



Hayes School Newsletter

Message from the Headteacher

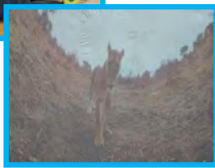
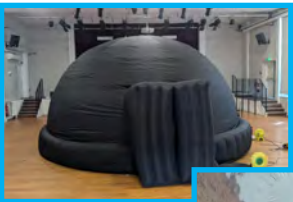


Moments of Joy

It has been another busy and positive few weeks at Hayes with some real moments of joy, including many opportunities to see our students **show up, own it, be kind and be stronger together**.

Our Year 8 students enjoyed an excellent visit to the zoo this week. They approached the day with curiosity and enthusiasm, representing the school with real maturity. Last night a lovely mixture of Key Stage 3, 4 and 5 students attended Chitty, Chitty Bang Bang and had a blast. This week students also visited Moodys to get a flavour of work in the financial sector as our careers programme continues to grow.

Finally, a huge congratulations to all of our Duke of Edinburgh students, over 130 students visited Waylands camp site for their bronze practice expedition. I'm also delighted that this year saw Hayes first ever Gold Duke of Edinburgh winners, what an achievement for Eoin and William in Year 12. To achieve Gold, participants complete five sections: Volunteering, Physical, Skills, an Expedition, and a Gold Residential. Participants must commit an average of one hour per week to their activities. We have also celebrated the 112 students who have completed their Bronze award and the 23 students who have completed their Silver award.



Today, we are also hosting our immersive Rewards Dome experience, where students will, amongst other things, experience what it is like to be an astronaut. This forms part of our revamped rewards offers, with a greater emphasis on workshops and trips. Recognising success matters, and it reflects the high expectations we have for all.

It was another great week for Hayes sports teams as our U-13 boys and girls defeated Colfes 8 matches to 4. We were also delighted to hear about Ben in Year 12's remarkable sporting achievement. Not only did he defend his Kent Steeplechase title and extend his UK lead for the 2000m Steeplechase, but he also ran a phenomenal time. From this performance, Ben is now ranked 9th in the world for Under 20 men's 2000m Steeplechase, an outstanding accomplishment.

Meanwhile, our Year 11 and Sixth Form students continue to demonstrate exceptional focus as they approach their examinations. Their resilience and determination have been outstanding, and we are very proud of the way they are applying themselves.



Listening to Our Community

Alongside these successes, we have taken time to reflect carefully on feedback from both staff and parents. This is central to how we continue to improve and a key part of working in genuine partnership with our community.

Thank you to all parents who completed surveys at parents' evenings this year. Below is a summary of key feedback from both parents and staff.

Parent feedback

Feedback from parents across the year is equally strong and consistent across year groups. Below is the range given by different year groups in the surveys.

- 92–98.5% of parents say their child is happy at Hayes (National average 81%)
- 95–100% say their child feels safe (National Average 84%)

- **99%** recognise the high expectations we set (National Average 82%)
- **89–98.5%** feel their child does well at school (National Average 81%)
- **87–100%** would recommend Hayes to other families (National Average 82%)

Each of these is significantly above national averages for Parent View.

Parents also recognise the quality of relationships, behaviour and communication across the school.

As with staff feedback, this helps us sharpen our focus. Areas identified for further development (while still strong compared to national averages) include:

- Greater **consistency in responding to concerns**
- Continuing to build **wider personal development opportunities**

Staff feedback

Our recent staff survey (65% response rate) presents a very strong picture of the school:

- 99% of staff are proud to work at Hayes
- 98% would recommend the school to parents
- 93% feel part of a team, with high levels of respect and trust
- 97% are clear about their role, and 98% believe the school is well led and managed

Staff also recognise the positive behaviour of our students and the strong sense of shared purpose across the school. This reflects a culture of professional trust, high expectations and collective responsibility.

At the same time, colleagues were clear about where we need to improve. Key areas identified were:

- Workload and pace (54% reported working at a continually fast pace)
- Ensuring consistent support for the more demanding aspects of the role
- Continuing to strengthen professional development so it meets all needs

HAYES SCHOOL Living Wall

Managing Exam Stress

This month, our Sixth Form RE students brought creativity and care together by designing a “living wall”, exploring a range of strategies for managing exam stress.





Access Arrangements and Reasonable Adjustments in accordance with JCQ regulations 2025-26

INFORMATION FOR PARENTS AND CARERS

What are the purpose of Access Arrangements?

Access Arrangements are designed to allow learners with an **identified learning need or disability** to:-

- ◆ Access examinations without being at a 'substantial disadvantage' in relation to their peers.
- ◆ Show what they know and can do without changing the demands of the assessment.

Access Arrangements are to ensure that students have equal access to exams and assessments i.e. they are to offer a level playing field. There is an obligation not to put students at an unfair advantage or an unfair disadvantage.

Who produces the regulations governing Access Arrangements?

The regulations for Access Arrangements are updated every year and are set out in a publication produced by the Joint Council for Qualifications (JCQ) on behalf of the examination boards and schools are bound to adhere to them.

Some reasonable adjustments are at the discretion of the SENCO but all are subject to scrutiny by JCQ.

What common reasonable adjustments and examination access arrangements are possible?

Supervised rest breaks (must be considered before extra time)	Modified papers
Prompter	Braille papers
Small room provision	Enlarged papers
Extra time (typically 25%)	Noise cancelling headphones
Reader	Use of phone to monitor blood sugar (diabetes)
Word processor	Practical assistant
Scribe	

How does it work at Hayes?

Identification

- ◆ To be awarded Access Arrangements, there must be an **established picture of need** e.g. the student may have an Educational Health Care Plan (EHCP), have had an entitlement to extra time in the KS2 SATS or identified learning needs or disability were made clear on transition from primary school.
- ◆ We screen all students in Year 7, in order to identify those who may need additional support. This process also gives baseline data for those who may have a need for extra time and we monitor identified students moving forward.
- ◆ We ask teachers to notify us of any students who they feel may be in need of access arrangements and reasonable adjustments.
- ◆ In Year 9, all students undergo additional screening to identify any who may have underlying learning difficulties impacting on their speed of working i.e. they may have a need for extra time.

Confirming students meet thresholds

- ◆ Where teachers have confirmed a need, identified students will undergo psychometric testing with the school's Access Arrangements Specialist Assessor.
- ◆ Under current JCQ regulations, students must demonstrate significant difficulty in two areas related to speed of working in order to qualify for additional time.

Complying with JCQ regulations

- ◆ Good practice is that students begin their GCSE courses in Year 10 with identified exam access arrangements. (N.B. Covid-19 has impacted on this for our current Year 10)
- ◆ Any Access Arrangements granted for students will be made available to them prior to the JCQ deadline and public exams, and where possible in the classroom, so that use of the Access Arrangement(s) reflects the student's "normal way of working".
- ◆ The SENCO may withdraw any agreed Access Arrangement if the student is observed to not use the Arrangement during exams/tests and in the classroom.
- ◆ The student must sign a Data Consent Form allowing us to share their data when applying for Access Arrangements.
- ◆ The student has the right to refuse any agreed Access Arrangement and it is against regulations to put them in place against the will of the student.

If you have any questions about this information, do please contact Mrs Leng (Assistant SENCO) at: ghl@hayes.bromley.sch.uk



My child is dyslexic. Will they get extra time?

Diagnoses like dyslexia do not entitle a student to Access Arrangements such as extra time, readers and scribes for which they must meet the inclusion criteria. Students with SPLD will be invited for assessment based on their screening scores and teacher feedback.

A student with SPLD must score below average threshold in **two areas of speed of working** (reading, writing, processing) to qualify for extra time.

Please note: Reports from private assessments cannot be used to support an application for additional time. Assessments must be carried out by the in school assessor and cannot be repeated within a 6 month period.

My child has a medical condition/mental health need that requires extra time: what do I do?

Students with physical and/or mental health needs that may impact their exam performance will be reviewed and reasonable adjustments such as supervised rest breaks will be offered.

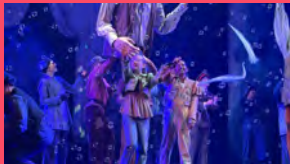
Specialist evidence confirming a disability is required if it is felt Access Arrangements such as additional time are required. This would need to be in the form of a headed letter from CAMHS, a HCPC registered psychologist, a medical consultant or speech and language therapist.

What if my child has an EHCP?

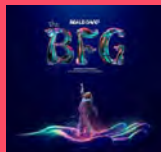
Access Arrangements will be decided and trialled in line with the needs and support outlined in the student's EHCP.

JCQ regulations state the school must collect evidence (pieces of work/ teacher feedback) to demonstrate the Access Arrangement(s) are the student's normal way of working.

Celebrating Student Achievement @ Hayes



Uma P arrived back from her successful run of the RSC's BFG in Singapore and returned to school on Wednesday 13th May - we have welcomed Uma back with warmth and excitement to hear about her adventures and also wish her well as she continues the Year 7 Exams.



Music Success

Congratulations to the following students, who have passed graded music exams:

Alexander P 8VSB, grade 2 piano (merit)

Milena R 7SLH, grade 1 piano (distinction)

Dulcie S 9MJE, grade 3 piano (merit)

Nicholas W 7VXD, grade 1 drum (merit)

Good news this week;

Not only did Ben O in Year 12 defend his Kent Steeplechase title, and extend his UK lead for the 2000m Steeplechase, he also ran a phenomenal time.



We have just had confirmation that Ben is currently ranked 9th in the World for Under 20 men's 2000m Steeplechase.

Rank	Mark	WFO	Competitor	DOB	Sex	Event	Date	Results Score
1	3:48.58	Spain	ANDRÉS DEL PUERTO	22 JUL 2007	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	1000
2	3:48.75	France	GIL ARNOUD	27 FEB 2007	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	987
3	3:52.06	France	YVES POPEA	09 SEP 2008	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	977
4	3:54.69	Spain	NOEL MULLER	28 APR 2008	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	953
5	3:55.32	Spain	LARA DEBACHER	13 SEP 2007	F	2000m Steeplechase (Porto) (2026)	27 JUN 2026	945
6	3:55.82	Spain	OSCAR CORTESANA	2009	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	940
7	3:58.69	Spain	SEBASTIÁN	2009	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	940
8	3:58.47	Spain	UNAI ESTEBANES	28 NOV 2007	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	940
9	3:58.67	Spain	BERGONZOLA	17 SEP 2008	M	2000m Steeplechase (Porto) (2026)	27 JUN 2026	941



Outstanding performances in *Chitty Chitty Bang Bang*.

Mrs Joyce had the pleasure of sitting in the front row, proudly cheering on Sophia and Rosie throughout the performance. Their dancing, singing, acting, facial expressions, and professionalism on stage were absolutely superb from start to finish.

Both students performed with confidence, energy, and tremendous talent, making the entire Hayes School community incredibly proud. Well done, Rosie and Sophia, on such a fantastic achievement!



MAREX Girls in Finance

This week, four of our schools within Impact Multi Academy Trust came together for a Girls in Finance insight day with Marex.



Our girls swapped school to take part in speed networking sessions before trying out live trading activities.

They were also lucky enough to hear from one of the company's female leaders, who spoke honestly about her journey into leadership, the challenges she has overcome, and balancing a successful career alongside being a mum of three. Her story highlighted to our students that women absolutely belong in leadership roles within finance which is currently underrepresented with around only 15% of women holding leadership roles.

The biggest takeaway from the day was ATTITUDE over APTITUDE. If you have the curiosity, resilience, positivity, passion and determination you can definitely consider having a career as a trader.

It was a fantastic day that gave students the opportunity to network with industry professionals and with each other as trust peers. The girls represented our schools exceptionally well, proving they have the confidence, professionalism and teamwork skills that Marex is looking for in the future workforce.

Huge thank you to the team at Marex and Future Frontiers for offering this opportunity.



NAPLES TRIP

Experience of a lifetime: the Italy trip

On the first day of what turned out to be an amazing trip full of rich culture and just as rich pizza, we had a tour of Naples. As we walked through the city trying not to get run over by the many cars driving down the winding streets, we witnessed beautiful architecture and streets full of life decorated with countless colours. After our first meal, pizza, we headed to the underground tunnels; This was definitely one of the highlights of the trips, as navigating the pitchback tunnels provided a thrilling experience.

The next day was when we conquered the great Mt. Vesuvius. Despite getting a coach 90% of the way up, the trek was still very gruelling. However, we were rewarded with a stunning, uninterrupted view of not only the coast but the volcano itself, truly a once in a lifetime experience. We then travelled to Pompeii, arms full of souvenirs most of which being rocks. It was almost surreal being in Pompeii, standing in ruins that used to be called home by countless families.

On the third day we visited Amalfi coast, where the stunning view served as the perfect background for our lunch, pizza. Just being able to spend a few hours admiring the peacefulness of Amalfi was a gift in itself. After yet another satisfying meal, we were treated to a boat trip to Salerno, in my opinion this was the best bit of the trip as we were able to witness the coast in all its glory. To finish off the day, we had a quiz held within the chapel of our hotel, where everyone battled it out to be crowned champions.

On the final day of our eventful and joyous tour of Italy, we went to Sorrento where we were able to make our own pizza. This was by far the best meal of the entire trip, as each ingredient was so fresh and flavourful. Everyone was able to enjoy the authentic taste of Italy before our departure that afternoon.

Grazie to all the teachers who made this trip such a wonderful experience:

Miss Bouckley, Mr Brockman, Mr Brown and Miss Horsler

By Grace I 6ATS



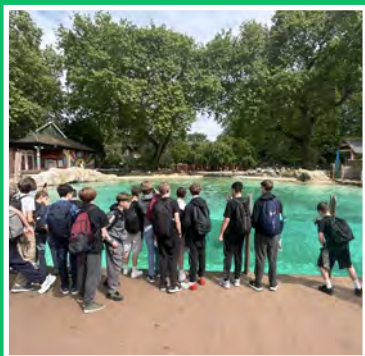
ZSL London Zoo

Year 9 Rewards Trip



Our Year 9 Rewards and Recognition Trip to London Zoo was a wonderful opportunity to celebrate the hard work, commitment, and positive attitudes shown by students throughout the year. The trip recognised those who have consistently demonstrated excellent behaviour, strong effort in lessons, and a positive contribution to school life.

Students enjoyed an exciting day exploring the zoo's many exhibits and learning more about animals from around the world. Highlights included seeing the lions, monkeys, and reptiles, as well as visiting the interactive displays and conservation areas. The day provided not only an educational experience but also a chance for students to relax, socialise, and create lasting memories with their peers.



Staff were extremely proud of the way students conducted themselves throughout the visit. Their enthusiasm, curiosity, and respectful behaviour reflected positively on both themselves and the school. The trip was a well-deserved reward and a fantastic way to acknowledge the achievements of our Year 9 cohort.

We would like to congratulate all students who earned their place on the trip and thank the staff who helped organise and support the day. We look forward to celebrating more student successes in the future.

RSHE at Hayes

In July 2025, the government published new statutory guidance for the teaching of Relationships, Sex and Health Education. We have created a webpage to provide parents and carers with information on this guidance and how Hayes School are responding to it. This page includes an information video, a draft version of our RSHE policy (updated to meet the new guidance), examples of lessons and a link for parents and carers to feedback any views that they may have (this will be open until Friday 5th June). <https://www.hayes.bromley.sch.uk/home/parents/rshe-parent-presentation/>

KS4 Book of the Month

Noughts and Crosses by Malorie Blackman



Sephy is a Cross: she lives a life of privilege and power. But she's lonely, and burns with injustice at the world she sees around her.

Callum is a nought: he's considered to be less than nothing - a blanker, there to serve Crosses - but he dreams of a better life.

They've been friends since they were children, and they both know that's as far as it can ever go. Noughts and Crosses are fated to be bitter enemies - love is out of the question.

Then - in spite of a world that is fiercely against them - these star-crossed lovers choose each other.

But this is love story that will lead both of them into terrible danger . . . and which will have shocking repercussions for generations to come.

KS4 Book of the Month

A Good Girl's Guide to Murder

by Holly Jackson



The case is closed. Five years ago, schoolgirl Andie Bell was murdered by Sal Singh. The police know he did it. Everyone in town knows he did it.

But having grown up in the same small town that was consumed by the crime, Pippa Fitz-Amobi isn't so sure. When she chooses the case as the topic for her final project, she starts to uncover secrets that someone in town desperately wants to stay hidden. And if the real killer is still out there, how far will they go to keep Pip from the truth?

KS5 Book of the Month

Raven's Gate

by Anthony Horowitz

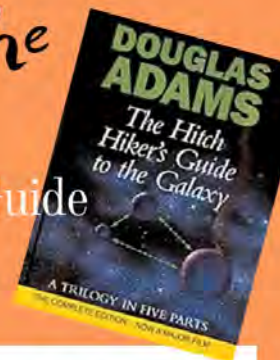


The first episode in The Power of Five series by the author of the bestselling Alex Rider series, Anthony Horowitz. Matt has always known he has unusual powers. Raised in foster care, he is sent to Yorkshire on a rehabilitation programme, only to find himself in the midst of sinister goings-on. Matt investigates and uncovers a terrible secret – eight guardians are protecting the world from the Old Ones, beings banished long ago by five children. But devil worshippers want to let the Old Ones back in...

KS5 Book of the Month

The Hitch Hiker's Guide to the Galaxy


by Douglas Adams



It's an ordinary Thursday lunchtime for Arthur Dent until his house gets demolished. The Earth follows shortly afterwards to make way for a new hyperspace express route, and his best friend has just announced that he's an alien. At this moment, they're hurtling through space with nothing but their towels and an innocuous-looking book inscribed, in large friendly letters, with the words: DON'T PANIC.

The weekend has only just begun . . .

Congratulations to each Year 7 & 8 student who participated in the UKMT Junior Maths Challenge on 29th April. For any student keen to check out how they did, solutions are now available on the [UKMT website](#). The video solutions can be found [here](#).



UK Maths Trust

Hayes School

Junior Mathematical Challenge 2026

Matilda Abbott	Bronze	Thomas Mentesh	Participation
Benjamin Anderson	Participation	Alexandra Middleton	Silver
Georgi Angelov	Participation	Freddie Mooney	Gold
Amy Brighty	Silver	Dylan Morshead	Silver
Christine Dosunmü	Bronze	Krishna Nair	Silver
Ashwin Fortt	Silver	Julius Ozelis	Participation
Luca Franchi	Bronze	Matthew Paterson	Bronze
Kavi Gurtu-Louth	Silver	Matthew Preston	Silver
Gracie Howarth	Participation	Emily Rowe	Silver
Sophie Hyde	Bronze	Natalie Shilling	Silver
Navya Jangid	Participation	Henry Shilling	Bronze
Nikita Khisamov	Silver	Thomas Smith	Gold
Gwyneth Lam	Participation	Leo Travell	Bronze
Clarence Lau	Silver	Callum Urie	GoldBiY
Eli Leeves	Participation	Bertie Watson	Participation
Ivan Marinchenko	Bronze	William Wells	Participation
Henry Marlow	Participation	Aydan Yung	GoldBiS

Supported by **[XTX]**

Chair, UK Maths Trust

FREE Summer Reading with First News – just for our students!

At [Hayes](#), we know how important it is to keep children reading, thinking and engaged over the summer holidays. That's why we're excited to offer all our students **free access to First News** – the UK's award-winning newspaper for young people aged 7–14.

The content is written with KS2 and KS3 in mind, but we're confident that there's something for everyone, regardless of their age or reading level.

We subscribe to First News and know firsthand that First News helps children:

- Build strong reading habits
- Stay informed in an age-appropriate, safe environment
- Develop critical thinking and media literacy skills
- Engage in meaningful conversations at home

What's included in your free summer subscription?

Unlimited access to the First News app until Friday 4 September, which includes:

- The weekly newspaper and an archive of past issues
- Weekly news quiz to test knowledge in a fun way
- Daily news stories to read, listen or watch
- Polls and interactive content
- Puzzles and games

Discussion points for families

It's fun, educational and completely free – all summer long.

Click here to get started

<https://subscribe.firstnews.co.uk/summer-reading-2026/?fn=TULA9728>

FirstNews
NEWS KIDS CAN TRUST

Helpsheet

parents and carers: secondary



Support your child with CEOP Education resources

The CEOP Education 11-18s website. www.thinkuknow.co.uk/11_18/ is a great resource for children and young people to explore a range of online safety topics. Our 11-18s website offers advice articles and signposts clear ways to access help and support across 7 key categories:

- Relationships
- Socialising online
- Nudes
- Sex and sexual content online
- Sexual abuse
- Support
- Online safety

#AskTheAwkward. As young people form and maintain relationships online, they need regular conversations with you to support them to have positive experiences and be safer. #AskTheAwkward provides three films, an introduction to asking the awkward and help sheets to get the conversation started. Find the resource here: www.thinkuknow.co.uk/parents/ask-the-awkward/

Other recommended resources

Brook. Information and advice for young people on sexual health and wellbeing, including staying safe online. www.brook.org.uk

The Mix. Support service for young people with information and advice on sex and relationships. www.themix.org.uk

Internet Matters. A useful tool showing how to set parental controls across a range of devices and websites. www.internetmatters.org/parental-controls/interactive-guide/

Follow us on social media

For up to date information and advice:
@CEOPUK on Twitter
ClickCEOP on Facebook



www.thinkuknow.co.uk/parents

Helpsheet

parents and carers: secondary



8 steps to support your child to be safer online

1. **Explore together.** Ask your child to show you their favourite websites and apps and what they do on them. Listen, show interest and encourage them to teach you the basics of the site or app.
2. **Chat about online safety little and often.** Talk to them about how to stay safe on new services, and in general. Ask if anything ever worries them while they're online. Make sure they know that if they ever feel worried, they can get help by talking to you or another adult they trust.
3. **Help your child identify trusted adults who can help them if they are worried.** This includes you and other adults at home, as well as adults from wider family, school or other support services. Encourage them to write a list of their trusted adults.
4. **Be non-judgemental.** Explain that you would never blame them for anything that might happen online, and you will always give them calm, loving support.
5. **Talk about how their online actions can affect others.** As your child engages with others online, remind them to consider how someone else might feel before they post or share. If they are considering sharing a photo/video of somebody else, they should always ask permission first.
6. **Parental controls.** Make use of the parental controls available on your home broadband and any internet enabled device in your home. You can find out more about how to use parental controls by visiting your broadband provider's website.
7. **Direct your child to age appropriate information about relationships and sex.** It's natural for young people to look for info on relationships and sex online. It's important to understand this and talk to your child in a positive way. CEOP Education, Brook and The Mix provide age appropriate information you can signpost your child to.
8. **Make sure they know about CEOP.** Young people can report a concern about grooming or sexual abuse to CEOP at www.ceop.police.uk/safety-centre/

www.thinkuknow.co.uk/parents

Top Attendance W/C 5th May 2026

Year	Tutor group	Percentage
7	7CAP	98.83%
8	8VSB	96.36%
9	9MJE	96.98%
10	10JKE	97.08%
11	11ASP	78.03%
12	6KAR	99.17%
13	6KRE	83.65%

Top Attendance W/C 11th May 2026

Year	Tutor group	Percentage
7	7MBB	98.75%
8	8VSB	95.45%
9	9AMH	93.63%
10	10ELF	96.77%
11	11SNG	84.83%
12	6IBA	99.06%
13	6KTG	64.00%

NHS
South London Children and
Young People's Community
Immunisation Service

Did you know

boys should have the
HPV vaccine too?

Protect yourself against the Human
Papillomavirus (HPV) which can cause
a range of cancers, including head and
neck, penile, and anal cancers.

Make sure your
parents complete
your consent form
today!



May 2026





SUMMER CONC ERT

2ND JULY

HAYES
SCHOOL
HALL,
6.30PM

CHOIR - CONCERT BAND - HAYES HARMONIES - BOYVOX - JAZZ
ENSEMBLE - HUB - MUSICAL THEATRE - JAMESH - WIND BAND

ADULTS £5
U18 FREE