

YEAR 8/9

PARENT INFORMATION EVENING

Tuesday 29th September 2026



The
Henrietta Barnett
School
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YEAR 8/9 PARENT INFORMATION EVENING

- Mrs MacLeod, Headteacher : Welcome
- Ms Fusi, Year 8 Pastoral Lead: Pastoral Care in Year 8-9
- Mr Southall, Year 9 Pastoral Lead: Learning and Studies in Year 8-9
- Mrs Leek, Deputy Headteacher: Academic Anxiety
- Ms. Green, Safeguarding and Wellbeing Officer: Friendships
- Ms. Pujary, School Counsellor: Communication



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
- 14 Year 13 students to Imperial College, London
- 40 Year 13 students to read Medicine



.....but is about so much more.....

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*

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.

Concrete development areas you/your daughter will see in the next two years:

- **Curriculum development**, particularly around **Compass** (PSHCE): critical thinking, AI awareness and ethics, financial and economic literacy, leadership and management; and around the rolling out of **Computer Science** within KS3;
- **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;
- 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 and ambition



What do we ask of you as parents/carers?



- Don't be a 'snowplough' parent!



What do we ask of you as parents/carers?



- **Ensure your child's attendance at school is as close to 100% as possible. Even 97% attendance across the year would mean your daughter 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.*



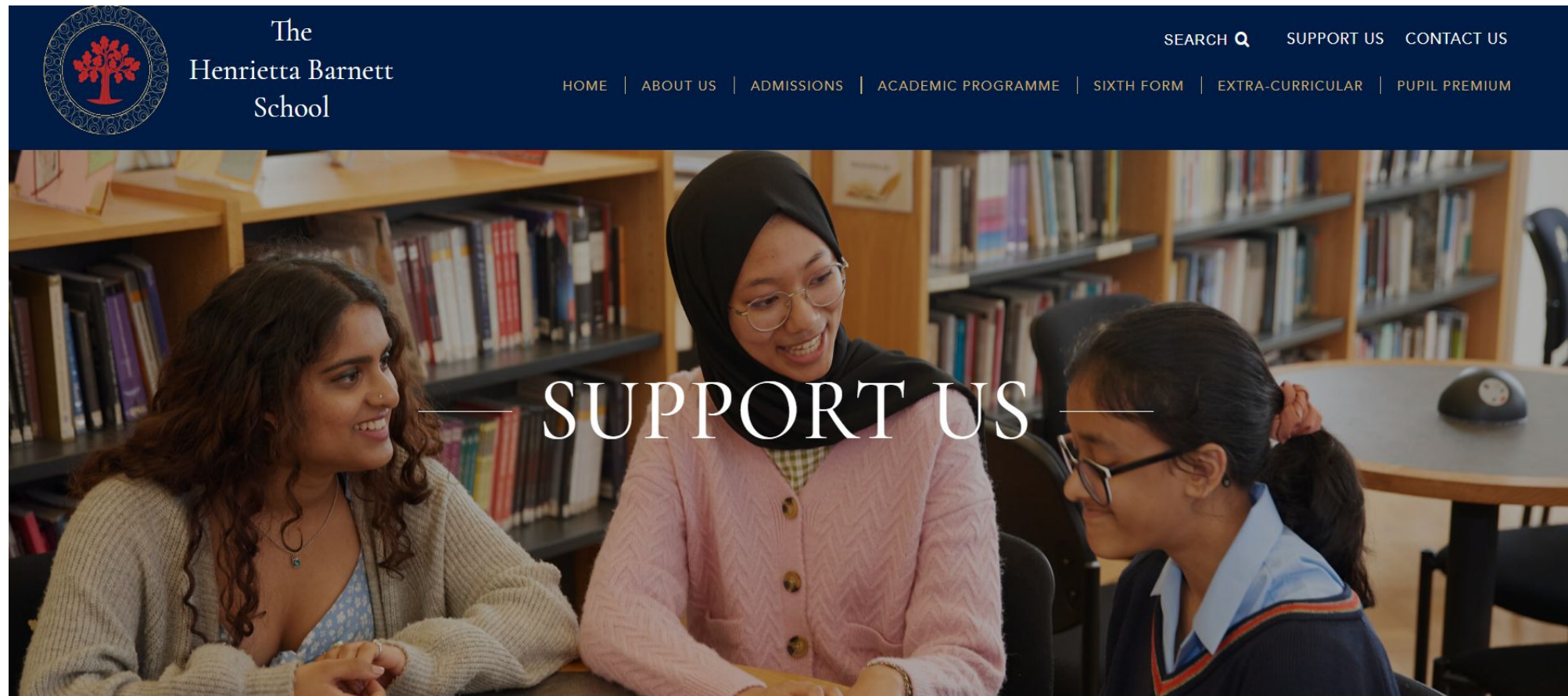
What do we ask of you as parents/carers?



- Get involved!



What do we ask of you as parents/carers?



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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 resources we think are fundamental, provided in in 2024-5 and 2025-6, but which don't get fully covered by our government funding:
 - Highly-qualified specialist teachers
 - Additional enrichment and support professionals
 - IT hardware and software
 - Architects' site audit



Why we need your contributions

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

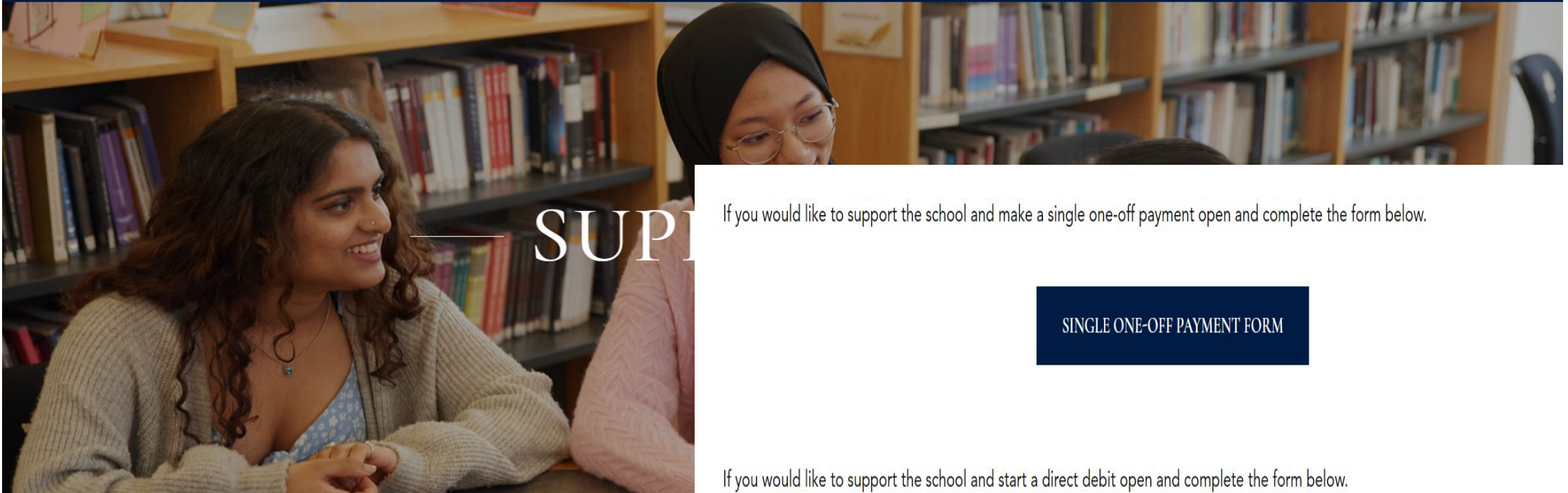


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Why we need your contributions

- 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





SUPP

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



Pastoral Care & Expectations

Supporting your child through Year 8 & 9

HEAD OF YEAR 8
Miss Fusi

OUR VISION

Helping our students feel supported, develop independence and thrive both in and beyond the classroom.



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Pastoral Care & Independence

Supporting the Whole Student

- Academic and pastoral care go hand in hand.
- Our aim is for every student to feel known, supported and valued.
- We want students to develop confidence and independence.
- Students should know who they can turn to when things aren't going well.
- A happy, supported student is in the best position to learn and thrive.

Growing Up & Independence

- Year 8 and 9 are important years of change.
- Students are becoming more independent and responsible for their choices.
- Friendships, identity and the online world become increasingly important.
- We want to give students greater independence while still providing support and boundaries.
- They may not always ask for help, so we make sure we are still looking out for them.



Friendship, Social Media & Support

Friendships & Social Media

- Friendship difficulties can have a huge impact on wellbeing.
- We encourage students to talk to an adult when something is worrying them.
- Think carefully before posting or messaging.
- Consider how social media makes you feel.
- Students may also come to us because they are worried about a friend.
- They never need to carry that worry alone.

When Things Get Difficult

- Difficulties outside school can affect mood, wellbeing, friendships and learning.
- They can also affect attendance, punctuality, concentration and motivation.
- If something is happening outside school that may affect your child, please let us know.
- You don't have to ask us to intervene.
- Sometimes simply knowing what is going on allows us to support them appropriately.



Academic Pressure & Wellbeing

Our Approach to Pressure

- Our students are ambitious and we value that.
- Effort matters as much as outcome.
- Making mistakes is part of learning — perfection is not the goal.
- Asking for help is a strength.
- Academic success and good mental wellbeing can exist together.
- Sometimes pressure looks like over-working; sometimes procrastination or avoidance.
- In both cases, we need to ask: "What's behind this?"

Keep Talking

- "It's OK not to be OK."
- Teenagers don't always make it obvious when something is wrong.
- Talk to your Form Tutor, Head of Year or a member of the Pastoral Team.
- Tell us if you are worried about yourself or a friend.
- We will also approach students if we notice something that concerns us.
- You don't have to deal with things on your own.
- Parents: please talk to us, early communication makes a difference.



Working Together

Together, we can help our students thrive

School

Providing a supportive, ambitious environment where every student is valued, guided, and encouraged to reach their full potential.

Students

Engaging actively in learning, showing resilience, and developing the independence to thrive both inside and outside the classroom.

Parents

Partnering with us through early communication, supporting school routines, and encouraging healthy, balanced habits at home.



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Attendance really matters

Every day in school is an opportunity to learn, connect and make progress.

90% attendance

**≈ 19 school days
missed**

That can mean 100+
lessons missed across a
typical secondary school
year.

Trips still count

School trips, day visits and
residential are valuable
parts of school life — but
they are not a reason to
miss the next school day.

Students are expected back
in school on the first
scheduled day after a trip.

The message we send

Attendance expectations
apply after enrichment too.
Taking an additional day off
because a trip was tiring
undermines the importance
of attendance — and sends
the wrong message about
school, commitment and
resilience.

Good attendance means being there — including the day after the trip.

Attendance expectations apply to all school days. Trips and residential are
part of learning, not an alternative to regular attendance.



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Medical appointments & practical routines

Helping students take responsibility while keeping everyone safe.

Plan ahead

Wherever possible, arrange medical and dental appointments outside the school day.

If an appointment during school is unavoidable, notify the relevant school contacts in advance.

Collection

Please make sure your child knows the agreed collection time.

KS3 students must not simply leave school by themselves.

Reception

Your child is responsible for making their way to Reception at the agreed time.

This is part of developing independence and good routines.



A few practical expectations

Simple routines make a big difference.

Homework

Record homework in planners and check Student Emails & Google Classroom regularly.

Uniform

Full school uniform. No black trainers. Follow PE kit and changing expectations.

Phones

Strict no-phone policy during the school day. Contact the school office if needed.

Medical updates

Keep school informed about medical needs and medication changes.

Organisation

Label clothing and equipment. Encourage students to manage their own routines.

Communication

Keep an eye on ParentMail, school communications and Google Classroom.



Key School Dates

Important milestones in our academic calendar

Parent Evenings

Crucial opportunities to discuss academic progress directly with teachers.

AUTUMN TERM DATES

Y8 (Online)

Thu 19 Nov 2026 16:00-19:00

Y9 (In Person)

Tue 3 Dec 2026 16:00-19:00

Review Day

A dedicated day focused on structured academic/pastoral review, personal tutoring, and action planning.

Helps students reflect on progress and set focused milestones for the term ahead.

Enrichment Day

Immersive learning outside the traditional classroom setup to foster creativity, teamwork, and resilience.

A critical component of developing well-rounded, curious students.

CALENDAR & DATES

Term Dates:

dates for the year are published on our website.

Online Calendar

A dynamic searchable calendar that you can add to your own device via our website.



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Thank you

Thank you for your support and partnership. We are looking forward to a positive, productive year ahead.

Questions or concerns?

Please get in touch if you have any concerns or questions. We are always here to support you and your child.

Next Speaker

I'll now hand over to Mr Southall Head of Year 9 for the next section of the presentation.



Curriculum and assessment in Years 8 and 9



Subject	Hours per fortnight
English	6
Mathematics	5
Science	6
Geography	3
History	3
RS	2
Latin	Students have opted for a pathway of 3 of these languages and will have 9 periods per fortnight in them (3 per language)
French	
German	
Spanish	
Music	2
Art	2
Drama	2
Computer Science	2
DTE	2
PE	4
Compass/PHSE	2
Total	50

The Year 8 Curriculum

2026-7



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Subject	Hours per fortnight
English	6
Maths	5
Science	6
History	3
Geography	3
RS	2
French	3
German	3
Spanish	3
Latin	2
DTE	2
PE	4
Drama	2
Art	2
Music	2
Compass (PSHE)	2
Total	50

The Year 9 Curriculum

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)				



Subject	Weekly minutes
Maths	60
English	45
Science	60 (3 x 20)
Geography	30
History	30
MFL and Latin	60 (3 x 20)
Art	15 (30 over 2 weeks)
DTE	30
Drama	10 (30 over 3 weeks)
Music	10 (20 over 2 weeks)
RS	20
Computing	0
PE	10 (30 over 3 weeks)
Compass	0
TOTAL	6h 10

Year 8 Homework Allocations



Subject	Weekly minutes
Maths	70
English	60
Science	75 (3 x 25)
Geography	35
History	35
MFL and Latin	75 (3 x 25)
Art	15 (30 over 2 weeks)
DTE	35
Drama	20
Music	10 (20 over 2 weeks)
RS	20
Computing	N/A
PE	20
Compass	0
TOTAL	7h 50

Year 9 Homework Allocations



Academic Success at HBS



Key Assessment & Reporting Points

Year 8	October	Teachers informally flag any concerns to Miss Fusi within school; you will be contacted if there are any early issues
	November	Year 8 Parent Consultation Evening - online
	January	Year 8 Interim Reports
	May	Year 8 Examinations
	June	Year 8 End of Year Subject & Form Reports (with exam outcomes)
Year 9	October	Teachers informally flag any concerns to Mr Southall within school; you will be contacted if there are any early issues
	December	Year 9 Parent Consultation Evening - in person
	February	Year 9 Interim Reports
	May	Year 9 Examinations
	July	Year 9 End of Year Subject & Form Reports (with exam outcomes)

*There will also be a Year 9 Coffee Morning event in school in Summer 2027 (date TBC) - a chance for you to share queries/ideas/concerns with the pastoral team and members of SLT

Year 9- GCSE Options

- **This process is not something which should be worried about this term!**
- The process is 'kicked off' by the Year 9 Options evening

Date for diaries: Tues 5th January - Year 9 Options evening

- More information and events for students will follow after that



HBS Report Assessment Codes-a reminder

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.

If your daughter is reported as 'PS' or 'CP' in a subject in both subject skills and learning attributes, it is likely to mean they will be in line for Grades 8 and 9 at GCSE, *if they carry on with their effort levels and on the same progress trajectory.*



End of Year Report Example

History subject specific skills

- Able to independently select relevant and detailed evidence
- Able to form complex explanations about the past
- Able to form sustained judgements about the past
-

Learning attributes:

- Organisation/meeting deadlines
- Participation in lessons
- Initiative/independence

Next Step 1

Tighten focus on the question by using topic sentences and interim judgements.

Next Step 2

Develop use of precise context when evaluating primary sources.



Finding Out More About My Child's Learning

- Please rely on information provided by the school on the website and by parentmail- not on what might be circulated on Parent WhatsApp groups!
- In the curriculum section of our website, you can find:
 - booklets for each KS3 year with an overview of each subject's curriculum
 - pages for each subject outlining their curriculum at Key Stage 3,4 and 5
 - information regarding the Compass (PSHE) curriculum
- If you have a query or concern about your child's learning in a subject, do contact their teacher/subject leader- or Pastoral Lead if it is more general/across subjects.



our values

The HBS Curriculum	
•	Curriculum Intent and Delivery
•	Years 7 – 9
•	Years 10 – 11
•	Sixth Form
•	Departments
•	Compass (Personal Development, Careers and Higher Education)

PASTORAL CARE AT HBS



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PASTORAL CONCERNS

Academic Anxiety

Claire Leek, Deputy Head (i/c Pastoral)

Friendships

Kimberley Green, Wellbeing and Safeguarding Officer

Communication

Dimple Pujary, Counsellor



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Working Together...

ACADEMIC ANXIETY



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PRESSURE



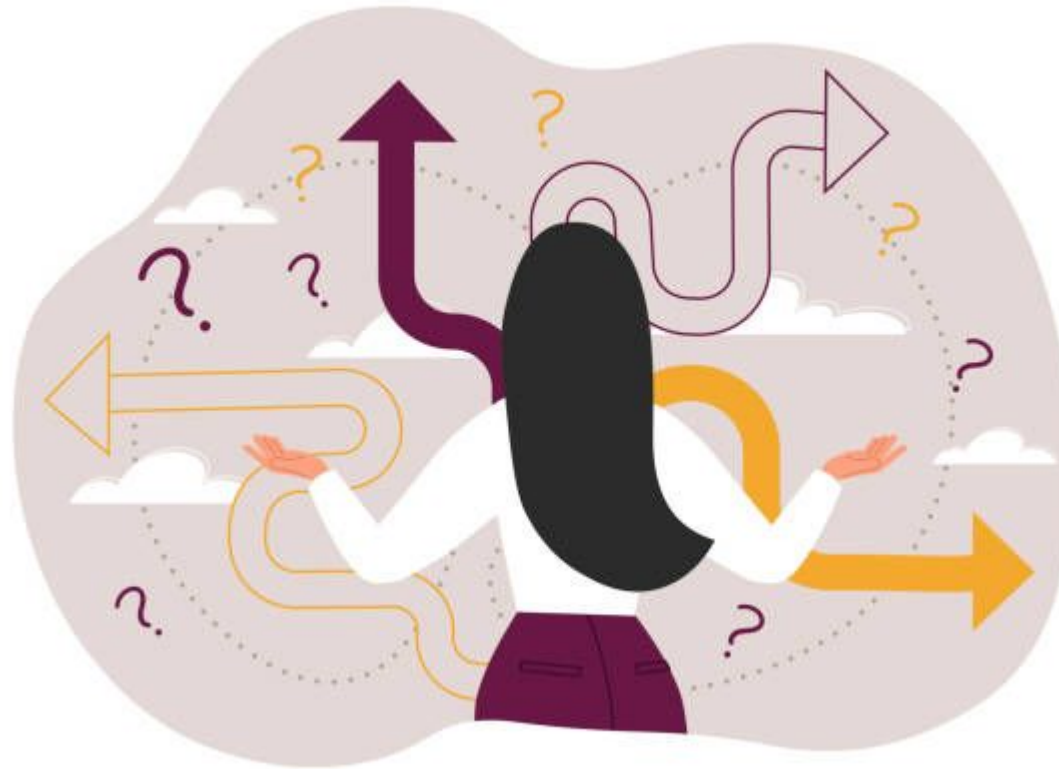
“What drives fear is how academic grades
shape perceptions of self-worth,
how they impact on whether or not the pupil will
please the people
whose support and love they rely on
and whether or not their marks allow them to be
the person they have been told
they are supposed to be.”

Katharine Radice



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BOUNDARIES AND DECISIONS



TESTS AS LEARNING OPPORTUNITIES

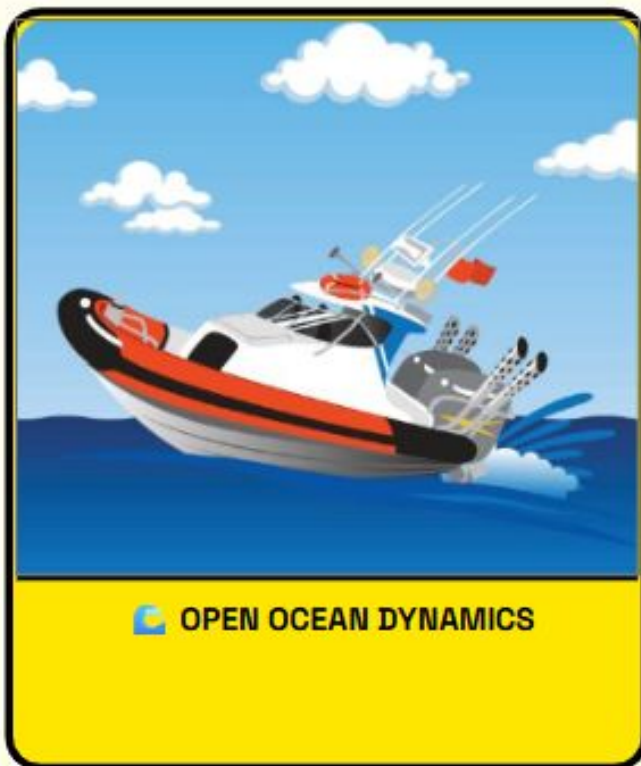


Working Together...

FRIENDSHIPS



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STAGE 01

Leaving the Cruise Ship

Stepping away from parental safety to build independent peer connections.

STAGE 02

Boarding the Life Raft

Bonding fiercely with peers for emotional and social survival.

STAGE 03

Fear of Drowning

Intense angst over being pushed off the raft or left isolated.



Why direct adult intervention backfires

🚫 THE INVESTIGATION APPROACH

Action: Interrogating, gathering evidence, forcing apologies.

Result: Drives conflicts underground and deepens social mistrust.

✨ THE EMPOWERMENT APPROACH

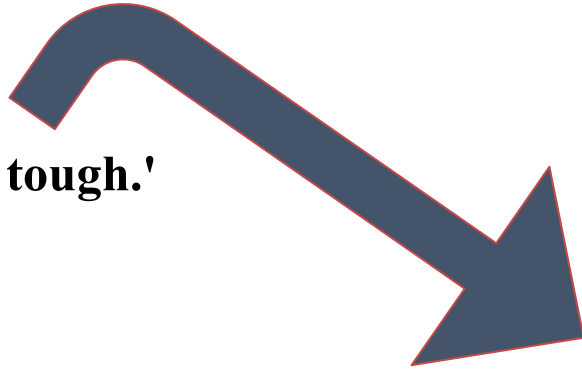
Action: Holding up a non-judgmental mirror through guided reflection.

Result: Empathy evokes self-correction and sustainable resolution.



Phrases to empower

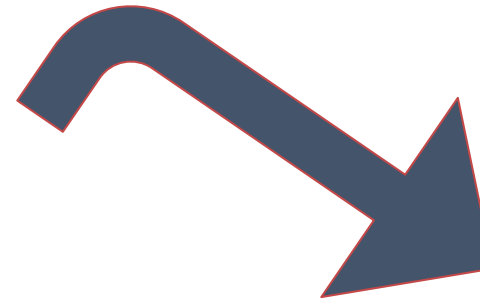
'That sounds really tough.'



'What options do you have?'

or

**'What do you think you'd
like to do next?'**



**'I am always here for you,
no matter what happens.'**



Working Together...

COMMUNICATION



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Communicating with teenagers

✗ Knowing teenage vocabulary

✗ Actively on social platforms

✓ Listening to your child



Challenges to communicating



Independence
and identity

Led by
emotions

Understanding
risks



Active listening



Being Present

➡ Minimise distractions

➡ Proximity

➡ Body Language



Active listening



Being Curious



Open ended questions



Avoid judgement



Paraphrase

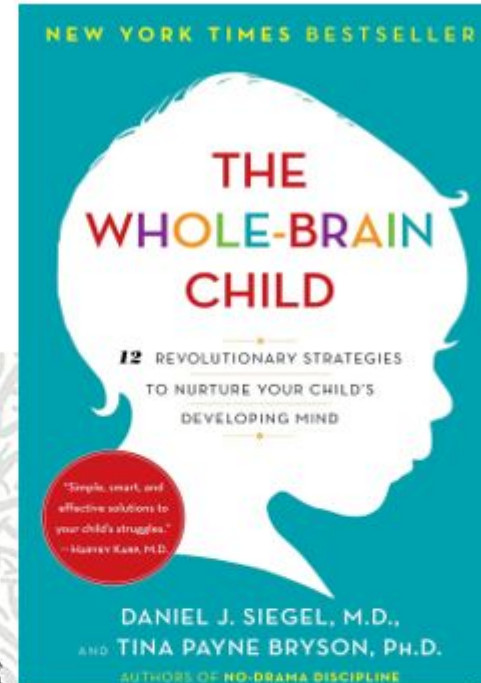
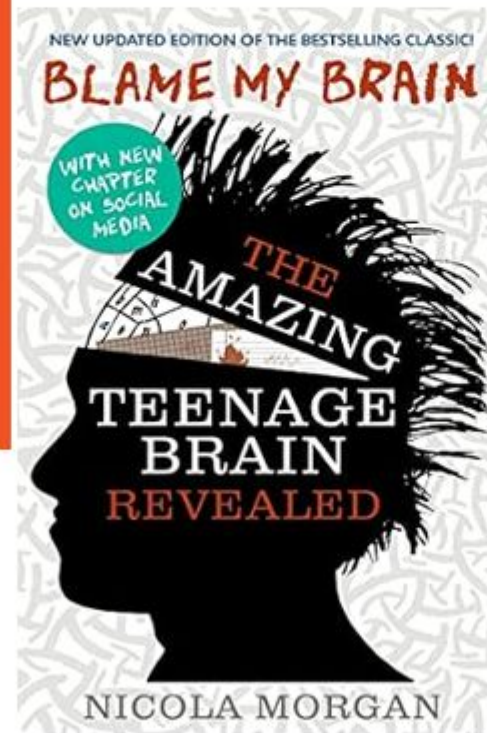
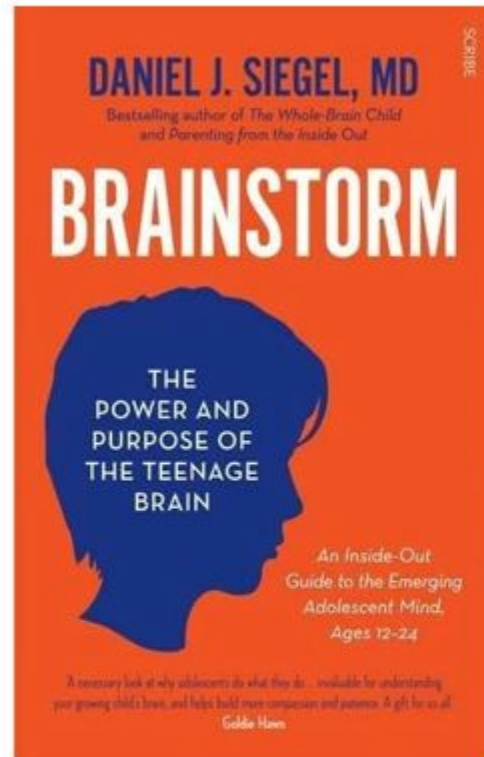


Parenting is the only job
where you're actually
SUPPOSED to be fired
after 18 years of hard
work and dedication.

-CreativeHealthyFamily



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