

To begin this week, I would like to congratulate all students in Year 11 as they have made a particularly positive start to a significant number of their GCSE exam papers this week, with subjects such as English, maths, sciences and humanities subjects all under way. Our exams team has done an incredible job in coordinating the exams and it was wonderful to speak to so many of the students as they exited the exam hall yesterday with a great amount of positivity. I would also like to thank parents and carers for their support for the children and the school. Having daughters in both Year 11 and Year 13 this year, I fully understand how stressful a household can be.

I would also like to wish our Year 13 students and their families the very best for the exam season. As is a long standing tradition at Vyners, the students dressed in the old school uniforms on Thursday of last week and had their fancy dress leavers assembly on Friday. These were two lovely days for the staff and students and will also add that it is always a positive experience for our younger cohorts as they see their older peers graduate from the school.

Borough Athletics

I would like to congratulate the PE department and all students who participated in the Hillingdon senior athletics championships on Wednesday 6th May. There were several notable successes across a range of events, but it also appears that Vyners is the local hub for 1500m runners with all four events being won by Vyners students. As a huge advocate for women and girls in sport I will also mention that it was wonderful to see that Vyners came first in the Year 9 girls' competition and second behind St Helen's in the Year 10 competition. Thank you Miss Hawes and the rest of the PE team for their work supporting the students. Parents and carers can find Miss Hawes' report along with key results on pages 9 & 10 of this bulletin.

The School's White Paper and The Children's Wellbeing and Schools Act

On Wednesday 6th May, I was pleased to be able to attend a briefing on the recently published School's White Paper: every child achieving and thriving, which outlines the government's vision and strategy for education through to 2030, alongside The Children's Wellbeing and Schools Act (CWSA), which is the primary vehicle for turning the ambitions of the white paper into law. The CWSA has recently received royal assent and is due to become law in a matter of months.

The overarching objectives of the government's vision is to drive up standards for all children and particularly those who are identified with an additional need as well as children from socio-economically disadvantaged households. Whilst the scope of the white paper and the CWSA is beyond the commentary in this bulletin there are a number of implications that I believe are worth highlighting at this point and I will endeavor to highlight other key matters as the act and policy develops over the months and years ahead.

Of most immediate interest, parents and carers may be interested to learn that the DfE guidance on mobile phone use in school will become statutory (law) in September. Furthermore, it is expected that this guidance will be strengthened with all schools being able to demonstrate strong enforcement measures. Whilst some school leaders do not agree that this requires legislation, there is widespread agreement that schools should be mobile phone free, primarily to support children's wellbeing. I will write to parents and carers after half term to provide an update on any changes to our current mobile phone policy.

Parents may also be interested to know that there is currently a consultation being held on a ban for social media for under 16s. Well informed feedback that I have received to date suggests that the ban in countries such as Australia has not had the impact expected. Many policy makers would prefer that the social media companies are held to a much higher standard in terms of managing their content and addictive nature of their products rather than simply implementing a ban for specific age groups.

There will be significant curriculum reform over the next five years with a new national curriculum for September 2028 and reformed GCSEs, A levels and vocational qualifications rolled out from September 2029 onwards. The emphasis on these reforms will be evolution, not revolution with minor changes and tweaks in most subjects rather than wholesale changes. Parents and carers of younger children may be interested to learn that there is an ambition to reduce the total amount of time that students spend in examinations, with the current target being to reduce the average child's papers by a total of three hours.

It is also important to note that there will be changes to the eligibility criteria for children to access free school meals (FSM). From September, all children from households receiving universal credit regardless of whether the household receives income above the previous £7,400 threshold. It is estimated that this will see an additional 500,000 children receiving lunch time meals nationally. I would urge all parents who may fall into this category to look out for guidance and eligibility checkers in the lead up to the autumn term.

The final area that I would highlight is the long awaited special educational needs (SEN) reforms. There are a number of key changes that are hoped will address the current system failings. As part of the reforms it is expected that more children with SEN will attend mainstream schools, with schools being provided with a greater collective support, including professional training and access to external expertise at a local collaborative level. It is envisaged that Education Health and Care plans (EHCPs) will only be allocated to the children with the most complex needs, whilst greater support be provided for children categorised as SEN support through the development of individual support plans that map out well planned interventions for children.

These are some of the key highlights from the white paper CWSA, which have been widely received by school leaders for their ambition for children and young people. Implementing a significant number of policy changes will be a significant challenge for all Trusts, schools and services that support children and families. However, I am confident that we can work collaboratively to achieve the government's ambition.

Gary Mullings
Headteacher

Deaf Awareness Week

As we move into the heart of the summer term, I would like to take a moment to reflect on a very important event in our school calendar: Deaf Awareness Week, which we marked last week.

At Vyners, we pride ourselves on being an inclusive community where every student is supported to thrive. This year's theme, 'Celebrating Deaf Connections,' has provided a wonderful opportunity for our students to explore the diverse experiences of the Deaf community and to understand the vital role that effective communication plays in building a supportive environment.

Throughout the week, students have engaged in a variety of activities designed to increase their understanding. This included tutor-time sessions focusing on the spectrum of deafness and the different ways people communicate, such as British Sign Language (BSL) and the use of assistive technologies like cochlear implants and hearing aids. We have also shared practical tips across the school on how to be 'deaf-friendly'—simple actions like ensuring you have a person's attention before speaking and maintaining clear lip-patterns.

As part of these celebrations, our Deaf Awareness activities continued with a very exciting joint project. On Wednesday, our SRP students in Years 7-11 participated in specialised workshops led by a visiting Deaf Role Model and BSL instructor.

We were delighted to welcome deaf students from the Specialist Resource Provision at Langley Academy in Slough, who joined us for the day. This was a fantastic opportunity for our students to build new "Deaf Connections" and learn from one another's experiences.

It has been heartening to see our young people embrace these lessons with such empathy and curiosity. By breaking down barriers and challenging misconceptions, we hope to empower our students to be mindful and inclusive citizens, both within our school gates and in the wider Ickenham community.

If you would like to explore these themes further, the National Deaf Children's Society offers a free online resource. It is an excellent way to learn more about communication and support: [NDCS Deaf Awareness & Communication Quiz](#). We encourage you to discuss these themes at home with your children. Small adjustments in how we communicate can make a significant difference in ensuring that everyone feels included and heard.

"Inspiring, it is good to know more about the deaf community"

Chloe - Year 9

"During tutorial, I was really impressed with my tutees' knowledge of BSL. Many students already knew how to sign their name, which meant we were also able to practise different greetings. At the BSL session the SRP ran during Thursday lunchtime, I was able to put my knowledge of the alphabet to the test with a quiz and learnt more about elements of Deaf culture, such as sign names. "

Ms Amin

"Deaf Awareness has taught me that if you are deaf, don't give up - be proud of yourself"

Avneet - Year 7

"During Deaf Awareness Week, we visited Vyners School and their SRP for deaf pupils. Our pupils joined a deaf awareness session led by a deaf advocate and took part in activities with Vyners' deaf pupils, a great chance to build understanding, confidence and connection together."

Langley Academy



Mrs Langley and Mr Millard-Healy

Mental Health Awareness Week

This week we celebrated Mental Health Awareness Week through school assemblies. The Mental Health Foundation set this year's theme as 'ACTION'. Assemblies primarily focused on Action; for yourself, for someone else; for all of us! We explored the idea of creating a toolbox of useful ideas to support positive mental wellbeing as well as being prepared with tools for when our mental health is not quite so good.

Tips from the Mental Health Foundation include;

- Eating well
- Regularly getting a good amount of sleep
- Being active
- Being kind
- Spending time with friends

We will continue to reinforce these messages throughout the school year.

In addition to the excellent pastoral support provided to all of our students, we are very lucky to have a brilliant network of mental health support. This includes the Mental Health Support Team, Place2Be and our school counsellor Karen Willis. If you feel your child needs to access this additional support, please contact your child's tutor or a member of the pastoral team.

Further information around supporting mental wellbeing and how to access help can be found on the links below:

- [Thrive Hillingdon](#)
- [Contact Us | Samaritans](#)
- [Childline](#)
- [Kooth](#)
- [Mental Health Awareness Week](#)

Mrs Bashford-Hynes, Assistant Headteacher

Maths Challenge

On 29th April 2026, 120 Year 7 and Year 8 students took part in the Junior Maths Challenge. 84 students earned either Gold, Silver or Bronze certificates. This is a very high success rate in comparison to other Maths challenges done by older year groups.

4 students from our school have qualified for the next round which is an 'Invitation Only' round. They are Ibraheem Bashir, Nandika Lad, Adam Thomas (all Year 8s) and Heena Gupta in Year 7.

Mrs Malegaonkar, Teacher of Maths

Student Planners 2026/27

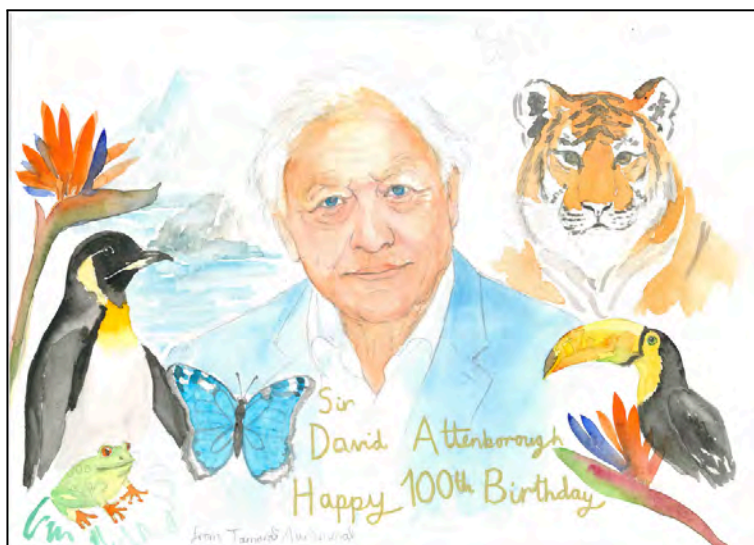
We are finalising our student planner for next academic year. Hard copy planners are only issued automatically to students in Year 7. Older students are allowed to decide whether they would like one or not (many prefer to manage their timetable and homework electronically).

If you would like your child to receive a planner, please complete this Google Form [[click here](#)]. The deadline for responses is Friday 29th May 2026 (the Friday of half term week).

Miss Williams, Business Manager

Sir David Attenborough's 100th Birthday

Last Friday was a special day as we honored Sir David Attenborough's 100th birthday. Our Year 7 students channeled their creativity into handmade cards that detailed Sir David's incredible legacy. We were particularly impressed by the students' awareness of the environmental challenges he champions, like climate change, and the deeply personal ways his work has shaped their view of the world.



Mr Heath, Subject Leader, Geography

Vyners School Eco Council

Over the past few months, our amazing Year 12 Eco Council have been involved in a number of projects around the school focused on improving the sustainability of our community.

In the Spring Term, our Council members put their gardening skills to use, helping Mrs McLaren and Mr O'Grady plant wildflowers in a number of our school planters. Using wild flowers in this project will attract a number of insects and pollinators which will further impact the pollination and health of our current green spaces.



At the beginning of the Summer Term, four of our Council members - Viya, Ashmeet, Julie and Katie - presented to Year 7 students during tutorial time. Their presentations focused on the importance of sustainability and small steps we can all take to become more 'Eco Friendly' in our daily routines.

Most recently, many members of the council completed a community litter picking activity. They went out into the local community and cleared up the local area. Many residents who were passing by asked the students about their council and were very impressed with their efforts. This is certainly an event they will repeat.



The Eco Council has done some great work in a short space of time and we look forward to seeing what they do next!

Great work Year 12s!

Miss Brown, Assistant Headteacher

Williams Formula One Racing STEM Experience

A select group of students from Years 7 to 12 had the incredible opportunity to immerse themselves in the world of Formula 1 last Friday through the Williams Racing STEM Experience, and it was truly a day to remember.

The day began with a guided tour of the Heritage Museum, which houses one of the largest collections of Formula 1 cars in the world. It was fascinating for our students to walk through the history of the Williams Racing team and witness the remarkable evolution of F1 technology firsthand. Seeing the intricate details of these legendary machines provided a unique perspective on the engineering milestones that have shaped the sport.

The excitement reached a peak in the Esports Lounge, where our students took to the simulator rigs. This experience put them in the exact same position as professional Williams drivers, navigating iconic tracks such as Silverstone and Monaco. It was wonderful to see them embrace the spirit of competition, testing their focus and reflexes while gaining a genuine appreciation for the skill required at the pinnacle of motorsport.

The afternoon was dedicated to the Williams STEM Composites Challenge, a brilliant hands-on activity that brought STEM education to life. Working in teams, students were tasked with designing and building a nose cone to protect a driver, using a range of composite materials. This challenge required them to manage a budget to purchase their materials from a shop, collaborate effectively to move from the design stage to creating prototypes, and apply safety protocols while constructing their final products.

The final testing phase sparked a healthy dose of competition between groups, with everyone eager to see whose engineering solutions would stand up to the pressure. It was a joy to see our students so actively engaged, demonstrating great creativity and teamwork throughout the day. We are incredibly proud of how they represented the school, and we hope this experience has inspired many of them to consider the exciting possibilities within STEM careers.

"I found the F1 trip on Friday, May 8th, very fun. We had a tour around the museum, which was highly enjoyable; as we walked around, we learned about the history of the cars and the team. Since I am a big fan of F1, it was very interesting seeing the behind-the-scenes aspects.

After that, my group and I went to the "Gaming Room," where we got to experience driving an F1 car! It was a blast, even though I didn't come in first place. Every time we crashed into a wall or drove over bumps, we could feel the vibrations through the wheel. When we had to brake, we had to put most of our weight into it because the pedal was so stiff!

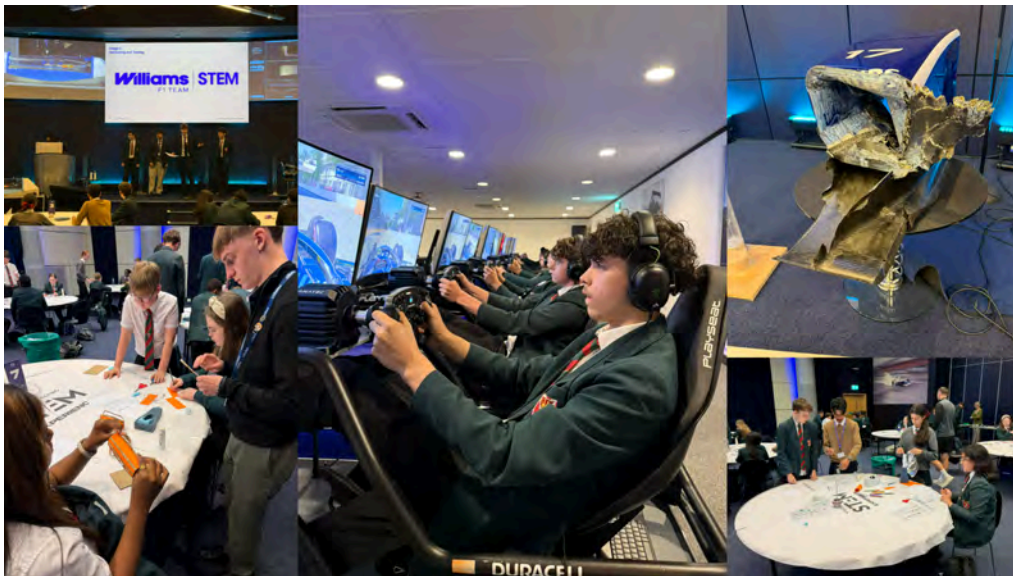
After we ate lunch, we got to make replicas of the front of an F1 car. My team was very good and we placed second; it was probably the most fun activity we did!"

Dorrie - Year 7

"On the 8th of May, I attended a Formula One workshop at the Williams headquarters. I found the trip very engaging, and I learned a lot of facts and skills that I did not know beforehand. During the event, there was a workshop in which we had to develop a crash cone for an F1 car. I found this activity extremely thought-provoking and inspiring because it combined education and creativity in order to come up with a solution for creating the crash cone. Overall, this trip has broadened my horizons regarding what line of work I may want to go into after school, and it has shown me the different kinds of careers available in Formula One racing."

George - Year 12





Mr Millard-Healy, Deputy Headteacher

Year 12 Trip to St Anne's College, University of Oxford

On Monday 11th May, 31 Year 12 pupils went to St Anne's College, University of Oxford, with Mr Kelly, Ms Holt and Mr Neville. The pupils had the opportunity to tour both St Anne's College and also to visit Magdalen College where the New Prime TV show "Young Sherlock" was filmed. Additionally, they had the opportunity to take part in an Engineering or History taster lecture that were delivered by St Anne's staff. The day was a great success as indicated by the comments from two of the pupils who went on the day:

Our trip to St Anne's College, Oxford, was a super insightful and fun experience. The day started with an introduction to competitive personal statements, along with examples of successful applications, as well as factors besides grades, such as supercurriculars. This was followed by a taster lecture on social history and gender in the 1500s, where we decoded Church Court records about women and social conduct, mostly being petty crimes, which was fascinating! Following an unusual lunch of venison, we had a tour of the college and saw 5 of the 7 resident cats, before walking into the city centre to see Magdalene College, which was a very 'Harry Potter-esque' building. Overall the day was really engaging and provided valuable information about the university applications process.

Neve, Year 12

Our school trip to Oxford provided an immersive look into university life by combining historic architecture with advanced academic study. We began our morning by attending an engaging engineering taster lecture, which introduced us to complex university problems. Some people chose to attend the history lecture instead. Next we had lunch, where we gathered for a unique experience to eat venison, which was very interesting as it was my first time. I liked it. After that, we had a tour of the modern campus of St Annes college before walking through Oxford to Magdalen College, which was a lot older and very pretty. I thoroughly enjoyed this day and hope that many others will get to experience this opportunity in the future

Marli, Year 12

Mr Kelly, Oxbridge Coordinator

1st 🏆 All 1500m in all 4 categories!	
Elsie Fitzgerald (Y9G 1500m) Eduard Pistorius (Y9B 1500m) Keira Wickenden(Y10G 1500m) Leo Da Costa (Y10B 1500m)	Orlaith O'Donoghue (Y9G 300m) Jordan Kareiren (Y10B Long Jump)
2nd 🥈	
Ashton Gibbs (Y10B Hurdles) Y9G Relay (Orlaith, Macey M, Lily G, Elsie F)	Celina Bandera-Villaescusa (Y10G Javelin) Anastasia Muiznieks (Y9G Discus)
3rd 🥉	
Charlotte Piepenstock-Ralph (Yr 9G Hurdles) Macey McDonnell (Yr 9G 800m) Alex Bucpapaj (Yr 9B 800m) Rayaan Choudhry (Yr 10B 800m) Rayen Webster (Yr 10G 200m)	Tom Cheesebrough (Yr 10B 200m) Year 10G Relay (Catherine, Amelia H, Rayen, Ruby) Catherine Gallagher (Yr 10G Long Jump) Eduard Pistorius (Yr 9B High Jump)

Year 9 Girls: 1st Vyners (52 points) 2nd Haydon (51 points) 3rd Swakeleys (48 points)	Year 10 Girls: 1st St Helens (70 points) 2nd Vyners (52 points) 3rd Haydon (46 points)
Year 9 Boys: 1st Bishop Ramsey (53 points)*more gold medals 2nd Haydon (53 points) 3rd Ruislip High School (52 points) 4th Bishopshalt (50 points) 5th Harlington (42points) 6th Oakwood (41 points) 7th Vyners (38 points)	Year 10 Boys: 1st Ruislip High School (57 points)*more gold medals 2nd Bishop Ramsey (57 points) 3rd Vyners (50 points)



Miss Kawes, Teacher of PE

Attendance Figures

Please find below attendance figures for w/c 4th May 2026

Year Group	Present Marks (%)
Year 7	95.64%
Year 8	95.22%
Year 9	93.65%
Year 10	94.83%
Year 11	77.04%
Year 12	96.15%

Please find below the top 3 tutorials for attendance for w/c 4th May 2026

Tutorial	Present Mark (%)
7J	99.58%
10G	99.19%
12H	98.88%

Summer Term Key Dates

Friday 15 th May	FOV Quiz Night
Monday 25th to Friday 29th May – Half Term	
Thursday 4 th June	Year 7 parent consultation evening (online)
Monday 15 th June	Student Photos - Y8, Y9, Y10
Thursday 18 th June	Art Exhibition
Friday 19 th June	Year 7 reports issued
Tuesday 23 rd June	Year 12 UCAS Day and Parent Information Evening
Wednesday 24 th June	Sports Day (Y8 & 10)
Thursday 25 th June	Sports Day (Y7 & 9)
Thursday 25 th June	Year 10 reports issued
Friday 26th June	Inset Day (school closed to students)
Thursday 2 nd July	Year 11 into 12 Induction Day
Friday 3 rd July	Year 8 reports issued
Tuesday 7 th July	Year 6 into 7 Transition Day
Thursday 9 th July	Year 12 emergency parents evening (online)
Thursday 9 th July	Year 12 reports issued
Friday 10 th July	Year 9 reports issued
w/c Monday 13 th July	Silver awards assemblies – Years 7, 8, 9 and 10
w/c Monday 13 th July	Year 12 work experience week
Friday 17th July	End of Summer Term (12.20pm finish)
Thursday 13 th August	A Level results day
Thursday 20 th August	GCSE results day