

# Welcome to Aylesbury High School

## Year 8 Evening November 2025



Visit Our Website:

[www.ahs.bucks.sch.uk](http://www.ahs.bucks.sch.uk)



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# Welcome!

Thank you for coming tonight.

If you have any questions, please do stay behind and talk to us.

We will put these slides on the Year 8 page of our website so you don't need to take notes!



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# Fire Alarm Procedure



# Year 8 Information Evening

- Mrs Forster      Headmistress
- Mrs Queralt      Deputy Head and DSL
- Mrs Saunders      Head of Year 8



# Our Vision and Mission

Developing uniquely talented young adults, who are independent, strong and confident

A girls' grammar school creating a welcoming environment which draws the very best from all in our community. Achieved by providing an ambitious education that stimulates creative and critical thinking, values diversity and facilitates dynamic personal development.



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# But most importantly, why we do it:

**Ofsted: 'The School is unashamedly ambitious for all pupils'**

**We are an academic school for the education of girls.**

'Girls' schools are places where girls take centre stage. They occupy every seat in student government, every spot on the maths team, and every position in the science club. In fact, *every* aspect of a girls' school - from the classroom to the athletics field to the academic program - is designed for girls. A girls' school environment adds opportunities for girls.'



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**Progress 8 as it currently stands....**

**0.94**





As well as the familiar subject choices, our students will study degree courses in subjects as diverse as **International Disaster Management and Humanitarian Response, Aerospace Engineering, Architecture, Journalism, Neuroscience, Marine Biology and Coastal Ecology, History of Art and Film Making.**



We are delighted that several students have secured prestigious degree apprenticeships to begin their careers with a range of organisations, including PwC, Forvis Mazars, Direct Line, HM Treasury, Hollywood Bowl and Warwick Manufacturing Group.

**Aylesbury High School named the  
15th Best Secondary School in the  
Country**

**#ProudToBeAHS**



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# Securing The Future Together

## #PlayYourPart



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# The impact of your donation on your daughter's education

- **Enhance Learning Resources:** Your contributions will provide individual materials for subjects like Design Technology, Art, and Physical Education, ensuring students can own the tools that help them excel.
- **Support Curriculum Development:** Donations will help us enable individual ownership of texts and resources across various subjects, including English, allowing for a richer educational experience.
- **Provide Personal Educational Materials:** Contributions will cover costs for photocopying personal educational booklets and other vital resources that directly support our curriculum.



# The impact of your donation on your daughter's education

- **Maintain High Standards:** Your support allows us to continue delivering the ambitious and high-quality education that has earned us our Ofsted Outstanding status.
- **Empower Every Student:** Every contribution helps us ensure that no student is excluded from any activity due to financial constraints, fostering an inclusive and supportive learning environment.



# Previous Donations - what we have used them for, how they make the difference

- **Capital Campaigns**
  - Science refurbishment
  - Tower Block refurbishment
  - Sixth Form Centre refurbishment
  - Language Pod
- **Curriculum funding**
  - Interactive whiteboards in MfL
  - Reading scheme - the purchase of 3 challenging texts for students per year
  - Benches to enhance the environment for students at break and lunch
  - AppleMac suite for Music



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# Another way to support AHS - would you consider becoming part of our Governing Board?

## Key Responsibilities:

- **Strategic Direction:** Setting the school's long-term vision, ethos, and strategic direction.
- **Accountability:** Holding the Headmistress to account for the educational performance of the school and its pupils.
- **Financial Oversight:** Ensuring the school's budget is managed effectively, money is well-spent, and financial risks are mitigated.
- **Monitoring Performance:** Reviewing data on pupil attendance, attainment, and progress to ensure high standards of achievement.
- **Policy Setting:** Reviewing and amending school policies to ensure they are effective.
- **Appointments:** Appointing and serving on panels for headteachers and other senior leaders.



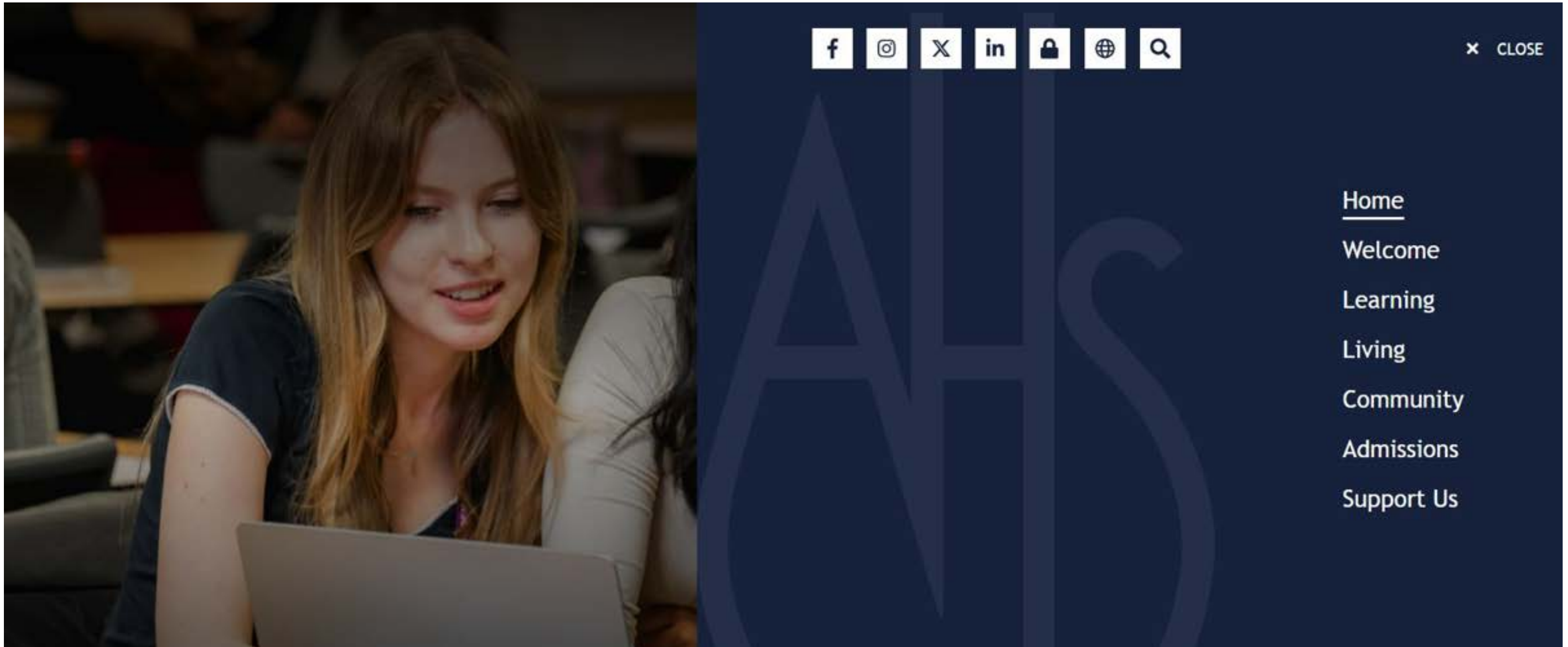
# Securing The Future Together

## #PlayYourPart



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# New website at ahs.bucks.sch.uk



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# Maths

## Curriculum Intent

The Mathematics department aims to challenge each student and has high expectations of all its students. We make full use of bespoke Google Sites to deliver the curriculum through students' use of 1:1 devices.

### Key Stage 3

In Year 7, we ensure that all students have covered and are competent in topics that are described in the Key Stage 2 curriculum by assessing their prior knowledge. This allows for a smooth transition between further Key Stages and ensures progression in teaching and learning throughout their time at AHS.

In Year 8 and 9, we build on the knowledge from Year 7 and take the concepts further in preparation for the Higher GCSE course.

We offer a variety of teaching and learning activities such as independent tasks, online activities including Mymaths and Desmos, as well as practical group tasks. This aims to seamlessly bridge the gap from Primary to Secondary level Mathematics and develop the students' fluency in performing and applying key mathematics skills. This helps to engage and motivate our students through full participation in lessons. We typically build in extension material where students can explore enrichment opportunities both within and outside of the curriculum to enhance students' enjoyment of Mathematics, such as UKMT Mathematics challenge problems.

We aim to nurture students' ability to reason and problem-solve through exposure to a variety of strategies by making this a regular feature in lessons and assessments. Challenge is provided through depth rather than acceleration.

Students are assessed regularly through tests and homework where feedback is given either in lessons, orally or written onto their work. Students are organised by ability from the start of Year 8 by splitting the Year group in two to make three Set 1 groups and three Set 2 groups and this continues into Year 9. There can still be a wide range of ability within a class so we aim to establish a classroom climate where all students feel that they can contribute and which secures their motivation and concentration. We adapt teaching strategies to keep all students suitably challenged. If intervention is required, we will provide appropriate support within lessons or suggest making use of the maths clinic to ensure students do not fall behind the rest of their peers.

All students will be given the opportunity to partake in the UKMT maths challenge events (All Year 7 and some of Year 8 do the junior maths challenge and some Year 9 students are invited to sit the intermediate maths challenge ) with support given at a lunchtime club. There is also the House Mathematics competition for Year 7 which is a relay race using problems similar to that seen in the UKMT Maths Challenges.

Art

Biology

Business

Chemistry

Computing

Dance

Design, Technology and Engineering

Drama

Economics

English

Food

French

Geography

German

History

KS3 Science

L4L

Maths

Music

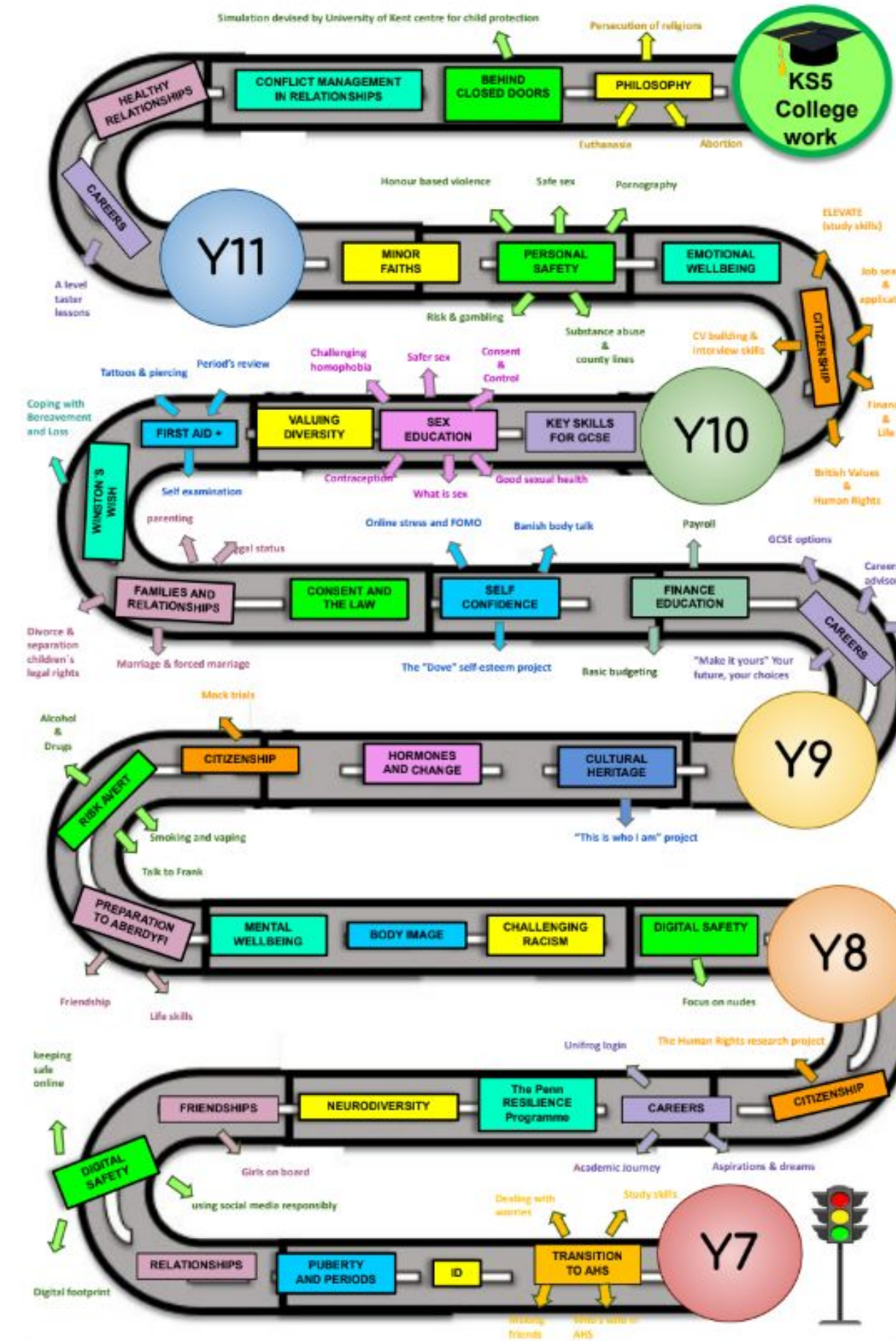
Physical Education

Physics



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# Learning For Life

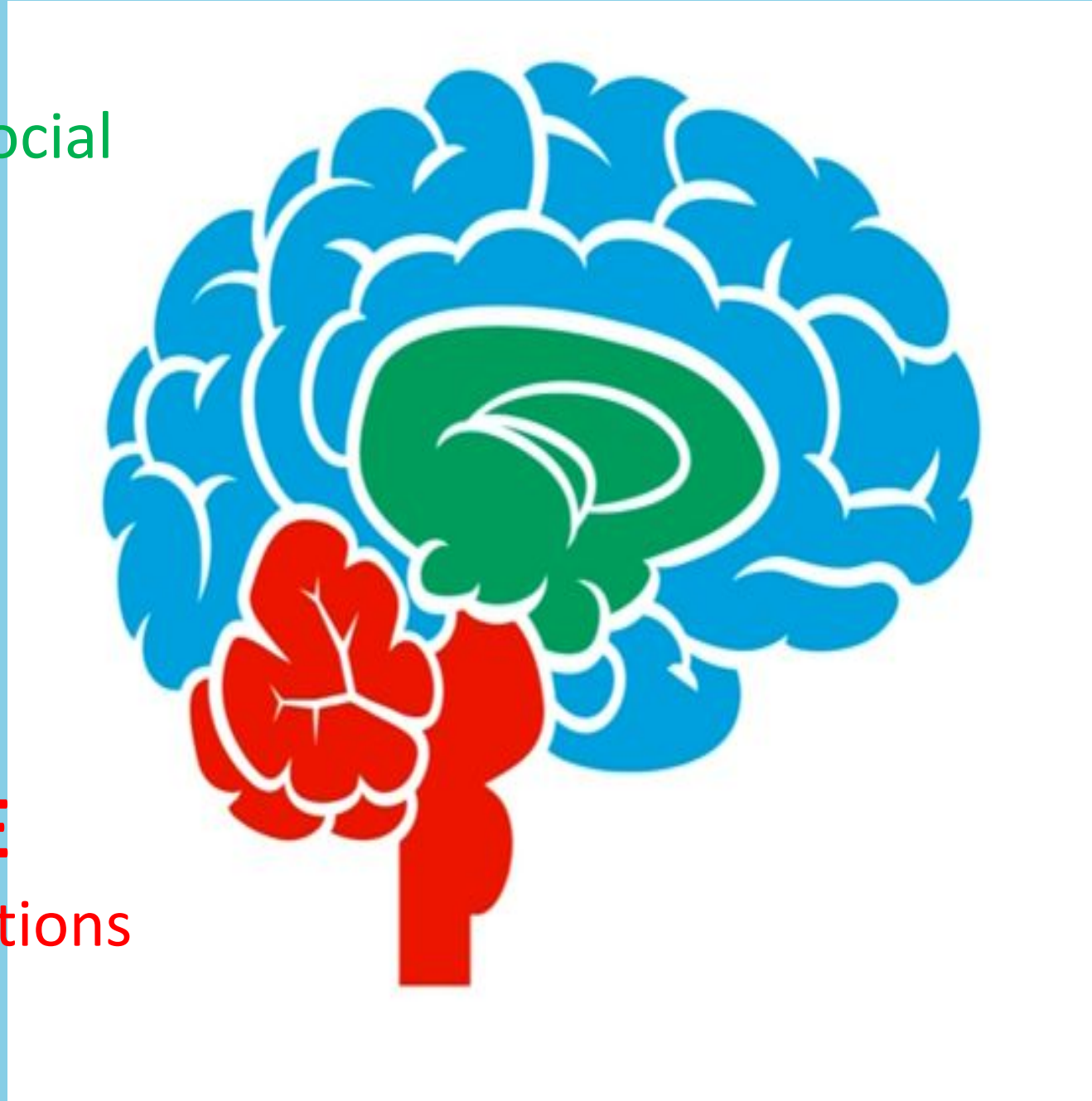


## FEELING

Emotions & social  
Experiences  
Anger  
Fear  
Pleasure

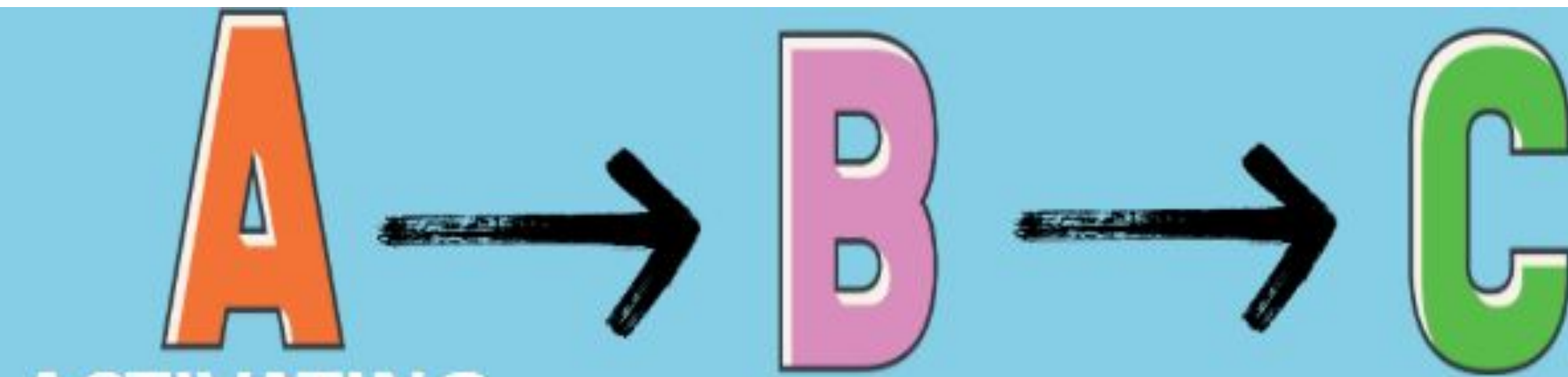
## PRIMITIVE

Basic life functions  
Breathing  
Moving  
Scans the environment for  
threats



## THINKING

Stores memories  
Thinks  
Plans  
Communication  
Decision making  
(overriding the  
primitive brain  
responses)



## ACTIVATING

### EVENT

- Fact
- Who, what, when, where



### BELIEFS

- The thoughts in our mind in that moment
- Explaining the causes and implications
- Often tough on ourselves and others

### CONSEQUENCE

- What we feel (emotions)
- How we act (behaviour)



# Year 8 L4L

Internet Safety - cyber bullying and indecent images

Mental Health

Substance abuse - vaping, smoking, drugs and alcohol

County Lines

Mock Trial

Relationships

Cultural Heritage



# Behaviour

A calm, orderly environment aids learning and makes the school a safe and pleasant place to be for all our community

- Our behaviour curriculum outlines our expectations and our Behaviour Policy and Behaviour matrix are on our website
- Students have the behaviour matrix in their form room
- We issue far more rewards and celebrate these throughout the year and at our Presentation Evening in the Summer term



# Thank you for your support of our Home School agreement

Parent / Carer Commitment (We ask you to agree to this in our admissions form)

I will:

- Work with my child and their teachers to enable her to fulfil her potential
- Encourage my child to manage books and equipment effectively
- Provide an area in the home where my child can work in peace and quiet
- Take an interest in my child's work and encourage them to maintain progress and achieve their targets in all subjects
- Not discuss school matters outside official routes
- Attend consultation evenings and discussions and communicate with teachers when appropriate
- Reinforce school policies, such as the school Behaviour Policy and Uniform Policy.
- Support the school in solving problems of disruption and behaviour
- Encourage my child to be aware of and respect others' needs, opinions and beliefs in school, treating everyone fairly
- Alert the school early to changes in circumstances which may affect my child's progress
- Avoid taking my child out of school unnecessarily.



#SCHOOLEVERYDAY

Attend Today



Achieve Tomorrow



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# How does School attendance affect a child's learning?



Present for  
their future

|                        |                       |                       |                        |                       |                                                             |                       |
|------------------------|-----------------------|-----------------------|------------------------|-----------------------|-------------------------------------------------------------|-----------------------|
| 0 days<br>Absence      | 5 days<br>Absence     | 9 days<br>Absence     | 18 days<br>Absence     | 28 days<br>Absence    | 37 days<br>Absence                                          | 46 days<br>Absence    |
| 185 days<br>In school  | 180 days<br>In school | 176 days<br>In school | 167 days<br>In school  | 157 days<br>In school | 148 days<br>In school                                       | 139 days<br>In school |
| 100%<br>Attendance     | 97%<br>Attendance     | 95%<br>Attendance     | 90%<br>Attendance      | 85%<br>Attendance     | 80%<br>Attendance                                           | 75%<br>Attendance     |
| Best chance of success |                       |                       | Less chance of success |                       | Serious impact on<br>education and reduced<br>life chances. |                       |

Students with the best  
attendance last year gained a  
grade higher in all their GCSE  
subjects

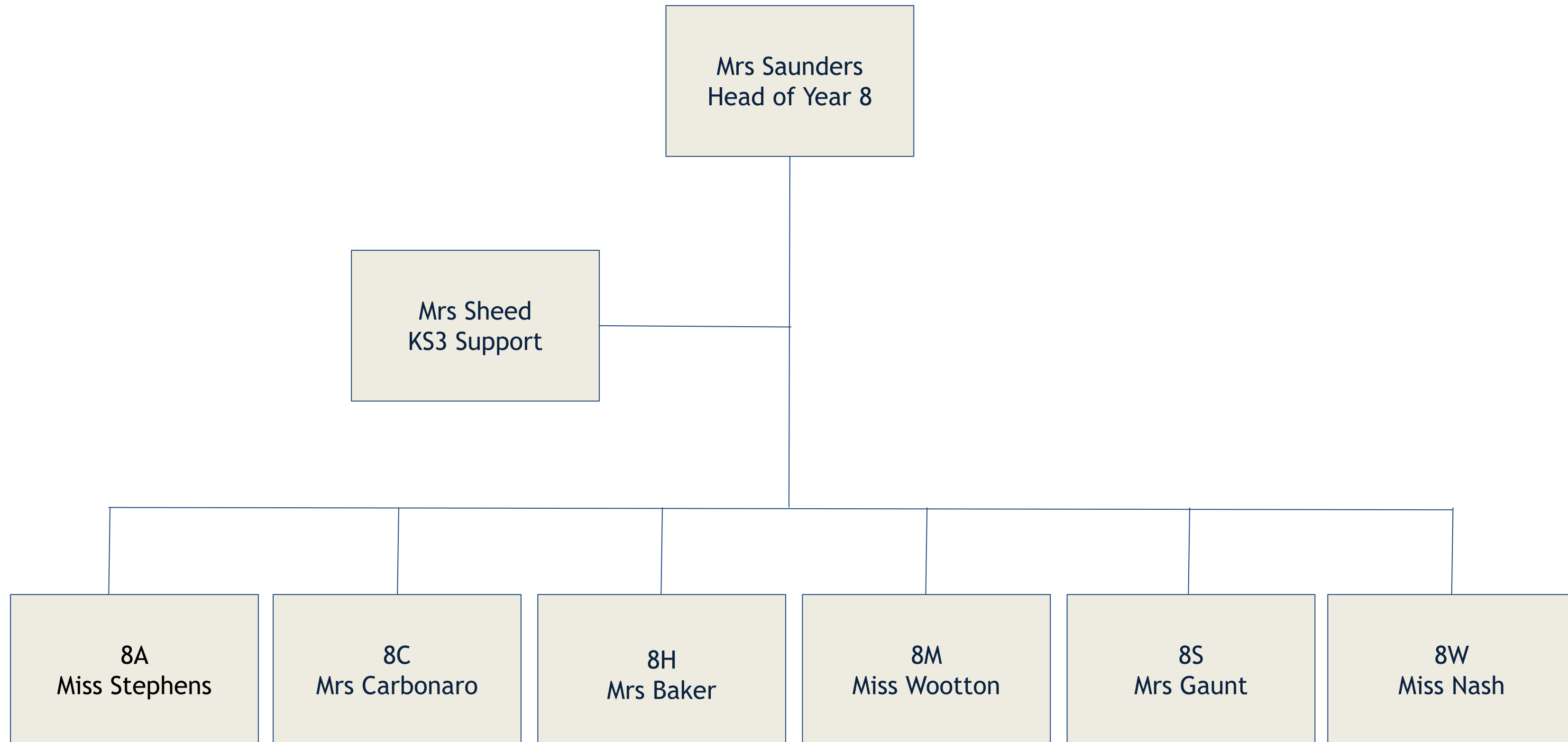


# Attendance

- Leave of absence request form on website
- Holidays cannot be authorised
- Illness - call school absence line before 8.30 am
- Email: [dsheed@ahs.bucks.sch.uk](mailto:dsheed@ahs.bucks.sch.uk)



# Who's who



# Other Support

Mrs Crafts SENDCo  
[mcrafts@ahs.bucks.sch.uk](mailto:mcrafts@ahs.bucks.sch.uk)

Mrs Brunt  
New KS3 Wellbeing  
Assistant  
[lbrunt@ahs.bucks.sch.uk](mailto:lbrunt@ahs.bucks.sch.uk)



# Advice for Year 8 (from Y8)

Try to do the homework the night you get it but don't get too stressed over things because it makes everything a lot harder. Afterwards you will realise you were probably over-thinking things.

Join as many clubs as you can and grab every opportunity thrown at you. Year 8 is one of the best years you will ever have.

Make the most out of Aberdyfi.  
If your parents are not sure - persuade them!  
You not only make more friends with other forms but you get to know more about yourself.





**THE  
OUTWARD  
BOUND TRUST**



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# WHY OUTWARD BOUND®?



## THE AHS PERSPECTIVE

- Can't do everything in the classroom
- Personal Development
- Year 8 is a good time
- Highly qualified instructors who understand young people!
- Safety standards
- Location, location, location



# WHY OUTWARD BOUND®?



## A PARENT'S PERSPECTIVE

- New places
- Away from home but supervised
- Confidence and new skills
- OB is the industry benchmark for good safety practice
- Highly qualified instructors
- No hidden extras



# WHY OUTWARD BOUND®?



## A STUDENT'S PERSPECTIVE

- Exciting activities
- Amazing places
- Make new friends *and* get to know my classmates better
- Build my skills, boost my confidence



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Aberdyfi



Aylesbury





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# FOOD GLORIOUS FOOD



## Breakfast

Cereal selection  
Fresh porridge  
Baked beans  
Grilled  
tomatoes  
Hash Brown  
Poached eggs  
Toast

## Lunch

Bread rolls,  
with a  
selection of  
fillings  
  
Flapjack and  
brownies  
  
Crisps

## Evening meal (+veg)

Chicken &  
mushroom pie  
Traditional  
cottage pie  
Tuna & pasta bake  
Hotpot  
Chilli con carne  
Homemade pizza  
Chicken/veg curry  
with rice  
Jacket potato



# WHAT TO BRING

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All specialist clothing/equipment provided, including waterproofs and walking boots

Kit list will be sent home in November

Parents: don't get involved in the packing



# TOP TIPS

Notify us of any/all medical conditions.  
You must bring inhalers and 2 epipens if needed

Bring clothes suitable for the outdoors!

Bring a second pair of trainers that will get wet

Playing cards etc, but no  
electronic gadgets or phones

Come with lots of PMA



# AHS ARRANGEMENTS



## MONDAY MORNING

We LEAVE the coach park at 0745

MONDAY → FRIDAY: NO COMMUNICATIONS

## FRIDAY EVENING ~1800

07888182755 after 3.30 pm - don't leave home until you know ETA

Use school car parks if possible  
- don't block Turnfurlong



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# OUR COURSE



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# COURSE OUTCOMES



THE  
OUTWARD  
BOUND TRUST

Have FUN!

Develop respect,  
responsibility and  
awareness of  
yourself, others &  
the environment

Increased  
independence and  
resilience

Leadership and  
followership

Genuine  
adventure in the  
outdoors



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# A TYPICAL DAY

- 0700 Wake up
- 0715 Breakfast
- 0830 Room inspection
- 0900 Activities
- 1730 Evening meal
- 1900 Evening activity
- 2030 Toast
- 2130 Bed!



# Common Worries

- Religious/cultural needs
- Activities: *Help, I'm not outdoorsy!*
- Equipment
- Being away from home
- Medical needs
- Finance





“There is more to us than we know.  
If we can be made to see it, perhaps  
for the rest of our lives we will be  
unwilling to settle for less.”

Kurt Hahn



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