



Ruislip
High
School

RHS Parent Bulletin

Autumn Term 2025-26 | Issue 3 17.10.2025

RHS Values Champions:

Top 5 Attendance:

- 7C - 98.33%
- 7A - 98.16%
- 7F - 97.88%
- 7W - 97.59%
- 7D - 97.47%

(attendance calculated until 16/10/2025)

HoY Shout Out: Year 13

Congratulations to all of our early entrants who, on Wednesday, have submitted their UCAS applications for Oxbridge, Medicine and Veterinary Sciences!

We wish you all the luck in the world and congratulate you for all your hard work that got you to this point.

Mr Elsby - Head of Year 13

Subject Shout Out - MFL

Congratulations to Fatima E-K, Aarush R, Pierce H and Ruby C (all in Year 10) for making a fantastic start to the new school year.

Keep up the excellent work!

Ms Matias- Curriculum Leader for MFL



A message from Mr Davies:

I make no secret of the fact that I believe our uniform is a vitally important part of our Ruislip High School identity. I often talk about our students being custodians of the Ruislip High School values and the fact they wear the uniform with pride is often commented on by prospective parents and our community neighbours. It is for this reason that I am always very hesitant to engage in any school day where our students do not wear the uniform. However, I believe our support for the 'Wear Red Day' in a bid to 'show racism the red card' is a valid cause and one that has clearly united our entire school community today. I have been very proud of the collective response from students and staff and it has been a fitting end to our safeguarding week here at the school.

As usual, the bulletin exemplifies just how much has gone on at Ruislip High School over the past fortnight and the combination of sporting and academic success celebrated in these pages is once more typical of the vibrant Ruislip High School community.

I was delighted to welcome parents of our new Year 7 students into school yesterday evening for our meet the tutor event and even managed to join in with a game of pickleball, unfortunately, I was no match for our Year 9 students!

It was also a pleasure to welcome students from across our Trust to the school on Wednesday for our annual VLT maths challenge. It was a great example of the good natured competition that characterises these events.

Here at the school, we are always interested in parental feedback and as well as the surveys we complete on parents' evenings we also send out other surveys from time to time. The same survey is also sent out to parents/guardians of children across the Vanguard Learning Trust and provides the school with a valuable opportunity for us to work in partnership with our Trust colleagues regarding areas of strength and development across our schools. Please click [here](#) to access the survey.

I would like to wish everyone a restful weekend and, ahead of next week, I would like to wish a Happy Diwali to all members of our community who will be celebrating.

Safeguarding Week

Safeguarding remained at the heart of everything we did this week as we celebrated our annual Safeguarding Week.

Throughout the week, we hosted a series of presentations and activities designed to raise awareness and educate our students. Highlights included an assembly delivered by the Samaritans, as well as engaging sessions from external visitors covering vital topics such as hate crime, knife crime, malicious communications, anti-social behaviour and substance abuse.

Ms Stoodley, Pastoral Director, deserves special thanks for organising this week. The valuable sessions she coordinated significantly contributed to the safe environment we are proud of at RHS.

Wear Red Day: Our School Stands Against Racism

On Friday 17th October, our school proudly took part in Wear Red Day, joining thousands of others across the country to support the charity Show Racism the Red Card. The day was filled with energy, colour, and a powerful message — that we all stand together against racism in all its forms.

Show Racism the Red Card is the UK's leading anti-racism education charity. Founded in 1996, the organisation uses the high-profile status of footballers and other athletes to help tackle racism through education. By taking part in Wear Red Day, we wanted to show that our school community values equality, kindness, and fairness for all.

'Taking part in Wear Red Day is a simple but powerful way to remind ourselves that racism has no place in our school or society. It's about showing solidarity and educating ourselves so that everyone feels valued.' Gareth Davies, Headteacher



Important Safeguarding Notice: Childrens "Spy" Books

We want to make you aware of a recent issue affecting some popular children's books by Andrew Cope, including the Spy Dogs, Spy Cats, and Spy Pups series.

Some editions of these books include a printed web address at the back. This link used to go to the author's website, but the domain is no longer under his control. It has since been taken over by another party and now leads to inappropriate adult content.

The publisher, Puffin, has paused sales and distribution of the books and is working with schools, libraries, and retailers to remove copies from circulation. They have stressed that the website has no connection to the author or publisher.

What this means for you:

- If your child has any Spy Dog, Spy Cat or Spy Pups books at home, please check the back for website links and make sure they do not try to visit the site.
- It is safe for children to continue reading the stories themselves — the concern is only with the outdated link.
- We recommend talking with your child about the importance of not following web addresses in books without checking with an adult first.

We will continue to share updates from the publisher as more information becomes available.

RHS Rugby Triumph

On Thursday, October 2nd, the combined KS4 Boys Rugby team delivered a superb performance at Vyners playing fields, achieving two commanding victories: 25-0 against Rosedale and 40-0 against Vyners.

The boys demonstrated exceptional skill, combining fantastic attacking displays (with tries from Harley B, Reuben, Cassius, Harry W, and Charlie S) with immense defensive commitment —not conceding a single try across both matches. The most valuable aspect of the evening was the team's incredible unity and physicality, playing for each other regardless of age.



A special thank you goes to Mr. Randall for his preparation, tactical guidance, and passion, making this a memorable night for all the players.

An Inspector Calls workshop

The Central Youth Theatre visited RHS and delivered a dynamic and engaging workshop on J.B. Priestley's 'An Inspector Calls' to the whole of Year 11. The interactive session brought the play's themes, like social responsibility and class division to life, moving the learning experience from the page to the stage. By taking on the roles of the Birling family and the Inspector, students were able to practically explore the characters' motivations and the consequences of their actions.

It was an effective and memorable way to solidify their understanding ahead of their upcoming PPEs and GCSE exams.

Year 12 Reach Pathway - St Anne's College, University of Oxford Talk

On Thursday 16th October, our Year 12 Reach Pathway students took part in an engaging Reach Pathway session led by representatives from St Anne's College, University of Oxford. The talk offered valuable insights into university life and the application process, helping students gain a clearer understanding of what to expect beyond school.

The session began with an overview of university study in the UK, covering key topics such as course selection, academic independence, and the balance between lectures, tutorials, and self-directed learning. The speaker then delved into the unique aspects of applying to Oxford and Cambridge (Oxbridge), highlighting the additional challenges and opportunities these institutions present.

Whilst the students may have just begun Sixth Form, if they choose to apply, they will be doing so in only a year's time.

Students learned about the more rigorous admissions process at Oxbridge, including the importance of super-curricular engagement, subject-specific admissions tests, and academic interviews designed to assess critical thinking and curiosity. The talk also offered practical advice on how to prepare a strong application and what tutors look for beyond grades.

The session was both informative and inspiring, helping students think ambitiously about their next steps. We are now looking forward to visiting St Anne's College in February, where our students will have the chance to experience university life first-hand and further explore what studying at Oxford could offer.



Year 7 Shine at VLT Maths Challenge

A huge congratulations to the eight Year 7 pupils who brilliantly represented Ruislip High School at the VLT Maths Competition on Wednesday 15th October 2025.

The competition saw our bright young mathematicians demonstrate their skills in challenging problem-solving activities. The students involved were Mason S, Hayden T, Emilia C-H, Aanya S, Aaliyah M, Teddy W, Enes Y, and Klavdia G.

Though Hermitage Academy ultimately took the top prize, both Ruislip High teams performed exceptionally well. The event was a true test of not only mathematical knowledge but also teamwork and resilience under pressure. The dedication and collaborative spirit displayed by our Year 7 pupils were commendable throughout the day.

Experiences like this competition are invaluable in encouraging students to apply their classroom learning in a dynamic, high-energy environment. We are incredibly proud of their efforts and the excellent manner in which they represented the school community. Well done to all involved!

Year 8 Scientists Soar at Thorpe Park

STEAM Day

On Tuesday 7th October a team of Year 8 students visited Thorpe Park for a STEAM (Science, Technology, Engineering and Mathematics) event organised by ACS International Schools. The team had been specially selected because of their outstanding performance in science in Year 7.

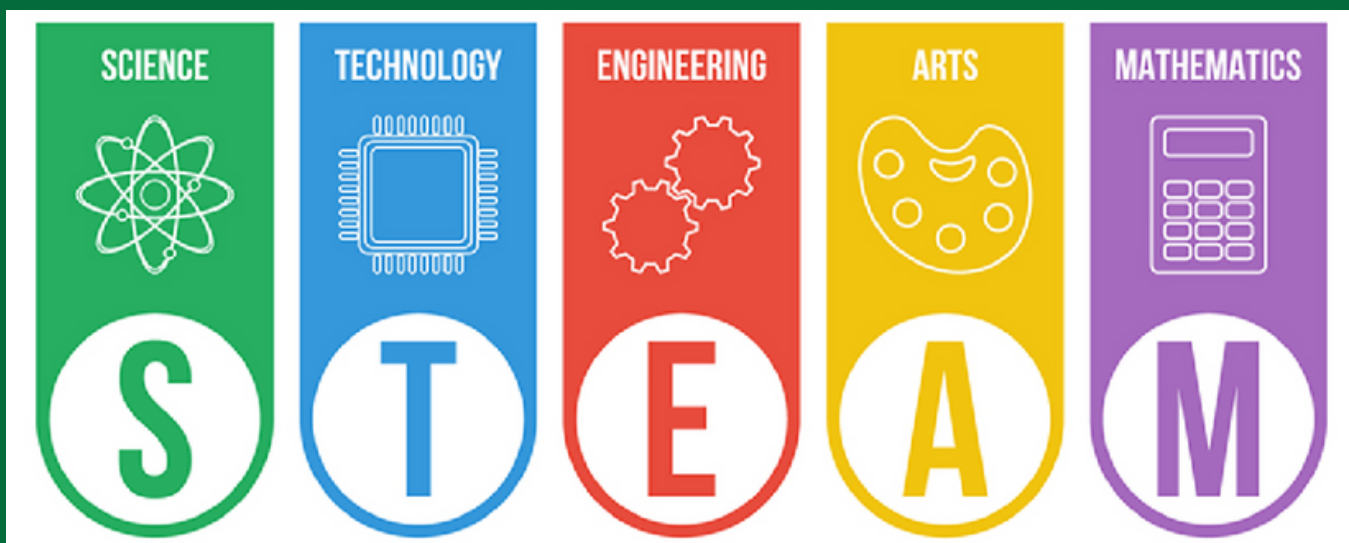
Excitement built before the trip even started: students completed pre-learning activities to earn stamps and stamps could be traded for rides at Thorpe Park! In the minibus the talk was of strategy...how to earn stamps as efficiently as possible to be able to go on the best rides. The mission was to get to Hyperia; the newest, scariest ride in the park. Five stamps were required for each ride, but if students achieved twenty stamps they could go on all the rides.

The park was closed to the public and bustling with school groups jostling for position at the most exciting stands. There were fifty stands hosted by universities, businesses, the police, the RAF and many others offering hands-on activities and demonstrations linked to STEAM subjects and careers. For each activity the students participated in they were awarded a stamp. Favourites included building and programming Lego versions of the theme park rides, watching a taser demonstration by the police and handling a leopard gecko. Anais, 8F, said: "It was very fun and I enjoyed the different activities."

The students' behaviour was exemplary throughout and their enthusiasm was praised by many of the facilitators. They also showed excellent science knowledge in the quizzes and great character, supporting students that were nervous about the rides and looking after one another. Our time at the park was over all too soon. Kavinav, 8S said: "I enjoyed that we were at Thorpe Park instead of school. Some of the rides there were very thrilling."

On the way back to school in the minibus (with Ms Hunter feeling slightly dizzy after being spun round on the teacups by some of the students!) the students broke into spontaneous song; revealing some hidden talents and an eclectic taste in music!

Many thanks to Ms Woodward for organising such a thrilling and successful trip for our Year 8 scientists.



Message to parents:

Dear Parents/Guardians,

Please see some further clarity regarding our expectations regarding school shoes. Please check that your child's school shoes meet these requirements. If they do not we ask that this be rectified for when we return after half term.

The school's Uniform Policy states 'Shoes should be of plain black leather or leather-type, with plain black soles and black laces. Black suede, fabric or canvas type shoes or boots are not permitted. No trainer-style shoe can be worn, this includes Nike, Converse, Vans, Kickers and Adidas-style leather shoes that resemble trainers.'

Please find a link (click [here](#)) to the school's Uniform Booklet which outlines all of the school rules surrounding uniform, including make-up.

Thank you for your support with this; please contact your child's Head of Year if you need support or further clarification.



Shoes that are acceptable

Shoes should be of plain black leather or leather-type, with plain black soles and black laces.

Shoes that are not acceptable

Black suede, fabric or canvas type shoes or boots are not permitted. No trainer-style shoe can be worn, this includes Nike, Converse, Vans, Kickers and Adidas-style leather shoes that resemble trainers.





At the end of every half term, our Lost Property area accumulates a significant number of unnamed uniform items. While we always do our utmost to return any named items to the students they belong to, we still end up with many unclaimed pieces. To reduce the amount of waste going to landfill and generate valuable funds for the school, we are implementing the following:

Any uniform item remaining in Lost Property will be transferred to the uniform cupboard on the Friday of the first week after each half term holiday.

These items will then be sold on by the Friends of Ruislip High School as quality, pre-loved uniform.

Please help us by clearly naming all items of uniform your child brings to school. We will always do our utmost to return named items to the student they belong to.

Parent Training Brochure 2025-26

This brochure outlines a comprehensive range of virtual and in-person training sessions, workshops, and support programmes offered by the SEND Advisory Service and Family Hubs in Hillingdon.

These sessions are designed to empower parents and carers of children with special educational needs and disabilities (SEND), covering topics such as autism, vision and hearing impairments, early development, transitions, and more. The brochure includes booking details, course descriptions, and contact information, aiming to support families with practical strategies, peer connections, and professional guidance.

CLICK [HERE](#)



**SEND and Inclusion
Training for Parents/Carers**

2025/26



www.hillingdon.gov.uk

What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.



Notices:

Key Dates:

Tuesday 21st October 2025
Year 11 Reach Pathway talk,
University of Cambridge

Tuesday 21st October 2025
6pm
Year 11 Preparing for success

Thursday 23rd October 2025
Year group photos

Thursday 23rd October 2025
South Africa parent
information evening 5pm

Thursday 23rd October 2025
Year 13 theatre trip

Friday 24th October 2025
Half term ends

Letters Home

South Africa Trip 2026,
parent information evening
Click [here](#)

Year 12 A-Level Geography
field trip
Click [here](#)

Sixth Form Open Evening
Click [here](#)

Year 11 'Preparing for success' Tuesday 21st October 2025

This year marks a pivotal moment in the educational journey for all Year 11 students. To ensure every child is fully supported to achieve their absolute best in their examinations, please confirm your attendance [here](#).