

YEAR 12

PARENT INFORMATION EVENING

Tuesday 22nd September 2026



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Aspiration at HBS includes excellent results.....

2026 A-level				2026 GCSE		
%A*	%A*- A	%A*-B		% 9	% 8-9	% 7-9
36	75	94		69	89	97

In 2026:

- 25 Year 13 students to Oxbridge
- 40 Year 13 students to Medicine/Dentistry



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But aspiration at HBS is about more than this....

- *Health*
- *Happiness*
- *Fulfilment*
- *Success*
- *Independence*
- *Confidence*
- *Resilience*
- *Flexibility*
- *Kindness*
- *Making a Positive Difference*



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.

Key development areas:

- **Curriculum development**, particularly around **Compass** in Life Skills and tutor time: critical thinking, AI awareness and ethics, financial and economic literacy, leadership and management; and about timetable-revisions have allowed more teaching and assessment time in Year 12
- **IT developments**: more integrated use of devices and learning software in teaching and learning- this is currently at pilot stage
- **Widening communication and information opportunities**: website, social media, evenings/events
- Considering how we can factor **work-related learning** into Sixth Form
- Increasing **partnership work** with e.g. International Coalition of Girls Schools, grammar school networks



What do we ask of you as parents/carers?



- Careful communication about aspiration



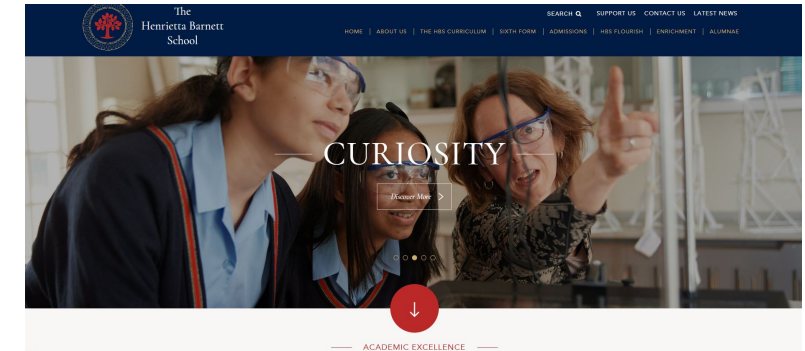
What do we ask of you as parents/carers?



- **Help ensure your daughter's attendance is as close to 100% as possible. Even 97% attendance across the year means she has missed a week of school.**
- *Most requests for authorised absence are turned down because they cannot be approved in accordance with our policy and with statutory expectations.*
- *Reasons likely to be turned down:*
 - *family, religious or cultural celebrations, ceremonies or events in term time*
 - *transport difficulties including industrial action;*
 - *parents' work commitments requiring them to travel – arrangements need to be made for students to carry on going to school;*
 - *we have had to grow wary about family emergencies which fall at the very beginnings and ends of terms and half terms, adjacent to holidays. No family emergency involving significant or extensive travel should involve a child being taken out of school;*
 - *holidays in term time.*
- *We will probe reasons given for absences and where necessary, ask for evidence; we will follow up where we have reason to believe or have conflicting messages about the reasons for a student's absence.*



What do we ask of you as parents/carers?

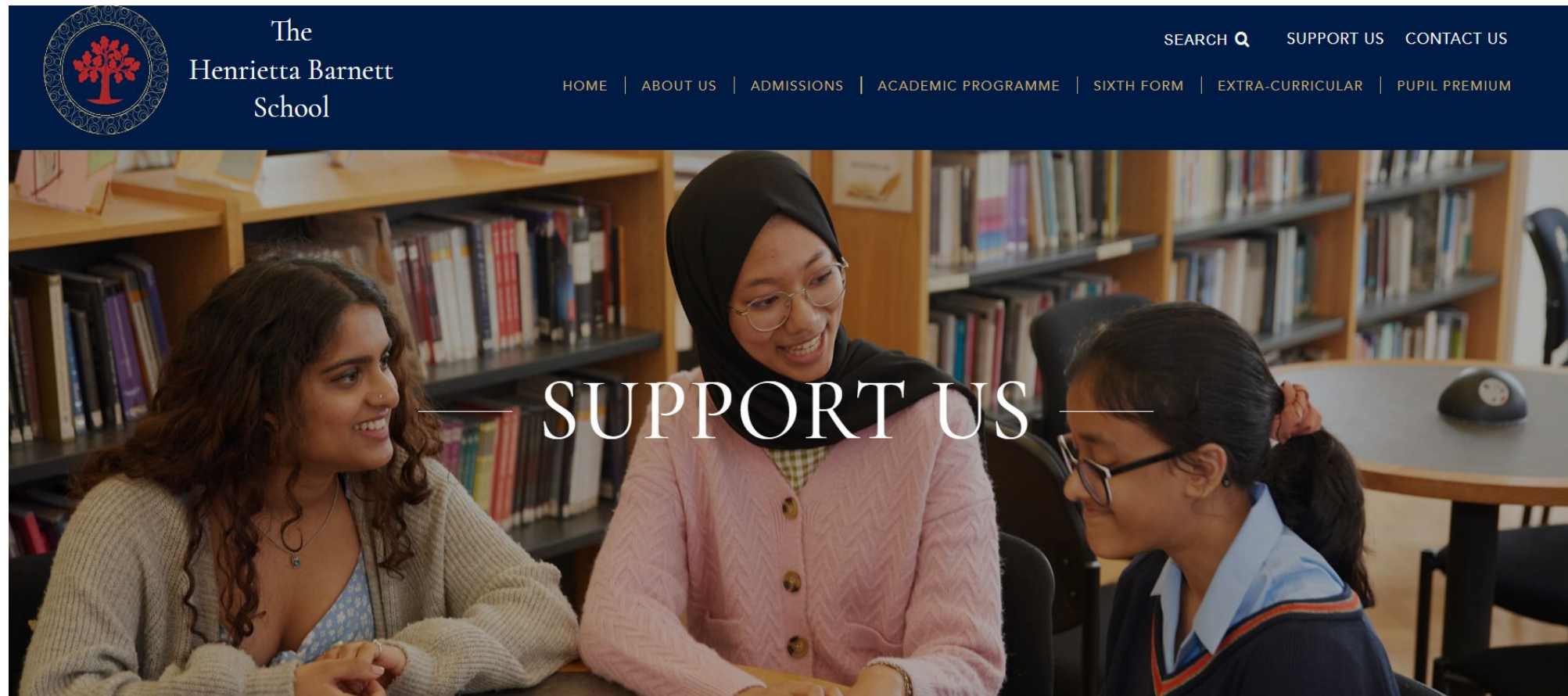


- Get involved!



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What do we ask of you as parents/carers?



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Why we need your contributions: the extra

- To maintain, develop and future-proof our aspiration for your child's excellence.
- These are some of the fundamental high quality resources we provided in in 2024-5 and 2025-6, which were partly facilitated by the extra boost of parental contributions:
 - Highly-qualified teachers and additional enrichment and support professionals
 - IT hardware and software
 - Planning permissions for developments; site masterplan



Why we need your contributions

- To maintain, develop and future-proof our aspiration for your child's excellence.
- These are some of the capital projects in the last few years that parental financial assistance has facilitated:

Well-being Hub IT room upgrade Interactive whiteboards Roof replacements

New MUGA surface Quads and paths resurfacing Main Hall refurbishments

Fire safety measures and refits

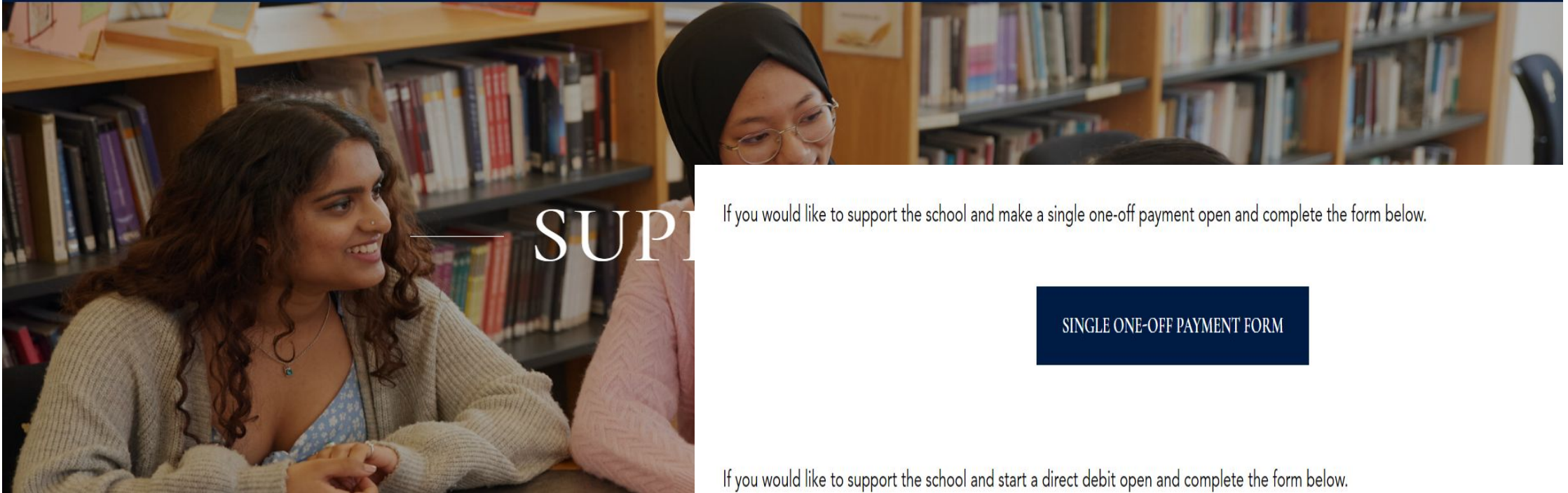


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Why we need your contributions

- To maintain, develop and future-proof our aspiration for your child's excellence.
- These are some of the developments we need to make this year and in coming years:
 - Integrating more use of individual devices in the classroom and for assessments
 - Investing in more electronic teaching and learning resources
 - Improving Sixth form independent learning facilities
 - Improving canteen capacity and layout
 - Ensuring we can afford the maintenance and development of listed buildings on a hill in a Conservation Area





If you would like to support the school and make a single one-off payment open and complete the form below.

SINGLE ONE-OFF PAYMENT FORM

If you would like to support the school and start a direct debit open and complete the form below.

DIRECT DEBIT FORM



Curriculum for your daughter in Sixth Form:

Subject	Hours/fortnight
A-level 1	Each A-level will be taught on 7, 8 or 9 hours per fortnight, with 9 hours/fortnight being the norm
A-level 2	
A-level 3	
A-level 4	
PE	2
Life Skills/ Compass	2
Assessment Periods	Up to 1 per fortnight
Independent Study Periods	Ave 9-10 per fortnight

The School Day 2026-7

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-school	School opens from 8am	School opens from 8am	School opens from 8.15am	School opens from 8am	School opens from 8am
8.30-8.50	Registration/ Assembly	Registration/ Assembly	Registration at 8.45am	Registration/ Assembly	Registration/ Assembly
8.50-9.50	Period 1	Period 1	Period 1	Period 1	Period 1
9.55-10.55	Period 2	Period 2	Period 2	Period 2	Period 2
10.55-11.15	BREAK	BREAK	BREAK	BREAK	BREAK
11.15-12.15	Period 3	Period 3	Period 3	Period 3	Period 3
12.20-1.20	Period 4	Period 4	Period 4	Period 4	Period 4
1.20-2.20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.20-3.20	Period 5	Period 5	Period 5	Period 5	Period 5
After school	Students may be staying for a range of after-school supervised activities; students may stay to work independently in the Library until 4.30pm (Mon-Thurs) and 3.45pm (Friday)				



Sixth Form Key Assessment & Reporting Points

October 2026	Teachers informally flag any concerns to Pastoral Leads; you will be contacted if there are any early issues
December 2026	Year 12 Interim Reports
March 2027	Year 12 Parent Consultation Evening
April 2027	Year 12 Examinations
May 2027	Year 12 Subject/Tutor Reports
July 2027	UCAS predicted grades issued
(October 2027)	Year 13 Parent Consultation Evening
(February 2028)	Year 13 Mock A-level examinations
(March 2028)	Year 13 Subject/Tutor reports and reporting of Year 13 mock A-level results

The A Level Grading System is used on HBS Reports

A*
A
B
C
D
E
U

'Working At Grades'

The A-level grade equivalent which a student is currently working at i.e. if they were to take their A-level now, *based on current coverage of the course*.

Please note: in Year 12, this will frequently not be an A or A* for students who are on track for these grades eventually - because they have not covered all of/the more complex parts of the course and/or because they need the time of the full course to develop the subject and exam skills.

'Mock Exam Grades'

The A-level grade equivalent for the performance of a student in their mock exam. This may be different from a working at grade because the working at grade takes into account all elements, especially e.g. coursework in a coursework subject.

HBS Learning Attributes are also used on reports

PS	A particular strength	Making exceptional progress in this area.
CP	Consistent Progress	Making very good, sustained progress in this area.
OT	On Track	Making progress, and needs to identify, with support from the teacher, the knowledge and understanding required to consolidate learning in this area In order to build on the progress already made.
CC	Cause for Concern	Not making the progress expected in this area. Support with organisation, revision, or other aspects of learning may be needed. Discussion with teacher to take place.

A student who has a 'WAG' of Grade B-A in Year 12 and is 'PS', 'CP', 'OT' is likely to be on track for Grade A-A* by the end of Year 13, as long as efforts are sustained.



Preparation for post A Level

- Higher Education Programme
- January: Higher Education Evening and Medicine and Dentistry Evening
- June: sessions on putting in an application
- Degree Apprenticeships

UCAS Predicted Grades

- Grade most likely to achieve/aspirational but realistic
- School's prediction - teacher and Subject Leader's expert judgement



UCAS Predicted Grades

- Holistic and professional judgement



Evidence-based

- Consistency of work over the entire course of Year 12.
- Mock exam performance and formal assessments.
- Technical skills, effort, and attitude toward learning.
- Historical trajectories (how students with similar profiles usually progress between Year 12 and Year 13).
- Undiscovered potential, factoring in how a student responds to feedback and handles a mature workload.



PASTORAL SUPPORT AT HBS

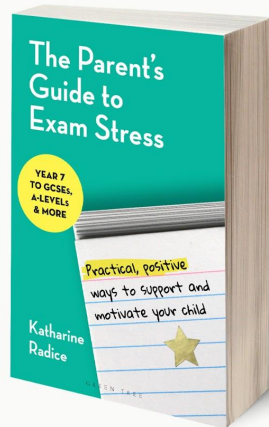


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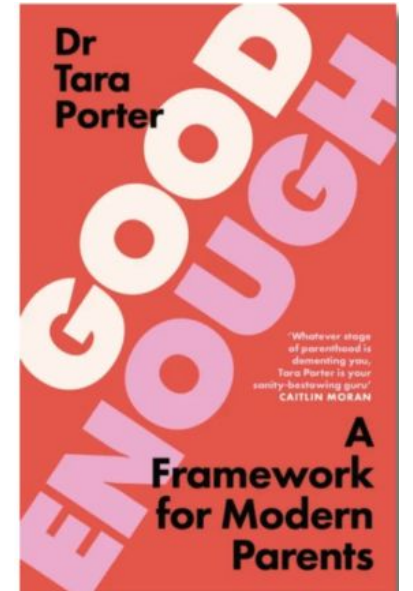
KATHARINE
RADICE

AUTHOR AND CONSULTANT



katharineradice.co.uk

ACADEMIC ANXIETY



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PRESSURE



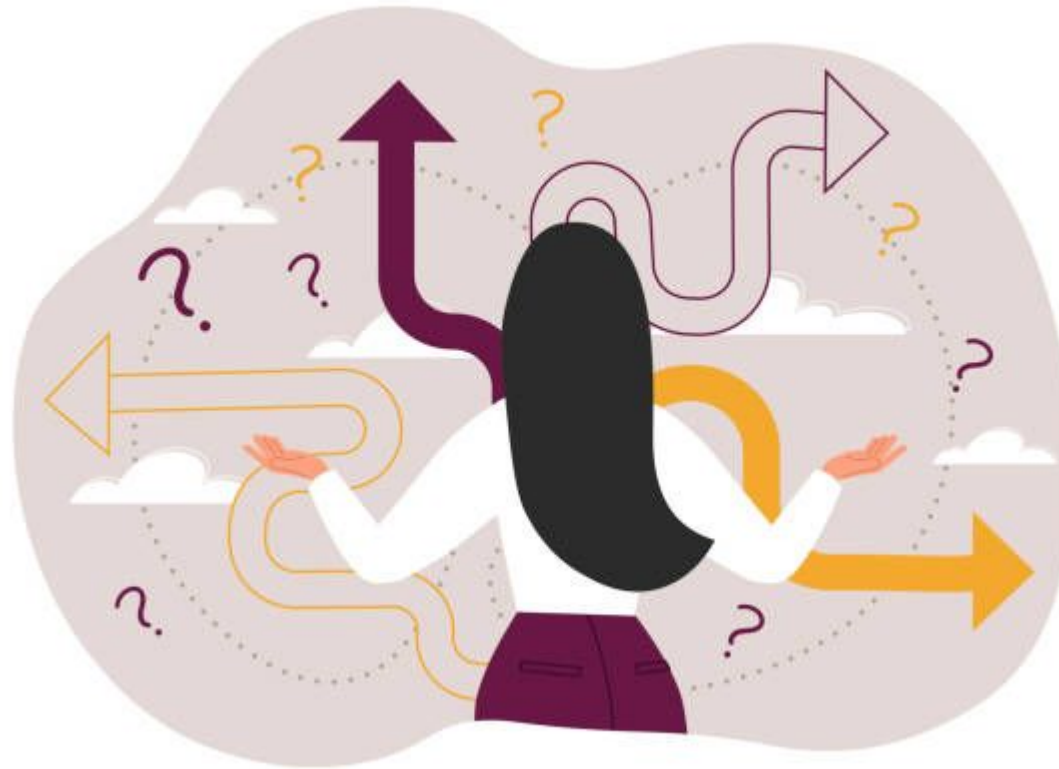
“What drives fear is how academic grades
shape perceptions of self-worth,
how they impact on whether or not the pupil will
please the people
whose support and love they rely on
and whether or not their marks allow them to be
the person they have been told
they are supposed to be.”

Katharine Radice



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DECISION-MAKING AND BOUNDARIES



HANDLING DISAPPOINTMENT



“The type of confidence that rests on believing you’ll get something right is a very brittle form of confidence; confidence that you can survive getting something wrong is a much deeper, stronger version”

Katharine Radice



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SUMMARY



- Show understanding about what students are feeling at times of anxiety
- Avoid peer or sibling comparisons
- Allow them to have down-time (without associated guilt)
- Encourage a focus on the opportunities for learning over outcome
- Help them believe in a Plan B if things turn out different to what they expect
- Assist them in recognising and celebrating a wider range of attributes and personal qualities

