



# Ursuline Academy Ilford



Weekly News – 2025/2026 Issue 1  
5th September 2025

## Upcoming Events

**UA6 Year 12 Parent Event**  
Thursday 11 September  
6.00p.m. in the Hall

**Year 7 Badge Commissioning Service**  
Thursday 18 September  
5.00p.m. in the Hall

**Open Evening**  
Thursday 2 October  
5.00 – 7.00p.m.

**Late Start after Open Evening**  
Friday 3 October  
Students to be registered at  
10.40a.m.

**Year 7 Parents Meeting with Form Tutors**  
Wednesday 6 November  
4.00 – 6.00p.m.



## Headteacher's Headlines

United in harmony

Welcome to the new Academic year!

It was wonderful to welcome our new year 7 students this week and those year 12 students who have joined as new Ursulines for their sixth form journey at UA6. We have had a magnificent week with lots of activities to help us hit the ground running ready for success!

I'd also like to welcome the new members of staff to the Academy:

- Ms. Afnan** – Science Teacher
- Ms. Jones** – Library Assistant
- Mr. Laine** – Maternity cover English Teacher
- Ms. Last** – Pupil Support Assistant
- Ms. Miah** – Learning Support Assistant
- Ms. Nankivell** – History Teacher
- Ms. Naz** – Art Teacher
- Mr. Ravi** – Lay Chaplain

Our students have been so well behaved upon their return, please see reminders for some school rules on pages 22-25 below.

Have a wonderful weekend, thanks for your support as we begin this new year!

**Fiona Stone,**  
**SERVIAM**





## Newsletter Contents this week:

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**Pope Leo XIV @ Pontifex – 3 September 2025**

**A joy the world cannot know is born in fraternity, in the simple life, in the art of asking without shame, and in offering without ulterior motives. This joy restores us to the original truth of our being: we are creatures made to give and receive love.**

**#GeneralAudience**

**Forward in Joy – 366 days with Angela Merici – Daily words of wisdom from our patron saint**

**September: Live**

**5<sup>th</sup> September: Learn from Our Lord, who obeyed his Father even unto death.**

**6<sup>th</sup> September: Do what you do in obedience, and not as following your own judgement.**

**7<sup>th</sup> September: Obedience is like a great interior light.**

**8<sup>th</sup> September: Receive my every thought, word and deed, finally, everything of mine, interior as well as exterior.**

**9<sup>th</sup> September: Let each one observe holy obedience, the only true self-denial of one's own will.**

**10<sup>th</sup> September: Blessed are they who try to preserve within themselves this noble yearning.**

**11<sup>th</sup> September: May she voluntarily give her heart to God.**





# Chaplaincy News

## September: Our Lady of Sorrows

The month of September is dedicated to **Our Lady of Sorrows**, a title given to Mary as she suffered alongside Christ during his passion.

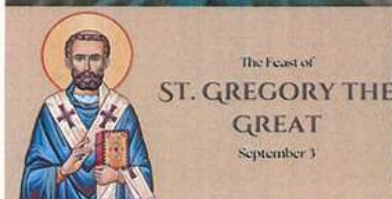
Our Lady of Sorrows is one of many titles bestowed upon Mary. This title is derived from Simeon's prophecy during Jesus' presentation at the Temple in the **Gospel of Luke, Chapter 2:**

*"The child's father and mother were amazed at what was said about him; and Simeon blessed them and said to Mary his mother, 'Behold, this child is destined for the fall and rise of many in Israel, and to be a sign that will be contradicted (and you yourself a sword will pierce) so that the thoughts of many hearts may be revealed.'"*

Luke 2:33-35

The Church celebrates the feast of Our Lady of Sorrows on Sept. 15, calling on the faithful to reflect on the seven sorrows of Mary. These seven sorrows include:

1. the prophecy of Simeon Luke 2:25-35
2. the flight into Egypt Matthew 2:13-15
3. loss of the Child Jesus for three days Luke 2:41-50
4. Mary meets Jesus on his way to Calvary Luke 23:27-31; John 19:17
5. Crucifixion and Death of Jesus John 19:25-30
6. the body of Jesus being taken from the Cross Psalm 130; Luke 23:50-54; John 19:31-37
7. the burial of Jesus Isaiah 53:8; Luke 23:50-56; John 19:38-42; Mark 15:40-47



The Ursuline Academy Ilford  
CHAPLAINCY NOTICES: **SEPTEMBER**



**In September, the 9th Month of the year Summer comes to a close, the harvests are welcomed as people get back to work and School.**



### September Religious Festivals

**Islamic:** Mawlid al-Nabi, the Prophet Muhammad's birthday, is observed on September 5.

**Coptic Orthodox Christian:** Nayrouz, the Coptic New Year, is on September 11.

**Pagan and Wiccan:** Mabon, the Autumnal Equinox, is on September 22.

**Jewish:** Rosh Hashanah, the Jewish New Year, begins at sunset on September 22 and continues through September 24.

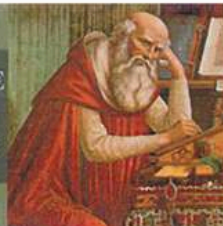


**There are a number of saints whose feast days are celebrated in September.**

**September 3: St. Gregory the Great**, also known as Pope Gregory I, was a prominent figure in the Catholic Church, serving as Pope from 590 to 604 AD. He was a significant reformer and administrator, known for his emphasis on missionary work, liturgical reforms, and charitable actions.

**September 30: St. Jerome of Stridon**, was an early Christian priest, confessor, theologian, translator, and historian; he is best known for his translation of the Bible into Latin and his commentaries on the whole Bible. Died 30th September AD 420

**SAINT JEROME**  
*Pray For Us*



## St Teresa of Calcutta.

**Feast Day: 5th September.**

Mother Teresa was born in Macedonia and was of Albanian heritage. Her father died when she was young, and she was brought up by her devoutly religious mother. She entered religious life in 1928 in Ireland and was sent by her order to India. It was there, while reflecting on the immense love that Jesus has for all of humanity, that she received the call to set up the Missionaries of Charity.

Thanks to God, through her effort, the Missionaries of Charity spread throughout India, Europe and Africa, eventually opening houses in Australia, the Middle East and America. By 1997, the year of her death, her sisters had established foundations in 123 countries. While Mother Teresa is famous for caring for the poor and marginalised, her Catholic witness goes much deeper.

St Teresa is important as she offers a model of how to live an authentic Catholic life. The Apostle John wrote, **"let us not love with word or with tongue, but in deed and truth."**

In terms of racial justice, Mother Teresa embodied this so well.

Mother Teresa was able to avoid the traps of tokenism, positive discrimination or tribal mentalities. She recognised the image of Christ in each person she encountered and appreciated that we not just connected as one human species, but that we are truly brothers and sisters and can love each other as sisters and brothers.

Mother Teresa's faith and Catholic formation meant that she understood that each person had not just dignity, but infinite dignity. She was able to care for the whole person – their physical needs, their mental health and their spiritual health.

Catholicreadings.org

**"Not all of us can do great things. But we can do small things with great love."**

Saint Mother Teresa of Calcutta





### Ursuline Academy Partners with Redbridge Council to Co-Design the Future of Ilford

#### "Empowering Young Voices in the Heart of Ilford's Regeneration Journey"

At the end of last term Ursuline Academy had the pleasure of hosting an inspiring co-design workshop led by Redbridge Council, Diverse Dialogues, and Periscope, as part of an ambitious public realm project focused on expanding access between Ilford Town Centre and the River Roding. The project will deliver improvements across six sites, using a **gender-informed design approach** and working closely with a dedicated Co-Client group and community steering committee.



As a valued part of this initiative, a cross-section of our Year 9 students were invited to take part in a **hands-on engagement session**, empowering them to voice their ideas and help shape one of the key areas—**Site 1**—through creative and collaborative activities.



#### Session Highlights: Engineering Meets Imagination

The session began with a warm and inspiring **introduction by Kuljeet Sibia**, founder of Diverse Dialogues, who spoke about the importance of inclusive design and community-led change. This was followed by a detailed project overview from the **Periscope team**, delivered by William Pattison, Rebecca Faulkner, Clotilde Robin, and Lana Harding, alongside Marc Clark from Redbridge Borough. They outlined the broader goals of the project, focusing on how improvements to the River Roding corridor could enhance safety, accessibility, and wellbeing for all.

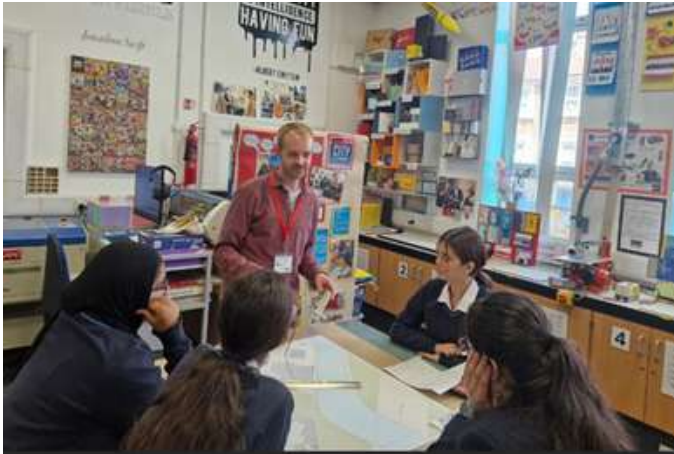


Students were then treated to an engaging presentation on **bridge types and history** by Expedition Engineering. This introduced foundational structural concepts using real-world examples—most notably, the Forth Bridge—to explore how tension and compression work in bridge design.



The interactive **Human-Bridge-Kit Exercise** brought these ideas to life, as students formed groups of five and recreated cantilever bridge structures using their own bodies. This active and memorable session helped solidify technical concepts in a playful and collaborative way

Focus then returned to Site 1 with a discussion of the **practical challenges and possibilities** involved in designing a new bridge for the area—such as lighting, ecology, accessibility, and safety. Students were prompted to consider the broader social role of infrastructure through the question: **“What else can a bridge do?”**



The highlight of the session was the **Bridge Modelling Activity**, a highly stimulating and hands-on design challenge. Students worked in small teams using 1:100 scale site plans to create their own bridge proposals. They explored not only structural forms, but also how their designs could support **health and wellbeing, ecological sustainability, intergenerational activity, and play**. Throughout the process, students applied a wide range of skills—including **teamwork, networking, role play, and financial planning**—mirroring the multifaceted nature of real-world design and civic projects. This engaging activity empowered them to think like designers, architects, town planners, decision-makers and community advocates.

### Continuing the Work Beyond the Workshop

Following the session, the design team have **documented and evaluated the student contributions**, identifying key themes and common ideas to help shape the final design brief. These youth-led insights will be weighed against the project’s principles, ensuring that local young voices remain at the heart of the regeneration process.





We are extremely proud of the creativity, collaboration, and thoughtful input shown by our students. A sincere thank you to Redbridge Council, Diverse Dialogues, Periscope, Expedition, and all who contributed to this inspiring day of learning, design and community engagement.

The session concluded with students viewing each other's models and celebrating their collective efforts. It also left a strong impression on our students, who found the session fun, engaging and educational.

#### **Here's what some of them had to say:**

"The session was fun, engrossing and educational. I learned a lot about bridge structures and the history behind them, particularly through learning about a bridge being built near our school. The activities were creative, and I enjoyed applying what I'd learned to build my own bridge model." – **Vaishali K**

"It was very interesting and educational. I enjoyed building a bridge the most—it helped me understand how bridges are structured and the many careers and people involved, like Archaeological Engineering. I liked how our team worked together and combined ideas." – **Safa Khan**

"The session was incredibly useful and has sparked my interest in Architecture. I enjoyed learning about different types of bridge structures and how they function. Designing a bridge as a team also helped me understand the importance of collaboration, leadership and creativity in urban design." – **Anita Leroy**



"The practical part was really fun! It was creative and informative because we had to think about the bridge's cost, durability, users and impact. It was inspiring to see the real-world relevance of bridges I've actually walked on." – **Victoria Oyekan**

"The interactive activity made the session enjoyable and helped me really understand design through teamwork. It was great to try out ideas for building a strong, stable bridge structure." – **Edha Sharma**

"The practical element was my favourite part. It was fun and informative, especially learning how bridges must meet various requirements like aesthetics and structural integrity. Working with others helped develop our ideas further." – Daniella Asante  
"I learned how to design a bridge and assess its flaws, while thinking about who the design affects. I loved working in a team and would have enjoyed more time to refine our model." – **Zunairah Alam**

"The best part was designing and building the bridge as a team. I learned about the materials and structural principles behind bridges, as well as careers like engineering and architecture." – **Brekhna Khan**

"I really enjoyed the design and painting part. I used a sunset effect with clouds. I learned about various bridge types like tension and arch bridges and appreciated the value of good teamwork and leadership." – **Aroba Umar**

"We worked in teams to design a bridge using lollipop sticks and playdough. It was fun and educational to learn how different types of bridges work. The session made me more aware of engineering and urban design careers." – **Chloe Banting**

**Ms Kodi-Pecku, Subject Lead D & T**



## DT News Continued...

### "Spaces for Change: Year 8 Students Reimagine Ilford's Future"

What does Ilford need to thrive in the future? Where do young people feel seen, heard—and safe—in their community? These were just some of the powerful questions explored during an engaging afternoon session with Year 8 students at Ursuline Academy, who took part in a hands-on workshop designed to unlock their creative ideas and lived experiences in shaping the places around them.

Hosted by Redbridge Council in collaboration with Studio Gil and Diverse Dialogues, the session introduced the concept of an *Urban Room*—a community-focused space that invites people to understand and influence the built environment. As London's boroughs, including Redbridge, face rapid change, students were encouraged to reflect on their surroundings and imagine how a local Urban Room could help them and their peers feel more connected, empowered and informed.



The session opened with a warm and inspiring welcome from Kuljeet Sibia, Director of Diverse Dialogues, who champions inclusive and socially sustainable urban design. With the message, "This is your space—your ideas matter," she encouraged students to reflect on how their daily journeys are shaped by the built environment, using an engaging icebreaker to spark early discussion and personal insight.



Jemima Harold-Sodipo from Studio Gil gave an energetic introduction, explaining the role of architects in shaping a changing Ilford and introducing the Urban Room as a space for community connection and creativity. She outlined the workshop structure, leading into a lively mapping activity where students identified places they valued, avoided, or felt could be improved—encouraging thoughtful and collaborative engagement

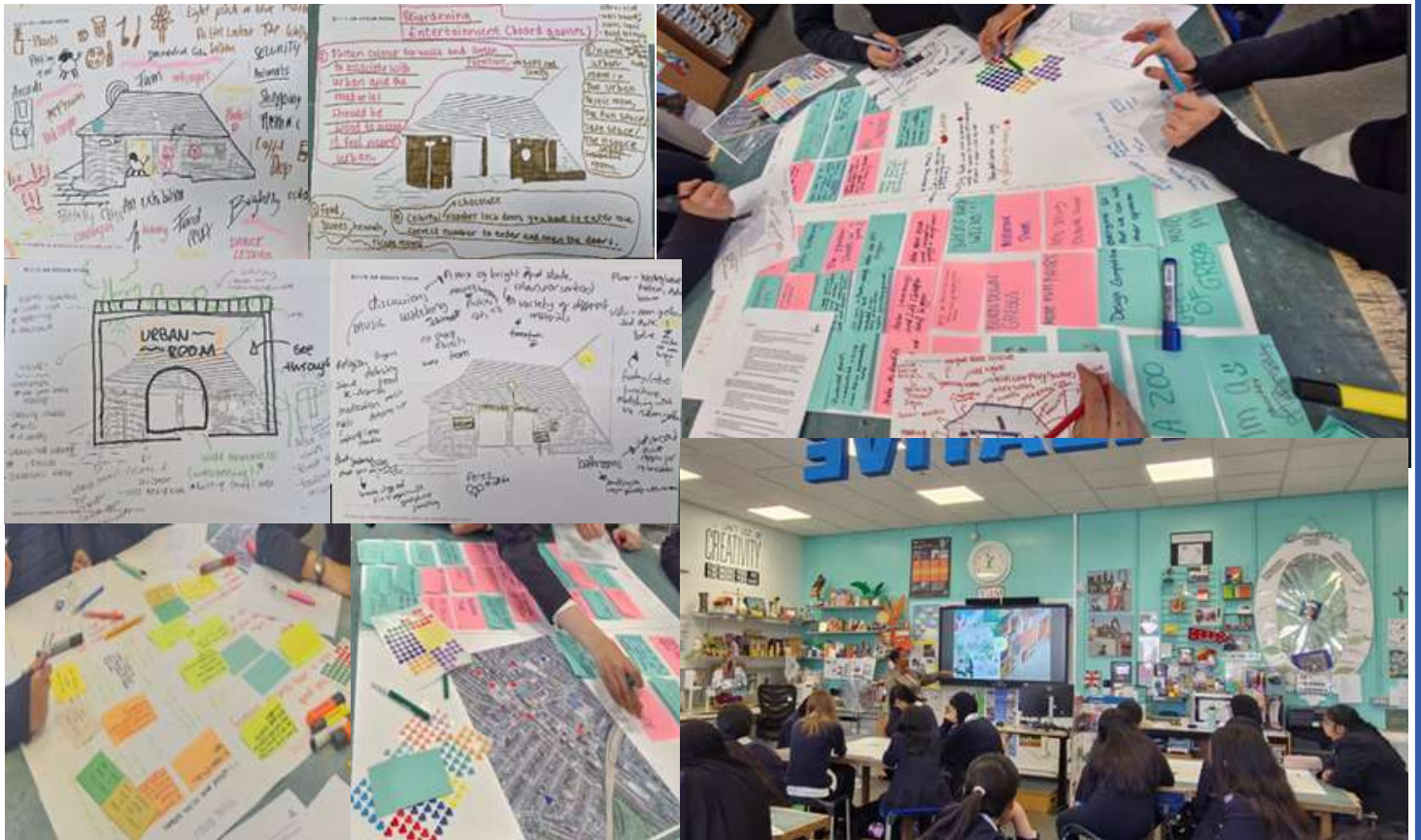
Working in small groups and guided by Jemima Harold-Sodipo from Studio Gill & Katie Banks from Redbridge council, students used maps, drawings, and prompts to explore Ilford through a new lens. They highlighted favourite places, suggested improvements to public spaces, and imagined entirely new kinds of spaces—Urban Rooms that might support young people, host art exhibitions, run workshops, or simply offer a calm place to think.



Using colour-coded Post-its and creative templates, students articulated how an Urban Room should *look, feel, and function*. Ideas ranged from community cafés and exhibition spaces to mentorship hubs and youth-led events. Importantly, they were also invited to *name* their spaces—an empowering moment that made each concept personal and imaginative.

Throughout the session, students were inspired by the chance to work with experts in architecture and urban design, many commenting that it was the first time they felt their opinions about their community were genuinely listened to. One student wrote: “I didn’t know places like this could exist—now I want to help create one!” The impact was mutual. The Design Team gained valuable insight into what matters most to young people in Redbridge, particularly their hopes for safer, more welcoming spaces that reflect their diverse voices.

As the session came to a close, students left not only with increased knowledge of urban design but also with a renewed confidence in their power to shape the future of their borough. A sea of Post-it notes captured what they enjoyed most, with words like “*creative*,” “*empowering*,” and “*important*” standing out. The session sparked fresh confidence and excitement. Many students said it was the first time they’d worked directly with professionals and felt their ideas about their community were genuinely valued. **One student shared: “I didn’t know we were allowed to think this big.”**



Our sincere thanks to **Kuljeet Sibia**. It was a privilege to see our students inspired, engaged, empowered and deeply valued as contributors to the conversation about their local area's future and their role in helping to shape it. - **DT Team**.



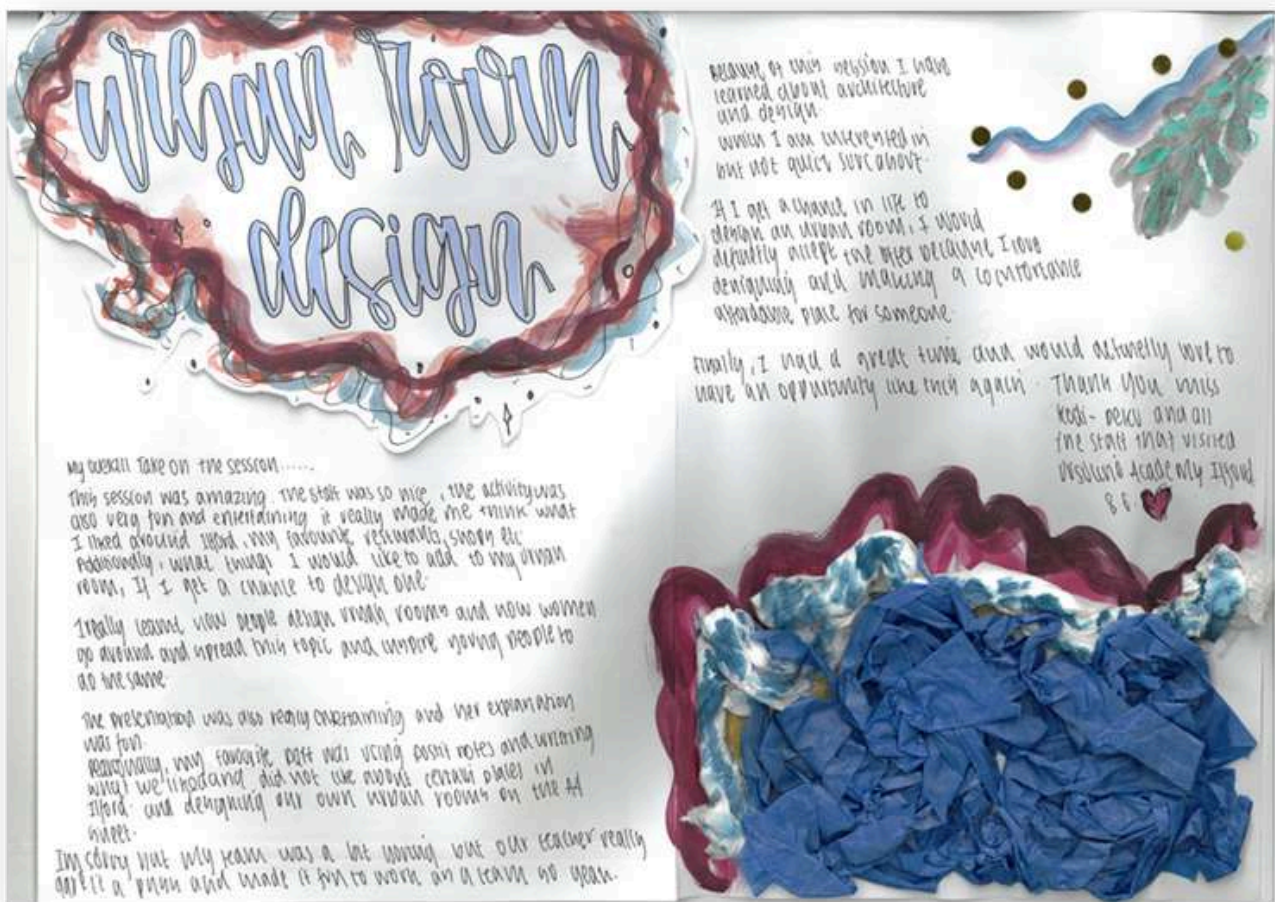
Please see student comments below...

The Ilford Urban Design Challenge session was really interesting and helped me understand how cities are planned. I liked how the project was explained clearly and used real information about Ilford. The best part was working with my team to come up with ideas because we all shared different views. I learned about things like how land is used, how to make places better for people and the environment, and new jobs like urban planner and landscape architect. This session helped me see how designing a city is a big team effort and showed me how important it is to think about what the community needs. It will help me understand urban design better in the future. **A Shanin – 8T**

I thoroughly enjoyed the session, especially the opportunity to engage with the visitors who actively listened to our views about Ilford. They appreciated learning how others esp. us young people felt about the local area, and this helped me feel more connected to my peers and the community. My favourite part was designing and annotating the urban room, where together we explored creative ideas and learned about different cultures through group discussions. I valued how the session highlighted the role of architects and engineers, including their use of sustainable materials and the challenges they face. I felt inspired by the concept of urban rooms as spaces that can be used to rebuild community spirit post-COVID and reconnect people with nature and each other. The collaborative aspect of the session helped me understand diverse perspectives on Ilford's future and would like to see this project developed. **M. Kaur – 8R**

The Ilford Urban Design Challenge was a truly engaging experience that opened my eyes to how the spaces around us are thoughtfully designed to serve communities. Rather than just being told about urban design, we were encouraged to think creatively, collaborate, and share ideas. The interactive tasks made the session dynamic and enjoyable. The facilitators explained everything clearly, and the use of real-world examples helped bring the concepts to life. One of the best parts was working as a team to develop our own design ideas. It felt exciting to imagine how our input could shape a real space and make a difference.

I learned that urban design is about more than appearances—it's about making spaces inclusive, accessible, and sustainable. It also made me aware of new career paths like urban planning, architecture, and community engagement, and how these roles can help improve cities. This experience has changed how I see the places around me. I now notice how design affects the way we feel and move through urban spaces. Working in a team helped us build on each other's ideas and create something thoughtful together. I really enjoyed the session and would love to do something like this again. **K. Kazmi - 8R**



This September, **The Ursuline Academy Ilford** school family is invited to come together with the entire community for the **Ilford Design Festival** at Highlands Primary School. This free, family-friendly event will offer hands-on workshops and creative activities designed to spark imagination in children, young people and their families. With sessions running throughout the day, the festival will celebrate design, learning and the vibrant spirit of Ilford.

# ILFORD DESIGN FESTIVAL



Saturday 13<sup>th</sup> September 2025  
Highlands Primary School

Join our FREE event and come and discover how we are reconnecting the River Roding to Ilford's Town Centre and help us develop new designs for public spaces.

We will be hosting fun design activities and conversations about a more collaborative vision for Ilford's future.

Come and meet the project team:

London Borough of  
**Redbridge**

**Diverse Dialogues**

**periscope**

**GIL**

**momentum**  
community development



## How To Join In

10am - 12.30pm

Young People and Families

Fun and interactive activities to get children and young people (aged 2-16 years old) and parents thinking about how public spaces in Ilford can better engage future generations.

2pm - 4.30pm

An Ilford for Everyone

We will be hosting workshops to get you exploring our current thinking for a new pocket park, street furniture, a new pedestrian bridge, urban room, River Roding path, cycle infrastructure and much more.

Scan to find out more and secure your FREE TICKETS:





## Exam Dates 2025-2026



### THE URSULINE ACADEMY ILFORD

## Examination Dates 2025 - 2026

<b>Autumn Term 2025</b>	
GCSE Mathematics	Wed 5 <sup>th</sup> , Fri 7 <sup>th</sup> & Mon 10 <sup>th</sup> Nov
Year 11 Mock Exams	Mon 1 <sup>st</sup> Dec – Fri 12 <sup>th</sup> Dec
Year 13 Mock Exams	Monday 8 <sup>th</sup> Dec – Fri 12 <sup>th</sup> Dec
<b>Spring Term 2026</b>	
Year 12 QFE Exams	Mon 6 <sup>th</sup> Jan – 10 <sup>th</sup> Fri Jan
Year 11 Mock Exams	Mon 17 <sup>th</sup> Mar – Wed 19 <sup>th</sup> Mar
<b>Summer Term 2026</b>	
Year 10 Assessment Week	Mon 20 <sup>th</sup> Apr – Fri 1 <sup>st</sup> May
GCSE & L2 BTEC Exams	Tues 5 <sup>th</sup> May – Fri 21 <sup>st</sup> Jun
A Level & L3 BTEC Exams	Mon 12 <sup>th</sup> May – Fri 26 <sup>th</sup> Jun
Year 7 & 8 Assessment Week	Mon 1 <sup>st</sup> Jun – Fri 5 <sup>th</sup> Jun
Year 9 Assessment Week	Mon 15 <sup>th</sup> Jun – Fri 19 <sup>th</sup> Jun
Year 12 Assessment Week	Mon 22 <sup>nd</sup> Jun – Wed 26 <sup>th</sup> Jun



# Free School Meals and Lunch Information



## THE URSULINE ACADEMY ILFORD

A Catholic Academy for Girls aged 11 - 19 in the Diocese of Brentwood

Headteacher: Fiona Stone BSc (Hons) MA NPQH



Ursuline  
Academy  
Sixth

June 2025

Dear Parent/Carer,

I am writing to remind families that, if you are eligible, applying for Free School Meals (FSM) can bring real advantages—not only for your child, but for the whole school community. Every successful application brings additional funding to the school through the Government's Pupil Premium, which allows us to provide more targeted support, resources, and opportunities for all our students.

I want to reassure you that our cashless fingerprint system ensures complete privacy—no student or staff member is aware of who is or isn't receiving Free School Meals. Your child's experience in the canteen will be exactly the same as everyone else's.

Even if your child prefers a packed lunch or doesn't use the meal allowance every day, registering still benefits the school. The funding we receive helps support learning, wellbeing, enrichment, and extracurricular activities across the school.

If you're unsure whether you qualify, I encourage you to check—it only takes a few minutes and could make a meaningful difference. The application process is simple and confidential.

Please have a quick look at the website [www.redbridge.gov.uk/schools/free-school-meals/](http://www.redbridge.gov.uk/schools/free-school-meals/)  
Or alternatively you can click on the link [Redbridge - Free school meals](#)

Please don't hesitate to contact us if you need help with the application or would like to speak to someone in confidence.

With thanks for your continued support,

Ms Fiona Stone  
Headteacher



success in learning for all

## Did you know...just registering your daughter for Free School Meals means that our school gets extra money!!

You can register your daughter for Free School Meals if you receive any of these benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
  - Income Support
    - Income-based Jobseeker's Allowance
    - Income-related Employment and Support Allowance
  - Support under Part VI of the Immigration and Asylum Act 1999
    - The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

If you want your daughter to have a free, healthy meal at lunchtime that's great – she will get a free meal (saving you more than £400 per year!). There is NO stigma attached and no one will know because we operate a cashless payment system in our Dining Hall.

If you qualify but don't want your daughter to have Free School Meals, please still register as the school will get additional funding. Your daughter can still continue to have her packed lunch as normal!

To apply please complete the on-line Free School Meals application on the [Redbridge.gov.uk](http://Redbridge.gov.uk) website. You can apply regardless of which borough you live in because your daughter attends a school in Redbridge. It is a simple 1-page form, so don't delay, apply today!!

It is important to note that:

- Taking the meal is recommended but not compulsory
- Your daughter may receive additional help as a result of being registered, for example, help with the cost of music lessons or school trips
- No one will know and it will not affect any other benefits you are claiming
- Registering your daughter for Free School Meals will bring in more money to our school.

Thank you for your co-operation.



Dear Parents and Guardians

**The Ursuline Academy restaurant tariff 2025/26**

I am writing to update you on our annual catering price increases. It has been widely reported that inflation has been at high levels in comparison with previous years, and the food industry has been particularly impacted.

We are therefore increasing our tariffs by an average of 5%.

The health and well-being of your children is really important to us, so we have kept the main meal and meal deal options just below the 5% average tariff increase. The new price of the main meal will be £2.60 and the new price of the meal deal will be £2.85.

We are a company that prides ourselves on the quality of our produce and food offering. Whilst price increases are understandably difficult, they are essential to maintain a high quality and nutritious meal for your children. We are constantly working on mitigating the impact of food inflation by negotiating with our suppliers, reviewing our menus, swapping products and looking at new dishes that best represent value for money. Many food products have seen price increases of 20% and above but we have been able to prevent this from reaching our customers.

We will continue to focus on constant improvement to our service. In the meantime, if you have any queries or suggestions, please do not hesitate to contact us on [info@accentcatering.co.uk](mailto:info@accentcatering.co.uk)

Regards

Matt Vickers  
Operations Manager



# MAIN MEALS

From £2.60

01/09/25, 22/09/25,  
13/10/25, 10/11/25,  
01/12/25

**AUTUMN MENU  
WEEK ONE**

MON	TUE	WED	THU	FRI
<b>MASALA MOMENTS</b>	<b>AMERICAN DINER</b>	<b>ROAST</b>	<b>TASTE OF JAMAICA</b>	<b>FISH &amp; CHIP SHOP</b>
Chicken Tikka Masala with Mango Chutney (Mu)	Buttermilk Chicken Burger with Ranch Slaw (G,E,So,Se,Mk)	Roast Turkey with Stuffing & Herb Gravy (G)	Jamaican Jerk Chicken with Jerk Gravy	Battered Fish Fillet (G,F)
Vegetable Tikka Masala with Mango Chutney (Mu)	Pizza Mac & Cheese with Garlic & Herb Bread (G,Mk,So)	Creamy Butternut & Vegetable Pie With Crunchy Crust (G,Mk)	Jamaican Jerk Eat Curious with Jerk Gravy	Cheese & Onion Pasty (G,Mk)
Pilau Rice Spicy Roasted Cauliflower	Cajun Corn & Peppers Seasoned Fries	Crunchy Roast Potatoes Savoy Cabbage & Carrots	Coconut Rice & Peas Caribbean Coleslaw (E,Mk,So)	Chips Peas Baked Beans
Extras: Naan Bread (G)	Extras: Onion Rings (G)	Extras: Yorkshire Pudding (G,E,Mk)	Extras: Flatbread (G,Mk,So)	Extras: Curry Sauce (Mk,So)

**Meal-Deal**  
Only £2.85

Check out what's on offer today, available for free school meals!



# GLOBAL EATS

From £2.60

MON	TUE	WED	THU	FRI
Chicken Hot Dogs with Mustard & Pickled Red Onions (G,Mu,Se,Su)	Cheesy BBQ Loaded Fries with Crispy Onions (G,Mk)	Korean Chicken Rice Bowl with Hot Chilli Sauce (G,Se,So)	Mexican Chicken Panini with Tortilla Chips (G,Mk,So)	Crispy Chicken Tenders & Chips (G,Ce,Mk,Mu,So)

# DESSERTS

**MONDAY**  
Double Chocolate Pudding (G,E,Mk,So)

**TUESDAY**  
Berry Flapjack Crumble (G)

**WEDNESDAY**  
Toffee & Banana Cake (G,E,Mk,So)

**THURSDAY**  
Lemon & Blueberry Sponge (G,E)

**FRIDAY**  
Sticky Baked Jam Doughnut (G)

From £1.40

## ALLERGENS

Speak to one of our chefs if

Ce = Celery  
Cr = Crustacean

F = Fish  
G = Grains

L = Lupin  
Mk = Milk

Mu = Mustard  
N = Nuts

Se = Sesame Seeds  
So = Soya



**LOOK OUT FOR DAILY**  
★ **THEME BARS,** ★  
**JACKET POTATOES**  
& **SALAD BAR**



## PASTA STATION

**MONDAY**  
Bolognese (G), Basil Pesto (G,E,Mk), Macaroni Cheese (G,Mk)

**TUESDAY**  
Bolognese (G), Basil Pesto (G,E,Mk)

**WEDNESDAY**  
Bolognese (G), Basil Pesto (G,E,Mk), Macaroni Cheese (G,Mk)

**THURSDAY**  
Bolognese (G), Basil Pesto (G,E,Mk), Macaroni Cheese (G,Mk)

**FRIDAY**  
Pepperoni Mac & Cheese with Crispy Onions (G,Mk,Mu)

From £2.60

# MAIN MEALS

From £2.60

08/09/25, 29/02/25,  
20/10/25, 17/11/25,  
08/12/25

**AUTUMN MENU  
WEEK TWO**

MON	TUE	WED	THU	FRI
<b>TEX-MEX</b>	<b>TASTE OF BRAZIL</b>	<b>HOME COMFORTS</b>	<b>KATSU KITCHEN</b>	<b>FISH &amp; CHIP SHOP</b>
Smoky Beef Eat Curious Chilli Con Carne with Salsa	Zesty Brazilian Chicken (G)	Chicken Sausages with Caramelised Onion Gravy (G,Su)	Crispy Chicken Katsu (G,E) with Curry Sauce (G,So)	Battered Fish Fillet (G,F)
Eat Curious Smoky Veggie Chilli with Salsa	Butternut & Sweet Potato Moqueca	Grilled Veggie Sausages with Caramelised Onion Gravy (G,Ce)	Crispy Sweet Potato Katsu (G,E) with Curry Sauce (G,So)	Crispy Vegetable Spring Rolls with Curry Sauce (G,Mk,Se,So)
Nachos Roasted Corn & Peppers	Lime & Coriander Rice Creamy Corn (Mk)	Creamy Mashed Potatoes Roasted Broccoli	Steamed Rice Asian Salad	Chips Peas Baked Beans
Extras: Spicy Potato Wedges	Extras: Cheesy Garlic Bread Balls (G,Mk)	Extras: Yorkshire Pudding (G,E,Mk)	Extras: Prawn Crackers (Cr,Su)	Extras: Curry Sauce (Mk,So)

**Meal-Deal**  
Only £2.85

Check out what's on offer today, available for free school meals!



# GLOBAL EATS

From £2.60

MON	TUE	WED	THU	FRI
Piri Piri Halloumi Wraps (G,E,Mk,Su)	Beef Burger in a Bun with Salad & Pickles (G,Se,So,Su)	Korean BBQ Chicken Wings & Rice (G,So,Se, Mu,Ce)	Cheesy Pepperoni Panini (G,Mk)	Crispy Chicken Tenders & Chips (G,Ce,Mk,Mu,So)

# DESSERTS

**MONDAY**  
Pineapple Upside Down Sponge (G,E,Mk,So,Su)

**TUESDAY**  
Berry Mess Cup Cakes (G,E)

**WEDNESDAY**  
Caramel Apple Shortbread Crumble and Custard (G,E,Mk,So)

**THURSDAY**  
Frosted Carrot & Orange Cake (G,E,Mk)

**FRIDAY**  
Chocolate Brownie (G,E)

From £1.40

## ALLERGENS

Speak to one of our chefs if

Ce = Celery  
Cr = Crustacean

F = Fish  
G = Grains

L = Lupin  
Mk = Milk

Mu = Mustard  
N = Nuts

Se = Sesame Seeds  
So = Soya



**LOOK OUT FOR DAILY**  
★ **THEME BARS,** ★  
**JACKET POTATOES**  
& **SALAD BAR**



## PASTA STATION

**MONDAY**  
Creamy Chicken & Sweetcorn (G,Mk), Spicy Tomato Arrabbiata (G), Macaroni Cheese (G,Mk)

**TUESDAY**  
Creamy Chicken & Sweetcorn (G,Mk), Spicy Tomato Arrabbiata (G), Macaroni Cheese (G,Mk)

**WEDNESDAY**  
Creamy Chicken & Sweetcorn (G,Mk), Spicy Tomato Arrabbiata (G), Macaroni Cheese (G,Mk)

**THURSDAY**  
Creamy Chicken & Sweetcorn (G,Mk), Spicy Tomato Arrabbiata (G), Macaroni Cheese (G,Mk)

**FRIDAY**  
BBQ Mac & Cheese with Garlic Breadcrumbs (G,Mk,So)

From £2.60

# MAIN MEALS

From £2.60

15/09/25, 06/10/25,  
03/11/25, 24/11/25,  
15/12/25

**AUTUMN MENU  
WEEK THREE**

MON	TUE	WED	THU	FRI
<b>TASTE OF ITALY</b>	<b>PIZZA NAANS</b>	<b>ROAST</b>	<b>TEX-MEX</b>	<b>FISH &amp; CHIP SHOP</b>
Penne Bolognese Pasta Bake (G,Mk) with Garden Salad	Smothered Pizza Naan with Tandoori Chicken & Minty Yoghurt (G,E,Mk)	Chicken with Stuffing & Herb Gravy (G)	Mucho Mexican Chicken Burrito Bowl (G,Mk,So)	Battered Fish Fillet (G,F)
Mediterranean Vegetable Lasagne (G,E,Mk) with Garden Salad	Smothered Pizza Naan with Sweet Chilli Paneer & Minty Yoghurt (G,E,Mk)	Roast Root Vegetable Wellington with Stuffing & Herb Gravy (G,E,So)	Mucho Mexican Eat Curious Vegetable Burrito Bowl (G,Mk,So)	Crispy Vegetable Samosa with Mango Chutney (G,Mu)
Baked Potato Wedges Steamed Seasonal Greens	Masala Fries Spiced Roasted Chick Peas (G)	Crunchy Roast Potatoes Roasted Carrots & Parsnips	Zesty Lime Rice Spicy Pinto Beans (G,So)	Chips Peas Baked Beans
Extras: Garlic Bread (G,Mk,So)	Extras: Mini Samosa (G,So)	Extras: Yorkshire Pudding (G,E,Mk)	Extras: Tortilla Chips (So)	Extras: Curry Sauce (Mk,So)

**Meal-Deal**  
Only £2.85

Check out what's on offer today, available for free school meals!



# GLOBAL EATS

From £2.60

MON	TUE	WED	THU	FRI
Cajun Haloumi & Red Pepper Burger (G,Mk,E,Se)	Chicken Chow Mein (G,E,So)	Beef Chilli Loaded Waffle Fries (Mk)	Cheesy Pepperoni Panini (G,Mk)	Crispy Chicken Tenders & Chips (G,Ce,Mk,Mu,So)

# DESSERTS

<b>MONDAY</b> Autumn Pear & Berry Crumble with Custard (G,E,Mk,So)
<b>TUESDAY</b> Tip to Toe Banana & Chocolate Brownie (G,E,Mk,So)
<b>WEDNESDAY</b> Lemon & White Chocolate Drizzle Cake (G,E,Mk,So)
<b>THURSDAY</b> Sticky Toffee Pudding (G,E,Mk,Su)
<b>FRIDAY</b> Pancakes With Toffee Sauce (G,E,Mk)

From £1.40



**LOOK OUT FOR DAILY  
★ THEME BARS, ★  
JACKET POTATOES  
& SALAD BAR**



# PASTA STATION

<b>MONDAY</b> Chicken Balti Rice Pot (G) Vegan Chilli Sin Carne Rice Pot (G,Ce,So)
<b>TUESDAY</b> Bolognese (G), Basil Pesto (G,E,Mk), Macaroni Cheese (G,Mk)
<b>WEDNESDAY</b> Bolognese (G), Basil Pesto (G,E,Mk), Macaroni Cheese (G,Mk)
<b>THURSDAY</b> Bolognese (G), Basil Pesto (G,E,Mk), Macaroni Cheese (G,Mk)
<b>FRIDAY</b> Mac & Cheese with Crushed Nachos & Salsa (G,Mk,So)

From £2.60

## ALLERGENS

Speak to one of our chefs if

Ce = Celery

F = Fish

L = Lupin

Mu = Mustard

So = Sesame Seeds

# School Menus

# What's for Lunch?



# Parent Safety Guide for Student AI Use

## Parent Safety Guide for student AI use

Artificial Intelligence (AI) is becoming part of everyday life. Tools such as ChatGPT can answer questions, create content, and simulate conversations. While these tools can be exciting and useful, they also come with risks. This short guide will provide some advice on how to support your children with AI use. The school will share a full school AI policy to parents later this term.

### What do you need to know?

- AI can generate huge amount of content such as, answers, images, stories, etc but not everything is accurate or reliable.
- AI may reflect biases or misleading information.
- Children may use AI to shortcut schoolwork, rather than learning independently.
- AI can be misused to create harmful or inappropriate content.

### Top Tips for Supporting Children with AI:

#### 1. Talk openly about AI

Have regular conversations with your child about where they see AI online (games, social media, homework, apps). Ask how they are using it and what they think of it.

#### 2. Remind them not everything online is real

AI can be used to produce videos/images that appear to be real. For example, a person's image and voice may be shown on a video which has been generated by AI which never happened. These images and videos are called 'Deep Fakes' and can be very convincing. It's important to help kids become aware that people and situations online aren't always as they seem. Discerning between what's real and what's fake is very important.

#### 3. Discuss responsible use

Make sure your child knows it's never OK to use AI to harm, embarrass, or mislead others. If this happens to them, they should report it straight away.

#### 4. Encourage creative and critical thinking

Encouraging your child to use their own creativity and imagination is one of the most valuable ways you can support their learning. When students use their creativity, they develop confidence, resilience, and the ability to form original thoughts. Relying on AI to complete work can take this away. It may provide quick answers, but it doesn't allow your child to practice thinking independently or to show their individuality.

Remind them that their ideas, perspectives, and problem-solving approaches are unique and far more valuable than anything an AI tool can produce.

### 5. AI use in homework and coursework :

Students will be reminded in school but we'd appreciate it if you could also talk to them about the use of AI for homework. While AI tools can be useful for practising and checking ideas, they should not be used to complete homework tasks.

Homework is designed to help students practice their skills, prepare for assessments, and show teachers what they can do independently. If AI is used to do the work for them, teachers cannot see what support the student really needs, and it can affect their progress.

Teachers have been trained to recognise AI use and can also use AI checkers. If a student is found to have used AI to complete homework, they will receive a D-merit and a record will be made. For coursework, using AI in this way may count as malpractice. Please see the JCQ guidelines below for more information.

### 6. Make sure they know where to get help

Some children are using AI for well-being support which can give harmful advice, please If your child feels worried or unsafe, encourage them to speak to their Head of Year or the school's Designated Safeguarding Lead (DSL).

#### Age Restrictions for commonly used AI tools:

Parents and students should be aware of the following age restrictions, which apply to commonly used AI tools (updated September 2025):

- ChatGPT – 18+ or 13+ with parent/guardian permission
- Claude - 18+
- Google Gemini - 18+
- Microsoft CoPilot - 18+ or 13+ with parent/guardian permission

The poster is titled "Designated Safeguarding Team" and lists four staff members. It includes contact information such as extension numbers and email addresses. The Ursuline Academy Sixth logo and the Serviam crest are also present.

Designated Safeguarding Team	
Mr Gary Challis DSL  EXT:118 gchallis@uai.org.uk	Mrs Julia Gardiner Deputy DSL  EXT:105 jgardiner@uai.org.uk
 Ms Stone EXT:102 fstone@uai.org.uk	 Ms Eakins EXT: 227 deakins@uai.org.uk
DSL Support	

UA6 Ursuline Academy Sixth

SERVIAM

This is a guide with more information about safe AI use from Google: also have age-appropriate AI students can use which is approved for use for children:

[Be Internet Awesome - A Program to Teach Kids Online Safety](#)

[Gemini app for teens.](#)

JCQ guidelines:

**What is AI?**

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased

**How can AI be misused in assessments?**

AI misuse is when you take something made using AI and say it's your own work.

**THIS IS CHEATING!**

**How do I make sure I don't misuse AI?**

- Know the rules**
  - You're **not allowed** to use AI tools when you're in an exam
  - Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
  - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- Reference reference reference!**

If you're allowed to use AI tools, you must reference them clearly

  - Name the AI tool you used
  - Add the date you generated the content
  - Explain how you used it
  - Save a screenshot of the questions you asked and the answers you got
- Declare it's all your own work** – When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

**What happens if I misuse AI?**

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

**DON'T RISK IT!**

**REMEMBER**  
Misusing AI is cheating!  
Know the rules  
Talk to your teachers  
Reference clearly



## Useful Reminders!

### Mobile Phone Rules

- Should never be visible in school
- Should never be used in school
- Should never be switched on in school
- Should only ever be kept in your bag and turned off!
- 6<sup>th</sup> form students may only use their phones in Hume house.

If a student breaks the above rules, the phone will be confiscated and kept until 3.20pm on the next school day when a parent/carer or trusted adult will have to come to school to collect it.

We monitor CCTV around the building to ensure these rules are adhered to.

If you do not want your phone to be confiscated, leave it at home or switched off in your bag.



**You must not carry your phone in your blazer or coat – if we carry out a random search and your phone is not turned off or is not in your bag, it will be confiscated!**



## UA6 Professional Dress Code

**Blouse/Shirt/Top:** Plain white, black or a single colour (long or short sleeve).

**Smart Dress:** Knee-length or longer.

**Trousers:** Smart, tailored style.

**Abaya:** Elegant, with minimal embellishments.

**Blazer:** Tailored in black, navy, grey, or beige (optional but preferable).

**Shoes:** Closed-toe ballet flats, loafers, or polished flat shoes.

**Hijabs:** Plain colours only, no embellishments.

**UA6 Lanyard:** Must be worn visibly every day for identification.

**Footwear Restrictions:** No trainers, Uggs, crocs, flipflops or high heels.

**Makeup & Jewellery:** Minimal make-up plus no excessive jewellery



#### Affordable Smart-Wear Suggestions:

Newlook, Primark, H&M, Sainsburys TU, Asda George, Tesco F&F, Abayas from Ilford exchange: Al Zarina, Taybah.

# Uniform Expectations

What are the uniform items you must wear?



- School blazer with SERVIAM badge pinned to the lapel
  - White shirt/blouse
  - School V-neck sweater or cardigan
  - Blue school skirt - worn to the knee or UAI School trousers
  - White or Navy knee length socks or black or navy tights
  - Black, flat-heeled school shoes [leather or leather appearance].
  - Head coverings must be blue or black
  - Cloth coats [no real or imitation leather] must be plain black or blue and longer than the blazer
  - Hair must be 'natural' colours only
- Optional: two plain studs worn in the lobe of each ear, a small religious symbol on a thin plain chain, a watch.



- Additional jewellery
- Nail polish or nail extensions
- Make-up
- False eye lashes or eyelash extensions
- 'Hoodies'
- Leggings
- Socks over tights
- Hair accessories must be black, blue or clear only
- Sweaters must be worn correctly and not tied at the back



What are you not allowed to wear?

The following are examples of footwear that are permitted:



The following are examples of footwear that are not permitted:



# Rules for lunchtime



- You are allowed to be in the following spaces during lunchtime:
- The canteen; during your year group's allocated slot
- The playground; (courtyard year 11 only)
- The hall; when it is raining or very cold
- Clubs; you can get a pass from the member of staff leading the club
- You must only use the stairs between DT and English or between Geography and RE
- Ground floor toilets; only one person per cubicle

You are NOT allowed to be in the following spaces during lunchtime:

Kazel toilets (these will be locked)

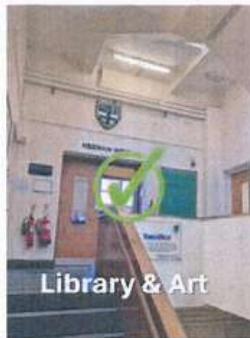
Corridors (unless enroute to one of the spaces allowed)

Lingering in toilets after use

In classrooms unsupervised

 Ursuline Academy Sixth

**Keenan Wing staircase is always out of bounds for students in years 7 - 11! UA6 students only!**



**Out of Bounds**

**Allowed**



**WELCOME  
BACK TO  
SCHOOL**

**Welcome Back!!**



**Our New Year 12s!**



**Our New Year 7s!**



London Borough of

**Redbridge**



## Redbridge News

**Empower a child. Foster for Redbridge Council.**

**You could be the one to guide, listen to, teach, and enrich a child's life, empowering them to become confident and independent young people.**

**If you have a place in your home and heart to foster a child, please call Redbridge Council on 020 8708 6068 or join us at our next virtual information session.**

**Visit <https://www.redbridge.gov.uk/fosteringschools> to book a place.**

LOCAL COMMUNITY  
**Fostering**  
REDBRIDGE

London Borough of  
**Redbridge**

**"When I grow up,  
I want to be a  
superhero!"**

**Foster for Redbridge Council**  
**0208 708 6068**  
**[www.redbridge.gov.uk/fostering](http://www.redbridge.gov.uk/fostering)**