

CSJ

AWARD  
FINALIST

2024

GF IMPACT REVIEW  
2023-24



GRACE  
FOUNDATION





## EMPOWERING STUDENTS TOGETHER PARTNERING FOR SUCCESS



The past year has been transformative for Grace Foundation, marked by growth, innovation, and a deepening impact on the lives of the young people we serve. Our vision is to work in partnership with schools to develop character and values, improve student well-being and advance student outcomes.

Our Ethos Teams have been instrumental in our partner schools, working together to nurture positive behaviour, improve attendance, and enable healthier decision-making. Whether they are supporting students through enriching curriculum content, providing group interventions, delivering impactful educational experiences, or simply being there at the right moment, they are making a deep and wide impact across our communities.

One focus of the year has been launching our Careers & Aspirations Programme, which reached 1 in 3 students across our 12 partner schools. This initiative has equipped students with the tools and confidence to navigate their future careers, particularly benefiting those who previously lacked direction. Feedback has been overwhelmingly positive, underscoring the programmes wide and deep impact.

We've also enhanced our support for families, recognizing that a stable home environment is crucial to a child's success. Our Family Support Workers have provided thousands of interventions, significantly improving the well-being of students and their families, and creating stronger, more resilient communities.

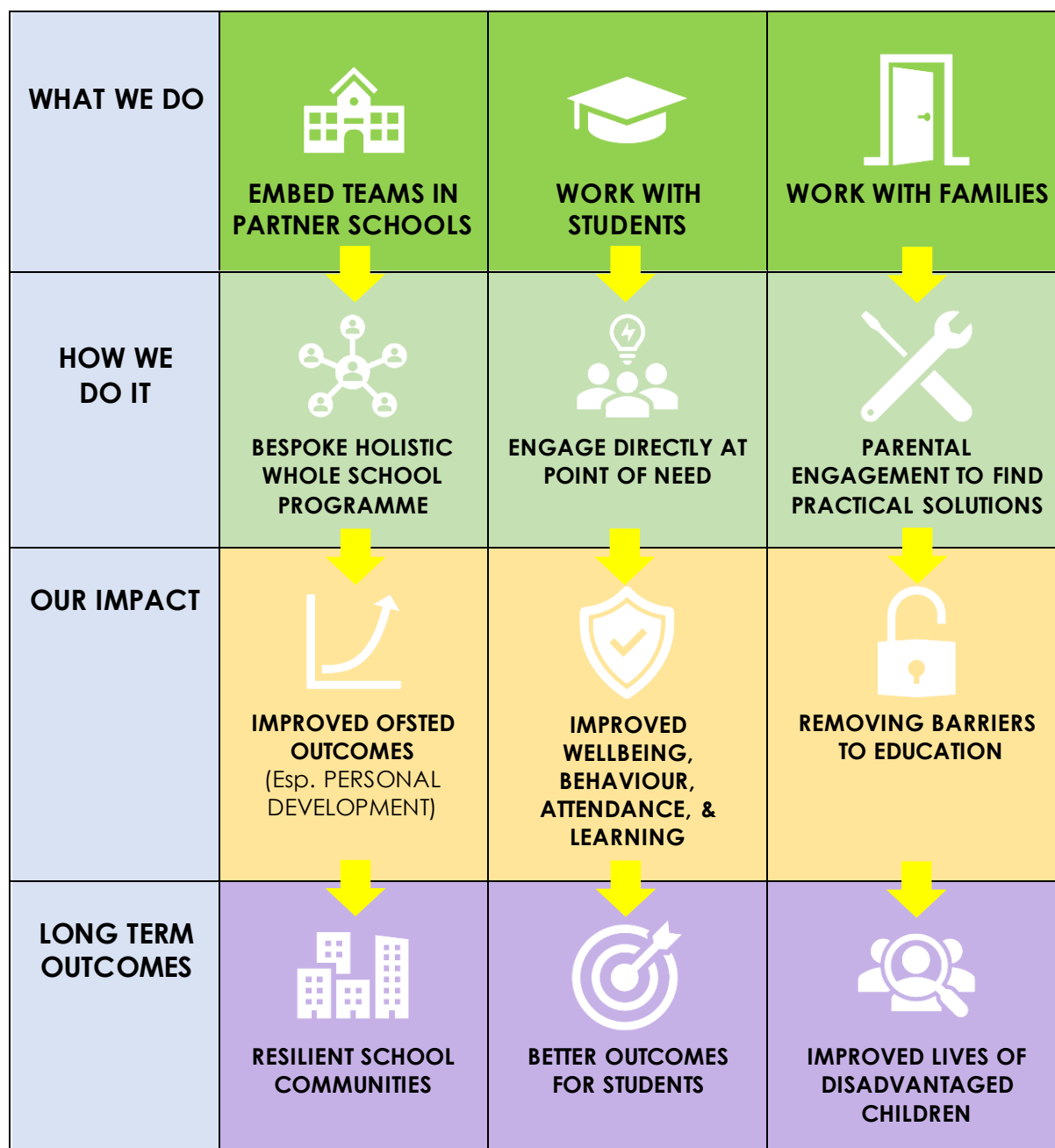
Looking ahead, our goal remains to expanding these successes and continuing to impact deep and wide. In September 2024, we launched a partnership with our 13th partner school, Huxlow Academy, and we remain dedicated to the well-being and success of every student we reach.



**Gary Spicer**  
**CEO - Grace Foundation**  
**September 2024**

## HOW WE MAKE A DIFFERENCE

### OUR THEORY OF CHANGE





## OUR PARTNER SCHOOLS EXPANDING OUR REACH



► In September 2024, we launched a new team in Huxlow Academy. We now work in two clusters to facilitate better capacity, connection, collaboration, and coaching for our Ethos Teams.



## 2023-24 ACADEMIC YEAR OVERVIEW

### IMPACT BY THE NUMBERS



#### SNAPSHOT OF OUR IMPACT IN 2023-24

**12,500+**

Students reached across  
12 Partner Schools

**621,630+**

Student Engagements  
(Curriculum, content,  
connection, or care)

**28,877+**

Family Support  
Interventions  
(Practical, emotional, relational  
or wellbeing support)

**5,156+**

Support Group Places  
(Wellbeing & behaviour  
interventions)

**2,926+**

Intervention Sessions  
(One-to-One support)

45 Staff Team Members  
working across 3 Multi-  
Academy Trusts

#### This has led to:

- ☐ Enhanced attendance, positive behaviour, healthier decision-making, better relationships, and improved aspirations.
- ☐ Providing timely support for well-being where students require it the most.
- ☐ Championing and aiding families whilst supporting disadvantaged students.
- ☐ Enriched curriculum leading to a more positive and fulfilling school experience for all.
- ☐ Added resources and capacity within school communities.
- ☐ Improvement in OFSTED outcomes over time.

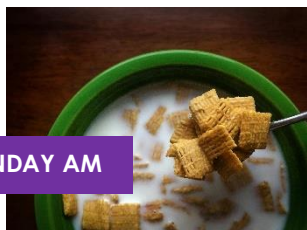


## A WEEK IN THE LIFE OF OUR ETHOS PROGRAMME

### EXAMPLES OF OUR HOLISTIC OFFER

► These 2023-24 examples highlight initiatives that effectively addressed students' emotional, social, and behavioral needs, leading to positive outcomes in their school lives and at home.

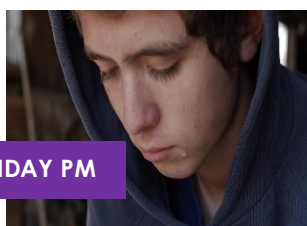
MONDAY AM



#### BREAKFAST CLUB

The Breakfast Club provided students with a calm start to the day through a free breakfast and consistent pastoral support. As a result, students who were previously late and anxious began arriving on time daily, leading to reduced anxiety and improved readiness for the school day, enhancing their overall school experience.

MONDAY PM



#### LOST COURSE

The "Lost Course" focused on helping students cope with the loss of a loved one. Participants reported better emotional regulation, understanding that their feelings were normal, and began coping with loss in healthier ways.

TUESDAY AM



#### TRANQUILITY COURSE

The "Tranquility Course" was a six-week programme aimed at helping students manage anxiety. Students reported feeling more relaxed and optimistic, with an improved ability to handle anxiety and approach future challenges with a calmer mindset.

TUESDAY PM



#### CHARACTER WORKSHOP

A creative workshop explored what good character looks like through dramatic model scenes. Students who attended gained a better understanding of the importance of character, with many expressing that they now know how to ask for help and understand the significance of having good character traits.

WEDNESDAY



#### CULTURE DAY

Culture Day engaged students and staff in culturally themed activities, including food tasting and lessons celebrating different communities. This event fostered a greater understanding and appreciation of cultural diversity, promoting inclusivity and respect within the school community.



THURSDAY

### VALUES DAY

Values Day included interactive sessions on healthy relationships, anti-bullying, and understanding different perspectives. Following the event, students reported feeling more confident in discussing relationships and understanding the impact of bullying, leading to healthier interactions with peers.



FRIDAY AM

### DROP-IN CLUB

The Drop-In Club provided a safe space for students to relax and receive support. The club saw a significant increase in attendance across various year groups, showing that students valued having a place where they could seek encouragement and feel supported, particularly after exams.



FRIDAY PM

### MAD COURSE

The "Mad Course" focused on anger management for students with behavioral issues. Participants learned to manage their emotions effectively, resulting in improved behavior at school and a greater ability to think before acting, which was positively noted by staff.





## EMPOWERING STUDENT SUCCESS

- Our Ethos Team are dedicated to helping students overcome challenges through 1-1 and Group Interventions leading to better outcomes.



### From Exam Stress to Self-belief

- **Student A** referred for Exam Stress and self-confidence building due to poor mock results now says "I feel much better about my exams, and I believe I can do it. I'm going to put more effort into my work and get my head down."

### Reengaging In Lessons

- **Student B** had gained 4 fixed term suspensions in quick succession due to their refusal to attend lessons, but after Interventions has not acquired any more suspensions and improving in lessons.

### Attendance Back on Track

- **Student C** not in school, referred for low self-esteem and poor attendance is not in school – previously not attended more than 1 or 2 days per week but now in every day.

### Supported through Family Issues

- **Student D** witnessed domestic abuse and exhibited poor behaviour in school as a result referred for mentoring, drop in and given safe space. As a result, up to 89 behaviour points per month (extremely high) are now down to 32 per month after intervention.

### Overcoming Family Challenges Through Support

- **Student E** referred due to behaviour issues and late attendance after mentoring and safe space provision is now in school on time with significant reduction in disruption to others.

## OVERCOMING FAMILY CHALLENGES

- Our Family Support Workers help motivate parents and carers to bring about change, strengthens relationships, and promote wellbeing and resilience.



### Case Study 1: Support for a Family with Parental Mental Health Issues

A mother with mental health diagnosis was struggling to care for her children, placing stress on the entire family. The Family Support Worker engaged the father and provided resources, including registering him as a carer, which lightened his burden. This support led to improved emotional stability for the children and better engagement with services by the mother, significantly enhancing the family's overall well-being.

### Case Study 2: Support for a Family After Eviction

After being evicted, a family was in urgent need of basic furniture. The Family Support Worker secured emergency funding, providing beds and a washing machine. This immediate assistance allowed the family to settle into their new home, easing financial stress and greatly improving their living conditions.

### Case Study 3: Support for a Family with School Attendance Issues

A family was under stress due to their child's frequent absences from school, impacting the parents' work. The Family Support Worker provided targeted support, resulting in improved school attendance and reduced stress for the parents, allowing them to focus on work without constant worry.





In 2023-24, £6,500 was donated from the Grace Foundation Emergency Fund on essential items like household goods, appliances, and food vouchers to support families in need. This aid helped improve living conditions and provided crucial relief to struggling families. This is sponsored by our Partner Charity called *Imagine The Day*.

#### Case Study 4: Support for a Child with Anxiety and School Avoidance

A child's severe anxiety led to school avoidance, causing significant family stress. The Family Support Worker provided regular interventions, improving the child's attendance and reducing family anxiety, allowing the family to establish a more stable daily routine.

#### Case Study 5: Support for a Family Coping with Loss

After the loss of a parent, a child became withdrawn and angry. The Family Support Worker provided anger management support, leading to better emotional regulation and reducing family stress, bringing a sense of relief and stability to the home.

#### Case Study 6: Support for a Family Facing Financial Hardship

A family struggling financially after unemployment received emergency funding for essential household items. This support significantly reduced their financial burden, enabling them to focus on rebuilding their lives and improving their overall quality of life.

## HIGHLIGHT REEL: STUDENT LED SOCIAL ACTION

► A group of 30 students and staff from three partner schools spent a week in Belfast, collaborating with local community groups on social action projects such as decorating a youth centre, gardening, litter picking, and creating a graffiti mural. They also engaged with guests from diverse cultural and religious backgrounds on themes of conflict and reconciliation.



'I learnt I can really change the world if I try.'

'I am more useful than I thought.'

'I have learnt that I like helping people.'

'I've spoken to people I never would have spoken to before. I've learned so much from them.'

- ☐ 75% of students said that they feel more confident in themselves.
- ☐ Over 80% feel more compassionate towards others.
- ☐ Over 85% agreed that they have learnt how to work well in a team.

**'This is the best trip I've ever been on. We got to do good and it's about other people, not me...'**

Before the trip, one student struggled to engage with school. She skipped lessons daily, showed little interest in positive activities, and instead became involved in any friendship issues that arose, often spending her time in isolation. During the trip, her attitude completely changed. She enthusiastically participated in every activity, pushed herself to make friends with people she would never have spoken to before, actively avoided conflict, and cared for other students when they felt sad or left out. Since the trip, she is turning things around and has requested to lead her own social action project back at school.



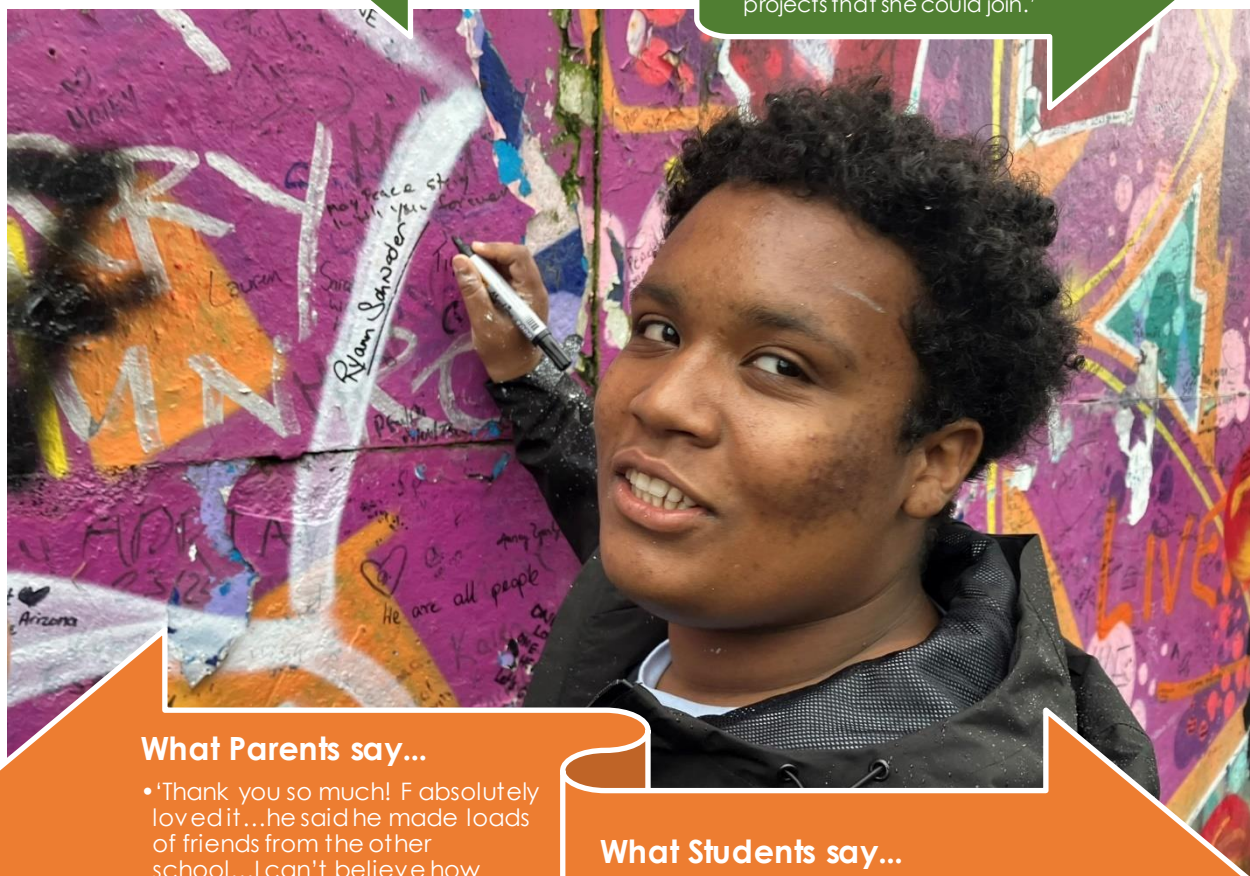


### What Students say...

- "Transforming the garden at the Youth centre, really showed me what teamwork can do."

### What Parents say...

- "I had an absolutely amazing time on the N Ireland trip, it has helped to transform her confidence and outlook. She loved the whole experience and is looking for other community based projects that she could join."



### What Parents say...

- "Thank you so much! F absolutely loved it...he said he made loads of friends from the other school...I can't believe how many new things he tried, I'm really proud of him!"

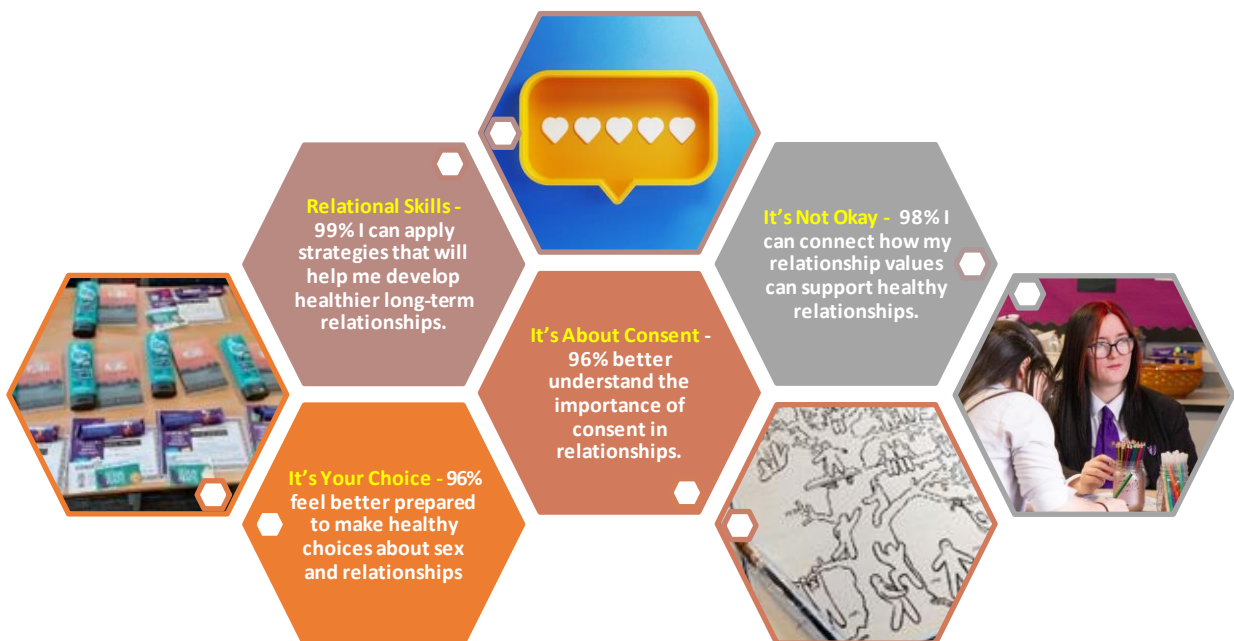
### What Students say...

- "I learnt that everyone has their own struggles, and everyone's past is different and valid, respect that and be kind."



## HIGHLIGHT REEL: BUILDING HEALTHY RELATIONSHIPS

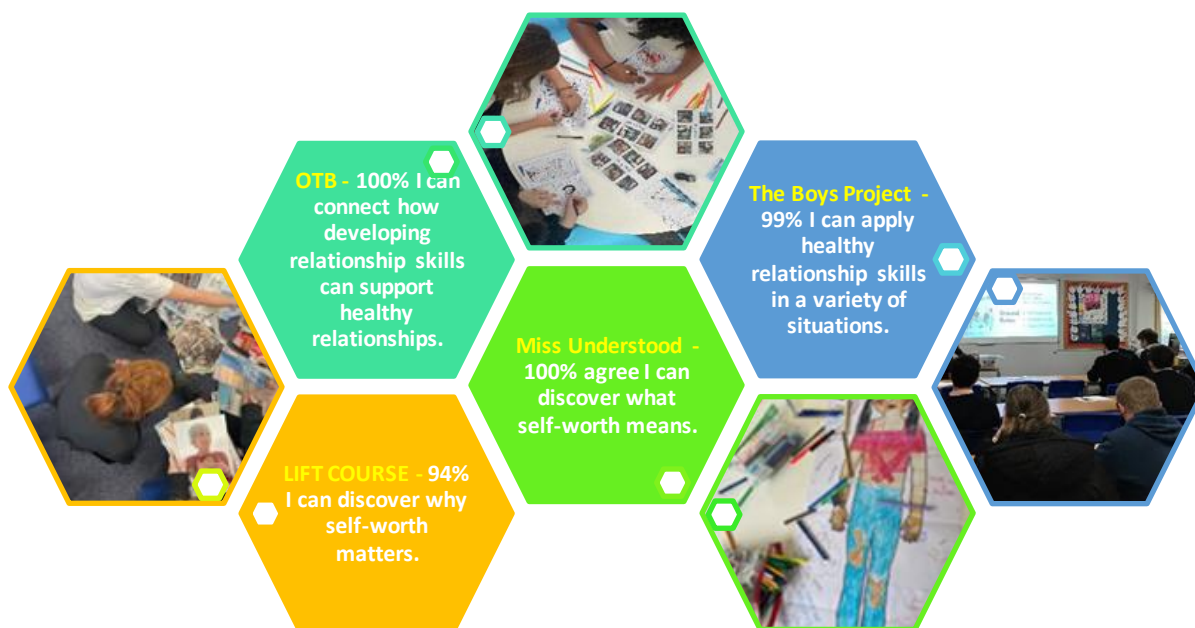
► This year our BHR Educators engaged with 5,774 different students across 12 Schools. Students gained new insights that reflected a deeper understanding of sensitive topics and their practical application.



A Year 9 pupil, having taken part in the 'It's Your Choice' lesson during a BHR drop-down day, reflected that the lesson helped them understand that **"relationships should be about trust and love and not sex and abuse."**

Through Intervention Groups we consistently saw increases in pupils' scores in the Warwick Well-being Quiz, with averages going up across the board, with one group having their well-being score **increased by 107%.**





Year 11 pupils at our Grace Academy Solihull looked at the topic of consent in their BHR Day and a pupil provided feedback on the 'It's About Consent' session, saying **"this was honestly so helpful, especially since it's a 'touchy,' uncomfortable / taboo subject"**, but that the BHR Team Educator **"wasn't embarrassed to talk or answer questions with more info"** and the pupil had **"taken a lot from this experience and the day."**

The new Year 8 lesson, 'It's Not Okay,' launched in 2023/4, in response to the needs of our partner schools. It was delivered to 754 pupils, with positive feedback from pupils engaging with the lesson, comments including **"I'm going to stand up to those kinds of behaviour"** and **"that harassment of any kind should not be normalised."**

Teaching staff, who supported in the Year 10 lessons 'It's About Consent,' observed that it was **'informative, educational'** and **"the students responded and engaged well throughout the session."** They commented that the BHR Educators were **"approachable and open for questions,"** creating **"an atmosphere of openness and no embarrassment, which supported the students."**

Our intervention groups create a space for pupils to explore self-esteem and build confidence as well develop skills and knowledge on handling emotions, friendships and puberty. A pupil taking part in the Miss Understood Course commented that **"It's changed my thought that I'm ugly to I'm perfect just the way I am."**

## HIGHLIGHT REEL: EASTER EXPERIENCE 2024

► Every Partner School took part in an Easter campaign involving activities including Assemblies, Tutor Time, YR 7 Lessons, Small Group sessions & a student led video on the theme of Hope. Families were impacted communities through Hampers, Family Events, and Easter Activities.

This led to 25,247 Engagements with the Easter Message across 12 Partner Schools



"Today's lesson was fun! It made me think about how even in the darkest times, there's always a glimmer of hope to hold onto. It was inspiring and gave me a new perspective on resilience and faith." **Stantonbury Student**

"Thank you again for highlighting the importance and relevance of the Easter story for the Christian and the need for hope in today's society."  
**Head of Year – EWS**

"I really enjoyed learning about the Easter Story and the message of *Unshakeable Hope*. It helped me understand why Easter is so important to Christians and how having hope can make a difference in our lives. I never realised the depth of meaning behind the story until now." **Stantonbury Student**

"Students engaged well with the tutor times, it was great for them to look at how to create firm foundations and consider why the Easter story is important to Christians, especially in relation to hope." **Assistant Head – Ellowes Hall**

"I just wanted to message to say was a fantastic day my family had today. It was so well organised with some great activities for children of all ages to participate in. Thank you for offering this to the community." **Parent - GAC**

"I really enjoyed learning about the Easter Story and the message of *Unshakeable Hope*. It helped me understand why Easter is so important to Christians and how having hope can make a difference in our lives. I never realised the depth of meaning behind the story until now." **Stantonbury Student**





## HIGHLIGHT REEL: CAREERS & ASPIRATIONS

- Over the past year, we have successfully developed, implemented, and delivered a comprehensive careers programme to our partner schools. Since January 2023, with our career offer, we have engaged with over 4000 students across our 12 partner schools.

### We Reached 1 in 3 Students Through Our Careers Programme



Feedback from students across all year groups (7-13) has been overwhelmingly positive as we have supported schools. They appreciated the engaging content, interactive sessions, and practical approach. Many students reported gaining valuable insights and skills from the workshops. Examples of workshop impact: "I finally have the urge to speak to someone without stuttering" after a Teamwork workshop and "It has made me less nervous, and I know I won't struggle about my future."

**Vince Gordon – Careers & Aspirations Specialist**

100% of parents strongly agreed the workshop gave them practical tools and resources to support their child around careers. **Careers Workshop for Parents**

"This has made me more confident about what I want to do after school" "More determined to do well so I can achieve my goals." "It has changed how I view my future and how soon it is, and I can achieve anything" "It has made me feel more confident about my choices." **Grow Workshop**



**"The session was outstanding! I was amazed by how you got all the students to participate and present. This is something we really struggle with at school, and some staff have even said they won't present in a classroom setting. I'm incredibly proud of the students for completing the workshop. At first, they were saying, 'I'm not doing this,' but by the end, they were enthusiastic and excited to share their research." Grace Academy Solihull, Head of the Sixth Form**

**Drawing in Business Partners to support our careers programme means that we can provide real-world insights and opportunities for students.**



**To further support students at risk of being NEET (Not in Education, Employment, or Training) we will develop our future offer to include:**

- 1:1 Career Guidance for at risk Year 11 Students. This will provide personalized support for students at risk of becoming NEET.
- Enhanced Career Guidance in Partner Schools including workshops and groups.  
This Addresses key factors leading to NEET status, including:
  - Socioeconomic challenges
  - Educational disengagement
  - Lack of career guidance
  - Mental health issues
  - Cultural and social barriers



## IMPACTING SCHOOL COMMUNITIES

► Our Ethos Teams Contributed towards improving OFSTED outcomes especially Personal Development.



Inspection of Grace Academy Coventry	
Wigston Road, Coventry, West Midlands CV2 2RH	
Inspection dates:	30 and 31 January 2024
<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	Good
Behaviour and attitudes	Good
Personal development	<b>Outstanding</b>
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

### GRACE ACADEMY COVENTRY

The school places an exceptionally strong emphasis on pupils' personal development. The school 'puts its arm around the community' to celebrate and support pupils inside and outside school.

**OFSTED Jan 24**

Grace Academy Coventry staff and pupils share the same high aspirations. Pupils understand and follow 'The Grace Way', which includes the values of 'limitless potential' and 'mutual respect'. Relationships between pupils and staff are courteous and respectful. Pupils are happy and safe. A parent's comment, typical of those of others, was, 'Grace Academy is a beautiful school that teaches more than academics. They have a way of teaching the children empathy for others.'

**OFSTED Jan 24**

### STANTONBURY SCHOOL



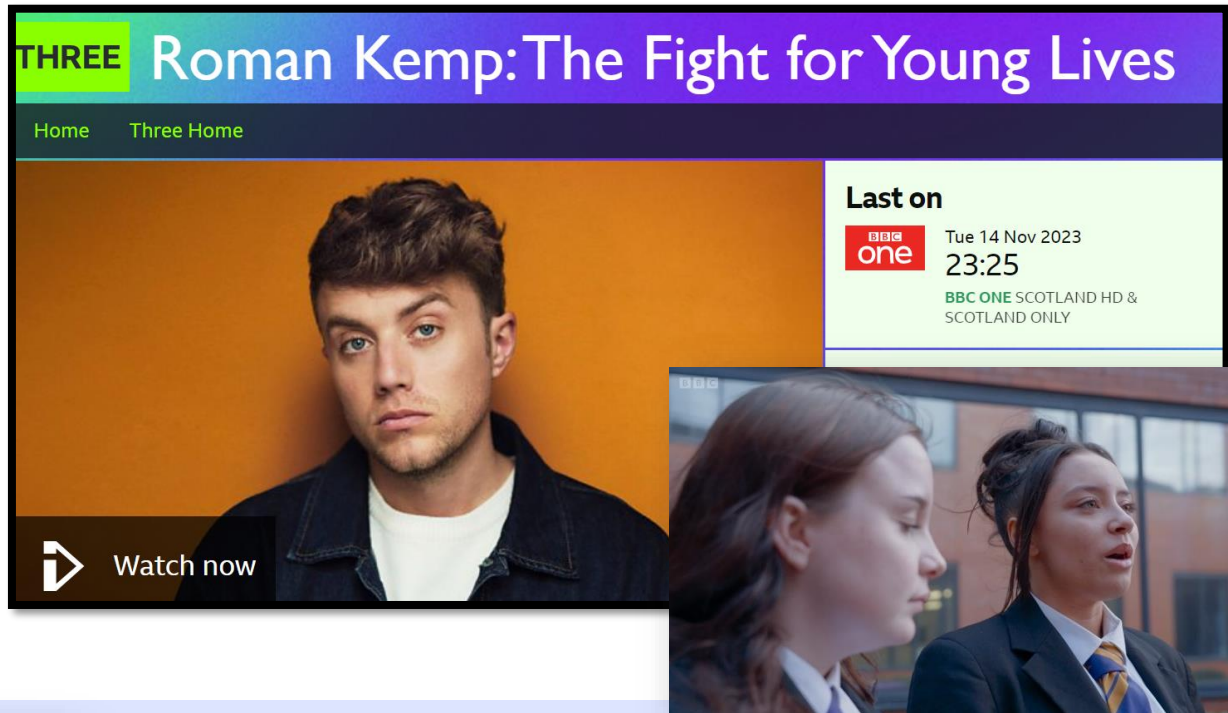
Our Ethos Team contributed to improvements in the Personal Development category as part of the school's improving record.

**"Pupils recognise that they are part of a school that has improved substantially."**

**STANTONBURY OFSTED Jan 24**

Inspection of Stantonbury School	
Purbeck, Stantonbury, Milton Keynes, Buckinghamshire MK14 6BN	
Inspection dates:	23 and 24 January 2024
<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

► This year our Ethos Teams have gained wider recognition, including being featured in a BBC Three documentary with Roman Kemp, acknowledged by the Children's Commission Office, and shortlisted as one of the Final 12 in the Centre for Social Justice's Charity of the Year awards.



'What your school does and offers is outstanding. I really can see how even though it is not your responsibility, you have taken it on and go above and beyond to support your students and their families.'

**Roman Kemp – TV & RADIO Host**

**BBC  
THREE**

**THE DOCUMENTARY  
WAS RELEASED IN  
NOVEMBER 2023 &  
VIEWED BY MILLIONS**



"The Ethos Team is a unique approach which we would like to see other schools adopt. Children spoke warmly of their relationship with the school's youth worker and explained that having a youth worker on site makes it easier to disclose any challenges which are acting as barriers to learning. The family liaison officer provides vital support to families facing severe hardship. And the Ethos senior pastoral leader provides the expertise and strategic thinking needed to shape a whole school approach to wellbeing."

**Alice Wilcock – Head of Education – Children's Commissioner Office (DEC 23)**

As a CSJ Charity Award finalist in 2024 we have been recognized for our positive impact on education.







## 2023-24 DEVELOPMENTS – IN BRIEF

### Relevant Content in a Changing World

Grace Foundation is continually adapting its content to better resonate with the evolving digital landscape and the experiences of students. DECA is a framework used to support life-long learning. It follows the process of **DISCOVER, EXPLORE, CONNECT, APPLY** and over 150 pieces of our content have been developed in this consistent format. For more information visit our website.

### A Structure Fit for the Future

The introduction of GF Clusters aims to enhance collaboration, coaching, and capacity among partner schools, fostering a more focused and supportive environment for growth. This structure also ensures strategic oversight and quality assurance, with a strong emphasis on peer support and innovation.

CLUSTER 1	CLUSTER 2
<ul style="list-style-type: none"> <li>- Ellowes Hall Sports College</li> <li>- Grace Academy Solihull</li> <li>- Q3 Academy Tipton</li> <li>- Leasowes High School</li> <li>- Grace Academy Darlaston</li> <li>- Q3 Academy Great Barr</li> </ul>	<ul style="list-style-type: none"> <li>- Grace Academy Coventry</li> <li>- Rushden Academy</li> <li>- Stantonbury School</li> <li>- Elizabeth Woodville School North Campus</li> <li>- Elizabeth Woodville School South Campus</li> <li>- Lord Grey Academy</li> <li>- Huxlow Academy</li> </ul>



### High Quality, Effective Provision for All

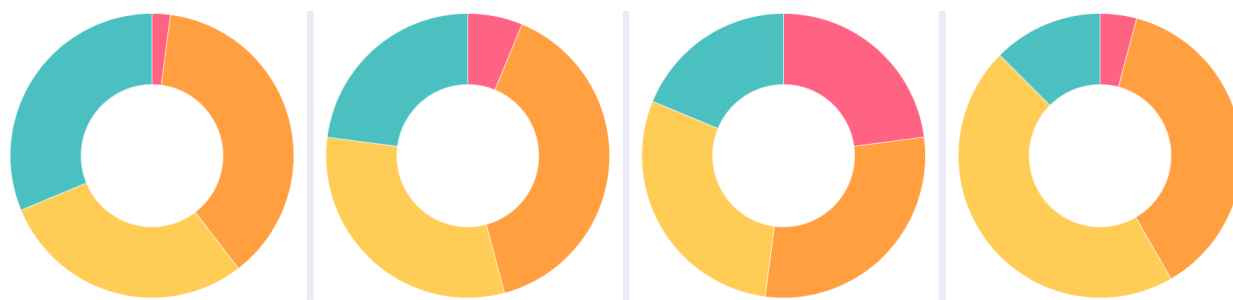
The Ethos Team QA Framework is a reference tool specifically designed to help Partners Schools benchmark the work of their Ethos Team against key OFSTED Criteria. Our Categories include:

GF- LEADERSHIP & MANAGEMENT	GF- QUALITY OF EDUCATION	GF- PERSONAL DEVELOPMENT	GF- BEHAVIOUR & ATTITUDES
Intent	Ethos Themes: Developing Character & Values	Student Leadership	Interventions
Implementation	Ethos Themes: Building Healthy Relationships	Enrichment	1-1 Interventions
Impact	Ethos Themes: Understanding Christian Perspectives	Family Support	
Staff Development	Tutor Time + Assemblies	Church/Community Partnerships	

Each of the criteria above are assessed with the school in relation to the work of the Ethos Team and then identified as one of the following:

DEVELOPING	IMPROVING	GOOD	OUTSTANDING
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At the end of 2023-24 this is an overall snapshot across 12 Partner Schools where they are on our QA Framework.



GF- Leadership & Management	GF- Quality of Education	GF- Personal Development	GF- Behaviours & Attitudes
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During our second year of delivering the Quality Assurance Framework, we have seen positive increases in the ratings of our schools, as teams become more embedded in their contexts and leaders gain confidence and proficiency. Our Rushden School has now joined the three Grace Academies as a solidly outstanding school on the Quality Assurance Framework.







## Quality Assurance Meta-Analysis

A summary of positive changes, as well as areas for development across the different categories we measure is below. Please note: This analysis reflects the Ethos Team only – not the school itself.

### 1. Leadership and Management:

- There has been a noticeable increase in the proportion of "Outstanding" ratings from 2022-23 to 2023-24.
- The "Improving" and "Good" categories have remained relatively stable, with only slight changes.
- Staff development is an area that can be further accelerated over the coming year.

### 2. Quality of Education:

- The "Outstanding" category has grown slightly in 2023-24 compared to 2022-23.
- The "Improving" and "Good" sections remain quite balanced, indicating steady progress.
- Assemblies and tutor times are areas that are being targeted for further development, as our teams increase their support to the schools.

### 3. Personal Development:

- The "Outstanding" section shows growth in 2023-24, with an increase in family support work and enrichment across the schools.
- The "Improving" segment has slightly decreased, suggesting that more areas have transitioned to higher categories such as "Good" or "Outstanding."
- Church and community partnerships remain a focus for further improvement across the schools.

### 4. Behaviour and Attitudes:

- The "Outstanding" category has slightly increased, indicating stronger interventions (1:1 and group interventions).
- The "Developing" section has reduced, highlighting that fewer areas require attention, with more now in higher categories.

Overall, the key positive takeaway is the consistent increase in "Outstanding" ratings across all categories, reflecting year-on-year improvement. There is also a general reduction in the "Developing" category, signifying overall growth in quality and management. Over the coming year, we believe all existing partner schools have the capacity to achieve "Good" or "Outstanding" ratings on most areas in the framework, and we will support Ethos Teams to help them work towards this.





Grace Foundation

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