

RHS Values Champions:

Top 5 Attendance:

- 7B - 96.6%
- 7D - 96.3%
- C66 - 96.2%
- 7W - 95.9%
- 7C - 95.9%

(attendance calculated until 23/04/2026)

HoY Shout Out - Year 9

Well done to Year 9 for completing their first Pre-Public Examination (PPE). I was very proud of your conduct throughout the exam, and the results we've seen so far are fantastic.

Miss Farrell - Head of Year 9

Subject Shout Out - Art

In Art, our Year 11 students have completed their exams with great success, demonstrating commitment, creativity, and resilience throughout. They should be extremely proud of all they have achieved!

Please see page 3 for more details.

Miss Hill - Curriculum Leader of Art, Craft & Design



A message from Mr Davies:

It has been a really positive start to the summer term here at the school and, as always, an exceptionally busy first two weeks. I would like to thank parents/guardians for their support in our drive to improve punctuality to school. The number of late arrivals has fallen significantly over the past two weeks, and I know this has only happened through a genuine partnership between home and school.

I was delighted to visit our service families' coffee morning this week. As the nearest school to RAF Northolt, and with over 50 service children in our school community, I am delighted with the strong partnership that continues to exist between RAF Northolt and the school. It perfectly exemplifies Ruislip High School as a school both in, and for, our community.

As you can see from this bulletin, although the majority of the school were on holiday over the Easter period, a team of Year 9 students and teachers visited the World War I battlefields. I have heard nothing but glowing reports about how our students conducted themselves and were genuine ambassadors for our whole community. I would like to say a big thank you to Mr Sills and his staff team for making the trip possible.

I do hope parents/guardians enjoy reading just how much has gone on at the school over this two-week period and I would also like to take the opportunity to thank the 'Friends of RHS', who do such an invaluable job in supporting the school, raising funds and providing an amazing selection of pre-loved uniform. I am thoroughly looking forward to their annual bingo night, which is due to take place on July 2nd, and I look forward to seeing a strong turnout of staff and parents at this worthwhile community event.

Battlefields Trip

As the Easter break began, 53 of our Year 9 students traveled across the English Channel for our annual trip to the historic First World War battlefields. This four-day trip serves as a vital companion to Year 9's classroom studies, offering a genuine connection to the past. The group enjoyed great weather as they toured several of Europe's most significant cultural and historical landmarks.

Under the expert guidance of former Deputy Headteacher Mr Rich, the students explored the solemn grounds of the Tyne Cot Commonwealth Cemetery, the tactical landscape of Sunken Lane, and the remains of the Yorkshire Trench. The itinerary also allowed for free time in the Belgian towns of Poperinge and Ypres, where a visit to a local chocolatier proved to be a major highlight!



The students enjoyed an afternoon in Plopsaland theme park in Belgium and even encouraged trip leader Mr Sills and their Head of Year, Ms Farrell, to join them on one of the scariest rides in Europe. The poorly named 'Ride to Happiness' is famous for holding the record for the most inversions on a spinning roller coaster!

A centerpiece of the trip was our attendance at the Last Post Ceremony at the Menin Gate on Sunday evening. It was a proud moment for the school as Arya and Ralph laid a commemorative wreath on behalf of RHS. Our students were fantastic ambassadors for the school, showing real maturity during the ceremony.

The Battlefields trip is one of our most popular residential trips, and we very much look forward to taking the current Year 8's next year.



Subject Shout Out - Art (continued)

In Key Stage 3 Art, Year 9 students have been creating cultural and identity-inspired self-portraits as part of Equality Week, offering a valuable opportunity to explore and celebrate individuality, and diversity. Meanwhile, Year 8 Art students are working on an exciting cross-curricular project inspired by Henry Moore and World War II, which will culminate in a series of impressive semi-abstract sculptures by the end of term. Year 7 students are starting a new project based on Still Life where they will be exploring lots of new skills and techniques to further develop themselves.

In Key Stage 3 Textiles, We are excited to be launching Textiles Club this term, where students will collaborate to create a community-focused textiles piece inspired by nature and our Eco Hub garden. Our year 8 students are developing their skills in freehand stitch and appliqué as they create tote bags, while Year 7 students are adding detailed embroidery to their imaginative "crisp packet" cushions, with some fantastic outcomes already emerging. Year 9 are fully immersed in their underwater seascapes, developing technical skills that challenge and extend their abilities.

In Graphics, Year 9 students are fully immersed in designing action-adventure posters. They are rising to the challenge of working with complex software such as Photoshop and producing some impressive and creative results. Year 8 Graphics students are currently designing, testing, and refining their own fragrance packaging. As part of this project, they are also exploring how fragrance products are advertised, with a particular focus on how gender is represented within these campaigns. In Year 7, we have launched our Art, Craft and Design logo competition. Each form will have a winning design, and those winners will receive an exciting tote bag filled with a range of Art, Craft and Design goodies!

As always, keep an eye out for the Summer newsletter to see the AMAZING work our students have created.

Year 12 guest speaker: Hilary McGrady

Year 12 students recently had the opportunity to hear from Hilary McGrady, Director-General of the National Trust, in an engaging and insightful talk.

Hilary McGrady spoke about her career journey, sharing how her passion for heritage, nature, and conservation led her to one of the UK's most influential cultural organisations. She highlighted the wide range of roles within the National Trust, from environmental science and conservation to marketing, finance, and visitor engagement, showing students that there are many different pathways into the sector.

The talk was particularly relevant for students interested in subjects such as history, geography, environmental science, business, and politics. It provided a valuable insight into leadership, sustainability, and the impact of large organisations in preserving national heritage.

It was an inspiring session that left students reflecting on their own ambitions and pathways they can take in life.



Supporting your child's school attendance

Hillingdon Educational Psychology Service is offering new parent/carer support groups following feedback from recent focus sessions. These groups are designed to support families of children experiencing EBSNA (Emotionally Based School Non-Attendance), providing a safe space to share experiences and access guidance. Two formats are available: ongoing groups or flexible drop-in sessions.

Places are limited, so parents/carers are encouraged to register via the QR code on the poster below.

SUPPORTING YOUR CHILD'S SCHOOL ATTENDANCE SUPPORT GROUPS

You shared. We heard.

- Thank you to all the parents/carers who joined our focus groups in March.
- In response, Hillingdon Educational Psychology Service are now offering **support groups** to provide the **safe, reflective spaces** and **learning opportunities** you told us you need.
- All parents/carers of children displaying EBSNA are welcome - even if you didn't attend the focus groups.
- Spaces are limited, so we encourage you to sign up to your preferred option as soon as possible!

Scan the QR code to register your interest!



We are trialling two different formats

ONGOING Support Group

- Commitment to attend 6 regularly scheduled sessions with the same group of parents
- A consistent space to reflect, share and grow together
- Ideal if you want to develop connections and share ideas over time as experiences evolve

FLEXIBLE Drop-In Sessions

- 6 regularly scheduled drop-in sessions - no expectation to attend every one
- Group members may vary each session
- Ideal if you need flexibility or want to access support as and when it's needed

Both groups will cover the same topics/content. Parents can only attend one type of group.

For further information, please contact educationalpsychologyservice@hillingdon.gov



'What I wish my parents or carers knew...' A new guide for parents and carers on children's digital lives

The Children's Commissioner, Dame Rachel de Souza, has released a new guide to support parents and carers in navigating the challenges of children's everyday online lives.



Developed with direct input from children and young people the guide reflects real experiences and perspectives to help adults better understand the digital world children are growing up in.

It is designed to support more open, regular, and confident conversations at home, rather than one-off discussions. Key themes include setting healthy boundaries around phone and screen use, addressing exposure to harmful content, and building ongoing dialogue about online experiences. Please click [here](#) to access the guide.

Innovation in Action: Students Solve Real-World Challenges at STEMbotics

Between 21st-24th April, our school transformed into a hub of engineering and innovation during the highly anticipated STEMbotics Workshop. These part-day events challenged our Year 7, 8, and 9 students to step into the shoes of roboticists.

The Challenge: Designing Tomorrow's Solutions

The workshop wasn't just about building toys; it was about purposeful design. Students worked in collaborative teams to identify real world problems and engineered robotic prototypes to solve them.

The energy in the hall was electric as teams navigated the three core phases of the event:

- Design: Choosing components for the robots
- Construction: Assembling chassis, sensors, and actuators.
- Programming: Writing code to bring their creations to life and troubleshoot logic errors in real-time.



Key Moments & Highlights

One of the most exciting segments was the "Live Trials," where students put their programmed robots to the test on custom-built obstacle courses. Seeing a robot successfully navigate a path or lift an object for the first time sparked cheers. The level of focus during the debugging phase was particularly impressive, as students showed remarkable resilience when their initial code didn't go as planned.

Beyond the Classroom: Impact and Benefits

The STEMbotics workshop provided a vital platform for students to develop "Future-Ready" skills. Beyond the technical aspects of coding and mechanical engineering, the event fostered:

- Critical Thinking: Analyzing failures and iterating designs.
- Teamwork: Delegating tasks under time constraints.
- Resilience: The students demonstrated impressive grit, viewing every 'failed' line of code not as a setback, but as a necessary stepping stone toward a working solution

By investing in these high-energy STEM experiences, we are not only enriching our technology curriculum but also inspiring the next generation of local engineers, coders, and problem-solvers.

Year 12 UCAS Discovery Exhibition



On Monday 23 March, all of Year 12 attended the UCAS Discovery Exhibition at the Excel Centre in East London. The students engaged with over 150 universities, employers and apprenticeship providers. It was brilliant to see the students getting so involved by asking such great questions to the exhibitors.

This trip marks the beginning of Year 12's post-18 journey, and gave students a fantastic opportunity to explore all the options available to them. Speaking after the trip Maia said, *"Today was informative and well organised"*, Mahad commented that *'it was a very interesting day and the staff were really helpful.'* Rian said *'the trip showed me there were many different options for me when I leave Sixth Form.'* The students behaved impeccably and were a credit to themselves and the school.





In celebration of the Month of the Military Child, we were proud to host a special event recognising and supporting students from Service families.

The event took place on Tuesday 21st April 2026 and featured a dedicated assembly for Year 8 students, followed by a coffee morning for Service families. We were delighted to welcome the borough's Stronger Schools Officers, Hannah Dent and Bernard Boyle, who led and attended both sessions.



During the assembly, Year 8 students learned more about the experiences and resilience of children from military families, helping to raise awareness and understanding across the year group. The coffee morning that followed provided a valuable opportunity for Service families to meet Hannah and Bernard, ask questions, and find out more about the support available to them.

This event reinforced our commitment to supporting Service families. It also helped foster a greater sense of community, ensuring that all students feel recognised, supported, and valued.





FRIENDS
of Ruislip High School

BINGO NIGHT

Join us for Bingo Night and experience the thrill of winning big while having a blast with friends!

PIZZA, BYO AND SUMMER RAFFLE

SAVE THE DATE!!

THURSDAY, 2ND JULY 7PM

Tickets coming soon on Parentpay

Year 10 undertake Jack Petchey's "Speak Out Challenge"

On Thursday 16 April, students at Ruislip High School took part in the Jack Petchey Speak Out Challenge, an exciting event designed to develop public speaking skills, confidence and self-expression.

The day involved two separate workshop sessions, with students from across the school taking part. Throughout the event, students were encouraged to step outside their comfort zones, use their voices with confidence and think carefully about how to communicate their ideas to an audience. The workshops created a supportive environment where students could practise speaking clearly, presenting with purpose and engaging others through their words.

There were many standout moments across the day. It was fantastic to see students grow in confidence as the sessions went on, with many becoming increasingly willing to contribute, perform and share their ideas in front of others. Students showed enthusiasm, maturity and resilience, particularly when trying something unfamiliar or challenging. The energy in the room was positive throughout, and it was clear that the experience had a strong impact on everyone involved.

The Jack Petchey Speak Out Challenge was valuable not only because it developed students' public speaking, but also because it strengthened a range of wider life skills. Students built confidence, resilience, leadership and communication skills that will support them both inside and outside the classroom. These are skills that help young people to express themselves effectively, contribute positively to school life and prepare for future opportunities.

The event was also a positive opportunity for the wider school community. It celebrated student voice, encouraged participation and showed the importance of giving young people the confidence to speak up and be heard. We are extremely proud of all the students who took part and the way they represented the school throughout the day.



What Parents & Educators Need to Know about TikTok

This guide explores TikTok's hidden hazards, including in-app spending, compulsive screen time and privacy concerns, offering clear advice for parents and educators. With expert insight and practical safety tips, it aims to help families ensure that TikTok use remains fun, positive and, most importantly, safe. [See nationalcollege.com/guides](http://nationalcollege.com/guides)

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about TIKTOK

WHAT ARE THE RISKS?

Online videos are often associated with apps such as YouTube, but among teens, TikTok is king. The app provides a potentially addictive, never-ending stream of short clips tailored to users' interests based on their viewing habits. Around half of British children use TikTok, and while most content is benign, Ofcom considers it the app where young people are "most likely to encounter a potential harm".



AGE-INAPPROPRIATE CONTENT

TikTok's Following Feed shows videos from known creators, while the default For You Feed serves endless clips based on viewing history. Most are harmless, but unsuitable content can still appear, and watching for long enough signals interest to the algorithm. Although TikTok bans illegal or inappropriate uploads, the volume of posts means some slip through, increasing the chance that children encounter age-inappropriate material before it is detected or removed.

BODY IMAGE AND DANGEROUS CHALLENGES

Ofcom reports that most online harms for girls involve body image, while boys more often use dangerous stunts. Both types appear frequently on TikTok and spread quickly through its engagement-driven algorithm. Harmful challenges have included the "blackout" trend, where users held their breath until passing out. Families filed lawsuits after children died linked to the trend, showing how extreme or risky content can rapidly reach young people and negatively influence them.

IN-APP SPENDING

TikTok is free, but children can still spend money. TikTok coins, costing £8.95 to £224.93, let users buy gifts for creators. TikTok Shop adds risk by allowing purchases from influencers or companies, sometimes leading to poor-quality items driven by persuasive marketing. A Canadian investigation found TikTok collected personal data from many children for targeting or advertising despite age limits, meaning young users may lose control over their personal information.

CONTACT WITH STRANGERS

Between 1.8 and 1.9 billion people use TikTok, meaning there's a high risk of unwanted attention from strangers. Accounts created by over-18s (or young people using a fake date of birth) are set to public view by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and allows anyone to download or comment on them.

MISINFORMATION AND RADICALISATION

TikTok's short videos may appear lighthearted, but they can expose young people to harmful ideas. Misinformation is common, and Ofcom reports that nearly one third of 12-15-year-olds use TikTok as a news source, increasing the chance of seeing racist, misogynistic, extremist or conspiracy material. Even brief clips can influence impressionable users and shape their world view, making discussions about critical thinking, propaganda and online influence especially important for parents and educators.

ADDICTIVE DESIGN

TikTok's fast-paced stream of eye-catching videos can be potentially addictive for young users. In 2024, UK children spent on average of 127 minutes per day on the platform, double the time recorded in 2020. Excessive use can disrupt sleep, increase irritability, and distract from healthier activities. Constantly skipping between short clips may also affect attention span, making it harder to focus on longer tasks such as homework or reading.

Advice for Parents & Educators

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's in order to manage settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children cannot alter these settings without parental approval.

DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure they don't share any identifying personal information or respond to dangerous trends, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's important to talk about misinformation and propaganda.

BLOCK IN-APP SPENDING

Parents can restrict in-app purchases on iPhone and Android devices to prevent accidental or impulsive TikTok spending. Young people can easily spend large amounts on TikTok coins or low-quality products promoted through TikTok Shop. If a disappointing purchase occurs, turn it into a discussion about influencer marketing and how online promotions can be misleading.

READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



Notices:

Key Dates:

- Monday 27th April 2026
Year 11 MFL speaking exams
- Year 12 Oxbridge/medicine workshops
- Year 13 post-18 information and advice meeting

Tuesday 28th April 2026

- Year 8 dance workshop

Monday 4th May 2026

- Silver D of E practice expedition

Tuesday 5th May 2026

- Deaf awareness week
- Year 12 guest speaker: Sophie Liddington
- Parent Voice meeting

Thursday 7th May 2026

- GCSE exams start

Letters home:

Year 13 Summer Term Arrangements

[Click here](#)

D of E bronze & silver pre-assessed expeditions

[Click here](#)

[Click here](#)

Arrangements for Year 10 Citizenship GCSE exams

[Click here](#)

Year 13 Summer Party

[Click here](#)

Year 12 Summer Term Update

[Click here](#)

VLT slogan competition

[Click here](#)