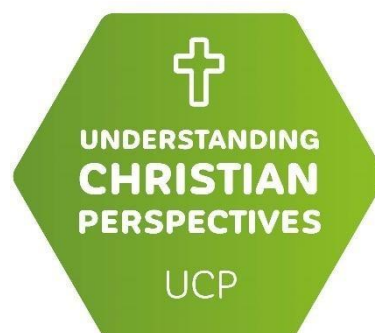




Our Ethos teams work within secondary schools to make a lasting difference in the lives of young people and their families.



STRONG TEAMS AND EFFECTIVE PROGRAMMES

PARTNERING TOGETHER FOR CHANGE



The 2024-25 academic year has been a landmark for Grace Foundation, shaped by our theme: Strong Teams, Effective Programmes. This focus has guided everything from refining internal structures to deepening external impact.

At the heart of this progress is our new Cluster Model - grouping Ethos Teams into regional clusters, each supported by Lead Practitioners. This has strengthened peer collaboration, boosted accountability, and enabled tailored support for every partner school.

Our Ethos Teams remain the driving force behind our impact, delivering high-quality interventions, curriculum support, and family engagement that meet whole-school needs.

We launched two new school partnerships:

- Huxlow Academy joined in September and is already a flagship of transformation. Ofsted highlighted the Ethos Team's role in improving behaviour, personal development, and student well-being.
- Tudor Grange Kingshurst became our 14th partner school. Working closely with The Rigby Foundation and Tudor Grange Academies Trust, we've laid a strong foundation for success with a full team now in place.

Quality continues to rise. Our updated Quality Assurance Framework shows more schools achieving 'Good' or 'Outstanding' benchmarks - clear evidence of the dedication of our staff and the strength of our evolving Ethos Programme.

Looking ahead to 2025-26 and the launch of our 15th partner school, Shire Oak Academy, we remain committed to building strong teams and delivering effective programmes to transform lives, build character, and help every student flourish.

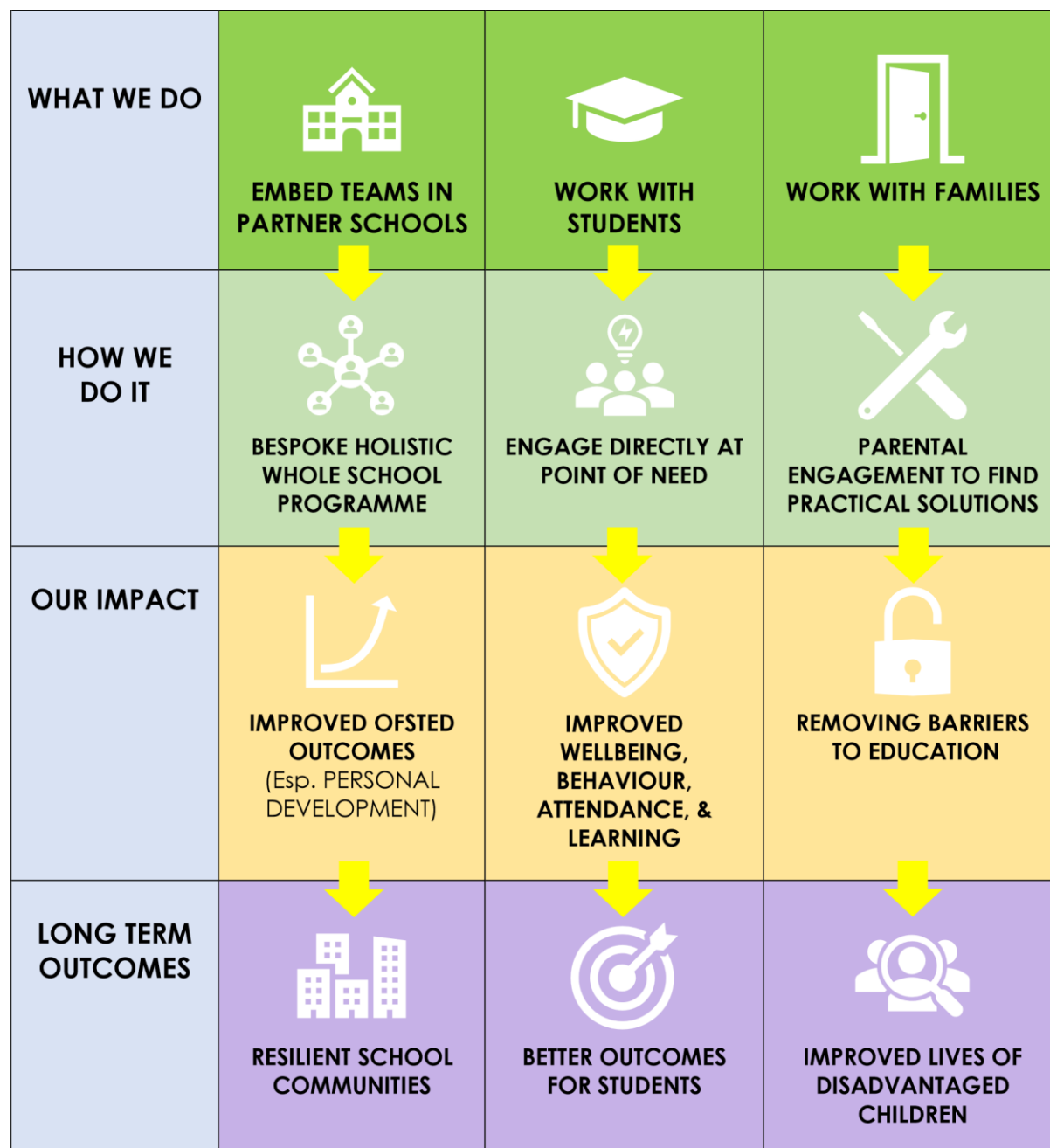
Thank you to our staff, partners, funders, and school communities for your continued support.

Gary Spicer

CEO - Grace Foundation

HOW WE MAKE A DIFFERENCE

OUR THEORY OF CHANGE

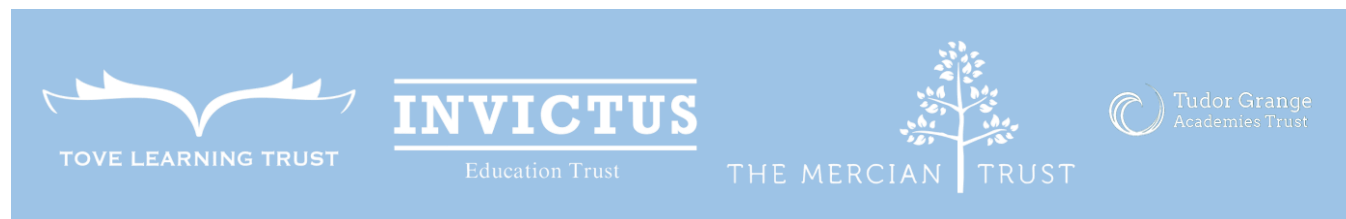


OUR PARTNER SCHOOLS

EXPANDING OUR REACH

This year we expanded into our 14th partner school, working with our fourth Multi-Academy Trust and securing support from our third major funder.

OUR MULTI ACADEMY TRUST PARTNERSHIPS



OUR PARTNER SCHOOLS



OUR FUNDING PARTNERS



RIGBY

GRACE
CHARITABLE
TRUST

2024-25 ACADEMIC YEAR OVERVIEW

IMPACT BY THE NUMBERS



We have grown from 3 Partner Schools in 2019 to 14 in 2025!

SNAPSHOT OF OUR IMPACT IN 2024-25

15,000+

Students reached across
14 Partner Schools

632,103+

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

**50 Staff Team
Members working
across 4 Multi
Academy Trusts**

9,019+

Support Group Places
(Wellbeing & behaviour
interventions)
UP 75% on last year

4,014+

Intervention Sessions
(One-to-One support)
UP 37% on last year

39,464+

Parental Engagements
(Practical, emotional, relational
or wellbeing support)
UP 37% on last year

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.

NOTE FROM A HEAD TEACHER

The Impact of the Ethos Team on Huxlow Academy's Ofsted Success

Kim Isaksen, Head of Huxlow Academy - one of our newest partner schools - shares the success story of a newly embedded Ethos Team and the transformation it has helped bring about.



The recent Ofsted inspection rightly recognised the significant improvements made at Huxlow Academy, many of which have been driven by the outstanding work of our Ethos Team. From day one, the Ethos Team has been central to our improvement journey, providing expertise, capacity, and high-quality interventions that have transformed the culture of our school.

Their work has fundamentally reshaped pupils' experiences, ensuring they feel safe, supported, and equipped to overcome barriers to learning and behaviour. Through a deeply embedded and holistic approach, the team has instilled in students the strategies and resilience needed to succeed, particularly those who may have previously struggled to demonstrate positive behaviours. Their influence has been instrumental in helping students live out 'The Huxlow Way' with Ambition, Respect, and Pride.

Central to this improvement is the Ethos Team's role in personal development. Through PSHE, external speakers, and targeted interventions, they have boosted pupils' self-esteem, supported their understanding of healthy relationships, and promoted respect for others from all cultures and backgrounds. Ofsted acknowledged that Huxlow caters well for pupils' personal development, and it is clear that the Ethos Team's tailored support and compassionate approach have played a vital role in this success.



Their work has not only supported behaviour and personal development, but it has also nurtured a sense of well-being and togetherness that now permeates Huxlow. Hannah, Samonna and Amy embody the very ethos we strive to instil in our young people, demonstrating daily what it means to care, to connect, and to believe in the potential of every student.

The Ethos Team's unwavering commitment has contributed significantly to our well deserved 'Good' judgement for Personal Development and Behaviour and Attitudes, and continues to underpin our shared mission, to improve life chances, foster belonging, and ensure every student thrives.

Kim Isaksen

HEADTEACHER - HUXLOW ACADEMY



WE IMPACT SCHOOL OUTCOMES

► Our Ethos Teams contributed towards improved OFSTED outcomes in 2024-25

 Huxlow Academy Ambition • Respect • Pride Previous Inspection: inadequate	Inspection dates: 20 and 21 May 2025 <table border="0"> <tr> <td>The quality of education</td> <td>Requires improvement</td> </tr> <tr> <td>Behaviour and attitudes</td> <td>Good</td> </tr> <tr> <td>Personal development</td> <td>Good</td> </tr> <tr> <td>Leadership and management</td> <td>Good</td> </tr> <tr> <td>Sixth-form provision</td> <td>Good</td> </tr> <tr> <td>Previous inspection grade</td> <td>Not previously inspected under section 5 of the Education Act 2005</td> </tr> </table>	The quality of education	Requires improvement	Behaviour and attitudes	Good	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
	The quality of education	Requires improvement											
Behaviour and attitudes	Good												
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												

"The school's 'ethos team' provides pupils with tailored learning that boosts their self-esteem and develops their understanding of healthy relationships." **HUXLOW OFSTED MAY 2025**



Inspection of Q3 Academy Tipton

Alexandra Road, Tipton, West Midlands DY4 7NR

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What OFSTED say about Q3 Tipton...

"Personal development is a priority in the school... leaders carefully consider the activities, projects and initiatives that will offer pupils the best opportunities to broaden their experiences and develop their cultural understanding."

LEASOWES HIGH SCHOOL



Our Ethos Team contributed to continued positive outcomes for the school.

"The school's personal development programme is well planned and thorough."

OFSTED REPORT DEC 24

Inspection of Leasowes High School

Kent Road, Halesowen, West Midlands B62 8PJ

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good

A WEEK IN THE LIFE OF GRACE FOUNDATION

► These recent examples showcase a week in the life of our Partner Schools using real-life stories of impact.



Anti-Bullying Workshop Builds Respect

117 KS3 students took part in a drama-led workshop exploring the long-term impact of bullying and how to build respectful relationships. 98% found it impactful. Student voice: "I learnt that bullies don't realise how much they can affect someone's life."



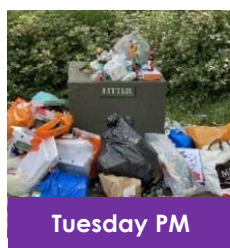
County Lines Awareness Empowers Students

179 Year 7 students took part in an interactive workshop tackling County Lines risks. 98% now understand what County Lines is and 97% know the law around it. Student voice: "I've learnt how to spot the signs of grooming & how to get out of it."



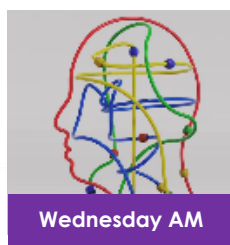
Year 8 Healthy Relationships Day Changes Perspectives

203 students took part in a specialist-led day on domestic abuse, bullying, consent, and emotional literacy. 100% feel better equipped to recognise unhealthy relationships. Student voice: "I now understand what's OK and what is not OK."



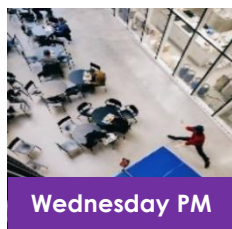
Social Action Week Earns Award Finalist Spot

200 students worked on projects from community clean-ups to charity fundraising. 89% felt they made a real difference. The school went on to be an environment award finalist highlighting students' creativity, teamwork, and commitment to positive change.



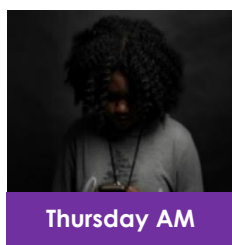
Well-Being Day Strengthens Mental Health

110 Year 9 students attended sessions on resilience, self-esteem, self-harm, coping strategies, and sleep hygiene. 90% now understand the impact of mental health; 96% know where to seek help. Student voice: "I learnt the different myths of self-harm and how to find help."



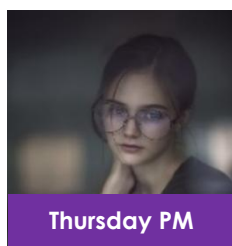
Drop-In Club Provides Safe Space

Students enjoyed a calm, supportive environment to relax, talk, and connect. Attendance spiked after exams, showing its value during high-pressure periods. Student voice: "It's somewhere to get away from the noise and just feel calmer."



Values Day Inspires Positive Change

218 Year 7 students explored character, confidence, and positive use of social media. Commitments included: "I will limit my screen time and have breaks from my phone" and "Be respectful to others and they will be respectful to you." Staff called the day "engaging and practical."



Raising Female Aspirations Broadens Horizons

90 Year 10 students explored self-awareness, workplace skills, and gender equality in careers. 100% said the workshop was supportive and empowering. Student voice: "Made me realise how male dominated some industries are and that women should be included."



Personalised Career Interviews Clarify Futures

Nine Year 11 students, including SEND and those at risk of NEET, had 1:1 careers interviews. All left with clear next steps and greater motivation. Student voice: "Before the meeting, I wasn't sure what I wanted to do, but now I have solid ideas."



Mind Over Mirror Improves Body Image

25 Year 10 students took part in a body image workshop. 100% said they now understand body image more clearly; 90% said they think differently about social media's impact. Student voice: "This helped me realise everyone's body is unique and should be celebrated."

WE TACKLE ATTENDANCE AND ANXIETY

► Our Youth Workers are dedicated to removing barriers to learning for students



Student A struggled with attendance, arriving late most days and missing morning lessons, with her attendance at just 45%. Through 1:1 mentoring, daily check-ins, and a structured morning routine, her attendance improved by 8% to 53%, with perfect punctuality for two weeks. She shared, *"The rewards have motivated me to take responsibility for my attendance,"* while her parent added, *"This support has helped her get up early and want to be on time for school."*

Over six targeted sessions, **Student B** received practical tools to manage anger leading to significant emotional growth. Their wellbeing scores improved dramatically: "Dealing with problems well" and "Feeling confident" both rose from 2 to 5, while "Feeling loved" increased from 1 to 5. The student reflected, *"The Stop, Think and Act strategy helps me."*

Student C is living in a single-parent household with financial struggles had severe anxiety and poor attendance (43%). Lack of a school routine, no access to proper uniform, and missing technology for homework created barriers to learning. The Family Support Worker provided weekly coaching for the mother, structured nurture sessions for the student, and access to the school's uniform bank. Over six weeks, the student's attendance increased to 60%, and confidence improved.

Student D was referred for mentoring after disclosing feelings of depression and thoughts of self-harm. Over six weeks, he engaged in goal-setting and positive mindset strategies, leading to improved mood and stronger social connections. He no longer reported suicidal thoughts and said, *"I've learnt there are people who care... mentoring has helped me have more empathy."* His wellbeing score increased from 15 to 25.

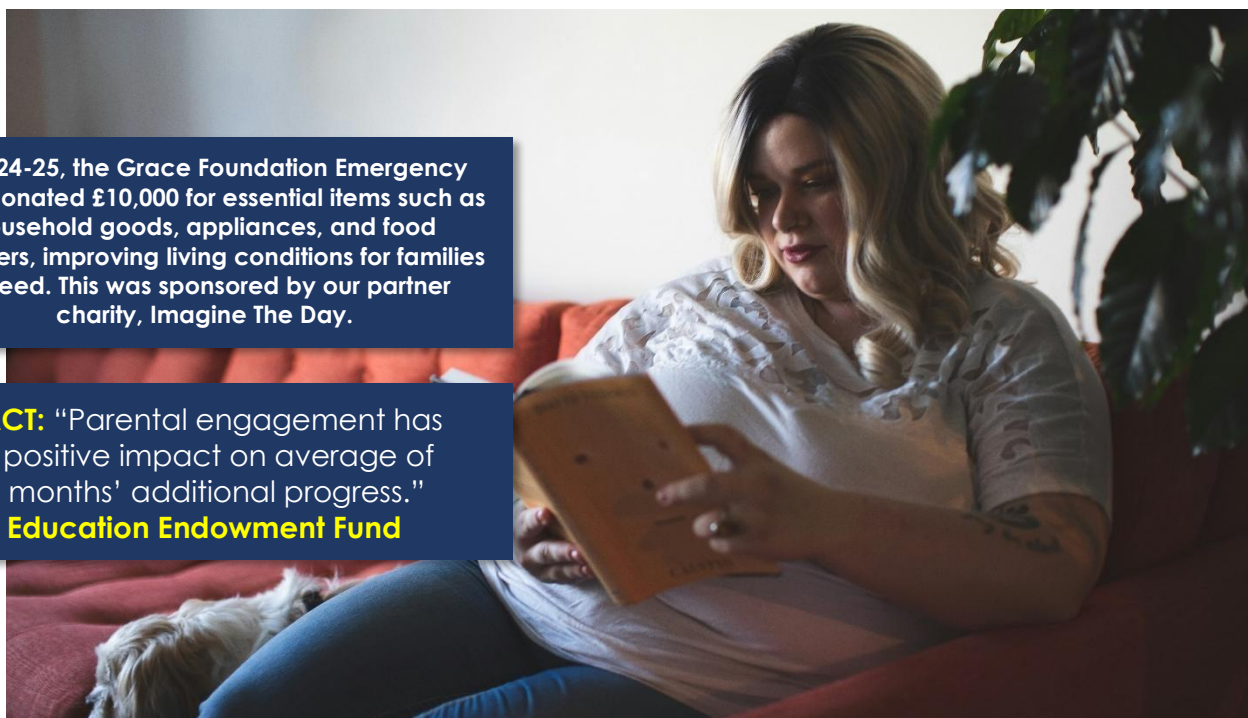
Through six weekly 1-1 interventions and pastoral sessions **Student E** overcame school-related anxiety, boosting confidence and raising attendance from 71% in April to 96% in May. The student shared, *"I'm excited to meet new people... the journal helps me manage."*

WE WORK WITH THE WHOLE FAMILY

► Our Family Support Workers offer neutral advocacy and support parents to thrive in challenging circumstances

In 2024-25, the Grace Foundation Emergency Fund donated £10,000 for essential items such as household goods, appliances, and food vouchers, improving living conditions for families in need. This was sponsored by our partner charity, Imagine The Day.

FACT: "Parental engagement has a positive impact on average of 4 months' additional progress."
Education Endowment Fund



Family A, had a Year 9 pupil in alternative provision, struggled with attendance (down to 20%) due to home responsibilities and lack of routine. The Family Support Worker (FSW) provided weekly support for the family, helping establish structure and expectations. As a result, attendance steadily improved, reaching 100% in the months that followed. His mum shared, *"Thank you for helping us get him to school more frequently and in the correct clothing."*

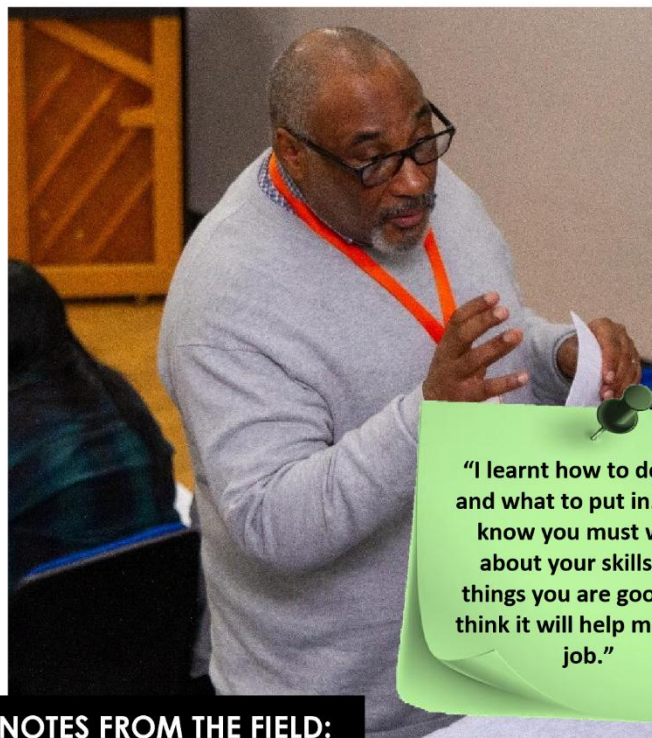
Family B had a child whose attendance dropped from 60% to 0% due to anxiety and confidence issues. The FSW built trust through ongoing parental support. With encouragement and structured reintegration, K's attendance rose to nearly 50%, and she successfully completed self-esteem interventions. She told her mum, *"I really enjoyed it and got a lot out of it."* This integrated support from the FSW and the school was part of the success story for this family.

Family C, had a Year 7 pupil, struggled with severe anxiety, making school attendance a daily battle. The FSW, alongside school staff, and parental support, developed a personalised plan with morning check-ins and emotional regulation strategies. Over time, L regained confidence, attended all lessons, and even took part in PE and drama. His attendance is now over 96%. Staff noted, *"He's much more independent and resilient."*

Family D, were a single parent family supported through the Ethos Fund received a new bed for their Year 10 child, a young carer diagnosed with autism, who had been sleeping on the floor, allowing them to sleep comfortably and focus on school.

WE RAISE STUDENT ASPIRATIONS

- Our Careers and Aspirations Specialist has worked across Partner Schools, delivering lessons, workshops, and targeted interventions designed to help students reach their full potential.



130 students took part in an International Women's Day panel discussion with IM Group staff representing women in business, prompting one student to say, "That was a great assembly, miss. I find you to be an inspirational woman."

"I learnt how to do a CV and what to put in. I now know you must write about your skills and things you are good at. I think it will help me get a job."

By the end of the CV workshop, 100% of participants said they knew how to create a CV to support their job applications.

NOTES FROM THE FIELD:

GROW: Career Coaching
99% ready to make informed career choices

Sixty-four targeted Year 11 students took part in small group sessions on decision-making, skills, and future planning. 99% felt confident in making informed decisions and setting SMART goals. "It has made me more aware of my responsibility to myself" and "I know what I am doing for my future."

Learn to Lead
100% equipped with leadership skills and confidence

Two hundred and twenty-two students explored the heart, roles, characteristics, and skills of leadership. 100% understood what makes a great leader. "Getting as many leadership roles as possible whenever it comes my way" and "To be sympathetic and allow others to have opinions."

Job Interview
100% feel confident and prepared for interviews

Fifty-nine Year 11 students learned how to prepare for and perform well in interviews. 100% felt more confident and ready. "I feel more confident and better prepared for interviews and to take more time to think about my answers."

WE HELP BUILD HEALTHIER RELATIONSHIPS

► OUR Educators Team deliver lessons and interventions to help students grow self-worth and develop better relationship skills for life.



BETTER WELLBEING

The well-being scores across LIFT & Miss Understood have increased by 37%.
*Short Warwick
Edinburgh Mental
Well-Being Scale*

IMPROVED SOCIAL SKILLS

100% agree or strongly agree they can connect and practice healthy relationship skills through daily challenges.
Relational Skills

RELATIONAL INSIGHTS

98% agree or strongly agree they can discover why developing healthy relationship skills matter.
The Boys Project

REMOVING BARRIERS

97% agree or strongly agree they can explore the barriers to shaping healthy relationship values.
It's Not Okay

SUPPORTING SAFETY

95% agree or strongly agree they know where I can get help and support if I need it.
It's Your Choice

HEALTHIER FUTURES

99% agree or strongly agree they feel more prepared to have a healthy relationship.
It's About Consent



"I get why wearing a short skirt doesn't mean a girl is 'asking for it'."
Year 10 pupil, The Boys Project

"I felt a lot of anxiety and embarrassment for everything but now I don't have those feelings anymore." **Year 7 pupil, LIFT.**

"I feel more aware about wider issues like sexual exploitation."
Year 10 pupil, Outside the Box

"I now value myself more and feel more confident." **Year 8 pupil, Miss Understood**



"I have learnt a lot about respect and relationships, but this has been the best." **Year 9 pupil, The Boys Project**

"LIFT has taught me to be able to cope with difficult things."
Year 8 pupil, LIFT

"I have learnt to be myself and love life." **Year 7 pupil, Miss Understood**

"I now know how to exit unsafe situations and get help." **Year 9 pupil, Outside the Box**

WE ENHANCE RELIGIOUS EDUCATION

► 32,164 student engagements with the Easter story in 2025



EASTER ENIGMA was delivered across all Grace Foundation schools. Using a detective theme, students explored the meaning of Easter through interactive activities and discussions. Thousands engaged with the story of Jesus' death and resurrection, gaining a deeper understanding of what Christians believe and hope and forgiveness.

'Students acted as detectives to explore the Christian meaning of Easter through interactive challenges and reflective discussion. This Easter campaign encouraged critical thinking and a deeper understanding of Easter's relevance today.' Grace Academy Darlaston – Teacher	'The Tutor Session was a great way to engage students in thinking beyond the surface of Easter. The activities were well structured and gave them a chance to explore Christian beliefs in a way that felt relevant and accessible.' Stantonbury Tutor	A reflective space was opened exploring the Easter story and its key themes – including grief, self-esteem, forgiveness, and the opportunity to consider what questions you might ask God. 100% of students found the space calming. 'My favourite activity was the one on grief, as it brought me a sense of peace.' Grace Academy Solihull
'Thank you for teaching us about Easter. As someone from an atheist family, I found this session highly enjoyable! The explanation was not tiring, it was awakening.' Grace Academy Darlaston Student 'I finally understand the full story and the reason of eggs.' Rushden Academy Student	Within the Thrive sessions, students explored the crucifixion and resurrection of Jesus and their meaning for Christians. The statement that stuck with them most was: 'Father, forgive them, for they do not know what they are doing.' Q3 Tipton – Thrive Small Group	'I saw massive progress compared to the Christmas sessions and the students' understanding of engaging with lessons outside of the norm. Lovely to see the students enjoying these sessions to supplement their RE knowledge.' Grace Academy Coventry – RE Teacher
'The lessons were brilliant and fast paced. Students participated and engaged; they were able to apply the concept of hope to their personal lives.' Great Barr – Head of RS	95% of students agreed that they left the lesson with a better understanding of why Christians celebrate Easter. EWS Deanshanger	'I have learnt that you can still have hope even in dark times.' 'I have learnt that even the smallest act of hope and kindness matters.' 'I can feel more hopeful by remembering I'm here because Jesus gave his life.' Leasowes High School Students
'I learned why Jesus was crucified and facts about his friends and family. I really enjoyed watching the video and learning about Jesus.' Ellowes Hall – Year 8 RE Lessons	92% of students strongly agreed or agreed that they understand how Christians believe the Easter story brings hope and meaning to life. Grace Academy Coventry	I'm not a Christian so I would say Easter always just meant chocolate to me, but going around with my friend who is a Christian and having her explain to me why it was important to her too gave me an insight into the bigger picture of Easter.' Ellowes Hall student

WE HELP STUDENTS TACKLE BIG TOPICS

1,948 students impacted across six partner schools through a powerful interactive RE experience called GSUS LIVE

GSUS Live is an immersive multimedia Religious Education experience provided by *Counties*, designed to help Key Stage 3 students explore the Christian perspective on key life themes such as fear, forgiveness, and rejection. Delivered in-school by trained volunteers, the programme combines Bible animations, historical stories, and interactive tablet-led tasks. It supports students' SMSC development and aligns closely with RE curriculum outcomes.



The impact of GSUS Live was felt across every school, with students reflecting on deep emotional and spiritual themes. Below is a selection of feedback that captures the breadth of student experience:

"This experience was amazing! It really made me want to forgive everyone." **Grace Academy Coventry**

"Jesus felt these emotions when he was on the cross - he had been rejected and was afraid, and then he forgave them." **Grace Academy Solihull**



"Maybe we should let some things go and forgive people because we don't want to stay bitter." **Ellowes Hall**

"To forgive someone you don't have to be happy for what they've done." **Leasowes High School**

"It made me think about how we all feel fear and rejection, even famous people." **Q3 Great Barr**

Staff consistently praised the programme for its relevance, accessibility, and high student engagement. Many noted how even students with high needs or challenging behaviour were drawn into the content. One volunteer commented: *"The GSUS Live experience seemed to leave a really positive impression on the students... Their feedback was really encouraging from across all sorts of backgrounds and many different worldviews, faiths and beliefs."*



WE INFLUENCE BEYOND THE CLASSROOM

- This year, our Ethos Teams have continued working with the Centre for Social Justice, featuring in multiple reports and being recognised as examples of best practice in tackling key issues such as behaviour, attendance, and parental engagement. www.centreforsocialjustice.org.uk




Inclusive Education Community

We are now part of the Inclusive Education Community helping to shape the future of education. www.inclusiveeducation.org.uk

Grace Foundation was thrilled to be recognised in November 2024 among the CSJ Awards finalists as a charity of outstanding impact.



WE HELPED A PARTNER SCHOOL GAIN SCHOOL OF CHARACTER RECOGNITION FROM ACE

The school's values are not an additional 'extra,' but woven into existing practices such as assemblies and drop-down days, which are delivered through 'the lens of character.'

GRACE ACADEMY DARLASTON 2025



ACE School of
CHARACTER
character-education.org.uk

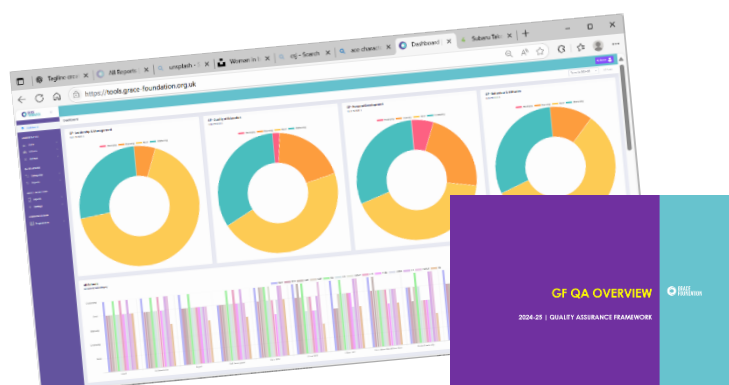
WE KEEP MOVING FORWARD

OUR CONTENT STAYS RELEVANT AND EFFECTIVE



In 2024–25, we continued embedding our DECA-based approach (Discover, Explore, Connect, Apply), developing effective bespoke first-response interventions, targeted support, and lessons.

OUR QUALITY HAS IMPROVED DURING EXPANSION

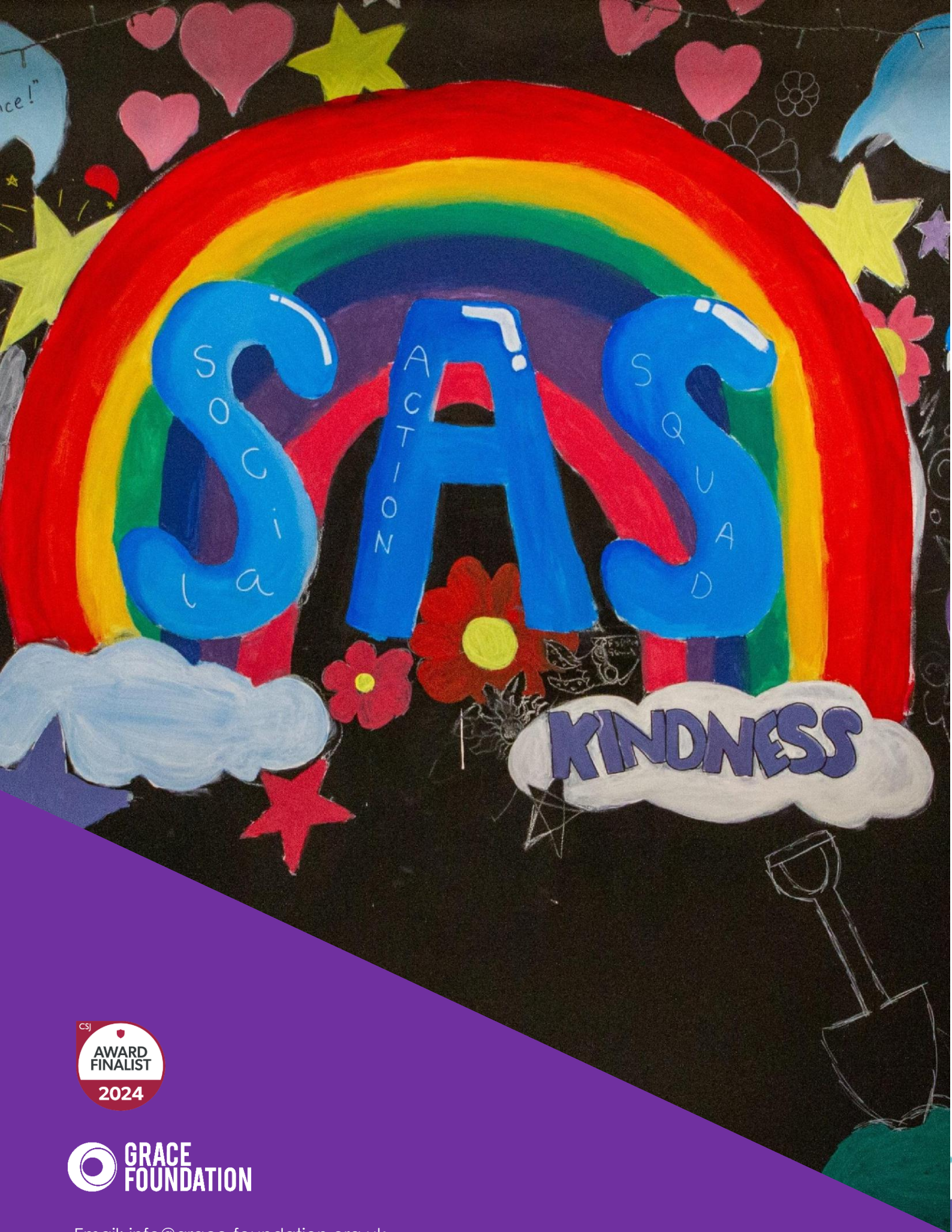


In 2024–25, our robust Quality Assurance data shows that as our Partner Schools have grown in number, quality has continued to improve.

OUR STAFF CONTINUE GROWING



In 2024–25, we worked with industry experts to develop, train, and coach our staff in a new competencies framework, equipping Ethos Teams with the exact skills they need to thrive, building a strong leadership pipeline, and enabling our Lead Practitioners to offer peer support to colleagues in similar roles.



Email: info@grace-foundation.org.uk
www.grace-foundation.org.uk