey Speak Out Challenge

On Thursday 11 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. We would like to take this opportunity to congratulate our four winners, Delanna (10M), Jia (10H), Thooya (10W) and Akshya (10R). In January 2026 we had a Year 10 assembly at which our four finalists delivered fantastic speeches with poise, confidence and excellent oracy skills. Mrs Macleod, Mrs Watts and Ms Silvanian judged what proved to be a highly competitive competition. The winner, representing HBS at the Regional Final on Wednesday 4 February 2026 was Akshya (10R), with a talk entitled: 'Lying'. A huge congratulations to Akshya. Akshya went on to perform brilliantly, winning the Regional Final!

Winner of the Barnet Regional Final: Akshya



Community Tea

One of the highlights of the year was a wonderful festive tea hosted by Year 11 at the very end of this term, for residents from different Norwood care homes. They created a lovely, welcoming and festive atmosphere with sandwiches and baked goodies for tea and a musical performance. Our students had a wonderful time hosting and dancing with the guests. All in all it was a joyous occasion and highly memorable. This is what Nashid, in Year 11 wrote after the event:



We then enjoyed a few Just Dance songs, until everyone's feet were sore and water breaks were much needed.



The day was all in all, a wonderful experience for us, and hopefully for our guests too. The preparations were enjoyable, and working together helped us get into the festive spirit. We all learnt a skill or two, from figuring out how to use a peeler, to channelling our inner electricians while fixing the fairy lights. The best part was, of course, the sense of community, and the opportunity to spend time with the lovely members of Norwood."



We spent the first few hours of the day perfecting the Main hall for our guests, the whole year group getting stuck in with their separate roles. Many honed their artistic abilities whilst creating handmade cards to welcome each guest, or decorating baubles as small gifts for them to take home. Others spent time crafting decorations to bring the hall to life, making paper chains, gingerbread-man bunting, paper snowflakes, and more. Musicians rehearsed their festive tunes, even playing whilst everyone set up, adding to the cheery atmosphere. Meanwhile, chefs and bakers worked hard in the kitchen, preparing sandwiches, chopping fruit and salad, bringing in baked goods, and setting up the food station. And after a few slightly chaotic but equally fun hours, we had managed to set up the Main hall to feel as festive as possible, just in time for our wonderful guests. Students welcomed them in with their cards, helped seat them, and chatted whilst they did some colouring in and drawing. What started out as a calm and relaxed atmosphere, with our talented ensemble playing instrumental music, quickly turned bright and energetic with another student band taking song requests, which got everyone up and dancing. Many of our guests joined students on the dance floor, two of them even performing an impromptu duet for 'Defying Gravity'.



Spring Term

In this term Year 11 students had the opportunity to explore Sixth Form life at HBS and take part in a range of inspiring Careers Events. These included one-to-one interviews with an external Careers Adviser, a session on UCAS, a subject fair run by Sixth Form prefects and the chance to meet alumnae. Both year groups also attended the Careers Fair, where a wide range of professions were represented and information about apprenticeships was shared.



KS4 Report

Summer Term

Year 10 Debating with QE: We were delighted to repeat our debating initiative this year for a group of Year 10 with QE Boys this year, with a full day of debating at QE Boys later in the term. We have no doubt the motions agreed will be both interesting and thought-provoking to debate.

Year 11 Final Assembly

Our final assembly with Year 11 was joyful, reminiscent and noisy, with presentations and songs from each form group, as well as thanks to tutors and subject teachers. The ice cream van outside Bigwood was a great end to the send-off for Year 11 before their study leave.

As the academic year draws to a close, we would like to express our sincere gratitude to our student representatives. Their proactive leadership and commitment have made a wonderful impact on our school community.

Our thanks go to Isabella, Ojasvi, Katya, Tanmana, Katie, Sarah, Nashid, and Hitha (Year 11), alongside Malathi, Vihana, Tanvi, Rhea, Agshara, Amelia, Nina, and Dhruvi (Year 10). Your efforts are greatly appreciated!

We also want to take this opportunity to thank our excellent tutor team. They play a pivotal role in the Key Stage, showing immense care and dedication in supporting their form groups every single day.

A huge thank you goes to our Year 11 tutors: Mr. Haywood, Ms. Makinde, Ms. Gallimore, and Mr. Peterson; and our Year 10 tutors: Ms. Sack, Ms. Hersart, Miss Kong, Mrs. Israel, Mrs. Eyres, Ms. Williams, and Mr. Rashid.

Reflecting on everything we've achieved so far, it's exciting to look ahead to the final weeks of the academic year. With so many highly anticipated activities still on the horizon, the excitement isn't over yet—though we are definitely looking forward to catching our breath over the summer holidays

Mrs Regan and Miss Rodwell



Sixth Form Review of the Year

As ever, the Sixth Form at HBS this year has been busy with many extracurricular activities alongside the curriculum. Students continue to attend a whole range of clubs and societies, some being solely student-led, where students organise speakers to come to the school to speak on a specialist subject. As well as this, students have taken part in competitions organised by academic organisations.

Life Skills Programme

The Year 12 Life Skills programme, which takes place weekly on a Friday afternoon, has provided students with a rich and varied series of talks this year, encouraging them to think deeply about their wellbeing, futures, and wider role in society. Sessions on mental, physical, and relational health included contributions from Just Like Us, the LGBTQ+ charity, Dr Emily Simon, GP, Natasha Devon, LBC Radio Presenter and Mental Health Campaigner, and Befriend Your Boobs, who spoke to students about breast health and awareness. Students have also benefited from talks on voting behaviour, student finance, careers, and healthy eating, helping to equip them with practical knowledge and confidence as they prepare for life beyond school. Before the end of the Summer term, Year 12 students will also have the opportunity to meet with HBS alumnae to ask questions and learn more about university life and experiences.

Alongside these sessions, students have enjoyed an impressive programme of supra-curricular lecture-style talks from leading experts across a range of fields. Professor Rosa Freedman, an alumna, explored the work of the United Nations and contemporary human rights issues, while David Lubin, Research Fellow in Global Economy and Finance, discussed developments in the global economy. Elliot Gould KC offered students an insight into the legal profession and the work of a barrister, and Dr Paulo Oliva spoke about the rapidly evolving field of artificial intelligence. Dr Michael Warner's lecture on climate change prompted particularly lively discussion, and he is due to return for a follow-up session with students interested in brainstorming solutions to the challenge of preparing UK ports for off-shore floating wind farms.

Separate from the Life Skills programme, HBS has also continued to provide an exceptional range of speakers for its careers-focused clubs and societies. Highlights included a visit from the country's former leading cleft lip and palate surgeon, Dr Michael Mars, and a talk from Dr Alejandro Granados Martinez on the future of AI and robotics in surgery. We are enormously grateful to all of

the speakers who have so generously given up their time to share their expertise, answer students' questions, and challenge and inspire our students' thinking.

In addition to the Life Skills programme of talks, our morning assemblies contributed to the broad and balanced curriculum, with informative talks on national days such as National Poetry and Book Days, Jeans for Genes, Black History Month and Holocaust Memorial Day all delivered by students. Every Year 12 form group planned and performed an assembly on a topic of their choice. Year 13 delivered assemblies on an academic interest related to the university course they had applied for. The HBS sixth form's combination of Life Skills talks from external speakers, and assemblies from staff and students creates a rich curriculum, developing each student into a whole person 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

Bowing out about this time last year for health reasons, I am incredibly grateful to those who picked up the work I usually do with our Sixth Formers regarding their university applications. A huge thank you to Dan Harbord, who stepped in to help Mrs. Graff support our students on Results Day and continued to work with the latest cohort of Year 13s in the autumn, processing their university applications. The Year 13s currently sitting their A Levels are holding a wide and impressive set of offers between them, including 27 from Oxbridge colleges and a broad range from many other Russell Group universities.

Returning to work after the October half-term, it has been very good to pick up the reins again, processing the last UCAS applications and getting back into the swing of things. The autumn saw our usual round of MMI and interview practice sessions. We are very grateful to all the parents and alumnae who challenged our prospective medics, put them through their paces and gave them detailed feedback. Back in the summer we had said a sad farewell to Gwyneth Hamand, the London Outreach officer for our link Cambridge college, Gonville and Caius, who has supported us magnificently across a number of years. Her replacement, Sidrah Zubair came and gave our Oxbridge candidates guidance and practice questions along with 'top tips' for interviews and we look forward to working closely with her in the future.

We started Year 12 on their 'next steps' journey at our Higher Education Evening in January at which our guest speaker was Dr. Ana Hastoy, from Christ's College, Oxford. She spoke informatively and encouragingly about applying to Oxbridge.



Sixth Form Report

It was also a great delight to hear three of our Head Prefect Team 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 Zainab Ahamdawi and Hannah Labor, two HBS Alumnae currently studying at UCL, brought plenty of enthusiasm and personal experience to the evening, giving insider tips as to what makes for a strong medical application.

At the time of writing we have just held our annual UCAS Day, which has given all Year 12 further time and information to help them prepare to put in strong applications in the autumn for their chosen courses. The following day, we welcomed Ana Hastoy back to talk to Year 12 students about pre-interview tests, giving them some examples to work through. Whilst encouraging most of our students to apply for university courses, we always aim to help students find the next step that is going to be the best fit for them, something in which they will flourish. A number of students, as accomplished musicians are considering conservatoires, whilst others are wondering about, applying for, degree apprenticeships. This is a growing area which I hope to see promoted further through school in the coming years, providing as they do a very attractive package of a funded degree, paid employment and likely future job security all rolled into one!

Leavers' Service

On Wednesday 6th 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' graduation, as their Form Tutors announced their plans for next year. For the very first time, the musical programme for the service was organised entirely by the Year 13 musicians themselves, a very impressive feat, which included amongst others some classical music and an adaptation by students of 'For Good' from the musical 'Wicked'. The Head Prefect Team delivered readings they had chosen on the theme of nostalgia and looking to the future and Milly Bell, our Head Prefect gave an exceptional address to the year group, which included fond memories of the year group's time in school. For the first time, we had twin guest speakers, Eni and Simi Oyesanya, who left the School in 2013. They gave very interesting, uplifting, heartfelt and, at times, funny speeches, as they recounted anecdotes from their time at the School and also gave solid advice to our Year 13 students, as the latter embark on the next exciting phase in their lives.

There was also a year group photo as shown below.



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2026

Mrs Graff, Ms Stern and Miss Moore-Bick

Art Department



This year, the GCSE and A Level courses brought about fantastic student progress and impressive outcomes. Students continued to have a wide range of opportunities to experience experimental work in Art, Craft and Design. Projects included, film, animation, screen printing, fashion, painting, ceramics, sculpture and much, much more. Students worked independently based on various titles given to promote personal and meaningful outcomes. The quality and creativity of the students' ideas and outcomes continues to surprise and impress.

Year 9 students responded to the theme of: 'Public Art' developing stencils about issues they have chosen to produce a personal outcome. Year 8 students considered and designed the artwork on the subject of pattern around the world. Students were required to respond to Art, Craft and Design made for different purposes such as Mandalas, Islamic Art, interior design and fashion. They also explored the overlap between Science and Art by studying how artists and scientists depict the human body as well as the cultural artefacts of The Mexican Day of the Dead festival. Year 7 students developed their ceramic skills, designing and making clay tiles inspired by natural forms and the architectural work of Gaudi.

Ms Makinde

Year 7



Shashmitha M



Amie Z



Emma C

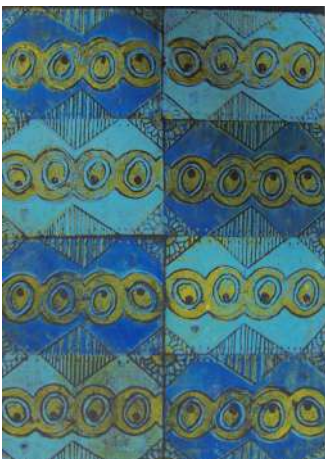


Kiya S



Radiyah H

Year 8



Maggie Y



Oviya M



Roha K



Amy J



Art Department



Sophia R

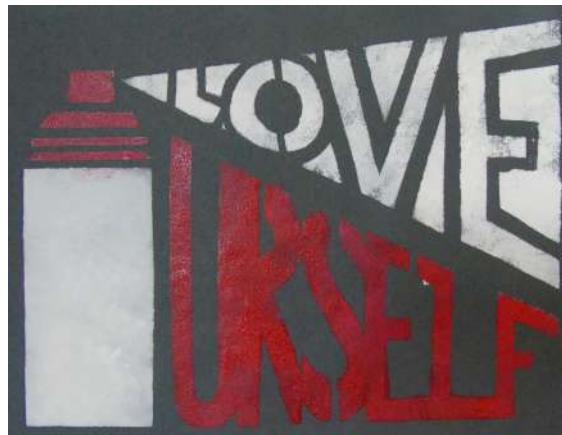


Shuruthi N

Year 9



Trisha V



Saiesha B



Sophie C



Trisha V



Vaanya C



GCSE



Trisha D



Lia M-W



Ines M



Clara H



Sophie P



Luxmi S

A Level



Arya G



Satvika P



Careers Education Programme

2025-26 was another busy year for our Careers education programme. The workplace can be a bewildering and daunting area for students and making decisions feels more challenging by the day. We are so grateful for all of the external organisations, alumni and parents who have helped HBS students navigate this difficult field.

A brief summary of the key highlights can be found below:

MMI Preparation November 2025

On 17th November, Year 13 students applying for Medicine took part in a Mock MMI (Multiple Mini Interview) Day organised by the school. We began the morning with an introduction and debrief about what to expect in the MMI process. All the students were divided into groups and rotated through a series of timed stations throughout the day, each lasting 32 minutes. Within these, there were four 4-minute mini interview scenarios, with a timekeeper providing prompts to simulate real interview conditions.

The stations covered key areas commonly assessed in medical interviews, including Communication Skills, Medical Ethics, Motivation for Medicine, and Roleplay. This structure allowed us to experience the fast-paced and varied nature of MMIs while also giving us the chance to practise thinking clearly, speaking confidently, and responding thoughtfully under pressure.

At the end of the session, everyone received verbal feedback as well as individual written comments tailored to their performance. I found this extremely valuable in helping to identify both strengths and areas for improvement and it provided clear guidance on how to further develop interview skills ahead of real medical school interviews.

Thank you so much to all the teachers who organised the event and to the parents and volunteers who gave their time to act as interviewers. The day was incredibly beneficial and greatly appreciated by everyone who took part.

Aura, Year 13

Careers Guidance Interviews Year 11 and Year 12 December

Sally Greene has a longstanding relationship with our careers programme, offering one-to-one interviews to guide their ideas and direction at key points in the school term. This points students towards future pathways, also helping to inform their choices of subjects at school.

This year we have increased the provision for Year 12 as they near their higher education decisions. All students were offered a short catch up appointment, and many also took the opportunity to have a longer session to fully explore their ideas.

Apprenticeship Talks - KS3, 4 and 5

We have a long-established link with the Education Development Trust (AIM) who came in to deliver several information sessions to students on alternative pathways.

We were also delighted to invite back Riona Peeris who has just completed her first year of a degree apprenticeship at Rolls Royce. She was keen to explain to students the potential advantages of her chosen route, including the direct industry experience within exciting areas such as military aircraft engines and the huge financial advantage of being paid to study!

Year 11 Work Experience June 2026

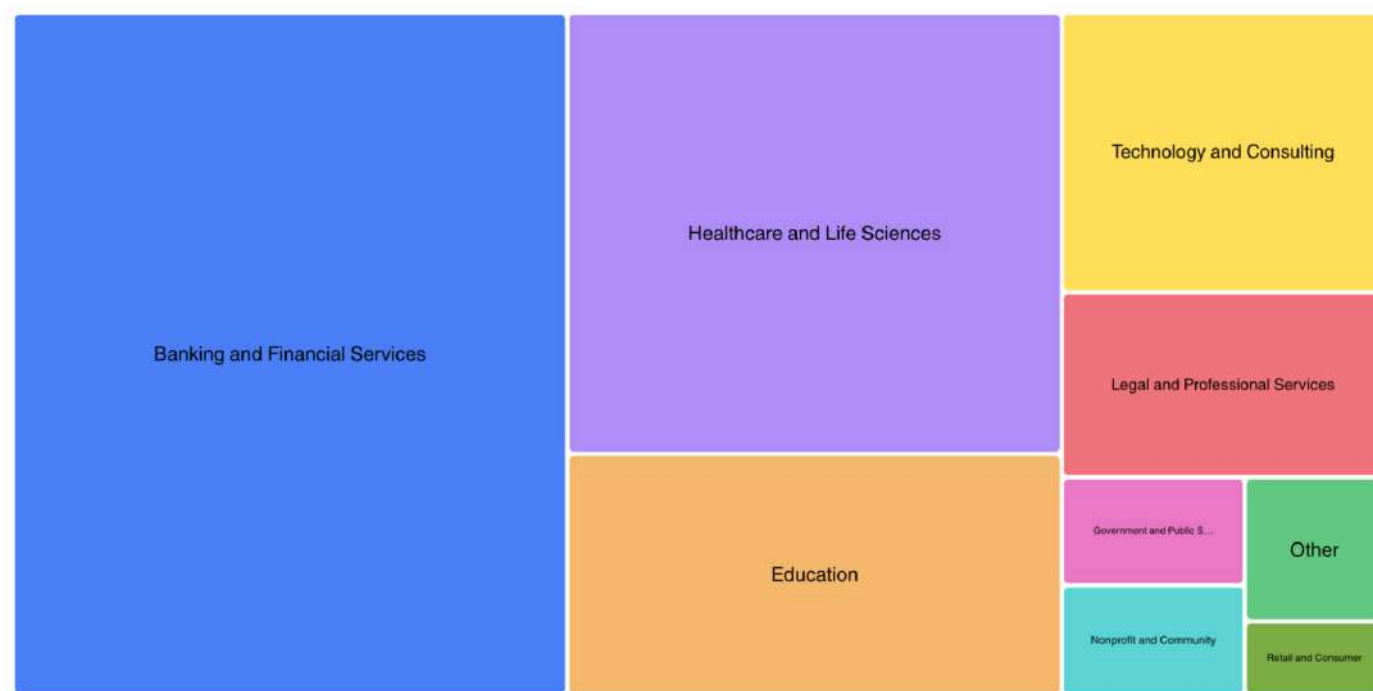
Every June, Year 11 undertake work experience following their busy exam season. They have secured some remarkable placements across the industries from the large corporations of KPMG and Deutsche Bank, to the small, personal businesses, such as the People's Museum in Somerstown. A sector overview chart shows the latest trends of our Y11s.

ORT Mentoring October 2025 - June 2026

We are delighted to continue working with the ORT Mentoring scheme, matching successful HBS applicants to key professionals in their chosen area of interest. Mentees meet regularly to gain insight into the work done and to receive key advice with applications and career development.

Mr Harbord

Careers Education Programme



Careers Fair 29th January 2026

Students across KS4 and KS5 attended the Careers Fair on the 29th January, where professionals from various fields offered valuable career insight and responded to questions from the students. From engineers and barristers, to architects and medical professionals, the variety of people allowed the pupils to find out more about the paths they were interested in following.

The Careers Fair aimed to show students different possibilities for their futures. For KS4, particularly Year 11 students, it gave them a clearer understanding prior to finalising their A-level choices, as well as allowing them to consider their post-secondary school and higher education paths in more detail.

A Year 11 student interested in pursuing a career in law said that the Careers Fair “gave an insight into various aspects of the profession, showing the different ways one could be involved in a law career”. Another student said that she enjoyed the range of jobs the professionals held, and that they were engaging and helpful when answering her questions. KS5 also benefitted from the Careers Fair, as it allowed them to further explore potential university degrees and careers.

We are deeply grateful to Mr Harbord for organising this year’s Careers Fair and to all the professionals who took time out of their busy schedules to attend.

Katya, Year 11



Classics Department

Classics Week 2026

Towards the end of the Spring term, we held our annual "Classics Week" here at Henrietta Barnett. Our ambition was for everyone to receive a reminder of just how fascinating, diverse and influential the Classical World is. In their lessons, pupils focused on a range of different topics, including the eruption of Mount Vesuvius, the rebellion of Queen Boudica, the Seven Wonders of the Ancient World, and beliefs in the afterlife. There were also special events organised for students to take part in every lunchtime. These are described below by some of those who participated. We are indebted to the many students and staff who made this a very enjoyable week by either running or attending activities.

Mr Hayes

Monday - Mythology Trail

The Mythology Trail had two levels – an "easy" version in English, and a harder version in Latin. It was an engaging activity that gave us the chance to test our knowledge of different Greek and Roman gods in order to solve clues. I really enjoyed my experience, especially partnering up with my friends to decode each clue and figure out which god they were pointing to. Although translating from Latin to English was difficult at times, as the Year 7s are newer to Latin, it actually made the activity more enjoyable, and even more rewarding when we finally understood the clues. At one point, we were struggling with a clue because it included Latin we hadn't learned, and an older student kindly offered to help. It was such a thoughtful moment, and showed how supportive the entire HBS community is. Overall, the Mythology Trail was a wonderful experience, and I hope we are able to organise similar events in the future.

Prisha, Year 7

Tuesday - Q&A with professor Dame Mary Beard, DBE, FSA, FBA, FRSL

It was a great honour for the Classics Society to host Professor Dame Mary Beard online during the HBS Classics Week. With students having pre-submitted questions on all aspects of her life and her experience of studying the ancient world, we were absolutely delighted to listen to her reflections in response. She began with a brilliant anecdote about her first interaction with the ancient world: she described that as a young child, she held a piece of ancient carbonised bread in the British Museum, where she is now a trustee. Perhaps most memorably, Professor Beard answered our very first question to say

that she doesn't think she ever fell in love with the ancient world, and that the Romans actually seem quite unlovable! Professor Beard spoke so eloquently and insightfully in answer to all of our questions, suggesting that we are not as similar to the Romans as one might think. She made a particularly convincing case for the study of Classics as it ensures that people continue to read and reflect on challenging texts, an essential skill that not all subjects include. We all felt so lucky to have Professor Beard give up her time to talk to us.



Roxie, Year 12

Wednesday - Mosaic making inspired by Latin verse

As part of our celebrations for Classics Week this year, the department organised a mosaic-making workshop to bring ancient myths to life in truly Roman fashion. Students from all key stages came together to spend a very enjoyable lunchtime cutting and sticking their way to stunning mosaics depicting scenes from Book 4 of Virgil's Aeneid - a powerful queen burning for love, wandering helplessly like a doe, or having her fate decided by two goddesses - while listening to extracts recited in translation for inspiration. The past truly came alive for this wonderful moment for our Classics community - look out for the beautiful end product!

Sofia, Year 12

Thursday - An Introduction to Ancient Greek

As part of Classics Week, we organised an Ancient Greek session, teaching younger students about the Classical Greek language and its alphabet. We also offered each student the opportunity to create their own bookmarks with their name in Greek on the front, which was an exciting activity for everybody involved. Those who attended also completed a worksheet on the Ancient Greek alphabet, which had been printed on pink paper by our lovely librarian Dr. Gregor-Som, who also made some bookmarks with us. Overall it was a brilliant way to share knowledge within the school community, and reinforce our love for Classics!

Robyn, Year 11



Friday – Latin Drama

In the library, a re-enactment of the final story of the Cambridge Latin Course took place including its main stars, and it was a truly amazing end to Classics Week! A large crowd of our peers came to watch and support our showcase, laughing through the entertaining compilation of scenes, and following the final, fateful moments of the story line that brought our CLC journey to a close. This showcase was an enjoyable and entertaining way to cast our minds back to the humorous, exciting and at times, sorrowful, story line. It provided the audience with the chance to witness the final fates of the characters unfold, while also giving the Latin students an opportunity to bring these stories to life! We hope that these performances encouraged many of the younger students to experience the joys of Latin, and inspired them to consider taking this fascinating subject for their GCSEs in the future!

Shyama, Year 10





Computer Science Department

This year has been one of the busiest years that the Computer Science Department has had in recent memory. Not only have lessons continued to evolve in order to develop students' skills and confidence in an increasingly digital world, but we have also focused on catering to the new provision and curriculum changes for next year. Significant efforts have been made behind the scenes to prepare for the new curriculum developments and opportunities for next year. From programming and problem-solving, to cybersecurity and digital literacy, students have embraced a wide range of topics that have challenged them to think creatively and logically. Lessons have provided opportunities for students to explore how technology works, develop practical skills and gain a deeper understanding of the systems that shape modern life.

One of the highlights of the year has been the continued success of students working towards their awards in iDEA (Inspiring Digital Enterprise Award). The award is an international online programme that helps students develop digital, business and employability skills. Students complete a variety of challenges, covering areas such as coding, Artificial Intelligence (AI), cybersecurity, online safety, and employability. Often described as the "digital version" of the Duke of Edinburgh Award, iDEA has continued to grow across the school. Since its introduction four years ago, students from Year 7 to Year 13 have achieved an impressive number of awards. To date, 266 awards have been earned, with 214 students achieving the Bronze Award and 52 achieving the Silver Award. Development work on the Gold Award is still in progress, with iDEA stating that its release has taken slightly longer than anticipated. Once launched, the school looks forward to seeing many more students' progress to this highest level of achievement, with the Gold award. In the meantime, students can continue earning badges, with new challenges regularly added to the iDEA Badge Store.

Another exciting highlight of the year was Year 10 GCSE Computer Science students participating in the GCHQ Christmas Challenge. This engaging challenge combined festive-themed activities with the essential Computer Science skills of codebreaking, analytical thinking and problem-solving. Students worked through a series of challenging tasks, developing their logical reasoning and teamwork skills along the way. The challenge provided an enjoyable experience while highlighting the importance of critical thinking and problem-solving, qualities that are valued in both higher education and the modern workplace.

Throughout the year, students also took part in a variety of Computer Science enrichment events. One such opportunity was CodeDay London, a beginner-friendly 24-hour hackathon that provided students with a safe and welcoming environment in which to develop their skills. The event brought students together with industry professionals to build apps, games and creative digital projects from scratch. Students worked either independently or in small teams to design and create a game, application or piece of digital artwork. They then had 24 hours to bring their ideas to life before presenting their finished projects to fellow participants. The experience provided a fantastic opportunity for students to collaborate, problem-solve and gain insight into the technology industry. Here are some comments from students about the events they attended this year:

“

“During the 24 hours of Codeday London, our team created an escape room game with rooms.xyz and won a certificate for ‘Best in Show’. We also learned how to create a simple game using Construct. We got to play lots of games and we had a good time. There was also free food! Everyone was really friendly and if you like trying new things I would recommend going with friends and staying overnight.”

– (Navyaa, Year 10)

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“

“We took part in a workshop that taught us to create games using a software called Construct. We played in mini events and won prizes like ducks (which have a symbolic meaning in hackathons). We played lots of games together like Nintendo, karaoke and ate food. We worked as a team and made our very own escape room game! In my experience, it was a very fun and welcoming environment.”

– (Neha, Year 10)

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“Isabelle, Parizaad and myself went to the Ambitions Season Hack event and won a prize. It was really fun and a great learning experience.”

– (Riddhi, Year 7)

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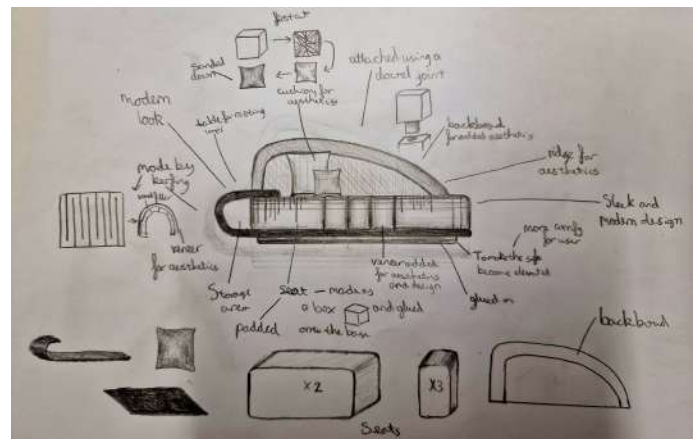
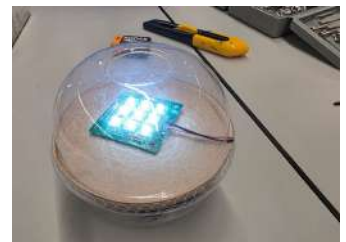
Computer Science Department



Another exciting milestone this year was the launch of the schools' very first Artificial Intelligence magazine. The publication was created by Year 12 students Raghavi and Rishitha, who recognised the growing importance of AI and wanted to create a platform for students to explore its impact on the world around them. The magazine has brought together contributions from students across Year 7 to Year 13, truly creating a whole-school publication. Published termly, each issue explores how Artificial Intelligence is transforming a wide range of industries, including medicine, biochemistry, environmental science, the creative industries, engineering, economics and politics. The first issue was distributed free of charge online, allowing members of the school community to access and enjoy the publication. Subsequent editions have been produced as physical magazines, available termly from the library for £2 per copy. Funds raised through sales are reinvested back into the school, helping to support future student opportunities and initiatives. The Computer Science Department would like to extend its thanks to Raghavi, Rishitha and all the students who have contributed articles throughout the year.

This year has been one of the busiest and most eventful years for the Computer Science Department, even more so since the Computer Science department is a department of one staff member. As technology continues to evolve at an unprecedented pace, the department has worked hard to ensure that students are developing the knowledge, skills and confidence needed to thrive in an increasingly digital world. Looking ahead to the future, there are exciting developments planned. The curriculum will continue to evolve, with a greater focus on Artificial Intelligence and emerging technologies. Students will have opportunities to explore how AI systems work, examine their benefits and limitations, and consider the ethical implications of their use. As AI becomes increasingly embedded in education, industry and everyday life, these experiences will help students become responsible and effective users of technology.

Mr K. Rashid

[illegible]

Ms M. Zeligowska



Celebrating Our Diversity

At HBS, we are incredibly fortunate to be part of a vibrant community made up of students from a wide range of cultural backgrounds, each bringing their own traditions, languages, and unique experiences to our school. As the overseer of the Diversity Prefect team, it has been a distinct privilege to watch these student leaders turn that rich cultural tapestry into a source of connection, celebration, and pride.

Throughout the year, the Diversity Prefects have worked passionately to ensure our school isn't just a place of learning, but a place of belonging. They have loved helping to celebrate our collective heritage through a variety of landmark events that brought the entire school together.

Highlights of the Year

- **Culture Day:** A vibrant showcase of identity, attire, and heritage that allowed students to proudly share their roots.
- **International Food Day:** A delicious reminder of how food unites us, offering a taste of the global flavors represented within our student body.
- **The Lantern Festival:** A beautiful, reflective celebration that illuminated our shared appreciation for different traditions.

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“These events provided vital opportunities to learn from one another and truly appreciate the many cultures represented within our school.”

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What made these moments so impactful wasn't just the events themselves, but the maturity, empathy, and leadership the prefect team brought to the table. They didn't just organize activities; they sparked meaningful conversations and created safe, joyful spaces for everyone to share their stories.

I want to extend my deepest gratitude to the Diversity Prefects for their tireless dedication, creativity, and vision this year. You have left a lasting legacy and set an incredibly high standard for the future.

Looking Ahead: Join the Journey

While this year's chapters are coming to a close, the work of building an inclusive community never stops. Celebrating who we are is a collective effort that belongs to all of us.

As we look toward the next academic year, we invite each and every one of you to get involved. Whether you have an idea for a new cultural showcase, an assembly about your family roots, or you want to share a tradition close to your heart, or are interested in stepping into a leadership role with the team, your voice matters. Keep an eye out for our upcoming meetings in the new term—we cannot wait to see how you will help shape the future of HBS!

Thank you all for your help and support throughout the year! It wouldn't have happened without you. The prefects are excited to share some of their favorite moments from these celebrations with you in the pages ahead. Enjoy!

Mrs K. Regan

LANTERN FESTIVAL

On Tuesday the 21st of October 2025, we had the pleasure of hosting a fabulous lantern making workshop for Year 7 in celebration of Diwali.

Diwali is the Hindu festival of light, commemorating the triumph of Dharma (good, light and knowledge) over Adharma (evil, darkness and ignorance) when Rama defeated the demon king Ravana with the help of Hanuman and his army. The festival is also associated with the goddess of wealth and prosperity, Lakshmi, and so it is tradition to fill houses and streets with colourful diyas and kandeels (lanterns) to guide the gods Rama and Sita home, inviting prosperity into the house.

As such, there were an array of brilliantly coloured materials - yarns for tassels and handles, a rainbow of coloured card and tissue paper, metallic paints and glitter glue - to fashion lanterns from. After everyone had arrived, Sharvari and Akzhayaa gave a short demonstration of how to construct the basis of the lanterns, rolling one sheet of paper into a cylinder and making slits in the other for the light to shine through, then they were off! The whole room fell into a flurry of activity and excited chatter as everyone worked away at their own lanterns (even the Year 12 prefects joined in!), cutting and stapling and decorating to their hearts' content. It was lovely to witness everyone coming together as one community to celebrate this special day.

We'd like to say a huge thank you to everyone who participated, as well as to all those who helped to make this wonderful event possible: Ms Makinde, Mrs Regan, Mr Supperstone, the art prefects: Monica, Xuqi and Jesse and the diversity prefects: Raghavi, Vaia, Sharvari, Akzhayaa and Rishitha. We can't wait until next year!

Vaia, Year 12



Diversity



INTERNATIONAL FOOD DAY

The International Food Fair on 23rd October 2025 was another one of our achievements this year as Diversity Prefects, with an incredible £665 being raised for our chosen charity, Save the Children! At lunchtime, students from different year groups participated in the food fair by bringing in a taste of their culture. The event was topped with a taste testing competition which consisted of a panel of judges: Mr Martin, Miss Sack and Ms Green. It was refreshing to see students from all year groups engaging with the event and seeing a range of backgrounds represented in the dishes. I particularly enjoyed the cultural music in the background as it really enhanced the mood of the fair, as well as trying delicious food from different cultures. Seeing people buy the food, and simply attending, was very meaningful to us and we felt we achieved our goal as Diversity Prefects. We hope the fair will be even bigger and better next year!

Thank you to all who made the effort to bring in food and give up their lunchtime to make the event special as well as Ms Makinde, Mrs Regan and Ms Seerauj for helping with logistics and organising this event!

Morsal, Year 12



CULTURE DAY

On Tuesday the 24th, March 2026, we had our inaugural and largely anticipated Culture Day at HBS where students were encouraged to dress up in their beautiful cultural clothes. The highlight of the day, however, was the lunchtime event run by our Diversity Prefects: a Beta Squad inspired 'Guess the Country' Challenge!

The competition consisted of a Teacher vs. Student panel, each of whom had to guess which country a lineup of students were from, based on students speaking in their country's language, and presenting a traditional item belonging to their country. Some examples of student-presented items were the Catalonia flag, tea bags and even a Singaporean snack (Bak Kwa) that the panels were able to taste! The panels were also given the opportunity to ask one question to the representative before making their final guess.

The event drew a huge turnout, with students gathering to watch, support their friends and join in the guessing from the audience. It was an incredible opportunity to celebrate a wide range of cultures and languages from across the world, showcasing the strong diversity within our school community. Countries represented included Lithuania, Romania, Nigeria, Sri Lanka and Singapore among many others. It was such a beautiful experience



to hear so many different languages spoken on stage and learn something new about cultures we may not have been so familiar with before.

The teacher panel consisted of Mr Supperstone, Mr Martin and Mr Peterson, representing a range of departments within the school, collectively speaking over 10 languages! Despite their impressive expertise, the student panel ultimately secured the win, beating the teachers by just two points.

A particular thank you to Mrs Regan, who helped organise the event, and Ms. Makinde and Amy (Year 12), for the photography and all teachers supervising.

Hannah, Year 12





Drama Department

This has been another exciting and successful year for the Drama Department, filled with creativity, dedication, and outstanding achievements.

The highlight of the year was undoubtedly our production of *A Midsummer Night's Dream*. Students from across the school worked tirelessly, both on and off the stage, to bring Shakespeare's much-loved comedy to life. From the talented cast to the dedicated backstage crew, everyone played an important role in making the production a huge success. Audiences were captivated by the energy, humour, and professionalism of the performances, making it one of our most memorable productions to date.



Alongside our theatrical productions, our LAMDA programme continues to thrive under the expert guidance of Mrs Levy. Students have shown great commitment in developing their performance, communication, and public speaking skills. Participation in LAMDA not only builds confidence but also provides valuable opportunities for students to achieve recognised qualifications. We are incredibly proud of all those who have taken part and look forward to celebrating further successes in the coming year.



This year has also seen excellent results in GCSE Drama. Our students demonstrated exceptional creativity, commitment, and performance skills throughout their practical examinations. Their hard work and determination were shown in showcasing, through performance, the talent and enthusiasm that exists within the department. We would like to congratulate all students who have contributed to drama this year, whether through performances, technical support, LAMDA examinations, or classroom work. Their passion and dedication continue to make the Drama Department a vibrant and inspiring part of school life.

We look forward to another exciting year ahead, with new productions, performances, and opportunities for students to shine.

Miss Whitfield



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 102 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.

Miss Mehta





The Duke of Edinburgh Award Scheme

Student Testimonials

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Completing my Bronze DofE expedition was one of the most challenging but rewarding experiences I have ever had. The venture consisted of a practice expedition in September and a qualifying expedition in October, both of which taught me valuable skills and created lasting memories.

Our practice expedition began in a car park, where we learned essential map-reading and navigation skills. As a group of seven, we quickly realised that teamwork would be crucial throughout the expedition. To keep our spirits high during the long and tiring walks, we even created our own group song, which became our source of motivation whenever morale was low. Along the way, we took countless photos to capture the beautiful scenery and memorable moments together. Although the hike was demanding, the stunning countryside and sense of achievement made it worthwhile. One of the most valuable skills we learned was how to set up our tents efficiently and pack our equipment compactly so that everything fit into our rucksacks. Staying overnight on a farm was another highlight of the expedition. We enjoyed seeing the farm animals and spending the evening together after a long day of walking.

The qualifying expedition in October brought new challenges. The weather was noticeably colder, and we were required to navigate more independently, using the skills we had developed during the practice expedition. Along the route, we passed many horses and crossed countless fields. One particularly memorable field was covered in manure, which certainly tested our determination! Despite the difficulties, our group remained positive, worked well together, and continued to encourage one another throughout the journey.

By the end of the expedition, we were completely exhausted, but the feeling of accomplishment made every step worthwhile. We were delighted to learn that we had successfully passed the expedition and achieved our Bronze DofE Award. Looking back, the experience taught me resilience, teamwork, independence, and perseverance. From making unforgettable memories to learning brilliant new skills, my Bronze DofE expedition is an experience I will always be proud of.

– Mishikaa V, Year 10

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I absolutely loved completing my Bronze DofE at the start of the year. It was a great way to head into Year 10 positively and it is one of the most unique things I have ever done! As someone who loves hiking, it was amazing to be able to head off into the wilderness with my friends for a few days and survive independently, a surprisingly relaxing reset from the busy London life! I have also learned so many new skills through my other sections such as Taekwondo, a scientific martial art that I probably would have never even attempted without DofE. I am looking forward to completing my Silver Expedition this July!

– Venisha N, Year 10)

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The department is enormously proud of the events and



numerous publications offered by the Economics Prefects this year. A huge congratulations to Kaavaya and Ishita C. for editing the HBS Economist and making it available for all to read on the school website. Labdhi and Ariana have been equally busy compiling and editing the Economic Review, a new edition to the department's repertoire.

All Economists in Year 12 got to attend the Economics in Action study day that took place on Wednesday, 3 December 2025 at the Emmanuel Centre in London. Specifically tailored for A-Level students, the conference was designed to take economic theory out of the textbook and apply it to real-world global issues.

Hosted by Matthew Pritchard, the event featured prominent experts who tackled diverse contemporary topics. Key presentations explored the mechanics of carbon markets and index investing, the role of large corporations in driving innovation and Total Factor Productivity, and the psychological biases that challenge traditional assumptions of consumer rationality. Additionally, macroeconomist Dr. Trevor Williams analyzed the practical, ripple effects of the UK Autumn Budget on inflation and aggregate demand, while Professor Vicky Pryce mapped out diverse career pathways within the public and private sectors.

Complementing these topical lectures, a dedicated exam success masterclass led by Peter Cramp of The Economics Factory provided students with tactical advice to elevate their academic performance. The session emphasized

the importance of tracing precise economic mechanisms rather than just listing narrative facts, alongside techniques for building high-tier evaluation by balancing short-run versus long-run impacts. Ultimately, the study day succeeded in contextualizing abstract specification points, leaving students with a sophisticated toolkit of real-world case studies and sharp analytical strategies to deploy in their upcoming exams.

Last but not least an enormous thank you and congratulations to our Economics Society prefects for their hard work in organising and delivering this year's lecture series. The excellent turnout and the engaging discussions that followed each talk are a direct result of their commitment. Throughout the process, the team has developed a range of practical, real-world skills. They took on the logistics and planning required to run smooth events, used their creative skills to design posters, and managed the marketing to ensure good attendance. Additionally, by inviting and hosting guest speakers, they gained valuable experience in professional communication, while introducing the talks and managing the Q&A sessions allowed them to build confidence in public speaking. The prefects have done a fantastic job running the society this year and have set a great example of student leadership. I thank all the prefects for their hardwork and commitment this year.

Mrs K. Regan





Economics Department

Economics Society: A Year of Successful Talks

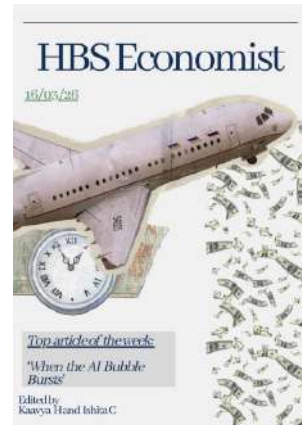
This year, the Economics Society had the pleasure of welcoming a range of external speakers covering a wide variety of topics. Phillip Thiessen, a senior economist with over 20 years of experience, heads Integrated Transport Economics at Connected Places Catapult, where he builds high-performing teams to shape evidence-based transport innovation. His talk offered a refreshing perspective on the role economists play within government, providing a compelling alternative to the typical consulting or banking routes that many of us consider. Pragya Dutt, a portfolio manager at PIMCO, gave us a fascinating window into the world of asset management, covering how portfolios are constructed and how risk is weighed against return. Dr Rebecca McDonald, Associate Professor in Economics, introduced us to the ways in which behavioural economics uses psychology and real-world experiments to challenge traditional models of rational decision-making. She ran a series of genuinely engaging experiments with us to find out whether our minds are as well-behaved as we like to think, and the results were eye-opening.

Students within the Society also delivered a fantastic range of their own talks, sharing their passion for economics and bringing fresh perspectives to topics that genuinely sparked debate. Ishita S. examined the structural mechanisms behind widening inequality in her talk on "How the Rich Get Richer", while Lithumi explored how everyday decisions, from spending habits to lifestyle choices, can have surprisingly large economic consequences over time.

A thought-provoking speech was delivered by Ishita C. and Kaavya, who presented "Spend Now, Think Later", unpacking the psychology behind impulsive consumer spending and the long-term costs of short-term thinking. Ariana and Labdhi explored the history of monopolies and oligopolies, examining how concentrated market power can act as a barrier to economic growth. Yinuo unpacked the mechanics and controversies surrounding Bitcoin, exploring its potential as a currency and its wider implications for the financial system. From there, Tisha took us back in time to examine the ramifications of 20th-century socialism on factors relating to efficiency, and proposed lessons to be learned from such experiments.

Srinithi then brought things closer to home with her talk on the economics of war, exploring how conflict abroad disrupts oil prices and affects the lives of those here in the UK. We also explored how physics and economics can interlink through Ishita S. and Yinuo's talk about the OpenAI trial, diving into the science between AI

and the economic arguments for and against OpenAI's conversion into a non-profit entity. Every session sparked interesting discussions, and we all came away having learned something new.



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This year, we launched the first HBS Economist magazine, which was a great success not only amongst Year 12, but amassing a readership across the year groups. Our biweekly issues included a review of current affairs, followed by articles based on politics, AI, healthcare, fashion, and economic theories. We were delighted to see a range of different perspectives on these topics and some insightful views on relevant news headlines.

Particularly in a year fuelled by global uncertainty, editing this magazine provided us and our readers with the opportunity to keep up with some of the most relevant topics such as The Budget and the economic consequences of the US - Iran war.

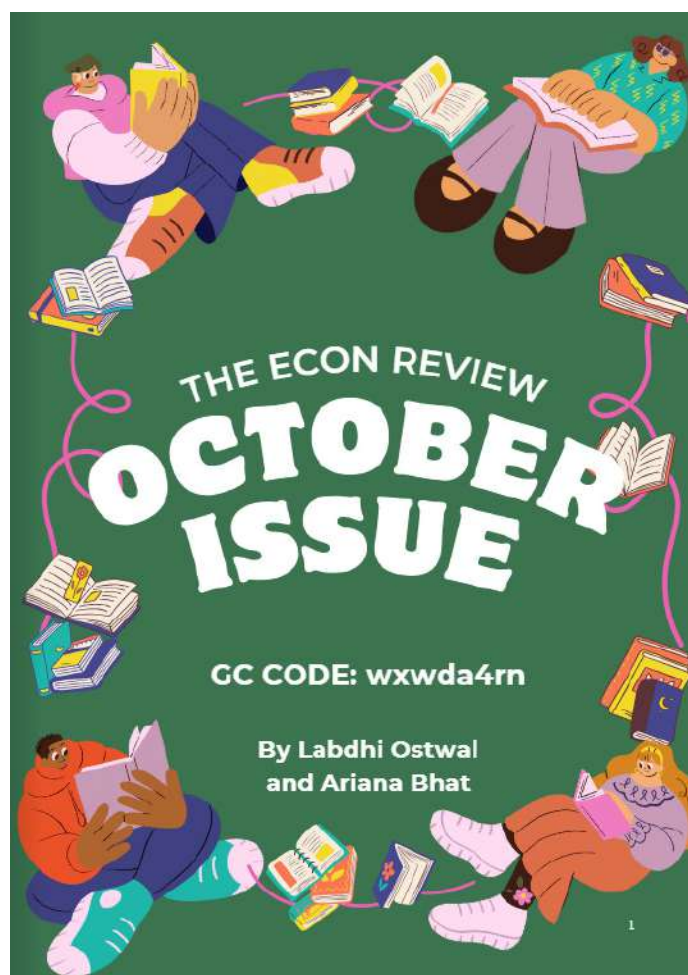
Readily available on the school website, some of our favourite articles this year included 'Trump and the Return of American Protectionism', 'The UK Economy in One Number' and 'What if AI Existed 200 Years Ago?'. Thank you to everyone who contributed by writing for us or reading consistently - your support made it happen!





The Economic Review Magazine

The Economic Review Magazine has only started this year, led by Labdhi and Ariana, but the submissions have been nothing less than remarkable. Every half term, submissions on Economics material, such as podcasts, books, articles and lectures, are reviewed by students across the school. We then compiled them into an online flipbook and published it, encouraging wider reading and immersion of students into the wider scope of Economics. Not only has this helped students in developing critical analysis skills, these reviews also serve as inspiration for students to explore further.



We have had a great experience organising these reviews and receiving insightful submissions. Regardless of it being the first year, the depth of each submission has been inspiring and innovative. Each contributor has had unique perspectives, and all reviews have reflected these takes. We have continually been looking forward to reading our submissions, and we are certain they have greatly benefitted pupils across our school. We are immensely grateful for the opportunity to provide this magazine to the HBS community.

Our reviews range from books such as 'Why can't we just print more money?' to 'Nudge' which explored Behavioural Economics to podcast reviews such as 'The Planet Money', 'Economics in Ten' and 'LSE Events'. From 'Economics of Brushing Teeth' to the 'Psychology of Money' and 'Freakonomics', each review has had something new to learn about!

You can have a read of the Jan/Feb magazine here: <https://heyzine.com/flip-book/ec60abb57b.html#page/4>

Throughout our experience so far, there have been some people who have frequently stood out, including Shriya (Year 11), Ishita C (Year 12), Saadiqa (Year 7) and Ishita S (Year 12) whom we would like to thank for your exciting reviews.

Labdhi, Year 12 & Ariana, Year 12





Embrace Showcase 2026

Embrace is a student-led showcase held annually at HBS which celebrates black artists and culture in order to spread awareness of the prejudices still prevalent in today's society. On Monday the 19th January 2026, we entertained an audience with a memorable and thought-provoking performance including singing, dancing and spoken word showcasing the high calibre of our students' talents.

The event raised a whopping, record-breaking £1455 this year for the Stephen Lawrence Day Foundation! The charity does incredible work, focusing on creating a more equitable and inclusive society by creating opportunities for marginalised young people in the UK. We are so thankful to everyone who attended the showcase for supporting us and contributing to raising money for this incredible cause.

The tradition of Embrace not only provides opportunities to appreciate black artists, but also allows our students to build confidence through performing and connecting with others across the school; a truly invaluable experience. Participating students frequently gave up their lunchtimes and time after school to produce this event and through all the hard work of making singing arrangements, choreographing, planning rehearsals, organising backstage and tech elements, we are extremely proud of everything our students have accomplished.

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

The Embrace Team 2026



Embrace Showcase 2026





English Department

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*“...I am left with the quiet
of my own palms,
the spaces between their lines...”*

(From ‘45 Minutes’ a poem written by Nidu, our KS4 Poet Laureate)

”

This has been another vibrant and rewarding year in the English Department at Henrietta Barnett School, with an outstanding range of extra-curricular activities including English Extension talks, a variety of trips, competitions, and creative writing celebrating literature across all year groups.

English Extension

A highlight of the year has been the continued success of the English Extension Lunchtime Club, which has been entirely student-led for the first time this year, being delivered by students from across Years 10–13.

Each Thursday in the autumn term, enthusiastic audiences gathered in E2 to hear talks on a wide range of literary ideas and debates. Topics this year included Romantic poetry and its legacy, the portrayal of monsters in literature as reflections of society, South Asian representation in writing across historical and contemporary texts, literature and national identity, the enduring appeal of love triangles in fiction, and the evolution of the “ideal female” in literature.



The English department were blown away by the originality of presentations on topics such as the relationship between rap and poetry, the use of food as symbolism in literature, and the question of how the literary canon is formed and who decides which texts are considered “classics”. The consistently high standard of research and delivery mean the programme has continued to be a real centrepiece of the department.

Poet Laureate Programme

Another mainstay of the English department, the Poet Laureate programme has continued to flourish, with Kyara (Y9), Nidu (Y11) and Tvisha (Y13) each completing a highly successful year in post. Over the course of the year, the laureates have taken on a highly visible role within the school community, contributing to assemblies, marking key events in the school calendar, and producing a series of commissioned poems across the seasons all whilst wearing their coveted laurel crowns!

The Laureates’ first collection, written on the theme of “Autumn at HBS”, offered three distinct perspectives on the start of the academic year: Kyara focused on new beginnings and the energy of return; Nidu explored time, uncertainty and quiet reflection; and Tvisha captured the rhythms of school life through seasonal change and cultural celebrations. Since then, the laureates have written poems on a range of themes. Most recently, they were commissioned to write about wildlife living on or near the school site: Kyara’s poem centred on renewal in nature, particularly birds and seasonal movement; Nidu wrote from the perspective of the peregrine falcons at St Jude’s, reflecting on confinement, adaptation and memory, whilst Tvisha focused her poem on the foxes regularly seen on the school grounds, using it to explore ideas about instinct and certainty in contrast with human hesitation. The poet laureates have done a wonderful job representing the school through verse and are to be congratulated on their efforts this year.





Drama and Performance

Drama and performance have again been central to the English offering this year. In the English-Speaking Union's Performing Shakespeare competition, a record number of Key Stage 3 students took part in the school heats, performing extracts from across Shakespeare's plays. After a highly competitive selection process, two pairs were chosen to represent the school in the next round. Both performances were praised by the judges for their confidence, clarity, and sensitive engagement with Shakespeare's language. Year 9 students, Riana and Anisha's standout performance of a scene from Macbeth conveyed the intensity and psychological tension of the extract with impressive control and maturity. Their work was recognised by the judges, who selected them to progress to the Regional finals of the competition, a significant achievement in a highly competitive field.



During the Autumn Term, Year 7 students took part in the annual Poetry Afternoon in Bigwood Hall as part of their Identity Poetry unit. As in previous years, each form was given a poem exploring themes of identity and self-expression and worked together to create a dramatic group performance based on its meaning and motifs. The afternoon featured a range of imaginative and creative interpretations, with students using drama, music and costumes to bring their poems to life. It was wonderful to see each form present its own unique perspective, demonstrating teamwork, confidence and a thoughtful understanding of the poems. The event was a fantastic celebration of the creativity and enthusiasm shown by Year 7 throughout the Identity Poetry unit.

World Book Day

This year's World Book Day, celebrated in the Spring Term, took on the theme of 'Myths and Legends', with a variety of exciting activities organised by two of our Year 12 English prefects Saanyakta and Emma. There were activities throughout the week, inspired by myths from all over the world. One of the highlights was the Mythic Mystery Trail, which ran all week and featured clues based on popular myths and legends from different cultures placed around the school. Each clue contained a riddle leading to the next, gradually guiding students on a journey through the building until they were finally led to the English Department. The main event took place at lunchtime on World Book Day itself, where students gathered in the library for the Costume Catwalk, showcasing an impressively creative range of outfits that brought the theme to life in both traditional and highly imaginative ways. This year, ranged from mythological figures such as Medusa to more humorous interpretations of the theme, including carrots (playing on the myth that they help you to see in the dark), leprechauns searching for a pot of gold under a rainbow, and many other inventive entries that reflected the breadth of student imagination. Overall, the week was a fantastic tribute to storytelling, creativity, and a shared enjoyment of myths and legends across the school.





English Department

Trips

Many of our English students benefited from trips this year. Our Year 8 students recently visited the nearby Big Wood in search of inspiration for nature poems. This now-annual trip encourages students to focus on aspects of nature they might otherwise overlook; students tour the wood in small groups, taking photos of plants and animals which evoke particular emotions or ideas. They then have a chance to transform these into their own nature poems, the best of which are to be printed in a whole year anthology at the end of the year.

In the Autumn Term, Year 11 attended Poetry Live at the Apollo Victoria Theatre, where they experienced performances from leading contemporary poets, including several on their GCSE specification. A particular highlight this year was the opportunity to see Y12 student Saanyakta perform an award-winning poem on stage to a packed audience, which was both inspiring and memorable for students preparing for their own examinations.

Meanwhile, in the Spring Term Y12 students attended a screening of a new film adaptation of *Wuthering Heights*, which prompted lively discussion about the nature of adaptation, directorial interpretation, and how Victorian texts can be reimagined for contemporary audiences.



Students reflected in particular on the portrayal of central characters and the film's focus on romantic intensity, with many debating how far it remained faithful to the novel's darker themes.

From poetry performances to English Extension and World Book Day, this year students have once again embraced the many opportunities offered by the English Department to extend their appreciation of literature beyond the classroom.

Mr N. Graff





Geography Society

This year, Geography Society was blessed with a particularly enthusiastic group of Y12 students who led a number of sessions and discussions on topics that interested them. Lecture and session topics varied from the Geopolitics of the Arctic, the role of AI in combating climate change instead of causing it, and the importance of biodiversity. 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

For the second year in a row, Year 10 completed their fieldwork locally. 82 Year 10 students attended two trips; one in June looking at the success of the regeneration of the King's Cross area, and a second in July, investigating downstream changes on Debden Brook, a small stream that runs through Epping Forest. This was an invaluable experience in studying Geography in the field, preparing for the GCSE examinations and developing teamwork skills. The students fully immersed themselves in the experience and are well placed to answer questions about it in their exam.

In May, 18 very excited Year 12 geographers met early at Euston Station for their journey to the Lake District and five days of fieldwork based at Blencathra FSC. Their enthusiasm was clear from the outset, as there was a lot of awe at the scenery during the train journey as we entered the upland areas of Cumbria. We were even able to spot a drumlin field with its distinctive basket-of-eggs topography. All the students were an absolute credit to the school in terms of their engagement, commitment and focus.

The scenery, as always, was awe-inspiring and you could feel the joy and excitement of experiencing green spaces and nature. This was the first year we had gone in May and we were hoping for warmer weather than in February. The weather was great and the small amount of rain did little to dampen the spirits. It was their love and zeal for Geography that kept them warm and dry!

The students were able to practise techniques for use in their coursework and many began collecting 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 on place. Their enthusiasm for geographical investigation, the world around them and the natural world was clear to see. Many of the students did not want to leave! With views like this, it is not hard to see why!

Mr S. Peterson





History & Politics Departments

We are very proud of our HBS History students and all the academic work they do to engage with the political and social events of past and present. Of equal value is the enrichment that occurs outside the classroom and below is a summary of some of the key highlights, as reflected by our students.

History

Lecture Series

Henrietta Barnett's annual History Lecture Series has once again been a great success. Historians have delivered incredibly intriguing talks on a variety of topics this year, ranging from overlooked Medieval women to the French Revolution, with highlights also including a talk on near-disasters during the Cold War for our GCSE students, and another on the development of the idea of liberty itself.

For the most part, these lectures have covered periods of history that our curriculum is unable to explore in depth, and otherwise, have provided valuable context for GCSE and A-Level students. They have really enriched our understanding of history, by uncovering the ways of life, motivations and beliefs of people in societies very different to our own across time, as well as revealing fascinating details about world-changing events.

We are extremely grateful to the lecturers for taking the time to talk to us and answer our questions with such passion and enthusiasm. Many thanks to Mr Harbord and Mr Southall and the entire History Lecture Prefect Team (Avni, Seiyong and Ojal) for helping with the exceptionally smooth organisation, running and promotion of the Series.

Annie, Year 12



History Lecture Series

Thursday 12th February 2026
PSHE room @ 1.20PM

China in 1912-49; pre-revolutionary China, society in China leading to the second Sino-Japanese War.

Professor Yangwen Zheng

Compulsory for ALL A-level history students

History Lecture Series

Thursday 15th January 2026
in H2 @ 1.20PM

"Great Women, Great Charters: Queens, Saints and Women Across Society in Medieval England"

Natasha Jenman

Compulsory for ALL A-level history students

History Lecture Series

Thursday 5th March 2026
PSHE room @ 1.20PM

"A Journey Through Environments and Politics in World History"

Dr Vanessa Taylor

Compulsory for ALL A-level history students

History Lecture Series

Thursday 12th March 2026
PSHE room @ 1.20PM

"What role did public opinion play in bringing Charles I to trial?"

Professor Edward Sullivan

Compulsory for ALL A-level history students

History Lecture Series

Thursday 21st May 2026
PSHE room @ 1.20PM

"The French Revolution"

Dr Michael Collins

Compulsory for ALL A-level history students

History Lecture Series

Thursday 22nd January 2026
PSHE room @ 1.20PM

"1776 and the Problem of Liberty"

Dr Jon Chandler

Compulsory for ALL A-level history students

Civil War Trip to Oxford

On Monday 8th June, Year 12 History students embarked on a journey to Oxford, which holds particular historical significance as the Royalist capital and military headquarters for King Charles I during the Civil War.

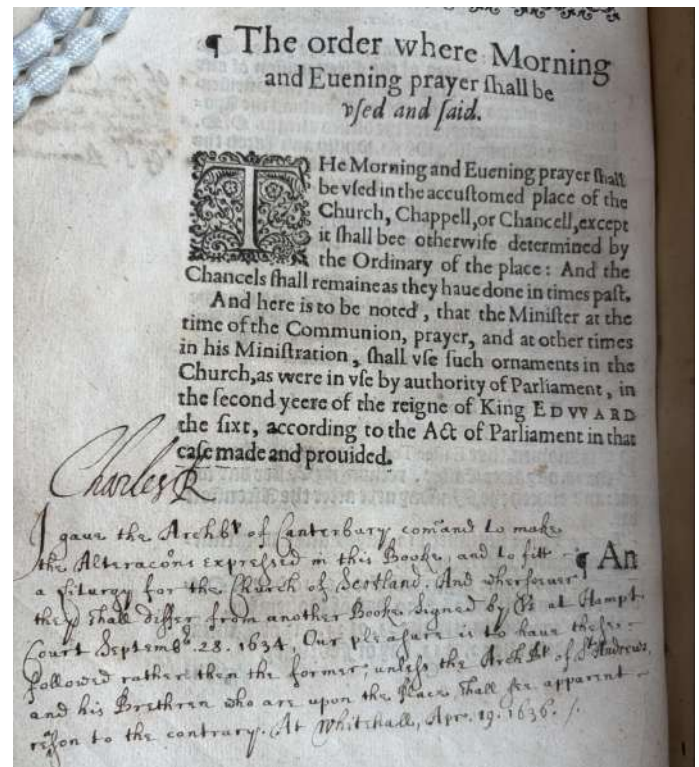
Our first stop upon arrival was the Weston Library, part of the Bodleian Libraries, where we were given the opportunity to look at some incredible objects from the Civil War period. Namely, a historic map of Oxford from 1644 and various ciphers which we were able to decode sparked significant interest. Being up close to historical artefacts of such immense significance was incredibly special, and enhanced our appreciation of the Stuart Age which we have been studying as part of our A-Level course.

We then went on a tour of the library itself, which is home to the Bodleian Libraries' special collections. Amazingly, it houses the original manuscript of Mary Shelley's 'Frankenstein' as well as several versions of Magna Carta! After lunch and a swift treasure hunt, we were fortunate enough to be given a tour of Christ Church college, founded by King Henry VIII. The grounds were absolutely beautiful, and it truly felt like walking through history.



We then had another opportunity to view pamphlets and books from the Civil War period in Christ Church's Upper Library, which had been chosen and laid out by a team of librarians. Perhaps the most rewarding aspect of the trip was seeing the specific locations and texts which we hitherto had only read about in textbooks. The opportunity to immerse ourselves in a place of immense historical significance, and get to see Charles I's own handwriting at close quarters, was an incredible experience and we are all so thankful for those who made it possible.

Roxie, Year 12



Hampstead Garden Suburb History Internship

Our relationship with the Hampstead Garden Suburb Virtual Museum continues to thrive, with an ongoing internship scheme for successful Sixth Form HBS applicants. The latest updates were published in Suburb News magazine (<https://www.hgs.org.uk/suburbnews/>) and showcase internship work currently 'on display' in the museum: <https://hgsheritage.org.uk/Detail/collections/WW2-7-0>





History & Politics Departments

Politics

Politics has been busy this year! From attending a conference and meeting a local representative to receiving special shoutouts from Ed Miliband and Zack Polanski, read on to find out what we've been up to...

Guest Speakers

Politics society has had the pleasure of hosting several engaging and accomplished guest speakers this year, all of whom generously took the time to share their experiences and expertise with our members.

We began with a visit from Nisha Lahiri, a former BBC journalist who now works as the constituency chief of staff for Health Secretary James Murray.

This was followed by a visit from HBS's London Assembly Member Anne Clarke, who shared advice and insights gained throughout her time in local government, both at City Hall and as a local councillor.

We then heard from Dr Hilary Bower of the London School of Hygiene and Tropical Medicine, who spoke about her experiences working with NGOs across the globe and the humanitarian principles underpinning her work.

Finally, we rounded off the year with Dr Pallavi Roy, Professor of Political Economy at SOAS. She gave us an intriguing insight into the intersections between politics,

economics, anthropology and many other disciplines, explaining how they inform her research into power and corruption in developing countries such as Bangladesh and Nigeria, funded by several governments including the UK's FCDO.

Politics Society has been exceptionally fortunate to host such a diverse range of speakers. Their varied experiences have enriched our learning both in and beyond the classroom, giving us an opportunity to explore the vast number of different ways our subject is applied in the real world. I would like to thank everyone who attended one of these talks, and look forward to seeing what happens next year!

Mock Council Election

On Thursday 8th May, voters in local authorities across the country chose their new local representatives. One week later, on Thursday 15th May, students at HBS did the same.

However, this was no small undertaking: we spent weeks planning everything from logistics to party policies, ensuring that students had a range of choices and could easily record their vote either on a ballot paper or online. We launched the process through assemblies and form times and gave students the opportunity to register to vote, mirroring the real administration involved in elections.



History & Politics Departments



A hustings took place the week before polling day, where our five candidates, representing each major party, battled it out to win votes through their policies and public-speaking skills. Despite a few challenges along the way, votes were successfully cast and counted, with the Green Party emerging victorious!

We had so much fun organising and delivering this project, and we are extremely grateful to everyone who participated.

Uma, Year 12

Model United Nations

This year, HBS sent a delegation to the 11th Annual West London Model United Nations Conference. The theme of the day was 'Humanity, Innovation and the Environment'. The Year 12 delegates certainly rose to the occasion, contributing thoughtfully to resolutions on tackling the climate crisis. The day began with an inspiring opening speech delivered by an activist from the Ella Roberta Foundation. Ella Kissi Debrah was the first person in the world to have air pollution listed as a cause of death, reminding us of the direct impact pollution can have on public health.



From mass entertainment events to global health, we explored climate change through new perspectives which will greatly enrich our studies for the Global Politics paper. The atmosphere in the committee rooms rivalled that of the real United Nations environmental and development agencies!

My favourite experience, shared by many other delegates, was balancing the need for social and economic development alongside environmental justice. The political and philosophical questions surrounding what justice looks like and how reparations should work particularly captured our interest.

It takes significant political will to confront a challenge such as climate change, and my fellow HBS delegates truly demonstrated determination and rigour throughout their debating and negotiations. We brought home awards such as "Best Speaker", "Most Diplomatic" and "Honorable Mention". The day provided a wonderful opportunity to meet students from other schools and practise the art of diplomacy. It was particularly rewarding to attend a conference led by students, for students, and I hope HBS will be in attendance again next year.

Aisha, Year 12





LAMDA

A huge well done to our Year 8, 9 and 12 LAMDA (London Academy of Music & Dramatic Art) Acting students for approaching their LAMDA challenge with such 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 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 once again all LAMDA Acting candidates passed their examinations with flying colours! The first LAMDA course of the academic year saw 60 students working towards Grade 1 to Grade 5, achieving 58 Distinctions and 2 high Merits in their January examinations. We have just received the results from the second set of LAMDA examinations taken in May, in which 60 students working towards Grade 1 to Grade 6 (Bronze Medal) achieved a further 58 Distinctions and 2 high Merits. Congratulations to you all!



Thank you to staff who have supported LAMDA, particularly Mrs Whitfield, Mrs Boal, Mrs Walker and Mrs Abui Quarcopome. 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 vocal and physical skills, characterisation and staging. A productive and unique experience for both performers and audiences, enjoyed by everyone involved.



LAMDA Students

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LAMDA at HBS is a life changing experience and a great way to meet new people. If you are introverted, you learn techniques to express yourself through drama; if you are extroverted, you will discover opportunities to broaden your horizons. As Year 9 students, LAMDA is an exciting and valuable way to round off our KS3 experience.

- Moella, Iwinosa, Ruhi

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“

I really love LAMDA because it gives you a chance to express yourself in ways you usually can't do and it lets you be someone else for a while. Through LAMDA I've grown in both confidence and communication, learning how to speak clearly and also understand different peoples' perspectives by playing different characters. One of the biggest challenges was setting our own deadlines and getting things done on time but every term we get better at planning and time management, motivated by the desire to succeed.

- Evelyn

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LAMDA Youth Leaders

A final thank you goes to our dedicated team of Year 10 LAMDA Youth Leaders who applied to join the scheme in order to learn how to further advance their expertise in communication, leadership and directorial techniques. It has been exciting helping these 29 students thrive as confident, compassionate leaders, and a pleasure to act as 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 been role models for the KS3 LAMDA students, inspiring them and enhancing their learning experience.

Mrs Levy

“

Thank you so much for the opportunity to become a LAMDA Youth Leader. I have found that it has not only helped me improve my leadership skills, especially with knowing when to step away, but also my confidence in both my acting and directing skills. I had a lot of fun doing LAMDA volunteering this term!

-Sowmya

”

“

Volunteering as a LAMDA Youth Leader has been an amazing opportunity. I have enjoyed each session greatly, especially engaging with pupils from across the year groups, and of course providing guidance and support whenever needed. I know this role has helped me develop both my leadership and communication skills, and I am so grateful for this opportunity.

-Eshanika

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Mathematics Department

At Henrietta Barnett School, students from all year groups take part in the UKMT Maths Challenges, which are national competitions designed to test mathematical reasoning, logical thinking, and creative problem-solving. The highest scorers advance to the follow-up rounds like the Kangaroo papers and the Mathematical Olympiads, which challenge the top scorers nationwide. This year, our students demonstrated exceptional skill and perseverance across every level of the competition.

In the initial Senior Maths Challenge, our students put on an outstanding performance, securing a total of 37 Gold certificates alongside a massive haul of Silver certificates. The school was led by a top score of 125 in Year 12 by Dhiya, which set a high standard for the follow-up rounds. For the British Mathematical Olympiad, a cohort of five students qualified to sit the paper, with Year 13 securing one Distinction and two Merits, while Year 11 claimed a Merit. Meanwhile, our senior students turned in an impressive volume of high scores in the Senior Kangaroo. A total of 44 students qualified and competed in this demanding round across Years 11 to 13, bringing home a fantastic array of 5 Gold, 6 Silver, and 22 Bronze certificates to complete a brilliant senior season.

In the Mathematical Olympiad for Girls, Jessica (Year 13) achieved a perfect score of 50 out of 50, securing a Distinction and Best in School in Year 13. She was closely followed by a highly consistent senior cohort, with our students getting a total of four Distinctions across Year 11 and Year 13. This momentum carried into the Mathematical Challenge for Girls, where HBS showed incredible strength in numbers. Our students secured a total of 46 Distinctions and 30 Merits school-wide, proving that advanced logical reasoning is thriving across Key Stages 4 and 5.

Our students dominated the initial Intermediate Maths Challenge paper with a fantastic top score of 113 by Dhriti in Year 11. In the follow-on Intermediate Olympiads, our students thrived under pressure against the hardest

problem sets in the country. HBS students achieved Distinctions and Merits across the Cayley, Hamilton, and Maclaurin Olympiads, and even more impressive were the Bronze medals won by Laasyasree in Year 9 and Erika in Year 10. The Pink and Grey Kangaroo follow-on papers saw an equal volume of high-scoring results. Our middle-school students got an impressive number of Gold and Silver certificates, highlighted by a top score of 107 by Dina in the Pink Kangaroo, pointing to immense promise for future senior competitions.

Our youngest students in Key Stage 3 proved to be a formidable upcoming cohort, turning in sweeping, historic numbers of high-tier certificates in the Junior Maths Challenge. In Year 8, Misha earned Best in School with an incredible score of 129 to lead a cohort that secured 82 Gold, 13 Silver, and 4 Bronze certificates. Not to be outdone, our Year 7 students locked in 64 Gold, 24 Silver, and 11 Bronze certificates in their very first secondary national competition. The sheer volume of these youngest students who qualified to advance into the follow-up stages is a true testament to the depth of raw talent developing at HBS- 113 students qualified for the competitive Junior Kangaroo paper, including 47 from Year 7 and 66 from Year 8. Most impressive of all, a select group of 12 young mathematicians scored high enough to secure qualification to the Junior Mathematical Olympiad, split evenly with 6 qualifiers from Year 7, and 6 from Year 8.

The consistency of achievement across all year groups, combined with the number of students pushing past the initial stages into the highest national tiers, reflects the curiosity and hard work of our students. Whether achieving national medals, earning certificates, or bravely attempting an Olympiad paper for the first time, every single participant should be proud of their contribution. Congratulations to all our competitors on an exceptional season of results!



As the Year 7s currently prepare to embark on an exciting one week residential trip to Normandy, they can 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 in June 2025 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 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 extra-curricular activities and clubs during lunch and after school including Murder Mystery Club, Korean Club, Creative Writing Mythology Club and Electronics Club, in addition to the impressive range of musical and sports clubs on offer.

Music has played an integral role in the life of Year 7 students. Thirty three students have learnt a musical instrument in Year 7 and students have made an important contribution to school orchestras and concerts, participating in the Carol, Spring and Summer concerts in addition to the Chamber concert. Five Year 7 students participated in the Bands night, where they performed excellently.

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, inspiring historical characters and a solo speaking competition. In the summer term, each Year 7 class prepared an assembly related to languages, food, sport, and myths from around the world and delivered it to the year group. Sixth form prefects introduced the students to debating skills, with the aim of improving their oral confidence 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 form tutors 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 Year 7s are very much looking forward to going to Normandy at the end of June for their first residential trip. A week in Normandy will help to develop 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 both students and their families. This cohort of Year 7s have coped with the challenges with admirable tenacity and resilience. It has been an honour and a privilege to witness their development this year and to guide them through the first year of secondary school.

Mr Supperstone

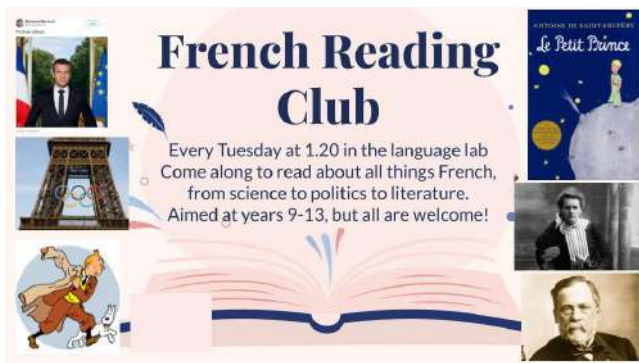


MFL Department

The Modern Languages Department 2025-26

In MFL, we bring the cultures of countries alive beyond the confines of the examination syllabus both in and out of the classroom, and this academic year has been no exception. We take particular pride in our range of activities. Key events this year have included:

French Reading Club



This weekly club has been run reliably since September 2024 by two of our A Level French students and continued until April of this year:

Aimah and I have run a session where we read and translate a piece of French writing with the KS4 and 5 students who attend. We have discussed a wide range of topics, encompassing all 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 professional French writing has been fascinating and inspiring. We also delved into French politics, such as the far right. Some of our favourite topics from Year 12 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 who have been able to share our joy for this wonderful language.

Aria and Aimah, Year 13

Year 9 MFL Art Appreciation Enrichment Day

On Monday 13th October, we went to the National Gallery and National Portrait Gallery. It was a great way to enjoy the art painted by people of different cultures and read the meaning behind it. All the artworks there were beautiful and it was a very fun way to spend the day! We all filled out an MFL booklet, answering questions and writing about French, Spanish and German paintings, which helped our linguistic skills. We also walked across the bridge overlooking the Thames to eat lunch at the Southbank Centre, so we were able to get a beautiful view of London. As a year, we are so grateful to have had this amazing opportunity to broaden our understanding of the modern foreign languages we study. Everyone enjoyed the day so much.

Moella and Iniya, Year 9





Year 12 French group at the BFI: New Wave and Contemporary film

On 12th November, we had the opportunity to visit BFI Southbank for an inspiring and immersive experience. The morning began with an engaging presentation by a teacher, who spoke entirely in French as he explored a range of films from the Nouvelle Vague (French New Wave) including "Les 400 Coups", "A bout de souffle" and "Cléo de 5 à 7", showing their influences on modern films such as "Bande de filles", "Entre les murs", "Amélie" and more. He compared the different directors' styles and techniques, offering fascinating insights into how earlier films have shaped modern cinema. It was highly rewarding to deepen our appreciation for the artistry behind the films.

After lunch, we watched *La Haine*, a powerful and thought-provoking film that follows three young men navigating life in the Parisian banlieues (suburbs) in the mid-1990s. The entire audience were captivated by the raw energy, striking black-and-white cinematography, and emotional intensity of the story.

Overall, it was a wonderful day of cultural and linguistic immersion — a perfect blend of film, language, and inspiration!

Bimugdha, Year 12

At the very end of the Autumn Term, we had a **KS5 German day at BFI Southbank**, aimed at supporting KS5 German students to build their cultural capital, expand their vocabulary, and improve their critical film analysis skills by examining key themes and styles in contemporary German cinema. It explored some A Level set films *Goodbye, Lenin!* (2003), *The Lives of Others* (*Das Leben der anderen*) (2007), the latter studied by HBS students, as well as other contemporary films. Students explored

the events, people and narratives that marked the end of the Cold War and ushered in a new era in German and European history. Conducted in German, the morning consisted of a clip-based presentation and analysing key scenes with activities aimed at supporting students with their critical film analysis skills. In the afternoon there was a screening of *Goodbye, Lenin!*

It was certainly a busy Spring term. On 27th January, thirty **Year 9 French** students went to a KS3 film day at the **BFI Southbank**, organised to commemorate Holocaust Memorial Day. The morning session, conducted mainly in French, analysed aspects of the film we were going to watch in the afternoon, *Le voyage de Fanny* (2016), a true story of a group of Jewish children fleeing Occupied France. It consisted of a clip-based presentation introducing new vocabulary and encouraging dialogue in French. It also provided a brilliant background to the lead up to war in Europe and the 1940-44 Occupation of France by Nazi Germany, a period that is rarely studied in schools. Students learned how the Occupation split France into two zones, the 'free' (run by a French puppet government) and the 'occupied' (governed by the Nazis). The film itself was very thought-provoking, moving and uplifting.

In late January and early February, the London leg of our **Year 10 French and German Exchanges** took place, with the foreign students being hosted in London for the week by their English families. These exchanges have been running with great success since the mid-1990s, and we are proud of the opportunities for the rewarding exchange of cultures and real immersion in a different language on both sides that they continue to offer. Students sometimes stay in contact with their partners for years to come. Thank you to Mrs Price for putting up one of the French teachers, and of course, to all parents for warmly hosting an extra French or German son or daughter in their families for the week.



The French group leaves HBS, February 2026



MFL Department

Our **Year 12 French trip to Nice** took place from 2nd-5th February. It was wonderful to be back on the Côte d'Azur (French Riviera) in South East France for the 7th edition of our annual language and heritage trip. Friday was spent in the arrière-pays (the hinterland) to the west of Nice, immersed in the French language with a guided tour about the process of perfume making in the historic Fragonard parfumerie in the town of Grasse. Soaps, creams and perfumes were purchased to maintain our rigorous personal beauty regimes, especially those of the teachers. Then onto a vineyard for a tour learning about the different processes needed to produce the region's famous wines. Students did brilliantly filling in their trip workbooks, as the vocabulary was highly technical.

Saturday morning was spent on a 3 hour walking tour of Nice in French with our excellent guide, Anke. We were informed about Nice's fascinating history, customs, dialect and architecture, many influenced by Italian rule until the late 19th century. After lunch, we walked up to the Matisse Museum to appreciate the work of the artist who lived and painted in Nice. Before our departure on Sunday, students had the morning to explore the renowned Flower market and the Old Town, then we all visited the fascinating Chagall Museum. All in all, we had a weekend full of French immersion with beautiful heritage, acceptable weather, and tasty food, including some local specialities.



Well done to Julia G in Year 12 who was one of two runners up in a King's College London Spanish Writing competition, where the judges said, "Many congratulations, we thought you wrote a wonderful piece!"

Elodie L in Year 12 entered the Fitzwilliam College, Cambridge French Translation competition, translating a passage of Voltaire into English.

A number of our KS4-5 students also entered the Anthea Bell Young Translators Competition, organised each year by Queen's College Cambridge. It is a fantastic competition, asking students to translate from French, German or Spanish into English from children's stories, novels, comic books or poetry. This year, nationally, 25,000 secondary age students participated in the competition,

and over 5,400 entries were judged. We selected a total of 30 entries, and were informed recently that Tanmana M in Year 11 was commended for her Spanish translation. In French, Katya L, also Year 11, was nominated as Greater London Area Winner for her translation. Well done to both of them!

The Year 10 French Exchange to Paris took place from 20th-27th March. On arrival, students immediately departed the Gare du Nord to spend the weekend with their partners, whom they had got to know in London in January. Monday 23rd was the big walking day, along the river from school and then climbing the stairs up two levels of la tour Eiffel, with a lift to the very top, then a walk to Trocadéro for an ice-cream pit stop; we continued on foot to the Arc de Triomphe, before taking a bus to the Moulin rouge at the foot of Montmartre.



A walk up the hilly Olympic and Tour de France cycle racing route to Montmartre for lunch followed by a visit to the stunning Sacré Coeur Cathedral rounded off our day. Tuesday comprised the recently refurbished and beautiful Notre Dame Cathedral, before an RER train and walk along the river to catch our Seine boat trip in full sunshine. We then went to metro line 6 to take the train over the beautiful Bir Hakeim viaduct across the Seine to Arc de Triomphe, then to Bastille in the east of Paris. We walked down to the bottom of the Canal St Martin, just below the Bastille Opéra, to have lunch, then around the canal lock, back to the Seine and to l'île de la cité for delicious Berthillon ice creams! Wednesday morning was spent observing and participating in lessons in school, before a trip to visit the Grand Mosque of Paris via the Jardin des Plantes, and sample mint tea and sticky pastries afterwards. We had hoped to see the nearby Arènes de Lutèce, a Roman amphitheatre, but it was closed due to bad weather. Our final day took us to the wonderful Musée d'Orsay for 3 hours in the morning, where some of us saw the excellent temporary exhibition of Renoir's paintings, drawings, prints and lithography. Each day, students volunteered to research key facts for the next day's visits and then presented them to the group. We returned home on Friday after a full week, tired, but with a head full of French and a spring in our step.





MFL Department

The Year 10 Spanish trip to Seville, 11th-15th May

Andalucía is an area rich in culture, sites and history, and the trip was a wonderful experience. After our arrival at the hotel in Seville, we set off on a Spanish guided tour around the city, where we took in the many sites presented before us such as "Las Setas de Sevilla".

We spent the first part of Tuesday exploring the Real Alcázar de Sevilla, a palace famous not only for its Islamic geometric designs and Quran verses stretching across several tiles and arches, but also for its blend of Gothic, Renaissance, and Baroque styles. Then we walked to the Flamenco museum, where we were given an in-depth talk about Flamenco culture and the manner in which it has evolved over periods of time. We unanimously agreed the highlight of the day was the Flamenco show we were able to watch. It was really beautiful to see and hear the guitar, singing, and dancing come together to create such a powerful and emotional performance.

Wednesday involved a trip to Córdoba to visit arguably the pinnacle of architecture, with both Islamic and Christian elements, "La Mezquita del Córdoba" (Córdoba Mosque). This structure was constructed in the 8th century during Muslim rule in Al-Andalus and was later converted into a Catholic cathedral after the Christian reconquest in 1236. The vast "forest" of red-and-white

double arches supported by hundreds of columns, stretching for what seemed to be infinity, really struck us. We then visited Córdoba Synagogue located in the Judería [Jewish Quarter]. It is one of the few surviving medieval synagogues in Spain. During our free time for lunch each day, we had the opportunity to try traditional Spanish dishes including paella, tapas, churros, and various seafood.

On Thursday, we visited the Plaza de Toros De la Maestranza, a bull ring constructed in the 19th century that is still functioning today! We first visited the museum, forming our own judgments on bull fighting, which for Spanish people is a respected art, but in more recent times has been questioned for its ethics. We went out into the grand ring with its 13,000 seats in sizzling sunshine. Back at the hotel, we all met on the rooftop for our last night in Seville, and took advantage of the 'golden hour' for some beautiful sunset photos.

On Friday, we visited Málaga, Picasso's birthplace and the Picasso Museum, where we gained an insight into his mastery of various art styles beyond Cubism. It was an unforgettable trip. We had great fun, practised our Spanish, and returned home with beautiful hand-painted fans, a greater understanding of Spanish history and culture, and plenty of memories!

Haniya and Navyaa, Year 10





Five students entered Oxford University's Flash Fiction competition which was publicised in April, writing 100 word short stories or dialogues in a foreign language. In the Year 10-11 category, 3 students won runner-up prizes: Amelia S (Year 10) in German, Honoreé W (Year 11) in French, and Maya M (Year 10) in Spanish. Yakshita R (Year 11) was highly commended in French. In the Year 7-9 category, Ashvy S (Year 9) was highly commended for Spanish. Very well done to all of them!

We look forward to our annual Normandy Trip to Château Beaumont at the end of June with the whole of Year 7, and the Year 10 German Exchange to Munich in early July.

Thank you to my dedicated MFL department colleagues, who give so much time organising and making all of the above possible, with some accompanying more than one foreign residential trip; they provide students with experiences they will remember for many years to come.

Do follow our Instagram to see our trip photos and posts.

Mr Haywood



[@hbsmfldept](https://www.instagram.com/hbsmfldept)



Music Department

It has been another busy year for the Music Department, both in and out of the classroom. It has been a pleasure to see pupils develop their musical skills and ability to work together constructively in all sorts of practical music-making activities. There has been a wide range of performance events in school, some involving very large numbers of performers and others on a smaller scale – all intended to provide valuable experience. Audiences will have enjoyed the variety of these events, which have encompassed many musical styles and genres, as well as involving pupils from all years of the school.

Autumn Concert

This Main Hall concert involved about 120 performers and featured some of our small ensembles – Guitar Ensemble, Brass Ensemble, Recorder Ensemble and two Flute Ensembles – as well as Chamber Choir (music by Amy Beach), Wind Band (music from *Skyfall* and *The Lion King*) and Concert Orchestra (Music from the Royal Fireworks and *The James Bond Theme*).

Carol Concert

Our Carol Concert began with two decidedly unseasonal items: Symphony Orchestra opened proceedings with Rossini's rousing Overture to *The Barber of Seville*, followed by the exquisite 'Threnody' from John Ireland's *Concertino Pastorale* performed by Chamber Orchestra. Thereafter the evening took on a more seasonal mood, with several popular congregational carols sung by Senior Choir and accompanied by orchestra and student organists Phoebe and Aiqi, interspersed with some traditional readings. Chamber Choir sang two beautiful carols: 'A maiden most gentle' and 'Tomorrow shall be my dancing day'. The concert ended with two HBS classics: Mr Chernick's Christmas/Chanukah song, accompanied by Jazz Band and with enthusiastic audience participation; and, to end, Leroy Anderson's *Sleigh Ride* from Symphony Orchestra, complete with sleigh bells and whip crack!

House Singing

This followed a similar format to the previous year, with students very much centre stage. Visiting Adjudicator, Heidi Pegler, was on hand to provide some feedback and to make some tricky decisions. Each House performed their Unison Song then Part Song in the Free Church, with student conductors and accompanists. The high standard then continued in the Main Hall with the Solo

Song category, which involved performers across all three Key Stages. Congratulations to the winners (Hazel) and well done to everyone involved. It was a wonderful celebration of singing and credit is due in particular to the Sixth Form students who organised rehearsals and helped prepare the various items to such a high standard.

Choral Society Concert

The annual concert takes place in the magnificent setting of St Jude's Church and its beautiful acoustic. The evening began with an atmospheric a cappella Chamber Choir rendition of 16th-century music by Gombert, followed later by a Rheinberger motet. Chamber Orchestra then performed Preludes by Grieg (*Holberg Suite*) and Holst (*Brook Green Suite*) respectively. Symphony Orchestra concluded the first half with Smetana's famous programmatic work *Vltava* – a musical portrait of the river flowing through the Czech countryside – including evocative wedding and moonlight scenes, and the turbulent *St John's Rapids*. The second half of the concert saw a stirring performance of Haydn's 'Nelson' Mass conducted by Mr Chernick. The Choral Society were joined by Senior Choir, Symphony Orchestra and four soloists, including an HBS alumna currently reading music at Oxford University.

Spring Concert

This Main Hall concert followed a similar pattern to the Autumn Concert in terms of the groups performing, with the addition of Camerata, who performed a movement from Britten's *Simple Symphony*. Other repertoire included Concert Orchestra playing Schubert's Overture from *Rosamunde* and *The Flintstones*; Junior Choir sang 'A Thousand Years' and Guitar Ensemble performed music by Beethoven and Henri Mancini. Other items included Flute Ensembles, Jazz Ensemble, Wind Band (*Holst's First Suite for Military Band*), Chamber Choir (two contrasting songs by Gombert and Sarah Quartel), Recorder Consort (*Suite for Three Recorders*) by Britten and two contrasting numbers from Jazz Band.

Senior and Junior Chamber Concerts were held in the Summer and Spring Terms respectively, providing pupils of all ages with the opportunity to perform in an informal setting and to gain valuable experience. In addition, two GCSE Ensemble Concerts gave students the opportunity to perform their coursework.



Bands Nights

Senior and Junior Bands Nights saw a range of enthusiastic performances from student bands across all years of the school. Many thanks to staff who helped prepare these groups, including Mr Lewis, Mr Goodall - and especially to Mr Goldberg, who continues to co-ordinate these events so expertly.

At the end of April the Memorial Service for colleague Mr Kamara involved two exquisite musical performances of the highest standard: harpist Sigal (Year 12) performed Tournier's *Feérie* and Lia (Year 11) performed the Prelude from J S Bach's Cello Suite No.2 in D minor. Particular thanks and congratulations to these students for their outstanding and mature playing.

The last few weeks of the Summer Term will see the Summer Concert and a final performance of the school year from our main instrumental and vocal ensembles. This is preceded by the customary Bernard Hooton Festival performances from Years 7 to 10. Rehearsals are well underway and we look forward to four wonderful days of music-making.

Trips

Back in October chamber musicians from Year 11, 12 and 13 gave a wonderful Lunchtime Concert at St James's Church in Muswell Hill, including a polished account of Clara Schumann's wonderful Piano Trio in G minor. Variety was particularly evident in the various enrichment trips to performances in central London. Our older students enjoyed the brilliant production of Sondheim's musical *Into the Woods* at the Bridge Theatre and Berg's deeply moving expressionist opera *Wozzeck* at the Royal Festival Hall. Year 10 pupils went to see *Wicked* at the Apollo Theatre, linked to their study of 'Defying Gravity' as part of the GCSE syllabus; for some of these students it was their first experience of a live musical theatre production. Another GCSE group saw a Philharmonia performance of orchestral music by Mozart and Rachmaninov at the Royal Festival Hall.

As ever the work of the Music Department has very much been a team effort this year, involving large numbers of committed and talented students and a number of staff. Particular thanks to students who regularly put in so much effort to make extra-curricular things happen and who attend rehearsals and concerts with such regularity and enthusiasm, making the contribution of staff so much more manageable and enjoyable! Staff who have led groups this year and kept the various extra-curricular music plates spinning include: Ms Beckley (Senior and Chamber Choir), Mr Goldberg (Guitar Ensembles), Mrs Silverman (Flute Ensembles), Ms Blumsohn (Recorder Ensemble), Mrs Hirsch (Junior Choir), Ms Gill (Camerata) and Dr Harrison (Concert Orchestra, Wind Band, Symphony Orchestra and Chamber Orchestra). Thanks also to Sanjana (Year 12), who has led Jazz Band for much of the year; and to Alice (Year 10), who runs the Brass Ensemble.

Mrs Gill & Dr Harrison



Religious Studies Department

Returning from maternity leave is always a big transition, but it was a great comfort knowing the RS department was in Ms. Eyres's incredibly capable hands. She did a phenomenal job, and it is so lovely to be back now, stepping right back into the vibrant, warm, and welcoming classroom energy I missed so much.

A Look Back at Key Stage 3 Religious Studies

It has been a wonderful year of discovery across Key Stage 3, with students diving deep into the rich traditions and philosophies of the six major world faiths. One of the major highlights this year saw students channelling their creativity by crafting their own beautiful lotus flowers and mandirs, supporting studies in hinduism and buddhism. Beyond the art and design elements, this was a deeply philosophical exercise. As students worked on these intricate creations, they engaged with powerful lessons on the nature of existence—specifically the concept that not everything in life is permanent. Learning to appreciate beauty while understanding its fleeting nature sparked incredibly mature reflections from our younger students. Another highly impactful moment this year occurred when students looked beneath the surface of monotheism. In a series of eye-opening lessons, Key Stage 3 explored how Islam, Christianity, and Judaism are fundamentally intertwined. Students were asked to reflect deeply on this interconnectedness, showing that faith shares roots that run much deeper than they ever realised. This then fostered a powerful sense of unity and shared humanity in the classroom.

“*Learning about how much Christianity, Judaism, and Islam overlap changed how I look at world news. We have so much more in common than we do differences.*”
— Key Stage 3 Student Reflection

A Powerful Lesson in Empathy

While the lesson was filled with laughter and a bit of theatrical outrage, it drove home a profound point. Students quickly realized how unfair it feels to be restricted and labeled by a status you did not choose and cannot change.

Through this hands-on experience, Year 7 were able to reflect on the emotional and social impact of rigid social hierarchies. It sparked fantastic discussions about fairness, privilege, and how fortunate we are to live in a society where our efforts, not a lottery at birth, define our futures.

Well done to Year 7 for entering into the spirit of the lesson so brilliantly—and for managing not to make too much of a mess with the crumbs!

Year 9 Tackle Antisemitism with the Rabbi Sacks Legacy

Year 9 students have engaged this year with some of the most challenging, yet vital, questions facing our society today. Partnering with the Rabbi Sacks Legacy, our students have explored the roots, mechanics, and devastating impacts of Antisemitism. Given the recent rise in antisemitic incidents nationally—and acutely felt within the school's local community—this unit of study has never been more relevant.

Students learned how 'scapegoating' allows societies to avoid facing their own internal issues by projecting blame onto a minority group and debated the powerful idea that silence is a form of complicity, and discussed how we can all move from being bystanders to upstanders. As a culmination of their learning, students were asked to reflect on the larger term and under impacts of antisemitism.

“*If Antisemitism continues to increase, it means our society is losing its ability to accept differences. Fighting it isn't just about protecting our Jewish friends—it's about protecting the kind of world we all want to live in.*”
- Year 9 Student Reflection

We are incredibly proud of the maturity, empathy, and critical thinking Year 9 have demonstrated throughout this project. By engaging so thoughtfully with the Rabbi Sacks Legacy, they have shown that they are not just passive observers of the world, but active citizens ready to build a more inclusive, compassionate future.



A Visit for Year 10 RS Students!

As part of their ongoing study of the Crime and Punishment topic, Year 10 students were treated to a fascinating guest lecture from Ms. Natalie Berman, equity partner at a criminal law firm in East London that was established over 100 years ago. She is an Associate Member of the Higher Rights of Audience scheme which means she has Higher Rights of Audience and can represent clients in the Crown Court and Magistrates' Courts having qualified as a barrister, before cross qualifying as a Solicitor. She was called to The Bar in 2006. Ms. Berman provided the students with a captivating "behind-the-scenes" look at the realities of criminal investigation, shattering common myths and walking them through a typical day in her professional life. The session concluded with an interactive Q&A, where students queried her with insightful questions about everything from motives to modern forensic science. From the moment she walked into the room, the students were utterly gripped, thoroughly enjoying the opportunity to see how their classroom curriculum connects so vividly to the real world.

From decoding deep philosophical and moral issues with Year 9 to tasting the realities of history with Year 7, it has been an absolutely fantastic and incredibly fun year in the Religious Studies department!

Our students have consistently impressed us with their curiosity, empathy, and willingness to dive headfirst into life's big questions. We are so proud of the insights they have shared and the maturity they have shown. Thank you to everyone for a brilliant year of discovery, and we are already looking forward to exploring even more together next year!

Mrs L. Israel





Science - Biology Department

This year, the Biology Department has thrived with both student-led initiatives and academic extracurricular opportunities. From engaging school trips, such as the Year 10 'Science Live' and 'Biology in Action' for Year 12 students, to biology-related clubs, such as Gardening Club, MedSoc, Junior MedSoc and Dentistry Society, which have allowed students to further explore their passions, the department has maintained excitement surrounding the subject. Students have shown their interest and efforts beyond the curriculum, achieving incredible results in competitions, such as the 'Cambridge Biology Challenge', 'Biology Olympiad' (Year 10 & 12). Much of what the department has to offer awaits in the summer term, including the Year 12 trip to Epping Forest and upcoming Science Fair.

Student Achievements

Students took part in national competitions, such as the Biology Challenge for Year 10 and the Biology Olympiad for Years 12 and 13. We were hugely proud of our Year 10 students, who were awarded an incredible 52 gold certificates. Our senior students also had a fantastic year, tackling demanding Olympiad questions that pushed their biological knowledge to the highest level. Anisha in Year 9 achieved a Gold Award in the junior division of the 'Cambridge Re:think' essay where entries were submitted from over 50 countries and Anisha was the only winner in the UK.

Extracurricular Activities

The HBS Medical Society, led by Year 12 students, is a club dedicated to our community of aspiring medics. The club provides a great opportunity to explore a variety of medical-related activities, including informative presentations, discussions of current affairs in healthcare, and guest speakers who share their experiences. Some of the most memorable topics this year included how 'DNA can influence Health', the 'Effects of Altruism' and hands-on surgical skills practicals. All these sessions provide valuable insights into medicine and allow students to develop their understanding of the field.

The HBS Dentistry Society was founded this academic year and is led by a group of striving dentists in Year 12. Students delve into the world of dentistry, with activities such as tooth sculpting, soap carving, ethical debates and even tooth extractions from a sheep's head. There have been amazing speakers ranging from leading experts to

current dental students. None of this would be possible without the support of the Biology department, who provided the DentSoc team with resources and allowed many guests to visit.

Junior MedSoc is a weekly lunchtime club for Key Stage 3 students held every Monday and led by Year 12 students, designed to encourage curiosity and enthusiasm for biology and medicine through a range of interactive activities and discussions. Throughout the year, students have taken part in a range of practicals and workshops, including extracting DNA from strawberries, role-playing clinical scenarios, and exploring biological systems such as the digestive and cardiovascular systems. The club aims to make biology engaging and accessible while giving younger students the opportunity to ask questions, think critically, and explore science beyond the classroom in a fun environment.

Gardening Club

Gardening club is another staff-led lunchtime activity running weekly, where dedicated pupils and teachers work together to encourage an interest in growing plants of different types both indoors and outdoors. Students are taught to respect and nurture local wildlife, something emblematic of our school's ethos and ensures students have as broad a knowledge and understanding of biology as possible. A huge thank you to Ms Price who has led the gardening club for many years.

Trips

Year 12 Biologists also look forward to their upcoming field trip to Epping Forest in June, in which they will explore sampling techniques commonly used by ecologists. The trip will provide a great first-hand experience of biodiversity and students will be able to develop a range of practical skills involving the study of organisms and ecosystems.

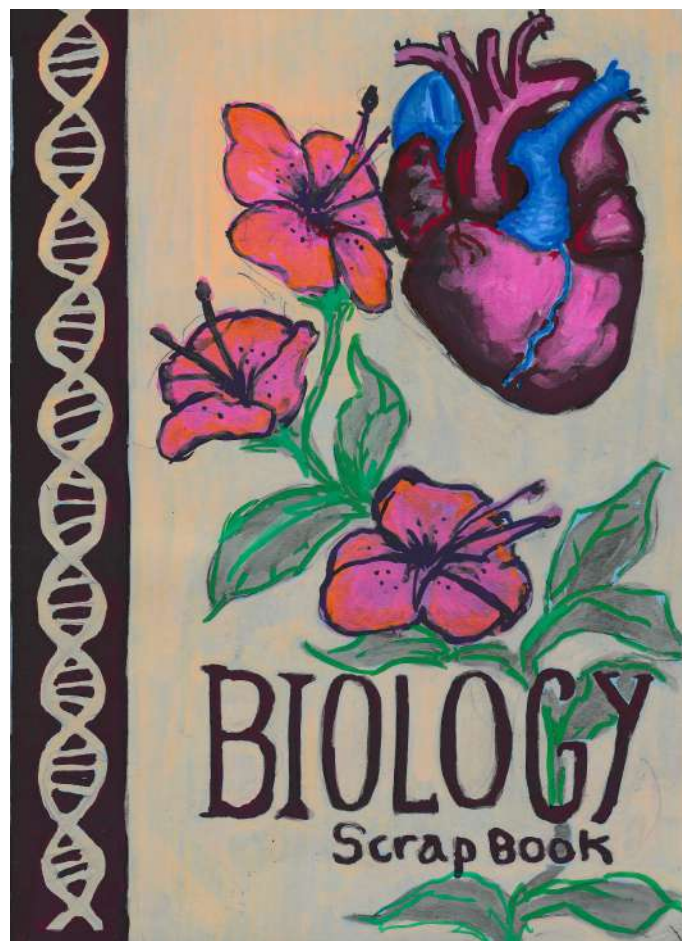
The Year 12s also greatly enjoyed the day out to the Emmanuel Centre for Biology In Action. It was an extremely insightful and informative trip where leading scientists and experts spoke about their fields of expertise. There was a topic for everyone, and it gave students new areas to explore and research further. A huge thank you to the Biology department for accompanying the Year 12s on the trip and for making it possible.



Biology Scrapbook

This year, the Year 12 biologists have stepped into the role of researchers through the Biology Scrapbook project, exploring areas of biology that genuinely interest them beyond the A-level specification. Students selected and analysed recent scientific articles on topics ranging from gene editing and insect sentience to the unique way in which seahorses give birth and the potential reversal of Alzheimer's disease. Alongside developing their scientific knowledge, they have also learned how to reference sources accurately, an important skill for higher education and beyond. The quality of work produced has been outstanding, demonstrating both a strong understanding of biology and genuine engagement with the scientific developments shaping the world.

Once students had completed their Biology Scrapbooks, they were given the opportunity to do further research on one of the articles they had chosen for their scrapbook, by writing an article of their own on that same topic. There was such a wide range of topics explored this year with articles written on living robots, the link between oral health and heart disease, fetal microchimerism, OCD and even nanoparticles and Alzheimer's. It was a great way to do some extracurricular reading and writing and to practise reference skills. This is one of the many opportunities offered by the Biology department that really helps students practice real-life skills and allows them to be curious, independent learners.



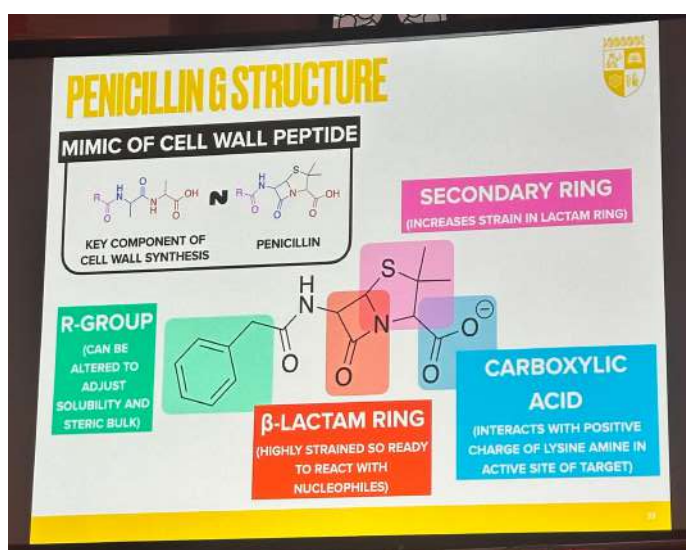
Ms Lammerding



Science - Chemistry Department

This academic year was another full-on and action-packed year in the Chemistry Department. In December, three quarters of the Year 12 Chemistry cohort went to town (Emanuel Centre, Westminster) for a day of riveting talks given by academics at the forefront of scientific research. The Crest Award scheme, inaugurated last year by Sharvari - Year 13, has gone from strength to strength with a wonderful team of Year 12 students taking on the

mantle. The results of the fiendishly perplexing Cambridge Chemistry Challenge (2025) were announced this year, and several new clubs were also in full-flow in enthralling lunchtime sessions. We invited back one of our best Chemistry students who is currently studying Medicine, to talk about Medical Ethics. As all this happened, the next successful edition of the HBSchemist Magazine was also published.



'Chemistry in Action' Lecture Day – Mon 8th Dec 2025

Mr Sadiq, Ms Gorlej and Dr Amon accompanied 53 keen Year 12 Chemistry students as they enjoyed an immersive day of presentations, delivered by academics in cutting edge scientific research. In the picturesque 1920's Emanuel Centre in Westminster, students were treated to five talks around 40 minutes long. Students were able to interact via online polls and short Q&A sessions. The speakers spoke not only about the multi-disciplinary approach required, but also gave valuable insight into their own academic journeys and the key decisions they made along the way. It turns out there is no

single 'correct' path to follow, but our young adults were advised to choose the areas that interest them, and that they would enjoy on a daily basis. The subject matter of the talks was wide-ranging, thought-provoking and very applicable to the modern-day. This included: 'Learning Biochemistry from Bacteria', 'The Varied Applications of Quantum Devices', 'The Powerful Role of Metals in Medicine', 'How Nuclear Science can Change the World' and 'The existential threat of anti-microbial resistance'. The students were a credit to the school and a pleasure to supervise. We even managed to secure front-row seats, by being the first school to arrive at the venue! All-in-all, it was a riveting and thoroughly worthwhile day for our Year 12 Chemists.



“

I particularly enjoyed the talk on, 'When the Drugs Stop Working: The Uncensored Chemistry of Antibiotics'. It was fascinating to learn about the different ways bacterial infections have been treated across history and in different parts of the world, including Ancient China, Greece and Mesopotamia. The presentation also highlighted key challenges in antibiotic development today, such as balancing efficacy with toxicity and the issue of resistance (including early cases like Salvarsan resistance). It was also intriguing to hear about how expensive and difficult drug development is, costing around \$1 billion to bring a new antibiotic to market, with only about 1 in 15 compounds successfully making it from the lab to clinical use.

- (Diya – Year 12)

”

Science Crest Awards (Bronze and Silver)

Last year, Sharvari (Year 13) singlehandedly started up Crest Awards at HBS. The 'reins' were handed over to a new set of highly enthusiastic Year 12 prefects who have expanded it even further. This year we had numerous Year 9, 10 and 11 students achieving success in their research projects.

For the Bronze Crest Award scheme, KS3 students designed and carried out research projects on diverse topics including Irrigation Systems and Digitising family recipes. The Year 12 prefect team supervised the younger students throughout the whole application process. This included regular meetings to monitor progress, giving guidance on how to improve their work and ensuring key deadlines were met.



Cambridge Chemistry Challenge Lower Sixth (CCCL6)

The results for the 2025 Cambridge Chemistry Challenge were announced. A record 58 of our Year 12 Chemists sat the challenging paper and achieved superb results (19 Copper, 20 Silver, 7 Gold Certificates). Astonishingly, Jessica – Year 13, achieved our first ever Roentgenium certificate with a score of 97%, placing her in the top 0.5% of 14,812 entrants that sat the paper nationally. Thanks to Ms Mehta for organising this extracurricular opportunity, and for the Chemistry Department for marking the papers during the busy examination and reporting season. Current Year 12 Students sat the 2026 Chemistry Challenge at the end of June.



New for 2026, more experienced students were offered the chance to complete a Silver Crest project, the second tier of the prestigious STEM award. Over the course of the year, over 30 students independently completed projects based on a research question of their choice. This involved detailed scientific research, designing practical experiments, creating hypotheses, taking surveys and reviewing results. What was so inspiring to see was the sheer range of different projects within the cohort. Some were heavily research-based, such as: the Exploration of the use of AI in Medicine, Decoding CRISPR gene-editing technology and Explaining how Maglev zero-friction trains work. Other projects were more practical in their scope, with students finding out about Scientific solutions to inhibiting mould growth and Building portable water purity testers. A few projects were focused on psychology: Investigating how different types of music affect running speed and The uses of memory manipulation in trauma therapy. By completing a research project, participants developed research and time management skills, communication and critical analysis to name a few. Every student was required to submit a formal write-up and also had the opportunity to discuss their work during the BioChemistry Society. All Crest participants (organisers and candidates) should be very proud of the dedication and skill they have shown this year!





Science - Chemistry Department

Medical Ethics Debating Club

Year 12 Chemistry prefects initiated this brand-new lunchtime society. They organised numerous interesting debates on topics such as Surrogacy, Abortion, Doping in sports, Animal testing and Genome editing. The club has been popular with Year 7 students who joined in the debates with verve and skill. The Year 12 students were extremely sympathetic listeners, allowing the younger students time to articulate their ideas whilst acting as excellent role models. Presentations were confidently delivered and coherent arguments were made on both sides of debates. We also invited Rivini back to school, one of our best Chemists from a couple of years ago, and is now studying Medicine at university. She spoke eloquently and at some length about Medical Ethics and why it is of utmost importance using carefully selected scenarios.

Medical Research Club

A whole range of interesting topics were explored from Gut Health – the link between mood and gut flora to Space Medicine – the future of Medicine in Space. Students also discussed intriguing psychological illusions as well as the underlying scientific theory, for example: Whether an apple and potato taste the same without the sense of smell? And Can the brain be tricked into thinking a real hand is fake? The Year 12 prefects also organised a very interesting, highly interactive session on First Aid. Students from across Year 7 – 12 participated in an online response game where they had to give correct answers to hypothetical scenarios that required urgent First Aid response.



Biochemistry Society

A long-standing, well established club continued in earnest. It was popular with students from all age groups (Year 7 – Year 12) and was very well attended each week. Co-ordinated by a committed team of Y12 students, it featured fascinating presentations on contemporary science, as well as thought-provoking debates on current controversial topics. It is aimed at fostering awareness of recent scientific developments, key questions, as well as preparing students for university interviews, where they will be asked to discuss scientific issues with confidence. Sessions included: The Chemistry and Making of Slime, Designer Babies, Fingerprints and Forensics, Skincare, The Risks of Monosodium Glutamate, Protein Misfolding and Disorder, Ageing, mRNA Vaccines, Energy Drinks and the Importance of Sleep. We were thrilled to welcome Mr Asim Khwaja, a cybersecurity veteran with over twenty-five years' experience at the intersection of data, risk, and technology who spoke about the Convergence of AI and Quantum Chemistry.



HBScientist Magazine

Dr Amon oversaw a team of enthusiastic Year 13 scientists as they designed, edited and published the 2025-26 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 in Science as it develops a deeper interest and engagement, as well as an awareness of advances in academic research. The HBScientist magazine allows students of all ages to easily access interesting and thought-provoking scientific studies.



Mr Sadiq



Throughout the 2025 - 2026 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.

Throughout the year, we conduct 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 particle model secret spy agency, environmentally friendly fireworks, quantum physics, metaphysics mathematics, infinity, metaphysics applications, the physics of superheroes, and more.

Moreover, we had the privilege of hosting Asim Khwaja, a globally recognised expert in technology risk, cybersecurity and post-quantum cryptography. Asim has spent more than 20 years protecting high risk technological infrastructure used by banks, airlines and governments. He has also recently released a book: *Convergence of AI and Quantum: A 'Rather' Personal Journey* and very kindly donated two copies to the school for staff and students to read. The talk was well attended, and all were engaged and inspired to share their knowledge and understanding throughout, asking insightful questions about both complex physics and broader career options.



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 space weather, rollercoaster engineering, particle physics and the Big Bang, deep ocean Physics and materials science. The students displayed a strong enthusiasm for physics and engineering, participating attentively in the sessions and interacting with the speakers through thoughtful and perceptive questions.



We were lucky enough in the department to host Taisia K, a second year Physics student from Imperial College London. As part of a university project, she came and delivered a series of Particle Physics sessions which prepared a group of students to enter the Beamline for Schools competition, run by CERN. Students who attended developed a wide range of invaluable academic and scientific skills, particularly in preparation for further study in the sciences. Through participation in a novel particle accelerator experiment design, students explored the particle model of physics, investigated the properties of subatomic particles, and learned about the methods used to detect and analyse them. The final Team, comprised of Year 12 students Xuqi C, Romane H, Paridhi A, Jesse G, Irina R, Shalini D, Monika J, and Kaarthiga S also known as Team Municorns wrote a proposal titled "2D Muon Tomography of Phantoms with Metal Implants: Quantifying Structural Deviations". They also showcased their artistic and animation skills through the production of an informative one-minute proposal summary video. Out of the 712 proposals submitted by over 4,500 students representing 89 different countries, the team was selected as one of the three best video submissions. The group also gained experience in reading and interpreting scientific literature, writing formal scientific papers, compiling and evaluating evidence, and referencing sources to a university standard. In addition, students worked collaboratively to develop and present a detailed research proposal, strengthening both their teamwork and scientific communication skills.



Participation in the British Physics Olympiad (BPhO) Challenges and competitions has once again been a highlight of this academic year. Organised by the BPhO charitable trust, these nationally recognised competitions provide students with the opportunity to tackle demanding physics problems that go well beyond the standard curriculum. The challenges encourage analytical thinking, creativity, and the application of physics principles in unfamiliar contexts, inspiring students to broaden their scientific understanding. Students with a keen interest in physics and an enthusiasm for intellectual challenge are encouraged to participate, helping to cultivate both confidence and a lasting appreciation for the subject.





Science - Physics Department

This year, many pupils took part in the BPhO's new Round 0 Competition (Y13), of whom three qualified for the Round 1 Competition; Tanishka P (Y13) achieved Top Gold Awards in the British Physics Olympiad Round 1. In the Round 2 competition, to which only the top 5% of students nationally are invited to participate, she went on to achieve a Bronze Award in Physics. Sharvari A (Y13) went on to score a Bronze I in the Physics Round 1, placing her in the top half of national participants.

In the Senior Physics Challenge, all thirteen Year 12 students achieved Bronze Awards or higher, with Romane H and Xuqi C both achieving Gold Awards. Our three enthusiastic Year 11 students also performed well, achieving one Participation Award, one Bronze Award and Dhriti M achieving a Silver Award. All three will have the opportunity to resit the same challenge as Year 12 students next year.

From Year 11, Arisha S, Dhriti M, Nidarshana V, Jiya T, Dhakshaya J, and Trisha D, as well as Amelia S (Year 10), all achieved Gold Awards in the Intermediate Physics Challenge. Across all 22 students who participated, Bronze Awards or higher were achieved.

Thirty-two Year 10 students participated in the Junior Olympiad Challenge. Whilst we await the highly anticipated results, which have been delayed due to technical difficulties with the online platform, all students have developed strong problem-solving skills and performed admirably. Hopefully, they also had fun in the process.

While these achievements reflect the commitment and academic strength of our students in physics, the greatest success has been the enthusiasm students have shown in embracing challenging problems and further developing their analytical and critical thinking abilities.

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.

Sharvari A (Y13) has continued to run the school's Astronomy Society, running a range of fun theory and practical based astronomy workshops for pupils of all ages. This has led to a larger uptake in the number of students entering the International Astronomy and Astrophysics Competition, in which a number of students have made excellent achievement through the numerous rounds, and the British Astrophysics Olympiad competition. In the Round 1 Astrophysics Olympiad Sharvari scored a Silver Award and Tanishka P (Y13) achieved a Top Gold and a Silver in the Round 2 event.



In the autumn term, a group of Year 13 students, Arshia C, Janhavi J, Divya S and Yaesha P, established and ran a UK Space Design Competition (UKSDC) club to coordinate their entry into the national competition. The club involved teams of pupils designing and presenting specification-led, research-informed proposals for practical space settlements, transport systems and operational facilities. As ever, the club proved highly popular, bringing together students with interests in physics, engineering, biology, psychology and economics to collaborate on and coordinate such a large-scale project.

From among the club attendees, Xuqi C, Aashi D, Renia G, Jesse G, Yagna P, Akshaya S, Sofia S, and Diya S (Year 12), together with the Year 13 students, attended an intensive thirteen-hour competition day at Imperial College London, during which they designed and presented their proposals to a panel of judges. The HBS team was integrated into a larger "design company" comprising multiple departments. The students represented the school admirably, with many HBS participants being elected as department leads, overall company leaders and key presenters. The collaboration, leadership and communication skills demonstrated throughout the day highlighted the maturity and diverse talents of HBS pupils. A huge thank you also goes to the staff who generously gave up their Saturday to facilitate this event.

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



It has been another busy and successful year for Physical Education, with students across all year groups embracing opportunities to develop their physical skills, confidence, teamwork and leadership.



Participation in extracurricular sport continues to thrive. Earlier this year, KS4 and KS5 students took part in a mixed volleyball competition. The standard of play was exceptionally high. Our A-team ultimately secured first place overall. Their determination and teamwork were evident in every match, reflecting the values we encourage through sport.

Running has also been a particular strength this year at HBS. We have had excellent representation at various cross-country events and the London Mini Marathon, with many students choosing to attend Parkrun Club and train regularly. It has been lovely to see students supporting one another and committing to the running community at HBS with such positivity throughout the year. We have also been well represented at athletics competitions competing in both track and field events, with a number of personal bests.



Students have competed in netball friendlies against other schools as well as within school in interhouse competitions during prefect led lunchtime sessions. The level of competition is high and these opportunities develop teamwork as well as individual skills.

We entered the football league again this year, coming up against strong competition across all age groups. Our squads have developed excellent team cohesion and resilience and were able to showcase their improving skills excellently. These events have provided valuable opportunities for students to challenge themselves, compete with pride and demonstrate excellent sportsmanship.





Sport and PE

Our extracurricular programme offers students a variety of clubs and activities throughout the year. From team sports and fitness activities to recreational opportunities, students have embraced the chance to stay active and develop their interests outside curriculum time. It has been particularly pleasing to see students taking on leadership roles within clubs, helping to organise activities, support younger participants and contribute positively to the wider school community.

During curriculum time, students have participated in units of work including basketball, football, athletics, leadership and dance. In games lessons, pupils have developed their technical skills, tactical understanding and ability to work effectively as part of a team. Athletics has provided opportunities for students to challenge themselves, improve their fitness and strive for personal bests across a range of track and field events.

A particular highlight of the year has been the dance units for Years 7 and 9. Students demonstrated creativity, collaboration and performance skills as they worked towards their final pieces. The culmination of this work was showcased during our Performance Days, where students had the opportunity to perform in front of their peers and celebrate their achievements.

Leadership has remained an important part of the PE curriculum. Students have been encouraged to take responsibility for leading warm-ups, organising activities, and supporting younger pupils. It has been fantastic to see so many students develop their confidence and communication skills through these opportunities.

With Sports Day on the horizon, we know there will be many outstanding individual and team performances for us to see on display at Stone X in July.

Well done to everyone involved who has improved their personal bests, completed challenging tasks and demonstrated resilience. Whether competing for the school, attending clubs, performing in dance showcases or striving to improve in lessons, students have shown resilience, teamwork and a willingness to challenge themselves.

Miss Rodwell



Volunteering



This year has been another busy and rewarding one for the HBS Volunteer Group, whose members have continued to dedicate their time, enthusiasm, and creativity to supporting the local community. Students from Years 9 to 12 have strengthened existing partnerships, across a wide range of projects, whilst also embracing new ones whilst having a lot of fun along the way!



Throughout the academic year, volunteers have continued their fortnightly visits to St Jude's Church, helping to care for and maintain the hedges; students have worked together to preserve the outdoor space for members of the community as well as visitors. The group very much enjoyed using some of the retrieved foliage at Christmas time to make some festive wreaths.



The group's monthly Tea and Tech sessions with The Free Church have continued to provide valuable support for local residents seeking help with technology as well as a welcome break from the faster pace of school life. During these sessions students have welcomed the opportunity to walk over to the serene atmosphere of The Free Church to assist members of the community with a range of digital tasks, from navigating online services and organising photographs; these lunchtimes have become warm and sociable occasions filled with conversation, tea and biscuits, and solidified relationships across generations.





Volunteering

The Volunteer Group has also continued its archive work with the Hampstead Garden Suburb Virtual Museum, where students have contributed to the ongoing digitisation of historical materials connected to the World War years. Through scanning, cataloguing, and preserving fragile documents, volunteers have played a role in safeguarding local history for future generations. The project has provided students with valuable insight into historical preservation and the importance of community heritage.

We have continued our relationship with the University of the 3rd Age local branch and have supported them in their key events which are held in The Free Church. We look forward to continuing this relationship moving forwards.

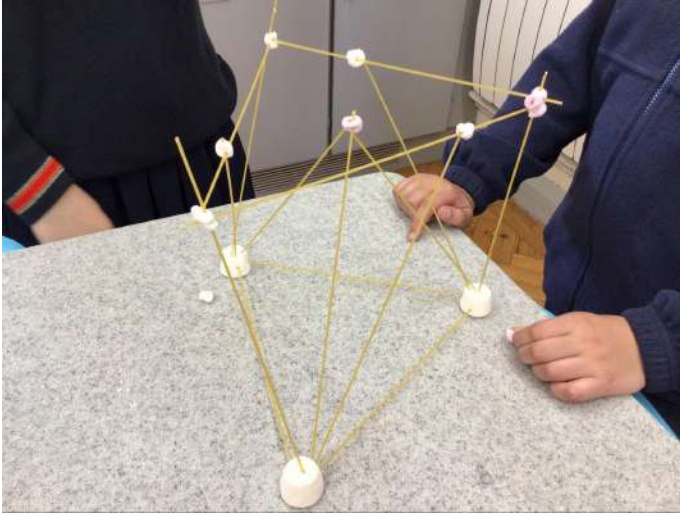


The Volunteer Group has built on work from previous years in relation to their work with younger students in the community through Book Banter and Study Buddy sessions where much has been happening. On a regular basis volunteers have been welcoming younger students into school for a wealth of different activities; from building spaghetti towers, to spine poetry. Whether performing in 'Little Red Riding Hood' or completing a maths challenge in the library, there has never been a dull moment. In addition to the above volunteers have also been able to welcome a regular group of Year 6 students into school for the first year of our 'Problems and Prose' initiative designed to support students who will be transitioning to senior schools in September in English, maths and science. The sessions have focused on building confidence and developing core skills giving pupils the confidence needed to adjust to the expectations of a new academic environment. Younger students have experienced a range of different sessions and we look forward to expanding this programme moving forwards.



This year has also seen an increasing number of visits to a local residential home, Hammerson House, where students have spent time with residents through music, conversation and performance. Volunteers have organised communal singing sessions, performed instrumental pieces and shared tea and cake with residents in a relaxed and joyful environment. These visits have brought moments of companionship and entertainment to residents, while also allowing students to appreciate the value of connection, kindness and community spirit.





At the time of writing an exciting collaborative project is being planned with a primary school based in East London who have a shared history with The Henrietta Barnett School. The project will encourage pupils from both schools to reflect on the traditions and values that continue to shape their school communities today, while also building new friendships and strengthening links between the two institutions.

As the academic year comes to a close, the Volunteer Group has once again demonstrated the positive impact that connection and kindness can have. Through their continued dedication, students have not only supported the wider community but have also developed valuable skills, friendships and experiences that will remain with them long after the year has ended. But please don't take this from us! Below are some well received comments on the programme to highlight the impact these amazing students are having.

Thank you all for your time.

Community Comments

- As a resident of Hampstead Garden Suburb, I read about the wonderful support from Henrietta Barnett pupils to help local folks with their It and tech issues. What a brilliant initiative! (TEA & TECH)
-I did want to say how much I appreciate working with you and how delighted we all are to welcome the wonderful Henrietta Barnett girls to Hammerson House. They bring so much empathy and joy with them, and we would be very happy to continue this partnership into next year (HAMMERSON HOUSE)
- Well, that was a hoot! A brilliant idea very well executed! It was a joy to overhear the excited conversations and watch the smiley faces. (HEDGE HACKERS Festive Wreath Making)
- The children are looking forward to it They've all finished the book last half term, and some have read it three or four times. (BOOK BANTER)

Mrs Walker



Well-Being and PSHCE

The Health and Well-Being Hub is a versatile space which embodies our well-being offering at HBS. The building offers first aid/medical care, pastoral team offices and counselling rooms as well as the main 'Hub' which is an ideal space for a variety of well-being activities, and a more peaceful space for those who may need it at times of the school day.

Central to all this has been the team of Well-Being prefects, who have played a pivotal role in spreading awareness about positive emotional well-being through lunchtime activities and delivering the 'Big Sister' peer mentoring programme, supporting younger students on a one-to-one basis.



Our prefects ran the annual Well-Being Week, which comprised a range of well-being events including chocolate meditation, Just Dance, creative crafts and yoga for staff and students. The week also featured an educational display stand from Accent Catering showcasing the link between Formula 1 and nutrition. The prefects created material for tutorial time and led assemblies on the science of happiness. A key component of the week focused on period positivity, where students had access to advice alongside the distribution of free period products. On top of all this, a significant amount of money was raised and donated to a mental health charity.



In addition, through the year, we have had a number of external speakers delivering talks to different year groups including Educational Psychologists on managing exam stress and a physiotherapist on pelvic and period health.

The PSHCE Department has enjoyed an equally positive year. Designed to foster the self-confidence, knowledge, and practical skills required for students to lead responsible, healthy and rewarding lives, the curriculum addresses a wide range of key subjects including physical and mental health, first aid training, healthy relationships and consent, radicalisation, critical thinking, study skills, drugs and alcohol, financial literacy and online safety. External organisations are invited to enrich the curriculum and Childnet provided an online safety workshop for Year 7 pupils and their parents and Key Stage 4 students engaged with workshops from Stand Up Education on countering extremism, disinformation, and racial or religious discrimination. To wrap up their academic year, the Year 10 cohort have been provided with dedicated self-defence and yoga sessions. Students in the Sixth Form explore similar themes during their form time via the 'Journey of Life' modules, complemented by a rotating schedule of guest speakers during their Lifeskills sessions.



In keeping with the school's core values of equality and inclusion and celebration of diversity, several events were integrated into this year's PSHCE and extracurricular schedules. Notably, all students and staff engaged in our second year of racial literacy training through Hemisphere Education's digital platform, with a focus on the experience of South Asian students. Furthermore, our student-led Diversity prefect team coordinated an array of cultural events. Highlights included an international Food Fair, a dedicated cultural dress day, an international quiz and topical assemblies exploring various aspects of identity. The students also had the opportunity to come together for celebrations marking both Iftar and Diwali.

Ultimately, the PSHCE programme, in conjunction with so many other aspects of school life, including the assembly and tutorial programme and our rich programme of extra-curricular activities, remains key to the personal development of our students; complementing and reinforcing their academic journey.

Mrs Leek



Clubs and Societies 2026

A successful education is measured not only by academic achievement, but also by the breadth of opportunities pursued outside the classroom. While formal study provides a vital foundation for intellectual development, the vibrant programme of clubs and societies at HBS enriches school life by fostering collaboration, nurturing personal growth and equipping students with skills that will serve them well beyond school. The remarkable range of extra-curricular provision at HBS not only develops pupils' talents, but also inspires curiosity, encouraging students to venture beyond the syllabus and pursue interests they might not otherwise have considered.

The rich musical life of HBS offers pupils at all levels a space to perform, work together and develop their abilities. Ensembles range from the popular Symphony Orchestra and Senior Choir to smaller groups including the dynamic Jazz Band and Brass Ensemble. Through exciting opportunities such as Bands' Night, the joyful Christmas Concert and the annual student-led Bernard Hooton Competitions, music provides a valuable creative outlet while fostering confidence, commitment and a sense of collective purpose.

“

“The music community here at HBS is welcoming and vibrant, and a great way to make friends with those with similar interests across year groups.”

- Year 12 student

”

Drama and Dance offer pupils engaging avenues for creative expression and teamwork. This year's impressive production of 'A Midsummer Night's Dream' and events such as the annual, much-anticipated 'Embrace Dance Showcase' have demonstrated the creativity and dedication of participants across year groups and in all aspects of production, strengthening a sense of community.

“

“I loved being part of the school play, it was so much fun to be involved in the directing process.”

- Year 10 student

”

Sport forms another vital part of extra-curricular life. Our unique location within Hampstead Garden Suburb has enabled the establishment of our own, scenic “parkrun”. Additional activities such as lunchtime netball, volleyball and football offer students enjoyable opportunities to be active outdoors.

Academic societies enable pupils to engage with their subjects in greater depth. Whether through Model United Nations, MedSoc, PolSoc, or a wide range of other subject-specific groups, students are invited to think critically, debate complex questions and present on topics that interest them. As an attendee of 'English Extension', I have experienced some fascinating student-led presentations with topics ranging from 'How have South Asian cultures been portrayed in English literature from the nineteenth century to the present day?' to 'Rap and poetry: two sides of the same coin?' It is inspiring to see the enthusiasm with which pupils share their discoveries, as well as the thoughtful discussions that follow.



Clubs and societies are not peripheral to education at HBS; they are central to the enrichment of school life. Thanks to the significant time and dedication provided so generously by teachers, they are spaces in which passions are discovered, meaningful connections formed and opportunities created. It is often through these wider experiences that students develop the curiosity, confidence and sense of purpose which remain with them long after they leave school.

Elodie L, Year 12





Student Editorial

Cultural Diversity in Schools

Coming to HBS was a shock for me: seeing the immensely diverse cohort and culture of celebrating diversity was a delightful contrast from an increasingly polarised world. I felt the warmth of the welcoming school environment, a place where self-expression is encouraged to promote students' development as individuals.

This year alone we have celebrated numerous cultural festivals within school, alongside the vibrant exhibition of heritage on Cultural Dress Day 2026. We all came adorned in elaborate and ornate traditional clothing to proudly showcase an integral aspect of our individual cultures. Such shared cultural experiences promote a stronger sense of community for pupils, and have inspired myself and my peers to represent our backgrounds with more pride. Over the years, Sixth Form students have even founded their own societies where they can authentically express their identities and provide avenues for peers to explore various cultures. The English department prefects are also currently undertaking the Herculean task of organising an attempt to break the Guinness World Record for the most languages in which a poem has been recited! This exciting endeavour will broaden students' understanding of the cultural significance of language, and how this shapes one's perception of the world.

Our school's trademark combination of excellence with the unique cultural diversity that characterises HBS equips students to contribute meaningfully to wider society throughout their lives. Several studies have emphasised the importance of a culturally diverse student body like ours, and HBS's diverse community has therefore always felt inclusive for me. Research has also established a strong correlation between intercultural competence in schools and ethicality as well as social responsibility. I have personally seen how HBS students go out of their way to support their peers and help to foster an environment where everyone thrives. Our students benefit greatly from exposure to a community highly enriched with diversity during their formative years. Perhaps more interestingly, studies have shown a significant relationship between a greater cultural mix and improved academic performance, which is evident through our educational prowess. This indicates that diverse learning environments better the entire school experience.

Beyond school, immersion in a multicultural environment encourages students to think more openly, with a greater appreciation and respect for alternative perspectives. Joining this school has improved my understanding of the necessity of collaboration to work through challenges, driving innovation and constructive engagement with peers. In an increasingly globalised workforce, these skills are of paramount importance for moving into a career. As an outcome of interacting with various cultures, HBS students are incredibly well-positioned for leadership roles in all spheres of work; their experiences enable them to bring communities together and challenge prejudices.



In the future, I look forward to seeing the HBS community continue to grow in its rich cultural diversity, and maintain the welcoming attitude that defines our pupils. In only one year here, I feel truly ingrained in this beautiful community, and I hope to continue contributing to this school's inclusive atmosphere.

Avni R, Year 12



The History of HBS

As students of Henrietta Barnett School, we often focus on the opportunities available to us today: inspiring lessons, extracurricular activities, and a community that encourages academic excellence. Yet behind these experiences is a remarkable history that is worth remembering and celebrating!

The school was founded in 1911 by Henrietta Barnett, a social reformer, educational visionary, and advocate for greater opportunities for women. At a time when educational opportunities for girls were far more limited than they are today, she believed that talented young women should have access to the highest standards of education, regardless of their background. Her vision was ambitious and uncommon at the time, and reflected her belief that education had the power to transform lives and contribute to a more progressive society.



Henrietta Barnett was already well known for her charitable work and her efforts to improve social inequality in Britain when she embarked upon projects to develop both Hampstead Garden Suburb and our school. Alongside her husband, Samuel Barnett, she worked on projects aiming to reduce inequality and unite people from different backgrounds. Education was at the heart of this mission; she believed that schools should not only develop academic ability but also encourage students to become thoughtful, responsible adults.

More than a century later, many of these principles remain central to life at HBS. While the world has changed in many aspects since 1911, the school's commitment to intellectual curiosity and ambition continues to shape generations of students. The success of pupils across a wide range of fields reflects the strength of the values that Henrietta Barnett established when founding the school.

What makes our school's history particularly inspiring is that it is not simply a story about buildings or dates, but about a woman who challenged expectations and contributed to redefining what was possible for girls and young women. Her belief in the value of education remains as relevant today despite it being over one hundred years ago.

As members of the HBS community, we are part of a tradition that extends far beyond our own time at the school. Looking back at our school's history reminds us how HBS is not just a place of learning but also a community built on ambition, opportunities and a strong belief in education making a difference, values which continue to inspire students today!

Yasi G, Year 12



Student Editorial

The Benefits of the Location of HBS

In my journey at HBS, from Year 7 to 12, the one thing that has remained constant has been my walk to school every morning. Throughout my time here, I have gone through blue shirts and white shirts and countless pairs of school shoes, yet that ten minute walk to the school has remained consistent, each day a retracing of the steps of yesterday's self. The birds and the trees both mark the changing seasons, from the pink powdery blossoms of April, the gummy carpets of fallen cherries in June clinging to my soles, and the bronzed crackling leaves of early Autumn.

The school is a figurehead amidst a sea of uniform houses and lakes of green, in an area that is seeping with nature and wildlife, richly fruited with woodlands and heath. Founded in an area widely known for its high percentage of green space, it is indisputable that the school's unique charm is heavily attributed to its location, perched within the suburb. Finding a school almost surrounded by green is rare in any case, but in 21st century London it is near impossible, yet somehow Henrietta Barnett feels just that: glance out of any window and you're sure to be faced by the verdant green of central square, the treetops of Bigwood, or the swathes of field of the Heath extension.

The student experience at HBS extends far beyond the walls of the school; it encompasses the entire area that surrounds it. All these places hold specific memories, forming integral parts of the lives of all who attend here. Take central square: that uniform patch of grass has served as a fierce battleground for hundreds of games of rounders, a universal end of term picnic blanket, a place of new-found independence as a Year 7, a place of safety, of growth and the fizzy excitement of what's to come, perhaps where you first discovered a new-found sporting talent, or an unexpected friendship.

For many, school is an escape from the ceaseless pace of London life, a place of calm and quiet; not just the building itself, but the entire enclave of peace and nature that encircles it. The area is a gift, a gift that is shared and treasured by the entire student body, from the flocks walking down to Golders Green to the smatterings of groups of laughing girls spread across Northway Gardens in the Summer.

While the school is largely defined by its community and achievements, its location quietly enhances everything happening within, subtly yet profoundly shaping the experience of being a part of HBS.

Rosa C-R, Year 12





Student Voice at HBS

When I reflect on first aspiring to become a student at The Henrietta Barnett School six years ago, I return to my first experience of it. I remember the Head Girl standing on the stage in Main Hall, addressing a room full of prospective students. I remember walking through the Chemistry laboratories, guided through displays and activities by enthusiastic, welcoming students. Most vividly of all, I remember the voice of my tour guide: warm, articulate, and confident. Long before I became a student here myself, those voices left an impression.

What struck me was not simply that they could be heard, but that they carried influence; they welcomed, guided, led, challenged, and inspired. They were given the space to contribute meaningfully to school life, supported by a culture that recognised the value of student perspectives. Even then, it was evident that student voices at HBS were not merely listened to, they were also trusted.

Whether through student-led societies and initiatives, the School Council, the Vertical Links programme, or the prefect system, students are encouraged not only to participate in school life, but to shape it. From the outset, students are given opportunities to do exactly that. Each form elects two representatives who act as the voice of their class within the School Council. This system continues throughout the lower school, before prefects take on the role in Sixth Form, bringing together around forty students committed to improving school life. Discussions range from broad themes such as belonging and technology to more specific issues, from planners and grading systems to school fairs and charity events. In this way, student feedback forms an active part of the school's development.

The opportunity to represent others continues in Year 12 through the prefect system. With teams including KS3 and KS4 Prefects, Sixth Form Prefects, Green Prefects, and Sports Prefects, students take on responsibilities that contribute directly to the wider community. Sports Prefects help organise inter-form competitions and Sports Day, while Sixth Form Prefects support key events such as Parents' Evenings and Information Days. KS3 and KS4 Prefects work closely with younger students, meeting regularly with a designated form to provide guidance, support, and a familiar point of contact.

This sense of connection extends beyond formal leadership positions. Once a term, the school runs Vertical Links, a programme that brings together students from different year groups in small mixed age groups. Whether discussing questions, sharing advice, or simply taking part in form-time activities together, students are given the opportunity to learn from one another. The programme strengthens the close-knit and interconnected community that is such a distinctive feature of life at HBS, ensuring that all student voices are heard equally.

The student voice is further championed by the Head Prefect Team, which emerges following a rigorous process of applications, speeches, and interviews. Led by the Head Prefect and supported by three other students, the team works to connect students and staff while bringing together different groups across the school.

As a Sixth Form Prefect and KS3 Prefect myself, I have experienced this culture of leadership first-hand. I look back fondly on the class prefects and student leaders who guided me as I made my way up the school. The voice that students are able to develop here is one of HBS's most distinctive qualities, and I am grateful not only for the confidence I have gained and the responsibility I have been entrusted with, but also for the opportunity to contribute to a community that values student perspectives so highly.

Ishita S, Year 12



2026 Economics Prefects



Staff Leavers

This summer, we wish a fond farewell to **Zainab Khan** (joined 2026) and **Jim Harrison** (joined 2025) for all their contributions to the school, and also to **Stephanie Melvin** (joined 2023) for her wonderful tenure as Head of Classics, where she has been an inspiring teacher, stalwart leader and champion of Classics learning and valued colleague.

We wish all our staff leavers well for their future endeavours. Please see more extended tributes below for our longest-serving leavers.

Anna Barker

Joined: September 2012

Anna Barker was appointed to the Henrietta Barnett School in September 2015, joining us as a Teacher of Classics. Upon the retirement of the highly regarded holder of the position in 2018, she was appointed to the position of Subject Leader for Classics. It is a mark of the quality of Anna's subject knowledge, teaching ability and leadership that she was the school's first choice for this position so early in her career, and that she not only maintained, but also developed the reputation of the Classics Department during her tenure.

After a short career break in the US, Anna returned to HBS, embarking on a new role as an English teacher, and it is a credit to her versatility that she did a fantastic job in that role too!

Recently, Anna also took on the role of the school's Sustainability Lead. Working with the Sixth Form Green Team, she has initiated a number of measures and projects aimed at making the school a greener, more sustainable site, and garnering the support of, and funding from, local organisations to begin work on a school pond to improve its biodiversity. We hope that Anna will return to see the completion of that project in October.

Anna's integrity, strong commitment to all that she has undertaken and the quality of her contribution to HBS are all greatly appreciated. We shall miss her, and wish her all the very best in her new teaching post and with her relocation.

Mandy Watts

Brenda Price

Joined: January 2007

Brenda Price has been a valued member of the HBS community for almost 20 years. Sadly, we must say goodbye to her as she begins a well-deserved retirement.

Throughout her time at HBS, she has been an active member of the Biology Department and an exceptional teacher, always striving to provide the very best learning experiences for her students. Indeed, she has also taken on the temporary leadership of the department when needed during that time, a role she discharged with professionalism and efficiency and characteristic good humour.

Beyond the classroom, Brenda has been a generous colleague whose professionalism, wisdom and wit have enriched the school community and inspired many students to pursue Biology and sciences with confidence and ambition.

Known for the way in which she makes connections to real life issues and events in zoology and botany in her lessons, Brenda has also organised many enriching activities, including trips to Kew Gardens and London Zoo, which we are sure students will remember fondly. She has also led and run the Gardening Club for many years, inspiring students to develop their interest in nature and horticulture and making HBS a much greener place.

We thank Brenda hugely for her dedication and commitment to the school community and wish her every happiness and success in her future endeavours.

Jessica Lammerding

Staff Leavers



Harvey Ross

Joined: September 2015

Harvey has been with us for 10 years (with a gap year in 2018-19 to try elsewhere!) and has been such a valued member of the MFL department.

Above all, Harvey is an outstanding Spanish teacher and has really embraced our department ethos of injecting authentic culture at all Key Stages to replace some textbook content. He is regularly seen creating new resources, texts, clips, literary extracts and news items for his classes, and his students are all familiar with Dolly Parton and her duets with Hispanic singers.

He is also a real advocate of target language use and is very skilled at using it. He has consistently led Spanish in this way, coaching and supporting the two new teachers who joined us under his tenure, as well as supporting me in mentoring our student teachers. Having trained at the same time, we have a really similar way of teaching languages. The Seville trip is always a roaring success with Year 10. He has also in his time accompanied our other trips to Normandy with Year 7 and Munich with Year 10.

Most of all, Harvey has brought humour and lively discussion to the office, with plenty of laughter along the way. We all wish him the best of luck with his new challenge and relocation to the wilds of the Home Counties. Mucha suerte, amigo!

Paul Haywood

Sarah Rollo

Joined: September 2013

Sarah Rollo - a much-valued colleague and friend - leaves the Classic department after thirteen years' service to the school.

Her warmth and intelligence have been much appreciated, not just by colleagues, but also by the countless students whom she has taught here. She is kind, fun and firm with the younger students; with older ones she is more like an academic mentor. She has clearly enjoyed teaching the A level paper on Love and Relationships, introducing her students to a wide range of scholarly articles through tutorial-style conversations.

Her own wider love of the subject has made her an invaluable asset to the department. She has overseen Mythology Club and has also nurtured a significant number of our students successfully through the Oxbridge process. She has also proved to be an excellent support and mentor to a number of PGCE students. Within school we have thoroughly enjoyed the talks she has given to Classics Society across a wide range of topics, including Cleopatra, Homeric morality and Landscapes in Latin literature.

Whilst technically only being part-time, she has thrown herself whole-heartedly into school life, always going above and beyond. She has facilitated countless university applications as a Sixth Form tutor, represented the staff as a governor and accompanied the Classics Department on a number of trips, including residential ones abroad.

Sarah leaves us to enjoy more time in Italy – who wouldn't?! – and to pursue her linguistics interests, this time moving away from the ancient world, to study Italian literature at UCL. We will miss her hugely, wish her all the very best and hope to welcome her back from time to time. As the Romans would say 'tibi maximas gratias agimus et i bene!'.

Elizabeth Moore-Bick



Staff Leavers

Farewell to Mrs Watts

Joined: September 2001

In an ever-changing environment such as today's, there is comfort in thinking of the constants in our lives. For innumerable students at Henrietta Barnett, one such constant has been Mrs Watts, our Deputy Head. Whether she is waving hello in the morning or smiling at us in the halls, presenting her incredibly well-researched assemblies, or even having taught earlier students English, we have always been able to count on her reassuring and steadfast presence at the heart of the school community for twenty-five years.

Since joining the school in September 2001, Mrs Watts has had many roles, perhaps most notably serving as Acting Head on three separate occasions, a remarkable responsibility, reflecting the trust and respect she has earned throughout the school. Alongside her extensive leadership, it is impossible to speak to Mrs Watts without noticing her enduring love for the subject of English, made obvious not only by the presence of a cardboard cutout of Marlon Brando in her office (gifted to her by past students), but also her observation regarding the ephemeral nature of a large part of English discussions: students making wonderful contributions to their lessons, but these insights being forgotten soon after. Yet, it is precisely this fleetingness that makes them so valuable.

Upon asking what kept Mrs Watts at HBS for 25 years, her answer reflected her integral appreciation of our school, and what makes it so special: "Whether you're a visitor or whether you're working here or you're a student, I think there's just something aspirational about these buildings, and you want to live up to this atmosphere." Aside from the physical attributes, however, Mrs Watts described that some of her fondest memories at the school involve the small, daily interactions she shares with students, around the school, or during canteen duty, for example. She also expresses this as what one of the aspects of our school she will miss the most, alongside the wonderful concerts and productions she always enjoys watching, as it is impossible to recreate the brief, almost fleeting moments that ultimately mean so much to her.

Although Mrs Watts' enthusiasm for English is well known, the next chapter of her life will allow her to pursue another long-standing passion: Art History. She has been able to develop and deepen this interest through the range of Art trips she has attended over the years, to destinations such as Venice, Florence, and Paris, sparking her fascination with the subject further each time. Later

on this year, Mrs Watts plans to volunteer at the National Portrait Gallery and Kenwood House, as well as to pursue a History of Art course, during which she looks forward to joining a group at different art galleries in London, with a tutor explaining the contribution of various paintings to different artistic movements.

In response to my request for advice to students joining or leaving HBS, Mrs Watts replied that she believes younger students "should not be afraid", and to "throw yourself into everything". She believes that "the school is a two-way process - the more you give to it, the more you get out of it". And to those leaving school, she wishes for them to remember: "Don't ever feel like you're second best in any way". Not only can every student reflect on and apply such insightful advice, but it also demonstrates the depth to which Mrs Watts understands each and every student, as well as her belief that every student is capable of far more than they realise.

Of course, no interview with Mrs Watts would be complete without addressing a topic of great interest to numerous students over the years: her impeccable fashion sense - she was quick to dispel the long-standing HBS myth that she never wears the same outfit twice! She explained that she believes that the way you present yourself is very important in a work environment, and that she tries to be a role model by valuing the dignity within teaching as a profession. It was easy to notice her respect and enthusiasm for teaching, particularly through her hope that people look at their teachers and think, "Yes, I would like to be like that." Mrs Watts, I believe, is someone who we do look up to and admire, and have done for a long time.

In a world that changes constantly, Mrs Watts has been one of the school's most valued constants. While HBS will undoubtedly feel different without her, her impact will remain on the students she has encouraged, the staff she has befriended, and the countless contributions she has made to the school over the past twenty-five years. On behalf of all the students and staff at HBS who have had the pleasure of knowing and working with her, we thank Mrs Watts for her extraordinary dedication to the school and wish her great happiness and success in the years ahead.

Saanyakta K, Year 12



The Head's Address to Leaving Year 13 students delivered at Leavers' Assembly in St. Jude's Church, Wednesday 6th May 2026



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

Year 13: you sit here as people who are very used to getting things right and fulfilling everything which is asked of you - and more. You know how to meet the highest of expectations, how to think sharply, how to succeed within a school and examination system that quite rightly rewards conscientiousness, effort, precision, ambition. And those attributes will be crucial to you as you navigate your A-levels in coming weeks. I have no doubts that you will acquit yourself excellently.

But this moment is a threshold moment. Because you are about to move beyond systems and expectations that are clearly defined, to ones that are not. And the foundational question you ask yourselves will quietly, very gradually - perhaps even imperceptibly - shift from "What is required of me?" to "What will I choose to do?" That is a harder question. "What will I choose to do?" It's a more challenging question; it's a scarier one - for both you and your parents sitting here! - but it will be such an exciting question. And to take inspiration for your future responses to it, it's worth going back to the original vision behind the building you have been learning in for the last two - or in many cases, up to seven years - and the area which surrounds them.

Our school - The Henrietta Barnett School - sits within Hampstead Garden Suburb, a development conceived by Dame Henrietta Barnett over 100 years ago as something quite deliberate and distinct. It was an area shaped and directed, in fact, by her clear sense of moral purpose. She didn't want the centre of this new suburb to be commercial

- convenient though that might have been. No shops were to dominate the space, no sense that the suburb's purpose was transactional or profit-focused. Instead, the centre was to be concentrated on community, culture, and thought. So in Central Square, what you had was not a high street, but a set of shared institutions: the two churches, one of which we are in right now, a green space for gathering and recreation, and the Hampstead Garden Suburb Institute - with which you may be less familiar.

The Hampstead Garden Suburb Institute was an educational hub at the centre of the suburb, both physically and socially. In those early years of the suburb in the twentieth century, it was in non-stop use for adult education lectures, for discussions, for music, for reading - for the kind of intellectual life and study that is open, ongoing, practical and shared. It wasn't about passing exams or gaining qualifications. It was about lifelong access to ideas, and the expectation that residents would engage with them throughout their lives. That was the vision: that education should not be narrow, nor private, nor finished. It should be something continual and something lived.

And here is a detail you may or may not have noticed. Above the front doors to the Main building of our school - which you've walked through hundreds -possibly even thousands of times - are the words "The Institute" engraved upon a window. Now, the Henrietta Barnett School is not The Institute. We are a separate organisation, founded in 1911, but when we were founded, we shared the Institute's building. In the mornings and afternoons there was a school for girls; in the afternoons and evenings there was the Institute. And there was frequent crossover



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where the building held both at the same time - even going up to as recently as the early 2000s, when it was finally determined that it wasn't really up to modern standards to have adults and children being educated at the same time. So our building is no longer The Institute- but in that remaining inscription our school holds a reminder of The Institute's purpose: a kind of echo. A suggestion that what happens at HBS is connected to something beyond fulfilling timetables, beyond passing exams, beyond joining in during your short time as a pupil. A suggestion that what happens at HBS is connected to that lifelong community learning, self-improvement and intellectual engagement with Henrietta Barnett both personified and espoused. You have, in fact, been passing under that suggestion every day. And now you leave.

So the question is not simply what you will achieve or fulfil next of the amazing things which might be expected of you - because, frankly, we already know that this will be a great deal. Many of you will go into prestigious fields that carry weight and responsibility: medicine, where decisions are immediate and human; law, where argument shapes social reality; research, where human knowledge itself is extended; leadership, where your judgment affects people you may never even meet. Those are significant expectations. But they are not, on their own, enough.

Because the real test is not whether you reach those positions. It is what you are like when you are in them and that question: 'What will I choose to do?'. Will you choose to remain curious when no one is examining you? Will you choose to notice who is not being heard, and make space for them? Will you choose to improve the places you enter, or simply pass through them successfully? That is what your education is for. Not just to distinguish you, but to equip you. Not just to advance you, but to place

something in your hands that you can choose to use well - or not. And if that sounds like a responsibility, it is. But it is also an opportunity - to live a life that is not only impressive, but meaningful.

Before you go, it's worth recognising - properly, and perhaps a little sentimentally - what HBS has been to and for you. The extraordinarily shaped - and sized- classrooms where thinking mattered. The conversations with well-loved staff that sharpened you, or unsettled you, or changed your mind. The friendships that made the hard parts manageable, and the good parts better. The sense - quiet at times, clear at others - that you were part of something that expected a lot of you, in order to make sure you could make the best choices about how you will be, freely.

So you see: you won't lose HBS as you leave. Not only will you now become that most illustrious and coveted of people: an HBS alumna - always welcome back to see us. But also: HBS will be part of how you think, how you decide, part of the standards you hold yourself to, long after no one is marking your work. You are leaving us with habits of mind, with connections, with a sense of purpose - and, whether you realised it or not, with that quiet inscription above the door lingering somewhere in your thinking.

Year 13, you leave with our admiration, our respect, and a genuine sense of anticipation for what you will go on to do.

Go well, go thoughtfully - and make it count for more than just yourselves.

Mrs MacLeod



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