

The Seagull



Issue 726 Friday 24th February 2023

Next week is Week 2

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HEADTEACHER'S NEWS

Gold Seagull



Congratulations to this week's Gold Seagull winners:

Emile Year 7 Eva Year 8 (pictured above), & Enoha Year 10

Year 9 Progress Evening

It was good to see everybody for Year 9 Progress Evening. This is an important evening for students as they choose their options. We will write to you before the end of term with your child's option choices.

Teachers' Strike

As you are probably aware, the NEU are planning to strike on Thursday 2nd March. Unfortunately, therefore, the school will be closed to Years 7-10 and Year 12. Year 11 and Year 13 are, however, expected to attend school from 8.45am until approximately 1.30pm for important mock exams.

As this is a strike day, teachers will not be setting remote education. However, students can access BBC Bitesize

(www.bbc.co.uk/bitesize) which has a variety of materials for a number of subjects, MathsWatch and Timetable Rockstars. It would also be great if students could spend some time reading for pleasure on the day.

I am sorry about the potential disruption to you and to your child's education. I understand that this situation may be frustrating and ask that all members of our school community continue to treat each other with respect.

JRCS remains committed to providing a safe and secure environment for our students and delivering high-quality teaching.

Ofsted

I am pleased to include a copy of our Ofsted report from the inspection that was undertaken on 24th and 25th January 2023. The report reflects the hard work and partnership of students, parents/carers and staff in ensuring we have an exceptional school. This was an ungraded inspection, but Ofsted felt there was enough evidence to suggest the school could be judged outstanding at its next inspection and will return to test this within the next year or so.

Ms Keane
Headteacher

GENERAL NEWS

William Morris Gallery, Walthamstow



Last Tuesday the Art Department took a selected group of Year 9 students to the William Morris Gallery in Walthamstow.

The trip gave students the chance to experience Morris' work in the place he grew up and surround themselves with lots of hands on and tactile exhibits ranging from the furniture he created, to drawings, tapestries, stained glass and original wood blocks and printed fabrics.

They were led around the gallery by historians, giving them lots of interesting background information and enjoyed a hands-on printing workshop, led by an established artist. We were all inspired by the work around us, and this will hopefully inspire students to visit more art galleries in future.

The comments from staff at the gallery were very flattering, they were all amazed by the talent and mindset the group displayed. Very well done and thank you all for a lovely experience.

Ms Franz and Mr Hassan
Art Department

Year 7

Over the half term break, some Year 7 students were set the task of designing and making a simple machine. A simple machine is any device that makes a job easier or enables a person to do something they would not be able to do without the machine.

Here are some examples.



Well done to all the students who put extra effort into designing and making their machines.

Ryder's bucket on a winch was particularly impressive, well done!

Mr Tizzard,
Director of Learning-Science

World Book Day – www.worldbookday.com

Thursday 2nd March is World Book Day. Our school will be acknowledging this day by holding an all day reading marathon (taking place on Friday 3rd March).

There are a handful of places left for any students wishing to take part; just see Ms Osland in the library to book a time slot.

WBD £1 book tokens can be downloaded via the notice in The Seagull or posters in school, as well as via MCAS to parents.

The book tokens can be redeemed for a special edition WBD book or £1 off a book at participating book sellers and some supermarkets. Valid 16th February – 26th March 2023 *T & Cs can be found at* <https://www.worldbookday.com/terms-conditions/>

World Book Day is celebrated in many countries around the world which acknowledges and promotes reading for pleasure.

Reading for pleasure is the single biggest indicator of a child's future success. Encouraging reading improves vocabulary, spelling and grammar skills as well as mental well-being. Evidence on reading can be found at <https://www.worldbookday.com/about-us/the-evidence/>

Happy Reading

Ms Osland
School Librarian

Online Safety

There are two parent/carer guides included in this week's Seagull to support parents in keeping children safe online.

The first provides information on Artificial Intelligence Solutions and the risks they potentially bring. The second focuses on the different ways that gaming can support positive outcomes.

All parents/carers at JRCS have FREE access to a range of resources on the National Online Safety app and we encourage you to download the app to further support your child online.

Miss Boulton
Online Safety Lead

Multi Sports Program



Over the half-term, we ran an Open Doors Multi Sports Programme supported by the Civil Society & Sport Organisation. It was a

fantastic week where the students had lots of fun through taking part in physical activities and workshops, keeping them active, eating healthily, as well as having loads of fun in a friendly safe environment.

Mr Morris, a mentor at Jo Richardson, said “It was a pleasure to work with the students over the half-term in a super, fun, relaxed and safe environment. The students who came attended every day which shows that, not only were they having fun, but also love being part of our amazing school. The healthy eating, mental health, and safety in and out of school workshops were great and the students really engaged and came up with some great pieces of work. I really hope we can continue to do programmes like this in the future. Thank you to Ms Howe, Mr Kersey, Mr Richardson, Mr Thomas, Jakadi and Donte in supporting the programme.”

Mr Morris
West Ham Community Officer



ACHIEVE



Year 11 Mock & Year 13 VIMA Exam Timetable February/March 2023

Below is a copy of the timetable for Year 11 Mocks & Year 13 VIMA Exams. These are internal exams and students will be required to attend normal lessons. Please make sure students have a good breakfast and they have the correct equipment with them for each exam, including a calculator (if needed) and a black pen.

If they wish to, they may bring water, but this needs to be in a clear plastic bottle with the label removed. Please remind your child that under no circumstances should mobile phones be taken into exam rooms. If your child is unable to attend any of their exams, please call the attendance line as usual and we will require a letter from your doctor.

Day/Date	Year	Paper	Start
Monday 27th February	13	GCE Religious Studies	8:30am
	11	GCSE Art	9:00am
	13	L3 Core Maths Paper 1 (Mathematical Studies)	
		GCE Maths Paper 1 (Core)	
Tuesday 28th February	11	GCSE Art	9:00am
	13	GCE Geography Paper 1	11.30am
		GCE Biology Paper 1	
		GCE Business Paper 1	
		GCE English Lit Paper 1	
Wednesday 1st March	13	GCE History (Rise & Fall of Facism in Italy)	9:00am
	11	GCSE PE Paper 1	
Thursday 2nd March	11	GCSE History (Anglo Saxon/Norman England & The Cold War)	11.30am
	11	GCSE Combined Science (Chemistry) GCSE Chemistry	9:00am
	13	GCE Psychology Paper 1	
	11	GCSE English Languague Paper 1	11.30am
	13	GCE PE Paper 1	
		GCE Politics	
		GCE Physics Paper 1	
Friday 3rd March	13	GCE Sociology Paper 1	11.30am
		GCE Economics Paper 1	
		GCE Chemistry Paper 1	
	11	GCSE History (Medicine & The Western Front)	2:00pm
	13	GCE Media Paper 1 (audio/visual)	
	11	GCSE Computer Science	
		GCSE Spanish Writing	
Monday 6th March	13	L3 Core Maths Paper 2A (Mathematical Studies)	9:00am
		GCE Maths Paper 2 (Core)	
	11	GCSE Citizenship	11.30am
	11	GCSE French Listening & Reading	
		GCSE Maths Paper 1 (Non-Calc)	2:00pm
Tuesday 7th March	11	GCSE English Language Paper 2	9:00am
	13	GCE Geography Paper 2	11.30am
		GCE English Lit Paper 2	

		GCE Business Studies Paper 2	
		GCE Biology Paper 2	
	11	GCSE Geography Paper 1	
	11	GCSE Dance GCSE Food Prep & Nutrition Voc L1/2 Hospitality & Catering	2:00pm
Wednesday 8th March	13	GCE History (British Experience of Warfare)	9:00am
	11	GCSE Music (Listening)	
		GCSE Media Paper 1	11.30am
Thursday 9th March	13	GCE Psychology Paper 2	9:00am
	11	GCSE Religious Studies	
	13	GCE PE Paper 2	
		GCE Physics Paper 2	11.30am
	11	GCSE DT	
		GCSE French Writing	2:00pm
Friday 10th March	13	GCE Sociology Paper 2	
		GCE Economics Paper 2	
		GCE Chemistry Paper 2	11.30am
		GCE Media Paper 2	
Monday 13th March	11	GCSE Spanish Listening & Reading	9:00am
		GCSE Media Paper 2 (audio/visual)	11.30am
	11	GCSE PE Paper 2	2:00pm
Tuesday 14th March	11	GCSE History (Weimar & Nazi Germany)	9:00am
	11	GCSE Business (Theme 2)	11.30am
	11	GCSE Geography Paper 2	2:00pm
Wednesday 15th March	11	GCSE Maths Paper 2 (Calc)	9:00am
	11	GCSE Combined Science (Biology) GCSE Biology	11.30am
Thursday 16th March	11	GCSE Maths Paper 3 (Calc)	9:00am
	11	GCSE Combined Science (Physics) GCSE Physics	11.30am
Friday 17th March	11	Step Up To English (Silver)	9:00am



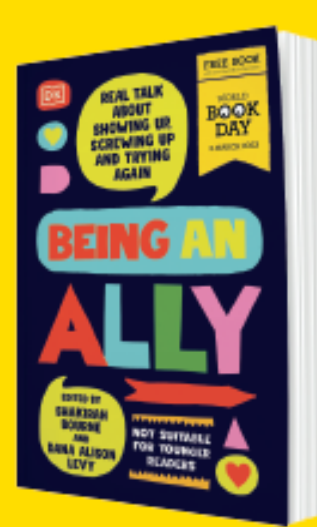
Weekly Outline of Out of School Hours Learning Activities - Spring 2023				
Club	Year Group	Staff	Time	Venue
Monday				
Orchestra	7, 8, 9,10 & 11	Mr Jenner	8:15am - 8:50 am	MU1
KS3 Handball/Basketball	7, 8 & 9	Mr Watts	12:30pm - 1:00pm	Sports Hall
SDD Homework Club	7, 8 & 9	SDD staff	12:30pm - 1:00pm	SDD
KS4 Basketball	10 & 11	Miss Pridie	1:30pm - 2:00pm	Sports Hall
Year 9 Dance Club	9	Mr Hazelwood	1:30pm - 2:00pm	DA1
SDD Homework Club	10 & 11	SDD staff	1:30pm - 2:00pm	SDD
Indoor Athletics	All	Miss Pridie	3:00pm - 4:30pm	Sports Hall
Tuesday				
KS3 Basketball	7, 8 & 9	Mr Thomas/Mr Watts	7:45am - 8:15am	Sports Hall
Year 9 Football	Year 9	Mr Bashir	7:45am - 8:30am	Astro
Vocal Group	7, 8, 9, 10 & 11	Miss Harris	8:15am - 8:55 am	MU2
GCSE Dance Technique	11	Miss England	11:00am - 11:30am	DA1
SDD Homework Club	7, 8 & 9	SDD staff	12:30pm - 1:00pm	SDD
KS3 Netball	7, 8 & 9	Miss Emeny	12:30pm - 1:00pm	Sports Hall
SDD Homework Club	10 & 11	SDD staff	1:30pm - 2:00pm	SDD
Drama Club	7, 8 & 9	Ms Willis	3:00pm - 3:45pm	DR3
Spanish Club (Week 2 only)	9	Miss Fernandez	3:05pm - 4:00pm	MFL3
Textiles club	KS3	Ms Mir	3:05pm - 4:05 pm	DT4
DT Club	KS3	Ms Kamal/ Ms Dorma	3:05pm - 4:05 pm	DT6
Food Club	KS3	Ms Damian/ Ms Hinds	3:05pm - 4:05 pm	FC1
Bronze DofE Expedition	Year 10 invited	Ms Montague	3:05pm - 4:35pm	SD3 starts 24/1
KS3 Netball	7, 8 & 9	Miss Emeny/Miss Pridie	3:15pm - 4:15pm	Netball Courts
Year 8 Football	8	Mr Watts	3:15pm - 4:15pm	Astro
Year 10 & 11 Football	10 & 11	Mr Howard	3:15pm - 4:15pm	Astro
Year 7 Rugby	7	Mr Kersey	3:15pm - 4:15pm	Field
Wednesday				
Fitness Club	All	Mr Thomas	7:45am - 8:15am	Fitness Suite
Volleyball	All	Miss Pridie	7:45am - 8:15am	Sports Hall
Year 9 Football	Year 9	Mr Bashir/Mr Cully	7:45am - 8:30am	Astro
Year 10 Band	10	Mr Jenner	8:15am - 8:50am	MU1
Jazz Band	7, 8, 9, 10 & 11	Miss Hurst	8:15am - 8:55am	MU2
Indoor Cricket	All	Mr Howard	1:30pm - 2:00pm	Sports Hall
Year 7 Dance Club	7	Miss England	1:30pm - 2:00pm	DA1
Pride and Allies	All	Miss Harland	1:30pm - 2:00pm	MS2
Year 9 Football	9	Mr Bashir	2:00pm - 3:00pm	Astro
Thursday				
Fitness Club	All	Mr Watts	7:45am - 8:15am	Fitness Suite
Year 9 Football	Year 9	Mr Bashir	7:45am - 8:30am	Astro
Wind Band	7,8, 9, 10 &11	L Ellis	8:15am - 8:55am	MU2
Panathlon Club	7, 8 & 9 invited	Ms Montague	10:00am - 10:30am	Sports Hall
Junior maths challenge club	7 & 8	Ms Aragroug and Ms Moody	12:30pm - 1:00pm	MA4
KS3 Table Tennis/Badminton	7, 8 & 9	Mr Watts	12:30pm - 1:00pm	Sports Hall
SDD Homework Club	7, 8 & 9	SDD staff	12:30pm - 1:00pm	SDD
SDD Homework Club	10 & 11	SDD staff	1:30pm - 2:00pm	SDD
GCSE Dance Technique	10	Miss England	1:30pm - 2:00pm	DA1
Year 13 Debate Club	13	M Ribbons and F Jabbar	1:30pm - 2:00pm	SE2
KS3 Dance Company	Audition 7,8 & 9	Miss England	3:00pm - 4:30pm	DA1
Wellbeing Club	All	Ms Draisey	3:00pm - 4:00pm	Conference room (library)
Electronics Club	KS3	Ms McKenzie	3:05pm - 4:05 pm	DT3
Computing Intervention	10 & 11	Mr Cambell	3:05pm - 4:05 pm	IT1
KS4 Netball	10 & 11	Miss Boulton	3:15pm - 4:15pm	Netball Courts
Year 7 Football	7	Mr Thomas	3:15pm - 4:15pm	Astro
Year 9 Football	9	Mr Cully	3:15 pm - 4:15pm	Astro
Girls Football	All	Miss Pridie	3:15pm - 4:15pm	Astro
Year 8 Rugby	8	Mr Kersey	3:15pm - 4:15pm	Field
Spanish Club (Week 1 only)	All	Miss Fernandez and Ms Damian	3:15pm - 4:15pm	MFL3
Friday				
KS4 Basketball	10 & 11	Miss Emeny	7:45am - 8:15am	Sports Hall
Music Theory Club	10 & 11	Mr Jenner	8:15am - 8:55am	MU1
Year 8 Dance Club	8	Miss England	10:00am -10.30am	DA1
KS3 Maths puzzle club	7,8 & 9	Ms Morozova and Ms Malik	12:30pm - 1:00pm	Maths atrium
KS3 Trampolineing	7, 8 & 9	Miss Pridie	12:30pm -1:00pm	Sports Hall
SDD Homework Club	7, 8 & 9	SDD staff	12:30pm - 1:00pm	SDD
SDD Homework Club	10 & 11	SDD staff	1:30pm - 2:00pm	SDD
Silver DofE (starts 27/1)	10	Ms Montague	3:00pm - 4:00pm	SD3
GCSE Intervention	11	Miss England	3.00pm - 4.30pm	DA1
Year 11 Football	11	Mr Cully	3:15pm - 4:15pm	Astro

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2 MARCH 2023

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2 March 2023



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What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

WHAT ARE THE RISKS?

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continuously using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software (like AI) with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

Meet Our Expert

Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it's essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



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Source: <https://epic.ai.com/blog/ai-chatgpt/> | <https://generativelive.net/> | <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-generative-ai>



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10 WAYS GAMING CAN SUPPORT POSITIVE OUTCOMES in Children and Young People

Gaming, of course, is phenomenally popular with children and young people. In 2021, for instance, more than three-quarters of teenagers played online games, with almost 70% of primary school aged children doing likewise. If enjoyed in moderation and supported by a healthy routine (staying hydrated, good sleep habits, taking breaks and so on), gaming can actually benefit a person's mental health. As long as we stay alert for potential risks, games can be much more than what we see on the surface: they can be a way to socialise, an avenue for creativity and a route to solving problems. Check out our top ten tips on how gaming online can sometimes work to your child's advantage...

THE FEEL-GOOD FACTOR

Gaming is so popular because at the base level, it's enjoyable for the player. Succeeding in any game or contest releases dopamine in our brains: the 'feel-good' chemical that makes us happy or excited. These emotions can be incredibly beneficial for mental wellbeing – as long as young players don't become reliant solely on playing video games to make themselves feel happy.

ACHIEVEMENT & PRIDE

A sense of achievement is incredibly important to all of us and can be particularly valuable to someone who's feeling unhappy or distracted. It's easy to get caught up in our thoughts, which can sometimes take a negative turn. So even achieving something small – like finishing a difficult level in a Mario or Sonic game – can feel like conquering Everest and give us renewed optimism.

SOCIAL SALVATION

Gaming can be an incredibly social activity. When playing online with trusted friends, what usually start out as chats specifically about the game can often develop into conversations about school and life. Even if they've had a bad day, simply knowing that a friend is there, on the other end of their headset, can provide young gamers with a sense of security and some welcome laughs.

TEAMWORK MAKES THE DREAM WORK

In many online games, teamwork is crucial to winning. Often, people who are struggling with their mood tend to feel like they fail or let others down a lot. Working as a team with trusted friends or family in a game can reinforce a young person's self-importance: striving for a common goal and succeeding together can remind them that they're an integral part of something bigger.

REAL-WORLD RELATABILITY

Because many major releases are shooting or action games, when some people hear "gaming" they think of guns, explosions and violence. What's less recognised is how many titles explore relatable issues such as overcoming anxiety or coping with grief. These games allow young players to understand their emotions more deeply and realise they aren't alone in how they might be feeling.

A DIGITAL COMFORT

Video games can provide a reliable constant. No matter what happens in school or between friends, playing a favourite game is something that youngsters can look forward to all day and can help them de-stress. Let's not forget, games are fun – and, when approached safely, an interactive activity in which the player has a degree of control over what happens next can feel immensely reassuring.

PROBLEM-SOLVING PRACTICE

It can be difficult for young people to handle the feeling that nothing is going right or that their problems are insurmountable. Gaming can help alleviate that by presenting challenges to be overcome, either solo or alongside trusted friends. Defeating a powerful monster or solving a tricky puzzle reminds young gamers that even the most daunting obstacles can be faced and conquered.

THE GREAT ESCAPISM

A certain amount of escapism – allowing us to temporarily park some stress while exploring a world other than our own. For children, gaming can be like reading a novel or watching a film: a moment in the day when the fantastical becomes real, firing their imagination and immersing them in a story. Who wouldn't want to venture to the stars? Or battle monsters to save the planet?

TRIED & TRUSTED

There can be reassurance in repeating tasks. It often promotes a controlled outcome, which is ideal when life feels overwhelming or out of control. Replicating an experience, such as playing the same level of a game over and over to perfection, gives the player a sense of control and familiarity: it's like listening to a favourite song that always makes you feel happy or confident.

ENCOURAGING CREATIVITY

Inventiveness is a huge part of many modern games: in Minecraft and Roblox, for example, players regularly dream up amazing structures or new ways to play. Using our imagination to create something (whether digitally or physically) is massively beneficial for the brain; that's why Lego is sometimes used in the medical sector as both a stress reliever and a brain injury rehabilitation tool.

Meet Our Expert

Daniel Upscombe is a writer who specialises in technology, video gaming, virtual reality and Web3. Author of 15 guidebooks for children on games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft, his work has also been published in the likes of PC Gamer, Kotaku, Pocket Gamer and VG247.



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What is a Young Carer ?

Young carers are young people who look after someone in their family who has a long - term illness, a disability , autism, additional needs or who are affected by mental-ill health or drug and alcohol misuse

A Young Carer may do some or all of the following

- Practical tasks, such as cooking, housework and shopping.
- Physical care, such as lifting, helping a parent on stairs or with physiotherapy.
- Personal care, such as dressing, washing, or helping with toileting needs.
- Managing the family budget, collecting benefits and prescriptions.
- Administering medication.
- Looking after or "parenting" younger siblings because their parent is unable to do so.
- Emotional support.
- Interpreting, due to a hearing or speech impairment or because English is not the family's first language.
- Some young carers may undertake high levels of care, whereas for others it may be frequent low levels of care.
- Either can impact heavily on a child or young person.

If you think you are a Young Carer, please contact your Head of Year or Mrs Staggs. ¶

Schools and Colleges Early Support Service

Information regarding Webinars for Parents and Carers February/March 2023

Dear Parents/Carers,

We would like to invite you to attend the February/March 2023 webinar series specially tailored for parents/carers of adolescents, in collaboration with the Schools and Colleges Early Support Service.

Five topics have been chosen to reflect core developmental processes in adolescence and common difficulties parents can struggle with. The content is psychoeducational, strategy-based and solution focused. The webinars will cover the following topics:

Anxiety in adolescence: how can parents help?

Adolescent self-harm: how to make sense of it and when to seek support

Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone

Building resilience, staying connected and nurturing your relationship with your teen

Managing teen behaviour that challenges: tips and tricks

Further details on each webinar are below. To register please click on the relevant Zoom link.

Anxiety in adolescence: how can parents help?

Date: Monday 27 February & Tuesday 7 March

Time: 12.15-1.15pm & 5-6pm

Venue: Virtual via Zoom

It is normal to sometimes feel anxious, however for some adolescents, anxiety can become a significant problem that stops them from doing things, e.g., talking to new people, going out with friends, or doing their best in exams. The focus of this webinar will be on what parents/carers can do to help their teens who are experiencing anxiety. It will cover when anxiety is normal vs. problematic, common anxieties during adolescence (exam stress, social anxiety and worries about identity and development), the relationship between parent-child anxiety, and how and when to access support for you and your child. We will also discuss a couple of 'real world' examples of common adolescent anxieties and different strategies that may be helpful in those situations.

Register in advance for this meeting:

Monday 27 February:

<https://annafreud.zoom.us/join/jtYpfuigqzsiGNDFUeuiP-gJ4IWLOTP8c-ay>

Tuesday 7 March:

<https://annafreud.zoom.us/join/tJUkc-GprDgpHdYFg4fZ51h8ErW3qJoL9N05>

After registering, you will receive a confirmation email containing information about joining the meeting.

Adolescent self-harm: how to make sense of it and when to seek support

Date: Tuesday 28 February & Monday 6 March

Time: 5-6pm & 12.30-1.30pm

Venue: Virtual via Zoom

Adolescence brings about many challenges, including insecurity, self-consciousness, anxiety about one's own body, and peer pressure. It is not uncommon for teenagers to engage in some self-harmful behaviour for a period of time, for instance cutting, hair pulling or scratching. Understandably, these behaviours can be very concerning, distressing, and confusing for parents. This webinar will provide an overview of the risk factors and methods of self-harm. It will explore the various reasons why young people may self-harm and offer ideas on how parents can talk to and support their teens. Lastly, it will discuss instances of self-harmful behaviour that may require professional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

Tuesday 28 February:

<https://annafreud.zoom.us/join/tJMofu6trj8qHtOrqzqzIf1mz4pHaW7mIhk7>

Monday 6 March:

<https://annafreud.zoom.us/join/tJ0pceCtqjwuHdcq-Ogifxv2OgvIQeA2mQf8>

After registering, you will receive a confirmation email containing information about joining the meeting.

Weathering the storms of strong teen emotions: do's, don'ts and when to consider talking to someone

Date: Wednesday 1 March & Tuesday 14 March

Time: 11.45am-12.45pm & 5-6pm

Venue: Virtual via Zoom

Adolescence inherently consists of many storms that parents, families, and young people have to weather, many of which are driven by an intensity of emotions that is unique to

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this developmental stage. Teenagers grapple with their own identity, their social relationships, and their need for autonomy, and in turn parents face the challenge of being left out, managing their own reactions to strong teen emotions, and finding different ways of connecting with their teens. This webinar will provide an overview of the changes adolescents go through, why teenagers experience such strong emotional fluctuations and how these are linked to processes in the brain. It will offer ideas on how to support teenager with their strong feelings and what to best avoid. Lastly, the webinar will discuss the difference between normal emotional difficulties in adolescence and issues that may need additional support. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

Wednesday 1 March:

<https://annafreud.zoom.us/meeting/register/tJclf-2ppjgrHdMGlyHGQLog9MVM3vwCb6BA>

Tuesday 14 March:

<https://annafreud.zoom.us/join/9876543210>

After registering, you will receive a confirmation email containing information about joining the meeting.

Building resilience, staying connected and nurturing your relationship with your teen

Date: Thursday 2 March & Wednesday 8 March

Time: 5-6pm & 12.30-1.30pm

Venue: Virtual via Zoom

Adolescence is a time of insecurity, strong feelings and growing autonomy which naturally affects the parent-child relationship and requires parents to find new ways of connecting with their teenagers. Parents may feel left out and worried, and they may experience a sense of loss over the relationship they used to have with their children when they were younger. This webinar offers ideas on how to maintain and build trust with teenagers, how to stay connected and how to nurture the relationship with their teen. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

Thursday 2 March:

<https://annafreud.zoom.us/meeting/register/tJwpd—vqjlrGda71JUNCJHH15L4HiaVjr7A>

Wednesday 8 March:

<https://annafreud.zoom.us/join/9876543210>

After registering, you will receive a confirmation email containing information about joining the meeting.

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Managing teen behaviour that challenges: tips and tricks

Date: Friday 3 March & Thursday 9 March

Time: 12-1pm & 12.30-1.30pm

Venue: Virtual via Zoom

Most adolescents will at some stage in their development engage in behaviour that parents find challenging and worrying, for instance, substance misuse, being overly argumentative and rejecting, oppositional behaviour and excessive social media use. It can become difficult for parents to find ways of discussing their concerns with their teens who may increasingly not want to hear any advice their parents have to offer. This webinar will provide an overview of adolescent development and the brain, including common challenging behaviours during adolescence. It will discuss different parenting styles and offer tips for parents on how to approach and discuss challenging behaviour with teens, and how to set boundaries. Places on this webinar won't be limited and there will be an opportunity to ask questions at the end.

Register in advance for this meeting:

Friday 3 March:

https://annafreud.zoom.us/meeting/register/tJlIcumhpzkrGtAn9eq2s7MyJ-8NH_-RWL31

Thursday 9 March:

https://annafreud.zoom.us/meeting/register/tJMld-2rqz8vGNCH_IkTVsC3oI2Dkb4Y5mWj

After registering, you will receive a confirmation email containing information about joining the meeting.

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Inspection of a good school: Jo Richardson Community School

Gale Street, Castle Green, Dagenham, Essex RM9 4UN

Inspection dates:

24 and 25 January 2023

Outcome

Jo Richardson Community School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This school is a welcoming and vibrant community where pupils thrive. Positive relationships are at the heart of the school's ethos, and staff take time to get to know pupils. Pupils are safe and supported at school. There is a culture of high aspiration. Pupils say that this is a school where everyone can succeed.

Leaders are determined to achieve their vision of 'success for all'. Pupils achieve well, especially the most disadvantaged and those with special educational needs and/or disabilities (SEND). Parents and carers praise the commitment of staff and are overwhelmingly positive about the support pupils receive.

Pupils enjoy the varied opportunities they have to make a positive contribution to the school. They comment that they have a voice and that their opinions are valued. They take on leadership roles with enthusiasm. Pupils are exposed to a wide range of experiences through the 'ACHIEVE' days. Most pupils join after-school clubs.

Pupils behave well because they know it is the right thing to do. There is a culture of mutual respect between pupils and staff. Pupils say bullying is rare, and they trust staff to deal with it effectively. This contributes to the calm and orderly environment around the school. Behaviour rarely disrupts learning.

What does the school do well and what does it need to do better?

Leaders have thought carefully about how to develop a broad, rich and ambitious curriculum that meets the needs of the local community. The curriculum matches, and in some cases exceeds, what is expected nationally. In Years 7 to 9, pupils study drama and dance in addition to the national curriculum subjects. In Years 10 and 11, pupils can

choose from a range of academic and vocational courses, including construction. The personal development programme, which includes citizenship, careers and personal, social, health and economic education, helps to ensure that pupils are well prepared for life in modern Britain and for the next stages in their education or training.

Leaders have prioritised the professional development of staff. As a result, the curriculum is well planned and sequenced. Subject leaders have a clear understanding of the crucial knowledge pupils need to learn and how to build their knowledge over time. For example, in art, pupils study a wide range of traditional and contemporary artists. They are taught the techniques for working with clay in increasingly complex ways, developing independence over time. Pupils say they take inspiration from the artwork on display around the school.

Leaders are quick to identify where pupils may need extra help and are rigorous in their efforts to get the right support for each pupil. Pupils with SEND are very well supported. Leaders ensure that staff have the information and training needed to adapt their teaching, and progress is carefully checked. Where gaps in knowledge are identified, they are addressed quickly.

Teachers have high expectations of pupils' behaviour. Low-level disruption is rare. It does not prevent teachers from delivering the curriculum effectively. Pupils take pride in their achievements and enjoy opportunities to celebrate success. The highly prized 'Gold Seagull' award recognises effort and achievement, both at school and in the wider community. Pupils look forward to showcasing their talents through events and performances.

Leaders ensure that pupils have access to a wide range of experiences through and beyond the curriculum. For example, pupils enjoy studying astronomy in Year 9 science. Aspiring poets can enter for the position of poet laureate. Pupils benefit from the rich experiences of the 'ACHIEVE' days. These include trips to key landmarks and cultural sites, as well as engaging with local artists and industry professionals. Leaders have put in place a strong careers programme that meets individual needs.

In Years 10 and 11, the proportion of pupils studying the English Baccalaureate (EBacc) suite of subjects is well below the national average. Leaders have prioritised curriculum development in languages in Years 7 to 9. As a result, the proportion of pupils entered for the EBacc is beginning to increase.

Students in the sixth form are offered a range of A levels and vocational courses. Students speak highly of the support they receive and of the wider opportunities available, including volunteering. Students typically achieve well, and many attain places at university or on degree apprenticeships.

Leaders' sharp focus on supporting weaker readers has been further developed through the school's literacy strategy. Testing is used effectively to identify those most in need. Year 7 pupils now also benefit from having Year 11 'reading buddies'.

Leaders have a clear understanding of the impact of the COVID-19 pandemic. They are relentless in their determination to improve. New initiatives are carefully thought through, and leaders make good use of evidence to inform the changes they make. Staff say that leaders are considerate of their workload. They are proud to be part of the school community. Leaders are well supported by an experienced governing body, which provides appropriate challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They are highly knowledgeable about the safeguarding risks and contextual issues faced by pupils. The safeguarding team works closely with the pastoral and behavioural teams. Safeguarding leaders are located in the 'egg' at the centre of the school. Pupils say there is always someone they can talk to. Staff have regular and highly relevant training about safeguarding matters. They are vigilant and understand their responsibilities with regards to reporting any safeguarding concerns. Concerns are reported promptly and dealt with effectively. There is a strong partnership with the local authority, and leaders work closely with external agencies.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	133561
Local authority	Barking and Dagenham
Inspection number	10255447
Type of school	Secondary Comprehensive
School category	Community
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,699
Of which, number on roll in the sixth form	222
Appropriate authority	The governing body
Chair of governing body	Vicki Gray
Headteacher	Lisa Keane
Website	http://jorichardson.org.uk/
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The current headteacher took up post in September 2021.
- School leaders currently make use of seven registered alternative providers.
- The school has an additionally resourced provision for pupils with autistic spectrum disorder. There are 26 pupils on roll at this provision.
- The school building is shared with Castle Green Leisure Centre as part of a private finance initiative.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the school leadership team. They also met with the chair of governors and other members of the governing body.
- Inspectors carried out deep dives in these subjects: mathematics, science, geography and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. This included some pupils in the sixth form. Inspectors also considered the curriculum in some other subjects.
- Inspectors considered the 84 responses to Ofsted Parent View, Ofsted's questionnaire for parents. They also looked at the 95 replies to the online staff questionnaire and 270 replies to the online pupil questionnaire.
- To inspect safeguarding, inspectors spoke to groups of pupils and teachers across the school, including the sixth form, and spoke to safeguarding leaders, including governors. They reviewed records of pre-employment checks and examined safeguarding records and documentation. The responses of pupils, staff and parents to Ofsted's surveys were also taken into account.

Inspection team

Polly Haste, lead inspector

His Majesty's Inspector

Mark Smith

His Majesty's Inspector

Bruce Goddard

Ofsted Inspector

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