The Henrietta Barnett School
FOUNDED IN 1911

School Aims

School Aims:

Our aim is to encourage and enable all students to realise their full potential both at and beyond school, equipped with the knowledge, skills and achievements both to facilitate success and happiness in all aspects of their lives and to make a positive impact on society.

Education

- To offer all students a challenging academic, future-focused curriculum with enrichment opportunities
- To encourage all students to enjoy learning for its own sake and to value their independence of mind
- To support and encourage inspirational, exciting and innovative teaching and learning

Pastoral Care

- To create an environment in which young women can flourish
- To support all individuals and ensure that everyone is known, valued and encouraged
- To support all students in the development of their self-confidence, resilience, health and well-being

Relationships

- To foster good relationships throughout the school
- To promote the importance of respecting and valuing community, society and the environment
- To equip all students with the knowledge of how to make a positive difference to the lives of others

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Shared Vision & Ethos

The Henrietta Barnett School (HBS) is a warm, friendly and vibrant community that prides itself on happy and productive relationships. Consistently judged one of the top state schools in the country, we rightly have an exemplary local and national reputation for academic excellence but we are not complacent; we strive to ensure that excellent attainment and progress is continually achievable for all our students.

Dame Henrietta Barnett strongly believed in the power of education to shape a whole life and founded HBS to provide educational opportunities of the highest quality for its students. She built the school on the principle that education should be open to girls from different backgrounds to study and learn together and from each other. This principle is alive and well at HBS and we are determined that regardless of financial, societal or cultural circumstance, this school will always be a school in which students can thrive.

Like our founder, we are committed to the education of girls and young women, to creating for them an environment in which they can flourish intellectually, and to develop the confidence to take their places in society as leaders of the future. We encourage independent thinking, intellectual curiosity, creativity and risk-taking, and provide a wide variety of opportunities for girls to inhabit and explore a full range of identities and roles without pressure to conform to stereotypes or compromise their characters. At the same time, we are conscientious in ensuring that they are equipped to leave us with the tools to present themselves and navigate confidently and assuredly in environments beyond school.

We provide a broad and aspirational education that is ambitious, varied and stimulating. Academic challenge and a wide range of enriching co-curricular opportunities are offered in an open, caring and supportive environment, enabling each individual to flourish and achieve their potential. We are committed to holistic development, encouraging students to explore their interests in a wide variety of ways and promoting curiosity of mind, independence of spirit and a love of learning.

In a culture of respect for others but without the need for bells or lists of imposed rules, HBS students should be driven by self-motivation, self-discipline and a common purpose, a thirst for learning and a strong sense of pride in belonging to the diverse, inclusive, high-performing, friendly and supportive school community. They should leave HBS full of integrity and ambition, ready and equipped to make a positive contribution to society, with the world at their fingertips.

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School Values:

At HBS, we believe that all our students- and our wider school community- should experience, develop and recognise:

Authenticity: *self-knowledge and the ability to be genuine to one's personality and spirit; being credible and trustworthy; recognising these qualities in others*

Endeavour: *striving and leading with purpose; having determination and perseverance; challenging oneself and making ambitious attempts*

Curiosity: *pro-actively seeking knowledge and skill; being inquisitive; undertaking inquiry and research; keeping informed and aware*

Connection: *identifying, seeking, creating and appreciating relationships and links between people, concepts and environments*

Kindness: *demonstrating care, concern, compassion and respect for those in and beyond the school community*

We intend that these values should inform and underpin all aspects of school life.

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School Development Priorities 2025-2029: AT A GLANCE

Value	Four Year Priorities
Authenticity	❖ To embed a values-led school culture and curriculum that fosters honesty, authenticity and critical engagement, supported by resilient systems which future-proof the school.
Endeavour	❖ To cultivate leadership, self-evaluation and enterprise both at all levels of the school and with all stakeholders, enabling ambitious achievements, opportunities and influence.
Curiosity	❖ To facilitate innovative, future-focused scholarship which, through research and technology, facilitates student independence, enhances teaching and empowers staff.
Connection	❖ To strengthen the school's outward-facing impact and community relationships through strategic partnerships, meaningful engagement and sustainable practices.
Kindness	❖ To promote and celebrate enlightened and proactive approaches to wellbeing, inclusion and interaction, through which all feel cared for, respected and represented.

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School Development Priorities for 2026-7: AT A GLANCE

Value	One Year Priorities
Authenticity	1. Curriculum and pastoral provision, site and environment explicitly reflect revised school values. 2. Planned curriculum developments: in timetable, individual subjects and PSHE/Compass - successfully implemented. 3. School safety and security routines and infrastructure extended. 4. Income streams optimised and unnecessary expenditure reduced further.
Endeavour	1. Monitoring of progress and opportunities for key groups of students expanded. 2. Further enhanced opportunities for developing student leadership skills and Year 12 work experience delivered. 3. School's success, expertise and influence promoted through more consistent communication and branding. 4. Expanded systems for forensically and comprehensively tracking the quality and impact of education.
Curiosity	1. More strategic and responsive approach to staff development and training initiated. 2. Recent improvements in independent learning, assessment mechanisms and tutorial delivery consolidated. 3. School guidance in and practice in effective device and AI integration for teaching and learning embedded in preparation for a future 'Bring Your Own device' system. 4. Initial steps taken in plan for improving Sixth Form infrastructure and site resource.
Connection	1. New school and organisational partnerships and increased parent communications opportunities embedded. 2. Increased use of strategic IT systems for school leadership and management. 3. Long term school Climate Action Plan developed and school pond installed. 4. Embedded calendar of alumnae events, communications and opportunities published and delivered.
Kindness	1. Preventative work to optimise mental health and wellbeing including expectations around mobile phones, consolidated. 2. Impact of three year equalities training programme reviewed and fed forward into new Equality plans and objectives. 3. Impact and site/resource provision for expanded Year 7 cohort reviewed and fed forward for following year. 4. Initial steps taken for improving canteen site provision and resource.