



Parent Bulletin

1st May 2026

The summer external examination season is now under way with language oral exams, practical examinations in the PE and arts, functional skills exams in English and maths as well as the BTEC digital IT exam for students in Year 13 having taken place in the past two weeks. The main body of GCSE written papers begin next week with the GCSE Psychology paper 1 on Thursday morning. The main A level papers start with Economics paper 1 on Monday 11th May. To facilitate these examinations, we will again be changing the pattern of the school day from the 2-2-1 pattern to the 2-1-2 pattern, meaning that break 2 will be at 12.20pm and there will be two lessons after the lunch session. This allows for a relatively undisturbed afternoon examination session.

I would like to wish all students participating in external examinations the very best of luck. It is worth remembering that the exam period is a relatively short lived experience that requires some sacrifice for longer term gain. I would also like to thank staff and parents for continuing to support the students / young people through the challenge of the exam season, especially given the fact that children in England sit many more hours in examinations than children in other developed countries. (The exception to this is Singapore where our hours are similar).

Parent Social Media Groups

In recent weeks, I have been made aware of some of the positives and negatives of social media use including the use of parent WhatsApp groups. While social media, including platforms such as Facebook and WhatsApp, offer a convenient way to stay connected, we kindly remind our parent community that using public platforms to air grievances or discuss school-related concerns can lead to unintended negative consequences. When sensitive issues are posted online, they often lack the full context of a situation, which can inadvertently fuel misinformation and cause unnecessary anxiety among other families. Furthermore, public digital threads can compromise the privacy and well-being of both students and staff, creating a divisive atmosphere rather than a collaborative one. To ensure our school remains a supportive environment, we encourage parents to bring questions or concerns directly to our staff through official channels. This personal approach ensures that issues are resolved quickly, accurately, and with the mutual respect that aligns with the values of our community. Whilst we do not endorse any of the parent groups that currently exist we have prepared a guidance document that we would like group administrators to consider when establishing and participating in social media that is linked to Vyners school. A copy of the document can be found here [\[click here\]](#).

Finally this week, I would like to congratulate former student and Vyners alumni, George Alexander, as he has been selected to play for England universities against France at Newcastle Redbolls stadium. George follows in the footsteps of our very own PE Subject Leader, Mr Hall who also represented England at this level and went on to have a very successful semi professional career with Henley Hawks RFC. Our warmest congratulations to George and his family. We wish him every success on Saturday and hope that he has a long and successful career in the sport.



Wishing all families a long and enjoyable bank holiday weekend.

Gary Mullings
Headteacher

VLT Equality Week at Vyners

I would like to share some of the highlights from across our school community as we celebrated VLT's Equality Week between 20th and 24th April. It was a week of profound reflection and proactive learning, as our students engaged with complex issues surrounding identity, respect, and our shared responsibility to challenge prejudice.



We were delighted to welcome Mohammed from *Stand Up! Education Against Discrimination* to lead workshops for Years 7, 8, and 10. These sessions provided a vital space for students to explore the definitions of racial and religious bullying, with a specific focus on antisemitism and anti-Muslim hate.

The workshops moved beyond theory, encouraging our young people to transition from "passive bystanders" to "active upstanders". By examining the Equality Act 2010 and the impact of stereotypes through real-life case studies, students gained the practical tools needed to report and challenge discrimination responsibly. Mohammed was particularly impressed by the maturity of our students, noting their receptiveness to the principles of tolerance and British values.

In a significant step for our student leadership, we officially launched the Vyners Ambassadors Programme. Twenty-seven of our Year 9 students participated in an intensive two-day workshop with the Anne Frank Trust UK, the only educational charity with direct links to the Anne Frank Haus in Amsterdam and the Anne Frank Fonds - giving our students unrivalled access to resources and insights into this tragic heroine.

Led by facilitator Ellie, students delved into the life of Anne Frank, drawing parallels between the historical atrocities of the Holocaust and contemporary forms of discrimination. On the second day, the focus shifted to Peer Education. Our new Ambassadors are now busy designing assemblies, primary school workshops, and displays to share their learning with the wider community. Ellie commented on the exceptional calibre of our students, even inviting those involved to apply as National Anne Frank Trust Ambassadors.

The feedback from the Year 9 cohort speaks volumes about the empathy and awareness developing within our school. Here are their reflections:

"It is great to know what some people are doing to make our world an equal, fair place. During the workshop, I learned about the life of Anne Frank and the struggles Jews had to face in World War Two. I also learned about different groups of people and how unfairly they are treated because of things they can't control. I became more aware of the struggles people face in being themselves and how social media is impacting this."

Orlaith O, Year 9

"It was very enlightening on how violent and ignorant Hitler was to the Jewish community. It also taught me about different groups of people and the struggles they may face just being themselves. I became more aware of what some people have to go through. My project is a display that compares prejudice and discrimination and explains what you can do to be aware of them. There are also charities that can help you if you are experiencing discrimination or prejudice. No one should ever have to experience this."

Zahrah M, Year 9

"I wanted to learn more about the Holocaust and Anne Frank's story. I think it was a very informative two-day workshop, and I think it's something everyone should learn about. It was really good, and everyone should have the chance to do this!"

"I have always been bothered when I see unfairness and wanted to learn about how we can all help make the world a fairer place for everyone. The Anne Frank story is a very important one. I learned about Anne Frank's life, what prejudice and discrimination mean, and how they can affect people. I learned about antisemitism and other forms of discrimination, like homophobia. I learned about how we can play a part in improving things. It was really interesting to learn about all forms of discrimination. It was run really well, and the person running it was really nice."

Charlotte P-R, Year 9

"I wanted to learn more about discrimination and how far activists and protesters have come in fighting for equality. It is also very important to me when it comes to equality. We learnt about the life of Anne Frank and how discrimination affected her life but also how it affects so many other people's lives in the present, not just because of antisemitism, but because of racism, homophobia etc."

"I think the interactiveness was what made the workshop engaging, especially the opinion sharing and making a peer education on a certain type of discrimination. It felt very inclusive and very much enjoyable. I found the workshop very engaging and being able to collaborate with other friends made it even more enjoyable and everyone should be able to experience that. I am looking forward to sharing my peer-education project."

Louisa C, Year 9

To put our students' work into context, it is important to recognise the challenges our society currently faces. Recent Home Office and police data for England and Wales show that over 145,000 hate crimes are recorded annually. Race remains the most common motive, accounting for approximately 70% of these offences. Furthermore, religious hate crimes often see significant spikes in response to global events, with Jewish and Muslim communities remaining the most frequently targeted. By educating our students on these realities, we empower them to be the generation that fosters a truly inclusive community here in Ickenham and beyond.

Thank you for your continued support in reinforcing these vital values at home.



ANNE FRANK & KEY TERMS

What do you know already about Anne Frank?

- Survivor of Holocaust
- Had authority of Holocaust
- Died in conc. camp of hygiene

Match the key words to the correct definitions

Prejudice

A mistaken idea that is widely held about a group of people. Involves labelling people.

Discrimination

Treating a person, or group, differently, unfairly or worse because of who they are.

Stereotype

Having an opinion about someone without knowing the full facts. It means to pre-judge.

Antisemitism

Everyone is treated the same, no matter who they are. People can use their gifts and talents freely.

Holocaust

Hated, discrimination and prejudice towards and against Jewish people.

Equality

The genocide (killing) of 6 million European Jews during the Second World War.

Challenge - Which of these sentences explains 'Intersectionality'?

1. A group of people sharing a common origin, culture, or language, but not belonging to any specific nation or country.

2. To divide society according to geographical sections or local interests: cause to become characterized by sectionalism.

3. The complex way a person might experience multiple forms of discrimination that combine or intersect e.g. gender, race, class, sexual orientation, physical ability etc.

Jewish History - Why antisemitism?

What is the poster talking about?

The poster was talking about Propaganda in WW2. It was talking about how Jews are seen as dirty, rats and full of diseases and injections but also talking about how they are rich, powerful and greedy.

Why is this talking about antisemitism?

This is relevant to antisemitism because they are spreading harmful lies that are not true and they are writing negative comments towards Jews.

"One day this terrible war will be over. The time will come when we'll be people again and not just Jews!"

Anne Frank, 11th April 1944

Celebrating Jewish Culture today - What I have learnt?

I have learnt that there are a very little numbers of Jews in the UK (305,000)

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"Our freedom was severely restricted by a series of anti-Jewish laws Jews were required to wear a yellow star; Jews were forbidden to ride in cars, even their own; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that."

Anne Frank, Saturday 20th June 1942

TIMELINE

Anne Frank

Gender: Female
Nationality: German
Religion: Jewish

Photo Timeline

- Frankfurt, Germany**
Life was difficult in Germany because of the reality of antisemitism. Jews were persecuted and the persecution became worse as time went on. In 1933, Hitler came to power and he started to persecute Jews. In 1938, the Nazis made the Jews register their property.
- Hiding**
In Germany, the attacks on Jews increased. Synagogues were destroyed and Jews were persecuted. After Anne's father, Otto, decided to hide Anne and her family in Amsterdam, the Nazis introduced laws against Jews. Anne and her family had to wear the Star of David.
- Secret Annex**
Anne received a diary for her 13th birthday. She wrote in it about her feelings and her life. She wrote "I hope I will be able to write in it as long as I live." Her father and mother were not happy about her hiding in the Secret Annex. Anne's father, Otto, was the only one who supported her. Anne's father, Otto, was the only one who supported her.
- Secret Annex**
In August 1944, they were discovered by the Nazis and sent to Auschwitz. Anne and her family were killed there. Anne's diary was published in 1947. It is now a world-famous book.

Experiencing Discrimination

What happened?

- At Sunday's Scottish Football, the White Association gave a sign to the 1886 footballer who walked out in protest after hearing misogynistic comments.
- She was one of the many people who walked out on foot.

How could this affect the wider community?

- This could cause many people to be against sexism, homophobia and racism.
- This could ruin the name of Sunday's Scottish Football.
- People could feel scared that they would be treated like people who were being discriminated against.

How could we stop this from happening again?

- There could be more education on the harms and problems of sexist jokes.
- Spread more awareness on the dangers of sexism.

How is The Anne Frank Trust UK a victim test?

- This would make the victim feel isolated and unwanted.
- It may make them feel angry or hurt as they have a lot of "sexist, racist and homophobic" jokes and comments.
- It may also make someone feel scared, worried and alone.

What could be done to help and support them?

- There could be more education on the harms of sexist jokes.
- There could be more help lines for people to talk to.
- Put more guidelines and help for women and girls to speak out.



Mr Millard-Healy, Deputy Headteacher

Celebrating Deaf Awareness Week at Vyners School

Vyners School, alongside our partner schools in the Vanguard Learning Trust, will be officially recognising Deaf Awareness Week. This year, the event runs from Tuesday, 5th May to Friday, 8th May 2026.

Deaf Awareness Week is a significant national event supported by leading organisations such as the Royal National Institute for Deaf People and the National Deaf Children's Society. It provides a vital opportunity for us to raise awareness of hearing loss and celebrate the rich diversity of Deaf identity, language, and culture.

With over 18 million people across the UK affected by hearing loss, our students need to understand that deafness is not a single, shared experience. Whether individuals use British Sign Language (BSL), spoken language, lipreading, or hearing technology, our goal is to foster an environment where every member of our community feels understood and included.

During the week, students will have the opportunity to learn the basics of the BSL alphabet and simple greetings. Through tutor time presentations and discussions, we will explore what it means to be hard of hearing and how we can all adapt our communication to be more inclusive. The Deaf SRP have a very special visiting speaker to talk about her experiences of being deaf. We are particularly excited to invite students to participate in a Trust-wide BSL competition, which will celebrate their creativity and engagement with sign language.

For many, BSL is more than just a tool for communication; it is a visual and expressive language that forms a core part of their identity. By introducing these concepts to our students, we continue to build a culture of empathy and respect that upholds our CARE Values.

Mr Millard-Healy, Deputy Headteacher

Music Update

We would like to congratulate Hayley Wong in Year 7 for her amazing achievements. In March, she participated in two competitions, the London Overseas Musicians' League International Piano Competition 2026 and the London Young Musician (LYM). Hayley was successfully selected as a finalist in the LOML International Piano Competition and Festival. She was awarded a £500 scholarship and also received performance feedback from Professor Colin Stone of the Royal Academy of Music. In addition, she was awarded a Silver Prize in the London Young Musician (LYM) Season 25–26, Quarter 4. If you would like to watch her performance please click [here](#).

Well done Hayley!



Mr Cullum, Director of Music

Payments for residential / overseas trips

A number of parents have expressed concern recently about the process by which places can be secured on residential trips.

As a large school of 1500 students, it is unfortunately never going to be possible to satisfy demand for residential activities, especially those that take place overseas. The school works hard to try and put together a programme of activities covering all year groups. Parents are reminded that most activities are run on a voluntary basis by teaching staff, who are willingly giving up their personal time to enrich students.

Under the old cashless payment system, sQuidcard, it was possible to schedule trip offers to go live in the evening, a time when most parents are likely to be at home with access to a computer. The new system, parentpay, does not have this functionality. Offers must be released in real time, which unfortunately therefore means during the working day.

To try and provide greater clarity for parents going forward, we have put the following process in place:

- Future letters launching a residential or overseas activity (including the Ypres trip for Year 8) will be sent out **a minimum of 48 school hours** before the ParentPay offer opens. This will give parents a reasonable opportunity to adjust work commitments to ensure they can make prompt payment.
- All offers will be opened at **3pm** thus standardising the time at which these offers will be launched.

Thank you to those parents who have provided constructive feedback and have enabled us to reflect on our processes going forward

Miss Williams, Business Manager

Super Curricular Update

Please [click here](#) for an update on the super curricular activities that students in Years 10 to 12 have taken part in over the last few weeks, including residential trips to Cambridge, taster sessions organised by the University of Oxford and sustained outreach courses from Oxford and Cambridge Universities.

Mr Kelly, Oxbridge Coordinator

Attendance Figures

Please find below attendance figures for w/c 20th April 2026

Year Group	Present Marks (%)
Year 7	95.23%
Year 8	95.84%
Year 9	94.85%
Year 10	91.48%
Year 11	88.76%
Year 12	95.14%
Year 13	85.57%

Please find below the top 3 tutorials for attendance for w/c 20th April 2026

Tutorial	Present Mark (%)
12P	99.39%
10G	99.35%
7J	99.31%

VLT Notices

Please [click here](#) for the link to all staff vacancies within the Trust.

Summer Term Key Dates

Thursday 14 th May	Year 8 parent consultation evening (online)
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 22 nd 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