



ST HUGH'S
— OXFORDSHIRE —

FUTURE SCHOOLS GUIDE FOR PARENTS



2025-2026

INTRODUCTION

This guide is designed to help you identify the right future school for your child. Choosing a senior school is one of the most important decisions you have to make as a parent and the Future Schools Programme at St Hugh's will guide and support you through the wide range of admissions processes and exams. In what is an ever-changing landscape, with so much choice available and so many different factors to consider, it can be a daunting undertaking, but we are here to help you.

St Hugh's is independent from any senior school, so we have no one path beaten to a particular door, which enables our pupils to grow and blossom to their potential, in whatever direction best suits them. We have strong relationships with and successfully send children to over 30 different schools. This means that we can seek the destinations that are suited to each individual child.

With our guidance and a strong partnership between parents and school, there is no need for apprehension and every reason to look forward to the steps ahead. Moving on to senior school will be an exciting milestone in your child's life and we will prepare them to be ready and confident. We will be alongside you at each stage of the process and, in addition to the advice in this booklet and the various information sessions on offer, Mr Griffiths looks forward to talking with you at individual meetings, specifically arranged for planning your child's future school. No two children are alike and, for this reason, the Future Schools programme at St Hugh's is flexible and bespoke.

The carefully designed preparation timeline is woven into the curriculum to ensure that different needs are met alongside our excellent academic standards and renowned breadth of creativity and opportunity. It is important to sustain the joys of learning and childhood as long as we can and keep the pressure on the children to a minimum, but we also want to ensure that the children are fully prepared both for the various entrance processes and for successful transition to their senior schools.

This sort of preparation takes time and care, and all the staff are delighted to support you and your child on the Future Schools journey.

Mr David Griffiths

Headmaster

Miss Sally Ewins

Director of Future Schools

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HOW TO SELECT THE BEST SCHOOL FOR YOUR CHILD

Before embarking on the process of selecting a senior school for your child, there are many points to consider in relation to your own educational values and desires for your child's future education. The process is an important one and choosing a future school is rather like buying a house. You can read the prospectus and website back to front, consider the number of rooms, the outside spaces, the facilities and the location but it will be parental gut feeling in the end that dictates. So many parents say they knew St Hugh's was right from the first time they walked around, and we hope that you will experience something similar at one or more of the senior schools you consider.

The following are a list of the most important aspects to consider when deciding what might be the best senior school for your child.

The School's Reputation

What are others saying about the school?

Word of mouth is undoubtedly the most influential marketing factor. Particularly important are the views of the current or past parents of pupils at the school. See if your friend's views support this but do be willing to make your own mind up with your child's best interests at heart, regardless of what path most of your friends, or their children, are choosing. Also consult such sources of information as 'The Good Schools Guide', whose views will be impartial, or some reliable parental social media groups.

Does the website give a fair reflection of the school?

The school's website will give you a feel for the school, but generally just that and little more. It is also, of course, an essential information source regarding the school. You will only get a true steer on a school through the experience of others you trust, and through seeing it yourself.

Is it important to visit the Senior School?

Without a doubt, and vital that your child goes with you too, if not on the first occasion, then certainly on your next visit. Invariably, extremely astute, young people will quickly identify some of the strengths and the weaknesses that are a little less obvious and which won't be shown to you on the school tour. Their gut feeling for that school is perhaps the single most important factor.

Start with the Open Days but be aware of the 'fireworks and freebies' sent to tantalise and persuade parents and children. Visit the school on a working day and meet the Head in person to discuss your son or daughter. Make sure you like the Head: they are driving the vision and will impact on your child's future schooling.

Location of the School

How far do we want to travel?

On a daily or weekly basis, or less frequent, what is the comfortable distance you would travel from home to school? Does the school run a bus service? Is it logistical in terms of siblings' needs and the commute to work if applicable?

How close does a day school need to be?

Check on the start and end times of day, with the associated flexibility. Ask after the provision of school bus runs. Remember that the daily commute on a school bus offers a more social and enjoyable experience for children than the daily drudgery we experience as adults.

How do we manage the school run?

Often, a little collaborative thinking out of the box and combined efforts makes life an awful lot easier: that which seemed beyond you, can become achievable.

How far are we prepared to travel for sports matches on Saturdays?

Often overlooked, but worth important consideration ahead of selection of school.

Single Sex or Co-Education

Would my child be best suited to a co-educational or single sex school?

We might suggest that the co-educational provision that has suited them superbly at St Hugh's might steer you towards a co-educational senior school, but some students may be well-served by a single sex senior school. Your own educational experience, gender of siblings and personal feelings about single sex schooling will contribute to this decision.

What are the pros and cons of single sex versus co-education?

Both have many benefits and Heads of both types of school will promote their own advantages. Consider carefully the likely social impact, as well as the academic implications, of your choice; which one reflects the needs of your child and the reality of both workplace and world.

The Shape of the School

Do we want a day school or do we want boarding?

This is perhaps the factor that is most personal and down to the child and you as a family. Distance to the Senior School you desire may influence your decision, you may feel that the daily commute is too strenuous. It is also worth bearing in mind that a school might be more inclined to offer a certain pupil a boarding place, while a day place is beyond them, such is the supply of boarding places.

If boarding, should it be full boarding, or weekly boarding?

This is likely to be dictated by location of home/school. This will again depend upon family preference.

Would a mix of day and boarding be best?

This is often the initial choice of parents to acclimatise their children into full boarding as a longer-term option. While flexi-boarding is increasingly available at senior schools, many of the traditional boarding schools do loyally adhere to full boarding.

Might my child transfer from day to boarding, or vice versa, during the Senior School?

Important to ask what sort of conversion rate the schools have: does it add competition for places, especially in the sixth form, for example.

The Style of the School

What sort of place do we want our child to grow up in?

Probably a question that you want to have clear in your minds as you approach schools: try to clarify those non-negotiables over what you want out of the senior school, before their charm offensive begins!

Is our absolute priority that our child progresses academically, or are the pastoral care and extra-curricular aspects more significant?

You will be keen for the blend of academic rigour with the immersion in extra-curricular pursuits to be that which best suits your child. Do aim for your child to be stretched academically, although be prepared for us to keep you realistic about your academic aspirations for them.

What are the academic standards like?

A key question, of course. Consider the GCSE and A-Level or IB results, but perhaps more importantly, seek a feel of the teaching ethos: look for signs of innovation, progression and, of course, inspiration for your child's learning. Are you concerned with the number of 'A' grades or your child developing lifelong passion for learning that they might take to PhD level?

Can you measure the value added?

Sadly, the answer is usually no! But it is very much worth pursuing. In seeking to measure value added, ask yourself: *what*

are the academic results like in relation to the initial entry requirements?

What does the league position of the school tell you?

It is generally a fair indicator of the standard of pupil academic attainment at the top of the school, which is reflected, of course, by the entry requirements. Not as telling, we would suggest, as any indication you can gain from personal observation of where value is added.

Is there a good balance in the profile of students?

Some senior schools are wholly non-selective and therefore they enjoy a higher proportion of students who require additional support. Equally, many senior schools recruit international students from abroad. Co-educational schools are sometimes oversubscribed with one gender: ensure there are sufficient of each sex to offer social capacity and sports teams for example. All of this diversity is reflective of real life and the workplace but decide if this will work for your child.

What will the other children (and their families) be like?

Schools can develop a stereotypical customer – pupil, parents and family – this may not matter to you. The best schools have a healthy mix of backgrounds, cultures and contexts. The calibre and socio-economic profile of the other parents may influence your decisions as this does impact on your own and the child's experience of the school.

Does pupil smartness matter?

A matter of personal opinion, but their grounding in St Hugh's, where pupils are

encouraged to take pride in their appearance, would point to the preference for a smart senior school.

The Ethos of the School

Are the students happy?

Of fundamental importance and one that ought to be quite easily identifiable: listen to your instincts here!

Do the staff (including the Head and senior staff) know the students' names?

Crucial to a strong pastoral care set-up, but not easily achieved in a larger school. How big are the class sizes and do they ensure every student gets the necessary time and attention to flourish as an individual?

Does everyone – pupils and staff – make eye contact, smile and engage in conversation with you?

Much more easily achieved, as seen at St Hugh's, and an easily identifiable pointer to a school's ethos and underlying happiness.

Do the children seem unoccupied, listless, loutish, or do they carry an air of purpose and endeavour?

Hopefully more of the latter! Keep a watchful eye on the non-tour elements when you visit a school.

Aside from academic standards, are the children's individual passions and strengths nurtured?

The teaching in the classrooms is vital but this involves more than just the core subjects. Does the school focus on the Creative Arts and Technology during the GCSE program? Where have the students been on trips and residential to support

their learning? How are talented students challenged? What extra-curricular programme is on offer?

Do you get a sense that the school has an achievement culture?

Look for this on your tour – displays and classroom notice-boards, as well as from students' comments – rather than in what the Head will tell you! Rewards and sanctions remain imperative and even teenagers (often very self-conscious) need recognition and celebration of their achievements.

The Fabric of the School

Is the school clean, well-maintained and smart?

Basics that ought to be in place, but sadly often overlooked. Use peripheral vision as you tour, for the route will invariably be carefully planned to show you the best, cleanest, most glamorous bits. Ask to see all of the facilities, especially any missing bits.

Is the boarding house well cared for, with suitable recreation areas?

If you are considering boarding, you'll be picturing your child living there: are the facilities adequate? Are the communal areas warm and inviting? Are there staff on hand 24/7?

What level of recent, current or planned development is evident?

A fair indication of a school's state of financial health and progress. You'd be hopeful of seeing development projects underway, as well as evidence of recent developments or plans for the future.

The Cost of the School

Can you afford it?

We can't readily help you with this one: your call! An equally significant question to ask yourself is: does it seem good value for money? Most senior schools offer bursaries and Scholarships of some form. This information should be available on request from the schools' Admissions teams.

Is the School Suitable for the Child

Is it a natural move on from all that is St Hugh's for my child?

This is certainly the question we would most readily identify with in assessing senior schools. Generally speaking, the range of senior schools to which St Hugh's pupils have been progressing hold fast to all that we believe in, so you can feel assured of a relatively smooth transition.

Will our child cope there academically and socially?

Our main aim will be to steer you as knowledgeably as possible, from your child's performance in all aspects within St Hugh's, as to appropriate Senior Schools for which you might aim. As previously mentioned, this might mean our having to bring some harsh realism to your targets in terms of Senior Schools! Please know, when we do this, we simply wish for your child not to find themselves failing completely in their bid for a place or struggling to keep up with the academic pace when there.

Does it feel right?

Only you – and, also importantly, your child – will be able to answer this. This is where that visit to the school with your child is so crucial.

Does it provide fully, across the age ranges for the things my child likes doing, and achieves at?

Your research into senior schools, from visiting and listening to the opinions of others as well as viewing the website, ought to inform you in this.

A lovely theatre, but will my child be in a play?

It is, of course, vital to ask whether any marvellous facilities – academic, dramatic, sporting or musical – will ever be to the benefit of your child in their time at that school.

Do they play the right sports?

Naturally, with a remotely sporty child, you will wish to check closely on this. With non-sporty children who don't necessarily enjoy the traditional team sports, what exercise options are on offer?

Do they cater for the different characteristics of children?

Some children may seek opportunities that are less well promoted. Ensure you gauge what the broader curriculum looks like to fulfil your child's interests.

Are we choosing what is best for our child, or what we want for ourselves?

We suggest you keep this question to the forefront of your thinking throughout the process, ensuring your child remains at the heart of the decision-making process. What does our child think?

Summary

Your decision should be an informed one, based on your experience of visiting the school, attending open days and prospectus research. You should have a clear understanding of how the ethos of the senior school aligns with your own views. Fundamentally, the school should be one that will allow your child to thrive and be happy. It should be your decision, but one that takes into account the views of your child. There are a huge variety of schools – visit them as many times as necessary and trust your gut instinct on whether you feel the environment will be suitable for your child.



SUGGESTED QUESTIONS FOR SENIOR SCHOOL VISITS

- Is there Saturday school?
- What percentage of your school are: boarders/day, overseas students, boys and girls?
- What sports are offered? Is there a requirement that all are involved?
- In these sports, how well does the school perform in relation to others?
- Where are you geographically and how would my children get to your school?
- What makes your school standout?
- Does this school have a particular educational philosophy or mission?
- How does this school encourage and monitor students' academic progress?
- How is technology used to support teaching and learning at this school?
- How do the Arts fit into the curriculum? What facilities & opportunities are available?
- Which is more important, inclusion or excellence?
- How does this school support students who have academic, social or emotional difficulties?
- What are some of the school's greatest accomplishments?
- What are some of the biggest challenges this school faces?
- What percentage of your pupils stay the course to the end of your school?
- My son/daughter particularly enjoys _____. How is this activity accommodated at your school?
- What do you feel are the strengths of the school?
- What do you feel are the weaknesses of the school?
- If you could change one thing at the school, what would it be?
- What are the class sizes? How big is the school and does it feel "big"?
- Would you send your own children here?
- What are the results at the school like?
- How important are league tables to you?
- How does the school create a balance so that pupils are successful but not too pressurised?
- How selective is the school academically and what are the current entrance requirements?
- How does the school prioritise the wellbeing of its students?
- What scholarships and financial support are available?
- What are the plans for developing facilities at the school?
- Where do you see yourself in 5 years?
- What sort of pupils thrive at your school?
- Is there a school dress code?
- What is the relationship like between staff and pupils?

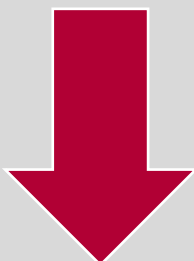
FUTURE SCHOOLS TIMELINE

YEAR 4



- Parents are provided with *Future Schools Guide – Preparing for Senior School* booklet.
- Parents are invited to a Senior Schools Fair/ Senior Schools Question Time Debate (alternate years).
- Parents are invited to Senior Schools Roadshow Parent Forums.
- Parents are encouraged to start considering the logistics around senior school choices:
 - Day or Boarding (full or flexi)
 - Co-Ed or single sex
 - Siblings
- Talk to friends, recent leavers and staff.
- Pupils begin verbal and non-verbal reasoning lessons.
- Parents are provided with data detailing CAT scores.

YEAR 5



- Pupils begin the pre-Test Preparation (PTP) program (Atom Learning introduced).
- Autumn Term: Parents are invited to attend a 'Choosing a Senior School' Information Evening with the Head to get guidance on the process, procedures and preparation.
- Autumn Term: parents complete a list detailing their values and preferences when selecting a senior school, and detail any schools they have visited to date.
- Spring Term: parents are invited to book a one-to-one appointment with the Head to discuss schooling options based on parental research to date, the child's profile and senior school entry requirements.
- Parents are encouraged to return to their favoured schools and take their child to gauge their preferences.
- Parents should narrow down their choices to 2 or 3 schools and arrange to meet the Head in person to discuss their child.
- Parents should register and pay deposits for their selected schools and notify St Hugh's (Miss Ewins) of their choices.
- Parents are provided with data detailing CAT scores.

YEAR 6



- Autumn Term: children write a CV during their English lessons.
- Autumn term for parents:
 - Parents sent an electronic reference form to complete with information about their child
 - Parents should ensure their child is registered with their chosen senior schools and ISEB if relevant
 - Parents are invited to meet with the Head one-to-one again if needed to discuss final choices and review most recent data and information from the school
- Pre-Testing takes place in the autumn term (ISEB & individual schools listed in table below).
- Director of Future Schools & Head prepare references and send to individual Senior Schools.
- Conditional places are offered and acceptance deposits need to be paid.
- Pupil interview practice takes place prior to interview.
- Potential academic scholars are identified internally by staff and preparation work is offered for the summer holiday.
- Parents are provided with data detailing CAT scores.

YEAR 7



- 13+ academic scholars are identified and parents informed. 7S begins.
- Autumn term: parents invited to a CE information evening to explain the curriculum, levels and pathways.
- Spring term: Scholarship Information Evening with specialist staff.
- Parents sent an electronic reference form to complete with information about their child, if entrance assessments taking place.
- Parents are invited to meet with the Head one-to-one again if needed, to discuss final choices and review most recent data and information from the school.
- Entrance Assessments take place in the Autumn & Spring Term (individual schools listed in table below).
- Director of Future Schools & Head prepare references and send to individual Senior Schools.
- Conditional places are offered and acceptance deposits need to be paid.
- Pupil interview practice takes place prior to interview.
- Potential specialist subject scholars are identified internally by staff and preparation work is begun by pupils (portfolio etc).

- Parents are provided with data detailing CAT scores.

YEAR 8



- Autumn term: parents register final school choices and make scholarship applications where applicable.
- Autumn term: scholars engage in scholars' programmes with Heads of Department specialist staff. Pre-auditions as applicable.
- Interview practice with Heads of Department for scholarship candidates.
- Autumn term: 8S pupils take mock exams and results are provided to pupils and parents via parents' evening.
- Spring term: CE pupils take mock exams and results are provided to parents via parent's evening.
- Spring term: CE levels are finalised and papers ordered.
- Spring term: academic scholarship examinations at senior schools.
- Summer term: CE examinations taken in the sports hall and results and certificates awarded.

SCHOLARSHIP AND COMMON ENTRANCE

- Potential is maximised through carefully differentiated activities throughout the school to develop a child's natural interest and talent.
- Parents will be informed by their class teacher or Head of Department if a child is identified showing potential or talent within a particular subject area.
- There are many enrichment opportunities through the St Hugh's Clubs Programme that children are encouraged to attend to further develop their knowledge, understanding and love of learning within a subject.

PREPARING FOR FUTURE SCHOOLS

Curriculum

How do we balance learning, progress and preparation?

Our curriculum has been designed with our pupils' transition to senior schools in mind. The schools we feed are impressed by the breadth of study and academic rigour our pupils experience at St Hugh's.

Core subjects of English, maths and Science have consistent timetabled lessons, allowing for more age and level specific work to be completed throughout the year. The St Hugh's curriculum routinely covers all aspects of English and maths that the children will come across in Pre-Tests. This not only helps pupils sitting Pre-Tests, but also strengthens our core academic standards. Balanced with a breadth of sport, humanities and languages, creative arts and enrichment, this enables the children to continue enjoying a range of areas they can excel in and simply enjoy.

Verbal & Non-Verbal Reasoning

How does your child become familiar with this style of testing?

All pupils in Years 4, 5 & 6 have a weekly timetabled lesson for Reasoning. In Year 4 this is taught by a Middle School teacher and in Years 5 & 6 by the Head of PTP. The children enjoy exposure to online testing, which reflects the Pre-Test model, and focus on exam technique, how to manage questions that they may not understand, as well as stress management and working under pressure.

Streaming and Specialist Teaching

One size does not fit all

Pupils at St Hugh's learn through differentiated small group work from Year 1 to enable individual needs to be met in a low-key way, moving between class teachers and tables informally. From Year 4, they are set in English and maths. The setting is reviewed regularly and movement between the sets is fluid. From Year 6, languages are also taught in sets. The formal sets enable the children to progress at a rate suited to them. Initially, the children cover the same schemes of work differing through pace and the level of challenge, which remains extensive. In Year 7, Common Entrance pupils follow a different syllabus from children applying for Academic Scholarships. Pupils at St Hugh's benefit from specialist subject teachers with experience at senior school level and also a profound understanding of what our young children require, as well as generalist class teachers.

Able & Talented

How will your child be stretched to explore their potential?

St Hugh's recognises it has a great number of talented pupils in a broad range of subjects. Differentiation in the classroom enables pupils' needs to be challenged and extended. Able and talented pupils have opportunities in the extra-curricular programme to further stretch and develop their capabilities.

Tracking of Academics and Welfare

How do we report to you on your child's journey?

Monitoring pupil progress is key to ensuring pupils achieve their potential. Children are regularly assessed, both formally and informally. Their progress is then tracked using a traffic light system and other devices, which enables us to monitor individual progress in addition to guiding parents in terms of suitability for senior school entry. At St Hugh's the children undertake Cognitive Ability Tests (CAT) annually in Years 3 – 7. CATs comprise of verbal reasoning, quantitative, non-verbal and spatial reasoning tests. These develop the pupils' familiarity with taking online tests and provide additional data for senior schools. Other data is collected through Progress Through English (PTE), Progress Through Maths (PTM) and other subject assessments as well as a pastoral and wellbeing Pupil Attitude to Self & School (PASS) survey.

Revision

Children are given adequate time in lessons to practice exam and assessment techniques in all relevant subjects. Detailed revision timetables are sent home for holidays that fall prior to exams and assessments. There are additional breaktime drop-in sessions for English and maths giving opportunities for one-to-one work if pupils require additional support. Ahead of the ISEB Pre-Tests in the autumn term, Year 6 children are invited to attend a weekly club for additional practice. In the summer term, revision clubs are run by subject teachers for Year 8 pupils to extend their revision.

In Years 7 & 8, the children enjoy workshops provided by both senior staff and two companies (Elevate & Inner Drive) that we employ to come into the school. These companies are excellent and show the pupils a multitude of ways to revise. The aim of these varied opportunities is to support children in finding a method which suits them and assists them in retaining information.

Pastoral Care

The Pastoral Care at St Hugh's is an outstanding feature of the school and takes into consideration the individual needs of every child. Pupils are supported by Form Tutors, Heads of Year, Personal Tutors (Years 7&8), senior tutors and the Deputy Head, Pastoral.

Personal Tutors

Group or individual mentoring sessions are led by academic personal tutors. These provide opportunities for the pupils to reflect on their own experiences, qualities, strengths, weaknesses, friendships and personal goals, as well as allow for open discussion on any issue relating to life in school and beyond.

Portfolios

Pupils who are required to submit portfolios are provided with additional support through a variety of extra-curricular sessions. Art, drama or sport portfolios, for example, need to be prepared well in advance by those pupils working towards scholarships and awards. This will be co-ordinated by the specialist subject Head of Department and attendance at all additional opportunities to participate voluntarily is encouraged.

Confidential References

These are requested by senior schools and written by the Director of Future Schools and the Head, in conjunction with the relevant teachers, to support a candidate's application. The report will generally cover a child's personality, performance in standardised tests, academic potential and all aspects of school life.

Interview Practice

All pupils in Year 6 have two interview practice sessions with the Head or Deputy Heads before their senior school interview. Please see section on interviews below for detailed information.

Feedback and Communication to Parents

Parents are regularly updated on their child's progress through Reports, Grade Reports and Parents' Evenings that are part of the St Hugh's annual programme. Results from formal and informal assessments are discussed with parents at regular intervals and at least twice a year. Parents can email and arrange to speak to Form Teachers at any time.

How can you Help as a Parent

Parents can help most by being encouraging and supportive and

refraining from putting too much pressure on to their children. Help with consolidation of basic knowledge, such as spelling, and regular reading and ensuring that the correct balance between work and relaxation is achieved is useful. Keeping an eye on their child's overall timetable to ensure they are not overloaded is important. Keeping in touch with the school about concerns of any kind is advised at all stages of the process.

Informative Events for Parents

There are many events through the year that are listed in the calendar and published each week in the parent notices. Parents are warmly invited to attend as many as are of interest and to make an appointment at any time with the Head and Director of Future Schools to discuss their child's future school.

Events include:

'Choosing a Senior School' Talk
(Headmaster)

Biannual Senior Schools Fair (30+ Senior Schools) & 'Question Time Debate'.

Parent Forums (8.30am) with Heads and Registrars on the Senior Schools Roadshow.

THE ADMISSIONS PROCESS

Most of the schools that St Hugh's send children to will ask them to sit a Pre-Test in Year 6 or Year 7 with further assessment of pupils through Common Entrance (CE) or Scholarship in Year 8. There is not a standardised system or test across all schools, although a large number do use the ISEB Common Pre-Test, which is taken at St Hugh's. Others set their own entrance assessments that are taken at the senior school itself.

What form do the Pre-Tests take?

Generally, Pre-Tests will involve online tests in English and maths, verbal and non-verbal reasoning, as well as a group, or more likely, an individual interview. Pre-Tests are effectively a set of cognitive ability tests which are standardised to gauge the pupil's thinking ability against a national average of 100; similar to the annual CAT tests your children sit at St Hugh's from Year 3. Schools use them as they provide a more accurate measure of potential and ability than a written paper, set by the individual school. (Further details in following section)

What is the ISEB Common Pre-Test?

The common Pre-Test is designed to enable the children to sit the Pre-test once in their current Prep School and then the relevant senior schools can collect the data from a centralised source, managed by ISEB. This is beneficial for the children as they benefit from being in their own familiar environment: this can reduce the stress of doing examinations at an unfamiliar senior school.

When Things Don't Go According to Plan:

Results are only seen by the senior school, St Hugh's and parents are not sent the scores. The only feedback received will be

in the form of an offer from the senior School. If your child does not do well in the Pre-Test, it does not mean that their chances of a place in senior school are over at all. A number of senior schools are running the Pre-Tests as a means of narrowing their field of applicants down, but they are perfectly aware that pupils can make significant progress later in Year 6 and during Years 7&8, so they are open to Prep Schools informing them of such progress.

St Hugh's will also encourage you to have more than one option available, especially if a parent is considering the highly academically selective schools.

What are the likely entry requirements?

This varies significantly between senior schools and can be hard to predict. They are dictated, of course, by the academic reputation and standard of a school, but also by demand for places in any given year: the entry requirement therefore fluctuates on an annual basis depending on the cohort applying. The Headmaster, Mr Griffiths, will guide you on the senior school's expectations and you will consider your own child's data alongside this together.

Most senior schools would be seeking a minimum standardised score of 98-100

with the more academically selective schools wanting 115-130.

Do I choose one school or register for several?

This is entirely up to you. If we suspect that your child might be a borderline candidate for the preferred school, then we will suggest a back-up plan, by registering with a 'safer choice' of school. It is always advisable to keep your options open by having at least two schools in mind.

Finally:

Schools vary enormously in their selection processes, and it is vital not to set a child

up for a fall by considering schools that would not be the best academic fit.

Getting into the school may be one thing, but will your child really be happy when they get there, or have to drop the things they love doing to make the grade?

No one school is better than another, they are all just different and they will suit different children accordingly.

Do make sure you listen to advice, arrange personal meetings with us and check that your child is on the right track.



PRE-TESTS & PREPARATION

Most senior schools require a Pre-Test for entry into Year 9 (13+) to be sat in Years 6 or 7, which will consist of:

- ISEB Common Pre-Test – online assessments in verbal reasoning, non-verbal reasoning, maths and English (results go directly to the senior school, and can be sent to more than one school)
- Individual Pre-Tests – written tests in English and maths and/or online adaptive tests set by the senior school
- A comprehensive reference from the Head
- An interview at the senior school – this can be dependent on how the pupils have performed during the Pre-Test itself

Applications

Some senior schools do have a large number of applicants for the number of places available and will, therefore, be selective on both academic ability and the ability to contribute to the wider community.

Outcomes

The outcome of Pre-Tests fall into three categories:

- An offer of an “unconditional” or a “conditional” place. Senior schools may state that this is subject to Common Entrance, but the reality is that this is normally a firm offer. It is highly unusual to be turned down by a senior school once a place has been offered at the Pre-Test stage.
- A place on the waiting list.
- No place or waiting list place offered.

By the end of the Pre-Test process, senior schools will aim to have the correct number of pupils for the places they have available. There is always movement thereafter, however, and further discussion may be appropriate.

ISEB

Pre-Tests are designed to identify potential as well as attainment. Examples and practice questions are provided during the test, so that candidates understand what they have to do.

For the ISEB Common Pre-Tests, the ISEB website (www.iseb.co.uk) provides information and demonstration of the style of questions to be expected. There are no practice papers available but the children at St Hugh’s receive thorough instruction and time to practice in their PTP lessons.

Rationale

One of the reasons for moving to the Pre-Test model is to test a pupil’s ability to understand and reason as opposed to the learned knowledge. The theory is that they allow the examining body to build a picture of the child’s potential for critical thinking, problem solving and, ultimately, intelligence. Although children can practise this style of question, there is very little evidence to suggest that specific verbal and non-verbal reasoning lessons will add value. Instead, we can only seek to ensure that the child is familiar with the nature of the test.

Standardisation

The ISEB Pre-Test is standardised by pupil's age at the time they take the test. Therefore, they will not be disadvantaged if taken early in the academic year. At St Hugh's the ISEB Pre-Tests are sat in November.

Senior School Entrance Assessments

Those that do not use the ISEB Common Pre-Test set exams in English and maths that will be sat at the senior school. Details will be provided by the individual senior school.

11+ Entrance Assessments

Preparation for pupils taking 11+ entrance exams will be covered in curriculum and PTP lessons. Additional breaktime sessions will be put in place if required.

Year 4 Preparation

In Year 4, pupils start timetabled verbal and non-verbal reasoning lessons with their Middle School teachers. These sessions are paper-based and children use workbooks to answer questions, applying techniques and strategies introduced by their teacher. A weekly prep task is introduced in the Summer Term.

Year 5 Preparation

Pupils in Year 5 have weekly PTP lessons and at this point, they are introduced to computer-based questions. Each child has an account on the Atom Learning website enabling them to practise verbal and non-verbal reasoning questions, both in lessons and for prep tasks. This platform uses adaptive algorithms to generate questions at an appropriate level for each child, reflecting the structure of the ISEB Pre-Test and other school-specific assessments. There is also an after-school club for additional practice time for Year 6 pupils in the Autumn Term.



INTERVIEWS

In order to prepare for interview, pupils will undergo a group session in the summer term of year 5, which introduce general interview techniques, strategies, sample questions and activities in this open forum. In September 2025 we are delighted to be introducing a new initiative and welcoming Polly Ingestre to the Future Schools preparation process here at St Hugh's. She will give each child an individual, specialist interview practice session. Polly is a renowned expert in communication and interview technique and has had over 20 years experience in this field. She will provide a video information presentation for parents that will be sent to you at the beginning of the Autumn term and following your child's individual session, you will receive a written report that will be a positive summary of the answers they gave, how they can improve and what to work on. Following this, practice sessions with the Headmaster or Deputy Headmaster, prior to the interview date will be arranged as needed. Generally, it is better not to over-prepare. Each senior school carries out interviews in their own way, but one common desire they have is to speak to children who are passionate, engaged and interested in a topic of conversation.

From the Heart

Those pupils who regularly engage with the news and world affairs, will have a wealth of general knowledge to draw upon. Senior schools are very clear to us that they can spot pupils who have been over-coached, and that they find it difficult to engage with the "real child". Senior schools want them to be natural, relaxed and just chat – they are not looking to catch them out. Hence, our preparation focuses on the process and environment rather than any particular script.

In Conversation

Parents can help by encouraging conversation around the dinner table and in the car. It is particularly useful for children to engage in conversation with adults other than their parents.

In preparing for an interview, they may want to think carefully about the following:

- Their strengths at school.
- Their weaknesses at school (but try and present them in a positive fashion).
- Their passions/interests in and outside of school.
- Any achievements of which they are particularly proud.
- What book they are reading.
- Current affairs – but stick to what interests them, not the stories parents would like them to be knowledgeable about.
- Details of the school they are visiting, through website and/or prospectus research.
- At least two questions they would like to pose to their interviewer.

*Appendix A – A Rough Guide to Interview Preparation

SCHOLARSHIP & COMMON ENTRANCE

All senior schools offer a range of scholarships to pupils at 13+ entry. It is very likely that you will choose your child's senior school before it emerges that your child is truly a potential Scholarship candidate, and they will still have gained a place via a Pre-Test to the school. Scholarship is very demanding, both on time and commitment. Inevitably, the Scholarship standards can be very exacting indeed.

Financial aspects of Scholarship

Most schools have reduced the financial value of scholarships in order to provide more funding for means tested bursaries. The term 'Scholarship' usually refers to a major fixed prize and a percentage of fees (e.g. 5 -10% or more), the term 'Award' (sometimes 'Exhibition') tends to be used for a lesser amount (e.g. free music lessons). These are awarded on the basis of a child's ability and potential and as such, differ from bursaries.

How to begin the process

We would encourage parents to familiarise themselves with the scholarships and awards offered by their chosen senior school. This will give information on the application procedure and details of the requirements of the assessment process.

A "13+ Scholarships and Awards – Guide for Parents" booklet will be available and we recommend parents arrange a meeting with the relevant Head of Department to discuss scholarship should this be of interest. We suggest that this is done well in advance, no later than the summer term of year 7. Mr Hargreaves will be pleased to talk to you about the specific

scholarship processes at your chosen senior school.

Factors to consider

Is your child excelling in a particular area?

All Senior Schools will publish Scholarship criteria on their website and St Hugh's Head of Department staff will also hold this information. You may feel that your child is a scholar but the school has not approached you. Parents are perfectly entitled to apply for Scholarships without the school's suggestion and it is worth having a conversation with the Head of Department. At St Hugh's we will support all applications with managed expectations.

Scholarships and Awards recognise natural talent and invest in potential for tomorrow. Does your child need this pressure?

On winning a Scholarship or Award to their prospective senior school, your child will be expected to fulfil significant obligations as ambassadors for their specialist areas. It will involve dedicating a great deal of time and effort over the following 5 - 7 years, and they are likely to be expected to take GCSE or A-Level in the given discipline. Before assessing the

nature of the award, consider whether your child undertakes the activity for enjoyment and is self-disciplined, without being pressed. Is there a passion for the activity, which mirrors his/her ability?

Has St Hugh's approached you?

By Year 7, the Deputy Head (Academic), Mr Leullier, will have written to you making the recommendation that your child may be a potential academic scholar and they will have been placed in 7S. Information is provided to parents accordingly. Specialist Heads of Department may well have contacted you about your child's potential and will keep in regular contact about the trajectory of progress and suitability for a potential application. It is important to be realistic about the number of applications for Scholarships. They are highly competitive awards and whilst we are all aspirational for your children, the guidance of St Hugh's staff is vital.

Scholarship suitability and Award Criteria

Standards vary across a range of senior schools and the Head of Scholarship and Head of Department will advise you about details of your child's chosen school. Scholarship assessments and auditions may be sat in the spring or

summer terms for academic awards and autumn or spring terms for the other areas, that include: art, drama, DT, music and sport. Some schools also offer All-Rounder awards (a combination of the above). In all of these areas, we expect scholars to be committed to an extra level of study, with appropriate support. Certain subjects will require portfolios to be produced and while support will be given by HoDs, these will need applicants to produce work in their own time, outside of school hours.

Common Entrance

Years 7 & 8 are spent preparing children for entry to their Senior School and most will sit the Common Entrance exams. Their place will be conditional on a satisfactory level of performance being achieved at CE. It is taken in June of Year 8, when pupils sit written papers in a week of exams. Papers are marked either by the chosen senior school or by St Hugh's, and the results are announced a week later. There is no standardised grading system, each school has different grade boundaries. It is very unusual for a pupil not to be accepted by the senior school after CE or after being offered a place following the Pre-Test process in Year 6.

13+ SENIOR SCHOOLS

	School	Registration Deadline	Pre-Test Details	Scholarship & Awards	Notes
1	Abingdon	Year 6 May 1 st	Year 7 October Abingdon Test: English, Maths & Reasoning, Interview (if called) For Sept 2028: Year 6 January Abingdon Test	Academic Music Drama Sport	Boys (1067 pupils) (& Y9 Girls from September 2028) Predominantly Day, 15% boarding, no Saturday school Abingdon Admissions
2	Bloxham	Year 7 November 1 st	For 2027 Year 7 CAT4 @ St Hugh's Assessment Morning & Interview (Group activity)	Academic Art & DT Music Drama Sport	Co-Educational (560 pupils) Predominantly Boarding Flexi-boarding available Bloxham Admissions
3	Bradfield	Year 6 November 1 st	Year 6 – November ISEB Interviews: November – March Year 6 (Team problem solving)	Academic Art & DT Music Drama Sport All-Rounder	Co-Educational (880 pupils) Predominantly Boarding Flexi-boarding available No Rugby IB Bradfield Admissions
4	Bryanston	Year 6 September 30 th	Year 6 CAT4 Test @ St Hugh's – Imagine Day: November – March Year 6	Academic Art & DT Music Drama Sport All-Rounder Performing Arts Computer Science	Co-Educational (799 pupils) Day & Boarding IB Bryanston Admissions
5	Cheltenham College	Year 6 November 1 st	Year 6 November Cheltenham Tests: English, Maths & Reasoning.	Academic Art Music & Choral Drama Sport	Co-Educational (747 pupils) Boarding (predominantly) & Day

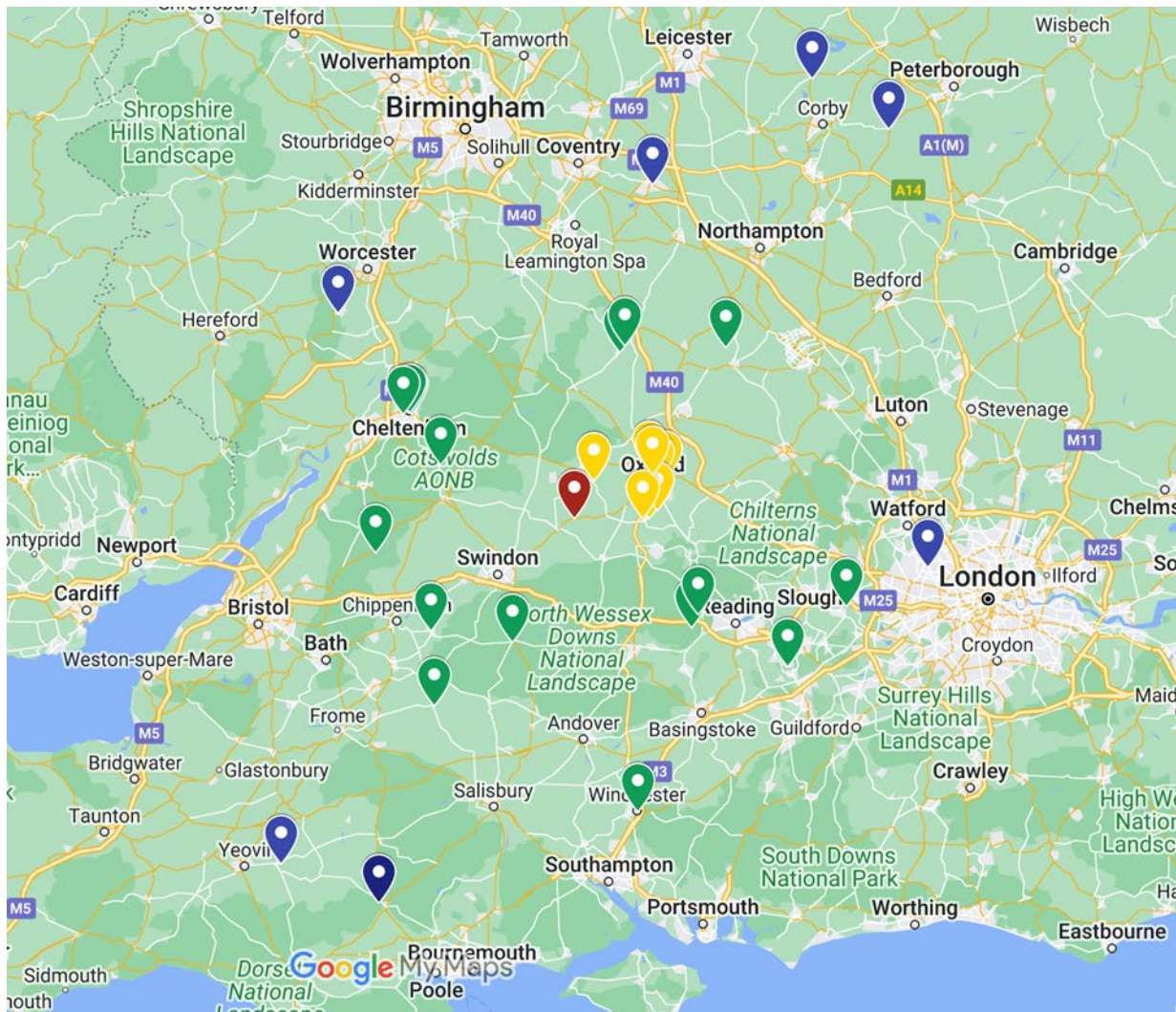
			Interview & Leadership Tasks		Cheltenham College Admissions
6	Cheltenham Ladies' College	Year 6 July 1 st	Year 7 November CLC Tests: Written papers, group discussions & team activities	Academic Art Music Sport	All Girls (862 pupils) Full Boarding or Day IB CLC Admissions
7	Cokethorpe	Year 7 December 31 st	Year 7 or 8 January Cokethorpe Tests: English, Maths & Reasoning, group activity & interview	Academic Art Drama Music Sport	Co-Educational (620 pupils) Day School Cokethorpe Admissions
8	Dauntsey's	Year 6 October 14 th	Year 6 November ISEB & interview	Academic Music Sport All Rounder HM Awards in Drama, Dance & Art	Co-Educational (860 pupils) Boarding only in Y9 entry Dauntsey's Admissions
9	Dean Close	Year 7 Prior to assessments	Year 7 Autumn or Spring Dean Close Tests	Academic Art Choral & Music Drama PDT Sport	Co-Educational (520 pupils) Day & Boarding Dean Close Admissions
10	Downe House	Year 6 30 th September	Year 6 Autumn Term ISEB & assessment day	Creative Arts, Music, Drama, Sport & Academic	All Girls (750 pupils), Full or Flexi Boarding, Downe House Admissions
11	Eton College	Year 5 June 30 th	Year 6 November ISEB, Spring Term Interview	Academic Music	All Boys (1345 pupils) Full Boarding Eton Admissions
12	Harrow	Year 5 July 1 st	Year 6 November ISEB Spring Term Harrow Test if invited: English, Maths & Reasoning Interview	Academic Art Drama DT Music Sport	All Boys (830 pupils) Full Boarding Harrow Admissions
13	Headington Rye	Year 7 31 st October	Year 7 February Tests: English, Maths &	Academic Art Music	All Girls (1064 pupils) Day, Flexi,

			Reasoning Interview	Drama Sport All-Rounder	Weekly & Full Boarding IB Headington Admissions
14	Magdalen College	Year 6 31 st October	Year 6 January MCS Pre-Tests: English, Maths & Reasoning Interview if selected	Academic Art Music Drama Sport All-Rounder	All Boys (977 pupils) (Co-Ed Sixth Form) Day School No Saturday School Magdalen Admissions
15	Malvern College	Year 6 September 30 th	Year 7 November. Malvern Tests: English & CAT4	Academic Art Drama DT Music Sport	Co-Educational (641) Full Boarding predominantly & Day Malvern College Admissions
16	Marlborough College	Year 6 October 9 th Year 7 October 9 th	Year 6 November ISEB Spring Term Interviews	Academic Art DT Music Sport	Co-Educational (1010 pupils) Full Boarding IB Marlborough Admissions
17	Oundle	Year 6 September 30 th	Year 6 Autumn Term: School report & reference	Academic Art Drama DET Music Sport All-Rounder	Co-Educational (1130 pupils) Boarding (predominantly) & Day IB Oundle Admissions
18	Pangbourne	Year 6 September 30 th	Year 6 November ISEB January Interview & activity Day	Academic Art Drama DT Music Sport	Co-Educational (469 pupils) Boarding & Day Pangbourne Admissions
19	Radley College	Year 5 May 31 st	Year 6 November ISEB Autumn Interview	Academic Art Drama Innovation Music Sport	All Boys (777 pupils) Full Boarding Radley Admissions
20	Rendcomb	No Deadline	CEM Online Tests in English, Maths & Reasoning	Academic Art Drama	Co-Educational (430 pupils) Day, Flexi,

				Music Sport	Weekly & Full Boarding Rendcomb Admissions
21	Rugby	Year 6 September 30 th	Year 6 (Day & Boarding) or Year 7 (Boarding) Autumn Term @ Rugby Assessments:. Interview, group activity.	Academic Art Computing DT Performing- Arts Music Sport	Co-Educational (865 pupils) Boarding (predominantly) & Day IB Rugby Admissions
22	Sherborne & Sherborne Girls	Year 6 September 30 th	Year 6 or 7 November ISEB January Sherborne Assessment Day	Academic Art Drama DT Sport Music	All Boys & All Girls (589 pupils) & (474 pupils) Day, Flexi, Weekly & Full IB Sherborne Admissions Sherborne Girls Admissions
23	St Edward's	Year 6 September 30 th	Year 6 November ISEB Spring Term: Interview & Activity Day	Academic Art Dance Drama DT Sport Music	Co-Educational (804 pupils) Boarding (predominantly) & Day. IB St Edward's Admissions
24	St Helen & St Katharine	Year 7 September 20 th	Year 7 February, SHSK Assessment Day: English Maths & Reasoning. Interview	Academic Art Music Sport	All Girls (721 pupils) Day St Helen & St Katharine Admissions
25	St Hugh's Senior (opening September 2026)	No Deadline Recommended: Year 5	School Report, CAT4 & Interview	Academic All Rounder Art Drama Music Sport	Co-Educational, years 9,10 & 11 (150 pupils) Day St Hugh's Admissions
26	St Mary's, Calne	Year 5 December 30 th	Year 6 October, St Mary's Calne Assessment Day	Academic All-Rounder Art Drama Music Sport	All Girls (350 pupils) Boarding & Day St Mary's Admissions

27	Stowe	No Deadline (First come first served) Recommended: Year 5	Year 6 (Day & Boarding place) CAT4 @ St Hugh's Autumn Term: Interview & Reference	Academic Art Chess Design Drama Equestrian Golf Music Roxburgh Sport	Co-Educational (909) Boarding (predominantly), weekly, Flexi & Day. Stowe Admissions
28	Tudor Hall	Year 5 June 1 st	Year 6 Autumn Term: Tudor Hall Assessments. Creative Writing & Reasoning	Art Creative Arts Drama DT Music Sport	All Girls (302) Boarding & Day Tudor Hall Admissions
29	Uppingham	Year 6 September 30 th	Year 7 November ISEB Interview Day and Extended Writing	Academic All Rounder Art DT Drama Music Sport	Co-Educational (845 pupils) Predominantly Boarding Uppingham Admissions
30	Wellington	Year 5 June 30 th Y6 September 8 th	Year 6 (or 7) November ISEB Spring Term: Interview & Assessment Day	Academic Music In Year 9 Art Dance Drama Sport	Co-Educational (1104 pupils) Predominantly Boarding IB Wellington College Admissions
31	Westonbirt	Year 6	Year 6 June: Westonbirt Assessment & Interview Day	Academic Art Choral Drama Music Sport	Co-Educational (691 pupils) Boarding, weekly, flexi & Day Westonbirt Admissions
32	Winchester College	Year 5 July 3 rd	Year 6 November ISEB Autumn Term Interview	Academic Music Sport	All Boys (726 pupils) Predominantly Full Boarding Winchester College Admissions
33	Wychwood	Year 7 December 30 th	Year 7 Autumn Term Wychwood Assessments: English & Maths	Academic All-Rounder Art Drama Music Sport	Co-Educational (120 pupils) Boarding & Day Wychwood Admissions

MAP OF SENIOR SCHOOL LOCATIONS



FUTURE SCHOOLS TEAM



Mr David Griffiths
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Miss Sally Ewins
Director of Future Schools
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Mrs Freya Ridley-DeMonick
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Mr Jeremy Kennard
Head of Scholarship
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Miss Terry Ferguson
Head of Pre-Test Preparation
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There is no perfect school, but plenty of amazing options to suit your family's needs and aspirations.

We hope that this booklet has increased your understanding of the future schools process and that we have given you insight into the very thorough process St Hugh's has in place to support and guide parents and prepare pupils for the next steps.

What next?

- As always, if you have any questions, queries or concerns, or see anything missing from this booklet, please do contact us.
- Look at websites and prospectuses, schools guide, e.g. The Good Schools Guide.
- Attend open days and arrange individual visits.
- Talk to friends and other parents of children in senior schools.
- Arrange an individual meeting with Mr Griffiths to discuss your child's future school.

*APPENDIX A – A ROUGH GUIDE TO INTERVIEW PREPARATION

WHAT IS AN INTERVIEW?

The interview is a conversation with a purpose, designed to see if a school will suit you and you will suit the school. Will you enjoy the opportunities it gives and will you make the most of what is available and add to school life? It is an opportunity for the school to assess your confidence, social skills and interest in joining the school.

It is a chance for the school to see the real you and find out what your personality is like. What are you like, what do you like (and perhaps dislike), are you self-motivated, do you have a favourite subject, why is it your favourite, what team sports do you do, what solo activities are you involved, or would like to be involved, in pursuing? How well you can contribute to a team.

The interview also looks at your thought processes. Exams can assess what you know and don't know, however they rarely show much about the way you think. As a result, interview questions are quite open-ended and it's not so much about right and wrong answers; rather, it is about seeing that you can create your own opinion and justify it.

Different schools have different types of interviews and it is important to know in advance what awaits you. While most schools have individual interviews, some might interview pairs or groups at a time. Some interviews might be very informal, while others might require you to bring an item from home and discuss it. Others might present you with a piece of writing/poetry or an artwork and ask you to discuss it. You may be asked a mental arithmetic question or a logic problem to discuss. The interviewer will be trying to understand HOW you approach a problem and how you are thinking your way through to a solution.

WHAT DO SCHOOLS LOOK FOR?

- Bright, articulate, confident and well-mannered children
- Enthusiasm – this is one of the most important qualities to show at your interview. Think about what you enjoy doing and speak clearly and passionately about it
- An enjoyment of learning – talk with enthusiasm about what you like in lessons.
- Self-motivated and participative – schools look for children who will add to school life by taking part in sports, drama, music, debating competitions or whatever you might have as particular interests. Talk with enthusiasm about what your hobbies/interests are.
- Schools want to know that you will get your homework done! For example, having Grade 1 violin shows that you have persevered with something, and therefore there is a higher chance of completing your work.

- Team players. Being part of a team shows you have the ability to work with other people. Talk with enthusiasm (there it is again!) about any team sports you are involved in.
- People who are aware of current affairs - not an expert but at least knowledgeable about things going on in the world around you.

HOW CAN I PREPARE?

- Research the school – take a good look around the school website – identify what you like about the school, what catches your interest, or even anything you don't understand. It is always good to have a few questions prepared for the end of the interview and looking at the school website may give you some ideas. For example: you could ask for some more information about any clubs or activities at the school that interest you.
- Watch some TV! (I mean documentaries, natural world, astronomy, history etc. not cartoons!!) This will increase your general knowledge and help you form opinions.
- Watch some more TV! Still no cartoons but watch the BBC News/Newsround to be aware of the world around you and to try to understand the background to some of the big stories in the news in the weeks leading up to your interview. Or read – newspapers, or publications aimed specifically at children such as First News or The Week are a great way to learn about the main stories
- Have an opinion on what you have watched/read. Eg. what do you think about King Charles III, the Ukraine war, Trump? Why is it so difficult to ban guns in America? Why are hospitals struggling to manage patient numbers? What can we do about all the plastic in the oceans?
- Think about people in History that interest you, or great events, and how they changed the world. Think about the different religions and whether you believe in them or not. Think about a science experiment you enjoyed doing or a Maths problem you enjoyed solving and think about WHY you enjoyed it.
- Think about possible question areas: what lessons you enjoy most at school, and why, your favourite book, what you want to do when you grow up, what you enjoy doing outside of school etc. (There are lots of sample questions at the end)

FIRST IMPRESSIONS COUNT

- Dress smartly
- Look the interviewer in the eye and smile
- During a screen interview it is very important to look at the interviewer and not be distracted by other things around you.
- Don't hunch or slouch when you sit down – sitting up and forwards is a natural thing to do and makes a good impression – it indicates you are interested and keen to do well
- Be positive and enthusiastic

DURING THE INTERVIEW

- Be enthusiastic, interested and confident
- Provide answers with a good level of detail – try and avoid one word answers!
- Avoid slang talk and the word ‘like’ as far as possible
- Answer questions carefully and honestly – don’t be afraid to take your time and remember there are often no wrong or right answers. If you don’t know the answer then it is fine to say so.
- Look your interviewer in the eyes when answering questions
- Try not to fidget – tapping your feet, fiddling, slouching, staring at the ground or out the window will not make a good impression and will suggest that you are bored and disinterested, not paying attention or uncomfortable.
- Be prepared to respond to the question, “why?”
- Be yourself!

AT THE END OF THE INTERVIEW

- Smile
- Make eye contact
- Polite ‘thank you for the opportunity to come and meet you / see you’ or similar

EXAMPLE INTERVIEW QUESTIONS

School Life

- What is your favourite subject at school – and why?
- What is your least favourite subject and why?
- If there is one thing that you would really love to learn more about, what would it be and why?
- Is there anything you dislike?
- What happens during a typical school day/week/weekend?
- What is good about your present school and which things would you like to change?
- Tell me about a piece of group work or team work you were involved in.
- Why do you want to come to our school?
- What would be the biggest challenge for you in the first few weeks if you came to xx?

Extra-Curricular/Hobbies/Interests

- What sport do you play?
- What is your favourite sport?
- What has been the biggest disappointment you have faced?
- What extra-curricular activities do you do?
- Tell me about a real interest you have – either in or out of school. (Be prepared to be asked specific questions about hobbies you have listed on the application).

- If you had two hours of free time, what would you do with it?
- Do you play any musical instruments?
- Have you performed in any plays?

About You

- Tell me about your happiest moment.
- Tell me about your saddest moment.
- Tell me about a time when you were disappointed or embarrassed.
- What are you most proud of?
- How would your friends describe you?
- How would your teachers describe you?
- Describe yourself in three words
- What would you like to be when you are older and why?
- What do you think makes a good friend?

Creative Thinking

- If you had unlimited money, what would you do with it and why?
- If you could solve one problem in the world, what would it be and why?
- If you could meet any person, either dead or alive, who would it be and why?
- If an alien came to your school and he could only study one subject, which subject would you recommend and why?
- If you were a superhero, what would your superpower be?
- Which instrument would you like to be and why?
- If you were an animal, what would you be and why?
- Imagine you were constructing a tent with some other students and one person was not doing very much. How would you persuade them to help?
- If you could be anyone for a day who would it be and why?
- If you were marooned on a desert island, which three items would you wish to have?
- If you didn't have enough players for a game of football or tennis, how would you persuade someone who is reluctant to join in.
- Who is your favourite character in history and why?
- Who do you admire and why?
- Describe what your ideal house would look like.

Reading

- Who is your favourite author?
- What book(s) are you currently reading?
- Who is your favourite character in the book you are reading?
- Who is your least favourite character in the book you are reading?
- What book would you recommend I read and why?
- Do you think that books that are turned into films are never as good as the books themselves? If so, why?

Current Affairs

- What story in the news in the past few days/weeks has really caught your attention?
- Do you think the government should spend more money on art, health or education?
- Do footballers get paid too much? Justify your answer
- What is the one thing you would change about the world if you could?
- If you were Prime Minister of Britain, what would you like to be remembered for?