

This week's parental update highlights just what a busy and vibrant community that we have at the school with a number of wonderful highlights from the past fortnight. I would like to particularly mention the fantastic careers week that was led by Subject Leader for Careers Education, Mr Kohli and Deputy Headteacher, Mrs Harvey. The series of events and activities throughout the week has clearly had a positive impact on the students and continues to provide excellent advice and guidance about their next steps and potential future careers. It is interesting, for example, when speaking to students in Year 11 about their aspirations, just how ambitious many of the students are and that lots of students are considering applying for degree apprenticeships as well as university places in the future. Thank you to everyone involved in the series of events with a special mention to the employers and alumni who have up their time to give talks in student workshops or be part of the team that conducted 1-to-1 interviews with students in Year 11.

I would also like to thank all parents and carers who participated in the parental consultations for students in Years 11 and 13 over the past fortnight. This is obviously a critical time for students in these cohorts and I think that we all understand just how important parental support as well as advice and guidance from staff at the school is as students get ever closer to their external examinations. I would ask parents and carers of students in Years 9 and 12 to note the dates of the consultations that are taking place in the second half of the spring term. These can be found towards the end of the bulletin.

New Management Information System

I would like to make parents and carers aware that the school will be moving to a new management information system (MIS) at the end of March. This will mean that, along with all schools within the Vanguard Learning Trust, we will be moving away from the company SIMS to a new provider, Arbor. The primary reason for this is that Arbor is a far superior cloud based product that will allow each school and the trust as a whole to manage data and information far more effectively and efficiently. Whilst this is clearly rather mundane information for parents there are a few issues that I would like to share at this stage. The first is that parents and carers will continue to receive information about their child in the same way, primarily through the Edulink portal. This is due to the fact that Edulink is a separate product that integrates with Arbor (and SIMS) and the plan is to retain that product at this time.

Unfortunately, during the onboarding process to Arbor we have been informed that the payment system, sQuid, will be terminating their business in the UK in March. This will mean that we will have to move to a new payment system in mid-March, which will mean all parents and carers requiring a new account with a new provider. We apologise for this inconvenience. Unfortunately, this would have happened regardless of any decisions made about the MIS provider. The final point that I would like to share is that the migration to a new provider does provide the opportunity for all parents and carers to check the information that we have on our system and update where necessary. As a reminder, all parental email addresses should be private and not sent from a work address. I would also ask parents to check, via the Edulink system, that all telephone numbers are correct and that home addresses correct where families have moved properties within the last year or so. I would like to thank all families in advance for their cooperation.

Finally, this week, I would like to thank all staff, students and families for their continued support in what has been an intensive half term. Fatigue always plays a factor in schools but there has also been a considerable amount of sickness within the community, which has impacted both staff and students. I am hopeful that a restful half term break will ensure that all staff and students are able to return to school on the 24th February in good health and ready for the weeks ahead. We anticipate that the report from our recent inspection will be with us shortly after half term and we are very much looking forward to sharing the findings with the community.

Gary Mullings
Headteacher

Careers Week

During Careers Week, Year 11 students participated in a range of exciting activities designed to help them explore their future options after secondary school. The week began with an inspiring talk from former Vyners Head Boy, Luke Stockwell, who shared his journey into sports journalism, giving students valuable insight into the industry and the steps he took to get there.

Throughout the week, students attended engaging sessions led by Global Academy, HRUC, CBRE, and ASK Apprenticeships, learning about different career pathways and opportunities. They also took part in interactive sessions on interview techniques, helping them build confidence and develop key skills for the future.

A highlight of the week was the Careers Fair, where over 30 local and national employers were on hand to offer advice and conduct mock interviews, giving students valuable experience in a professional setting.

Sixth Formers also played an important role, running subject stalls and sharing their insights on A-level and BTEC options to help Year 11s make informed choices about their next steps. The week was all about inspiring and supporting students as they start making important decisions about their future, equipping them with knowledge, confidence, and real-world experience.



Mr Kohli, Head of Careers & Digital Learning
Mrs Harvey, Deputy Headteacher

Year 9 Workshops

We were very lucky that we were able to organise separate assemblies/workshops for Year 9 boys and girls.

The Year 9 Girls took part in a workshop run by The Art of Brilliance company with our speaker, Suzie. This was aimed at trying to enhance our Year 9 girls' self-belief and to love themselves as well as support one another. It was a fantastic morning which I truly believe will have benefited all involved. The task below involved writing down something they like about those on their table. Lots of smiley faces with some lovely positive comments given.



Mr Newbey delivered a fantastic assembly on how words have power to the boys to remind them the impact this can have on anyone but also to tie in with the parallel workshop the girls had.

The feedback was great and something we are going to continue as we really feel we can deliver life lessons to the students to help them in the real world. Thanks again to Mr Newbey for the planning and delivery of the assembly.



Miss Hawes, Year 9 Leader

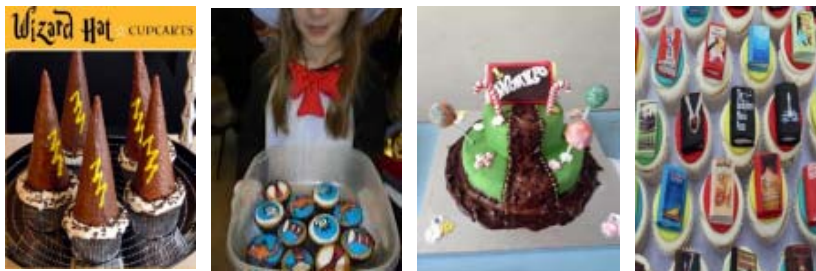
World Book Day - Wednesday 6th March

Bake Off Competition

To celebrate World Book Day we are having a Vyners' Bake off! We are asking students and parents/carers to show us their baking skills by baking World Book Day themed cakes! **We ask students to bring their World Book Day themed creations to the hall on the morning of Thursday 6th March.** Our judges will choose the winners during break and then we will be selling the yummy cakes in the hall. All proceeds will go to The World Book Day Charity. Winners will be chosen from the following categories: *Most creative design – Most delicious – Most wacky*

Allergy info: all cakes must be clearly labelled with ingredients, otherwise they will not be entered into the competition

Here are some ideas for your cakes!



Good luck and let the World Book Day Bake Off begin!

WBD Dressing Up - Year 7 and Year 8 Students

This year we are asking Year 7 and Year 8 students to help celebrate World Book Day by dressing up as a character from a book or a book series, or their favourite author! Even a hat, scarf, prop or another accessory that represents their chosen character or author will do and if possible, wear something they have recycled or sourced either from a charity, borrowed, hired or made.

Ms Goode, Assistant Subject Leader, English

Belazu Trip - KS3 Food Technology Students

As part of an exciting national food product development competition, a group of our KS3 Food Technology students accompanied Mrs Davies and myself on a trip to the Belazu factory in Greenford. The enlightening excursion included a guided tour of the factory. Students experienced every part of the production process. Developing ideas, testing, ordering, production, packaging, accounts and marketing stages were explored, and there was an opportunity to taste test an array of wonderful products, including many that are purchased by Nando's, Pizza Express, Gusto and Tesco. In the next stage of the competition, the students will develop their own industry-quality products before planning a marketing campaign and pitching their original concepts to Belazu. Thank you to all who took part and their parents/guardians for supporting the memorable trip.



Mr Welch, Assistant Subject Leader, DT

British Empire Survey

A portrait of the teaching of the British Empire, migration and belonging in English secondary schools is a collaborative research project from IOE, UCL's Faculty of Education and Society and the University of Oxford's Department of Education.

The ultimate goal of the project is to support teaching and learning about the history of the British Empire and its complex – often contested – legacies within British culture, politics and society today. To that end, the project aims to provide a robust and nuanced research evidence-base that can reliably guide future programmes of professional development able to respond directly to the actual needs and experiences of learners, be they teachers or the young people in their classrooms.

The History department will be using lesson time after half term to help the project answer the question; "What do English secondary school students know and understand about the British Empire, migration and belonging, and how do they come to this knowledge and understanding?". Students will complete an online survey with a series of questions about their understanding of the British Empire.

If you would like to know more about the project then click the link [here](#).

Full ethical considerations have been carried out and no personal data will be collected. All parents have the opportunity to opt their child out of the process. Please complete [this form](#) and return to Mr Beale.

Mr Beale, Subject Leader, History

Year 13 Psychology Trip

On 3rd February, the Year 13 Psychology students visited the Freud Museum. The students were exploring the early work of Sigmund Freud in the environment he conducted Psychoanalysis talking therapy. Enriching their knowledge of the Psychodynamic approach. Students also had specific elements to look for around the museum and find out their relevance. For example the famous couch that Freud used for his patients and the 'baboon of thoth', a statue of a monkey that Freud had on his desk.



Miss Charlton, Teacher of Psychology

Sixth Form Talks and Courses

In order to deepen their understanding of careers and choices beyond the school, pupils are given the opportunity to take part in different talks and courses. The comments below are from activities that some Sixth Form students have been lucky enough to be involved with this term:

Imperial Further mA*ths course

Imperial offers this course (alongside one for normal maths students) for both year 12 and 13. It is composed of two masterclasses, where you attend Imperial for the day twice, tackle peculiar problems together as well as tips, tricks and help with your maths content as well as receiving mentoring from Imperial students to support you throughout the course and to answer any other general questions you may have. This programme has been supporting me in learning the tough content and practice using it, therefore putting me at an advantage. I definitely recommend that you apply for the Year 13 course when it comes about!

Joud, Year 12 Student

Bristol Stem Up

This short 4 week course consisted of weekly online meetings where we spoke to students taking their varying levels of university degrees at Bristol. The three strands for this course were: Engineering, Life sciences and Science. I had the opportunity to discover more about courses, what is taught and their real life applications, plus being able to ask them questions and receiving advice on A-levels and further education. Lastly received some tips on personal statements and information about university life etc. Overall, this course allowed me to eliminate the nerve-racking feelings about progressing to university, understand the style of learning at university level and explore some fascinating topics of which I may take up in the future. I recommend that you apply to all similar as you gain a lot of valuable insight and advice!

Joud, Year 12 Student

MEI Data Science Course

Alongside a few peers, I attended a course in data science by the organisation MEI. We enjoyed weekly online sessions that taught the basic concepts of data science: which they described as the intersection between statistics, data technology and real-world context. Over the three months of sessions, we learnt how to explore data (producing charts known as 'visualisations') and build predictive models with various datasets, using Python and data science software libraries. We used binary models that predicted success in the NBA based on historical player data, and linear models to predict the amount of radiation hitting a solar panel for given weather conditions. Now, at the end of the course, we have our final coursework -- to use our skills to build a model predicting whether a hotel booking will be cancelled. Along with this, we complete a test under exam conditions to pass the course.

I'm very glad to have been given an opportunity to learn about the applications of code and statistics outside of school, and apply my skills across these areas to build models on real, contextual datasets. I'd highly recommend the course to anyone interested in computing and mathematics. However, the course doesn't require any prior knowledge -- it is definitely applicable in whatever subject you're doing -- just be interested in data analysis.

Ross, Year 12 Student

UCL /AMSP Problem Solving Course

There is a common misconception that people who are good at mathematics are “genetically gifted”, but in reality, mathematics is all down to one’s drive of understanding the beauty and perfection in it. It pushes a human’s brain power to its limits in attempts to solve the hardest of problems. I was given the opportunity to develop my problem solving skills at the AMSP Problem Solving programme where the first session at UCL included solving problems regarding completing the square and geometry. Before attending, I was mainly expecting my peers to be “genetically gifted” but instead, my peers were all accepting of each other from the struggles we face in A-level maths down to our career aspirations. Upon getting to know one another, we all worked collectively as a group to tackle these problems with different people offering different approaches. Observing the way my peers approached problems led me to conclude that maths isn’t all just problems, it has an element of creativity because there are endless ways to perceive these problems and still get the same answer as others, there is no right or wrong approach! The problems we were faced with were mainly related to maths based University admissions tests like the TMUA, STEP and even the UKMT. As daunting as these admissions tests sound, they do not require as much of the A-level maths knowledge as I thought, rather, they tested your ability to think critically, attention to detail and approach problems under time pressure.

Hanna, Year 12 Student

Embryology Talk

During PSHE, medical students from Cambridge University gave A level students interested in medicine and health related fields, a live talk about Embryology and the research surrounding it. We were told about many different aspects of embryology such as developmental issues during pregnancy, resulting in parts of the body not being formed. We were constantly engaged throughout the slides as the medical students questioned us about different sections. For example, we were shown a child who was projectile vomiting and were asked to attempt to deduce what issues may have led up to this. Explanations were detailed and in depth, allowing us to appreciate the complexity of the field of medicine and embryology.

Khaled, Year 12 Student

Pelican Programme

The Pelican Programme, organised by Corpus Christi College at the University of Cambridge, is an exceptional and highly competitive opportunity for students who are passionate about their subjects, for those eager to expand beyond classroom learning. A diverse selection of subject specific streams is offered, from Modern and Medieval Languages to Psychological and Behavioural sciences. The course consists of 1 hour sessions in groups of no more than 10 students, led by a subject expert, which occur on a fortnightly basis. There is some pre-reading set for every session, as well as more extended projects such as a response paper (a reaction to extracts or ideas learnt in one of the sessions) and a presentation to the other members of your stream. So far, in the Modern and Medieval Languages stream which I have been participating in, I have found the course truly immersive and interactive. Rather than simply being taught ideas, each session is an ongoing debate and discussion, where students engage not only with the subject leader but between themselves as well about the ideas that they have read and prepared before each session. We have already explored in this way 17th century Mexican poetry(e.g. excerpts from poems by Sor Juana Ines de La Cruz), as well as landmark works of Latin American literature such as the book “El Reino de Este Mundo”. I am really thankful to Ms Vigo for nominating me for the Spanish stream of the programme and to the school more generally for introducing me to this unique opportunity.

Panagiotis, Year 12 Student

Sports Update

Indoor Athletics

Our Year 7 boys and Year 8 girls successfully progressed to the Hillingdon finals of the indoor athletics competition. Both teams competed exceptionally well at the borough finals. The boys finished 3rd overall and the girls took the borough crown in 1st place. The Year 8 girls will now progress to the west London finals in a few weeks. Well done to all involved!



Mr Hall, Subject Leader, PE

Cross Country

Dylan Lewis came 2nd at the Middlesex Cross Country, an age category that combines Year 10 and 11 Boys. Despite Dylan being in Year 10, he was able to beat a number of competitors in the year above taking that silver medal. Dylan will be selected to represent Middlesex at English Schools. Well Done Dylan!



Miss Hawes, PE Teacher

Dropping Off Forgotten Items

Please could we remind parents and carers that the office staff are not able to accept items that students have forgotten, such as PE kits, resources for lessons, etc. Due to the number of students we have in school, we took the decision last year to stop accepting forgotten items as this was proving extremely time consuming for our office staff to manage. We would ask that parents support their child to ensure that they arrive at school ready for each day. This includes making sure they have with them all mandatory equipment (such as their pencil case and water bottle), exercise books, their chromebook (if applicable), art folder and PE kit. Parents are also asked to ensure that, if students need to use the canteen, that they have sufficient funds on their cashless account.

Spring Term Key Dates

17th - 21st February

Half Term

Thursday 6th March

World Book Day

Tuesday 11th March

Year 9 Parents Evening (online), 4.30pm to 7.00pm

Thursday 20th March

Year 12 Parents Evening (online), 4.30pm to 7.00pm

Friday 21st March

Year 8 and Year 9 options deadline

Friday 21st March

Friends of Vyners Quiz Night

Friday 4th April

Term ends (3pm finish)

Summer Term Key Dates

Tuesday 22nd April

Term starts

Tuesday 29th April

Year 10 Parents Evening (online), 4.30pm to 7.00pm

Monday 5th May

Bank Holiday

Friday 9th May

Friends of Vyners Quiz Night

Thursday 15th May

Year 8 Parents Evening (online), 4.30pm to 7.00pm

26th - 30th May

Half Term

Thursday 5th June

Year 7 Parents Evening (online), 4.30pm to 7.00pm

Friday 27th June

Staff Development Day (students not in school)

Friday 18th July

Terms ends (12.20pm finish)