OUR IMPACT 2025–26 REVIEW

DEVELOPING CHARACTER & VALUES
DCV

BUILDING HEALTHY RELATIONSHIPS
BHR

UNDERSTANDING CHRISTIAN PERSPECTIVES
UCP



IMPROVING LIVES OF ALL STUDENTS AND FAMILIES

2025–26 ACADEMIC YEAR

GRACE FOUNDATION



Welcome

FROM GARY SPICER, CEO

During 2025–26, Grace Foundation recorded more than three quarters of a million engagements with students and families across our partner schools.

Those engagements happen in different ways. Through curriculum input, tutor time and assemblies, young people explore character, relationships, choices and Christian perspectives. Through group and one-to-one interventions, students receive more targeted support around well-being, behaviour, confidence, attendance and other barriers to learning. Through enrichment, they are given opportunities to belong, lead, contribute and grow. Through parental engagement, families receive practical help, advocacy and support when circumstances are difficult.

Taken together, these six areas of work allow our Ethos Teams to support the whole school community while also responding to individual need.

Across this report you will see examples of the difference that support has made: students returning to lessons, attendance improving, behaviour changing, confidence growing, relationships strengthening and families feeling better supported by their school.

I am grateful to our staff, school leaders, partners and funders who make this possible. Their commitment allows Grace Foundation to keep helping young people overcome barriers and experience school in a more positive way.

Together, these efforts lead to better outcomes for students and stronger, more supportive school communities.

Gary Spicer
CEO, Grace Foundation

767,379

ENGAGEMENTS ACROSS 15 PARTNER SCHOOLS

OUR APPROACH

HOW WE MAKE A DIFFERENCE

Grace Foundation places trained Ethos Teams within schools to deliver a consistent, embedded whole-school programme through six Foundations.

- CURRICULUM INPUT
- TUTOR & ASSEMBLY
- GROUP INTERVENTIONS
- 1-1 INTERVENTIONS
- ETHOS ENRICHMENT
- PARENTAL ENGAGEMENT

OUR WORK IS ALIGNED TO THREE CORE AREAS

- DEVELOPING CHARACTER & VALUES — DCV
- BUILDING HEALTHY RELATIONSHIPS — BHR
- UNDERSTANDING CHRISTIAN PERSPECTIVES — UCP

UNDERPINNED BY SAFEGUARDING



2025–26 AT A GLANCE

OUR REACH

15
PARTNER SCHOOLS

17.5K
STUDENTS + FAMILIES

767,379
OVERALL ENGAGEMENTS

108,307
CURRICULUM INPUTS

444,786
TUTOR TIME & ASSEMBLY ENGAGEMENTS

9,286
GROUP INTERVENTION PLACES

5,602
ONE-TO-ONE INTERVENTIONS

162,188
ENRICHMENT PLACES

37,845
PARENTAL ENGAGEMENTS

THE CHANGE WE SEE

FOR STUDENTS

- Improved well-being
- Improved attendance
- Improved behaviour
- Stronger character and values
- Healthier relationships
- Increased understanding of Christian perspectives

FOR PARENTS AND CARERS

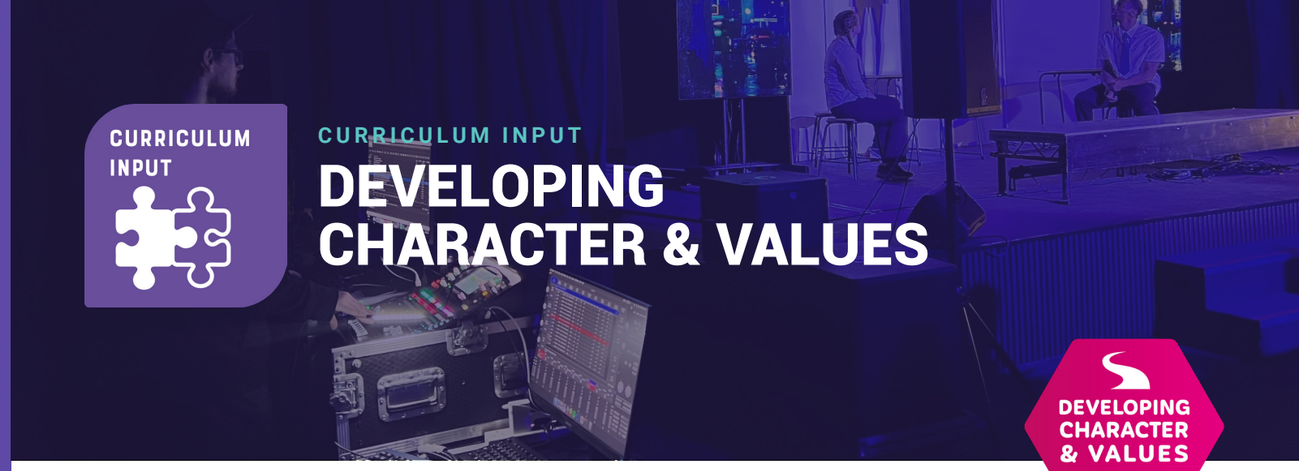
- Improved well-being
- Stronger relationships with school
- Reduced barriers to learning for their child

LONGER-TERM IMPACT

Reduced barriers to learning, resulting in sustained improvements in student engagement, school experience and Personal Development & Well-being.

ULTIMATE OUTCOME

Improved lives of all students and families.



CURRICULUM INPUT

CURRICULUM INPUT

DEVELOPING CHARACTER & VALUES

DEVELOPING CHARACTER & VALUES
DCV

Our goal is to help students develop character and values by raising aspirations, building resilience, cultivating respect and supporting well-being.

Through curriculum lessons, workshops and drop-down days, students are given practical opportunities to reflect on their choices, understand themselves and others, and develop the character they need for school and life.

108,307
Curriculum engagements delivered across 2025–26

Mental Health & Well-being Lessons

RUSHDEN ACADEMY

157 Year 7 students took part in a lesson helping them understand mental health, why it matters and how to care for their well-being. Students identified practical coping strategies and ways to support themselves and others.

> *"I feel I now have better coping mechanisms."*
> *"It made me feel better knowing that other people struggle with their mental health too."*

Year 7 Values Day

Q3 ACADEMY TIPTON

300 Year 7 students took part in an off-timetable day focused on character development, exploring resilience, respect, confidence and self-esteem.

> *"To be confident and never give up."*
> *"To spend less time on social media and learn how to deal with cyberbullying."*

Do Good: The Character Workshop

ROADE VILLAGE ACADEMY

28 Year 7 students took part in an interactive drama workshop exploring kindness, courage and good character. **100%** understood how to identify good characteristics and then **100%** understood why good character is important.

> *"Be who you are, but always be respectful."*
> *"Make sure that when people talk about you, it is for the right reasons."*

Anti-Racism Workshop

HUXLOW ACADEMY

25 Year 8 students took part in a creative workshop helping them understand what racism is, its impact and how to take steps towards racial tolerance.

> *"I've learnt that we need to be more open to learning about the people around us."*

Butterfly Anti-Bullying Workshop

TUDOR GRANGE ACADEMY KINGSHURST

237 Year 9 students explored bullying, respect and its wider impact. **100%** said they better understood bullying and its effects, while **95%** understood the importance of reporting it.

> *"I learnt from watching the play that bullying affects not just the student but the family as well."*



CURRICULUM INPUT

CAREERS & ASPIRATIONS

DEVELOPING CHARACTER & VALUES
DCV

Our goal is to help students understand their options, develop the skills and confidence they need for the future, and make informed choices about education, training and employment.

Through workshops, coaching and targeted guidance, students explore career pathways, identify their strengths, set realistic goals and develop practical employability skills.

100%
of Raising Female Aspirations students had a clearer understanding of their aspirations

Targeted Careers Guidance & Revision Support

YEAR 10 STUDENTS AT RISK OF BECOMING NEET

Students received one-to-one careers guidance alongside personalised revision planning. They reported feeling more organised, less anxious and more confident about what to do next.

> *"Before the meeting I felt a bit lost, but now I have a plan for what I need to do, and I feel more confident about my future."*

> *"The revision plan has helped me organise my time better. It doesn't feel as stressful now because I know what to focus on each week."*

Raising Female Aspirations

GRACE ACADEMY COVENTRY

100 Year 10 students took part in a workshop exploring confidence, self-awareness, workplace skills and future aspirations. **100%** said they had a clearer understanding of their aspirations and **100%** said the workshop created a supportive and empowering environment.

> *"This session opened my eyes to something that interests me after not knowing what I want to do, especially marketing."*

> *"This session has made me choose a different career. I think I would like to do some engineering and jobs behind it."*

CV Writing Workshop

SHIRE OAK ACADEMY

30 Year 10 students learnt how to create a CV and cover letter for future jobs and work experience. **100%** said they understood more about CV writing, how to put together a CV and what content to include.

> *"Before the session I didn't know what to include on a CV, but now I feel more confident writing one for future jobs and work experience."*

> *"The feedback on my CV was really helpful because it showed me how to improve it and make it look more professional."*

Presentation Skills Workshop

YEAR 12/13

25 students developed their confidence in public speaking, creativity and presentation delivery. **100%** said they understood presentation skills and how to put them into practice, and **100%** understood more about why presentation skills are important.

> *"This workshop has definitely helped me prepare for university interviews and future presentations. I feel much more confident speaking in front of groups now."*

> *"I've always avoided speaking in front of people, but this workshop has helped me realise that it's a skill you can practise and get better at."*

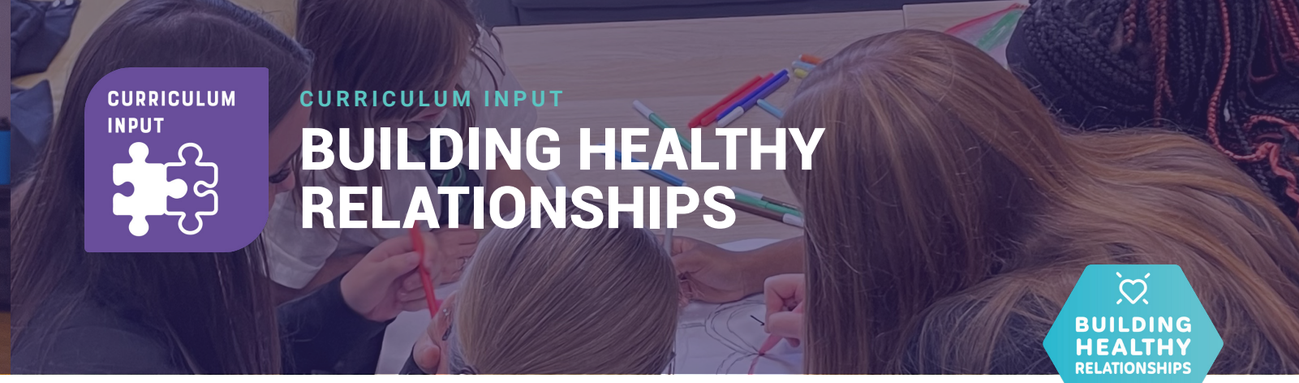
CBS Careers Panel

GRACE ACADEMY COVENTRY

224 Year 9 and Year 12 students heard from professionals across a range of industries and explored different routes into employment.

> *"I learnt how there isn't just one path to success and I don't need to just go to university to get a job, but I can choose an apprenticeship instead."*

> *"The careers panel gave us the opportunity to find out about different jobs and people's personal experiences within the world of work."*



CURRICULUM INPUT

BUILDING HEALTHY RELATIONSHIPS

BUILDING HEALTHY RELATIONSHIPS
BHR

Our goal is to help students build healthy relationships by growing self-worth, shaping relationship values and developing relationship skills.

Through lessons, workshops and drop-down days, students learn how to value themselves, recognise healthy and unhealthy relationships, make positive choices and develop the skills needed to build respectful relationships with others.

108,307
Curriculum engagements delivered across 2025–26

Growing Self-Worth: You Have Worth

LORD GREY ACADEMY

185 Year 7 students took part in a lesson exploring self-worth and how to develop a more positive view of themselves. Students identified changes in how they thought about themselves and where they could seek support.

> *"I now have a positive view of myself."*
> *"I used to think negative thoughts about myself, but now I won't."*

Year 9 Building Healthy Relationships Day

GRACE ACADEMY DARLASTON

201 Year 9 students took part in five sessions exploring toxic relationships, contraception, sexual health and sexting. **100%** said they could understand the difference between healthy and unhealthy relationships and had developed skills to help them avoid unhealthy relationships.

> *"Value myself more."*
> *"I will tell someone if I am in a difficult situation."*

Year 8 Building Healthy Relationships Day

RUSHDEN ACADEMY

176 Year 8 students explored child exploitation, harmful sexualised behaviour and online safety. **99%** felt better prepared to make healthy choices about sex and relationships, **99%** felt more able to spot warning signs of unhealthy relationships and **100%** better understood the importance of keeping personal information safe online.

> *"It's okay to speak up and don't be afraid to get help."*
> *"The different types of harassment and how you should deal with them."*

Year 7 BHR Drop-Down Day

ELLOWES HALL SPORTS COLLEGE

230 Year 7 students took part in sessions on mental health, self-worth, perseverance and online safety. **92%** could name five ways to positively support their well-being, **98%** knew how to stay safe on social media, **98%** said the perseverance session helped them feel better about themselves, and **100%** discovered what self-worth means.

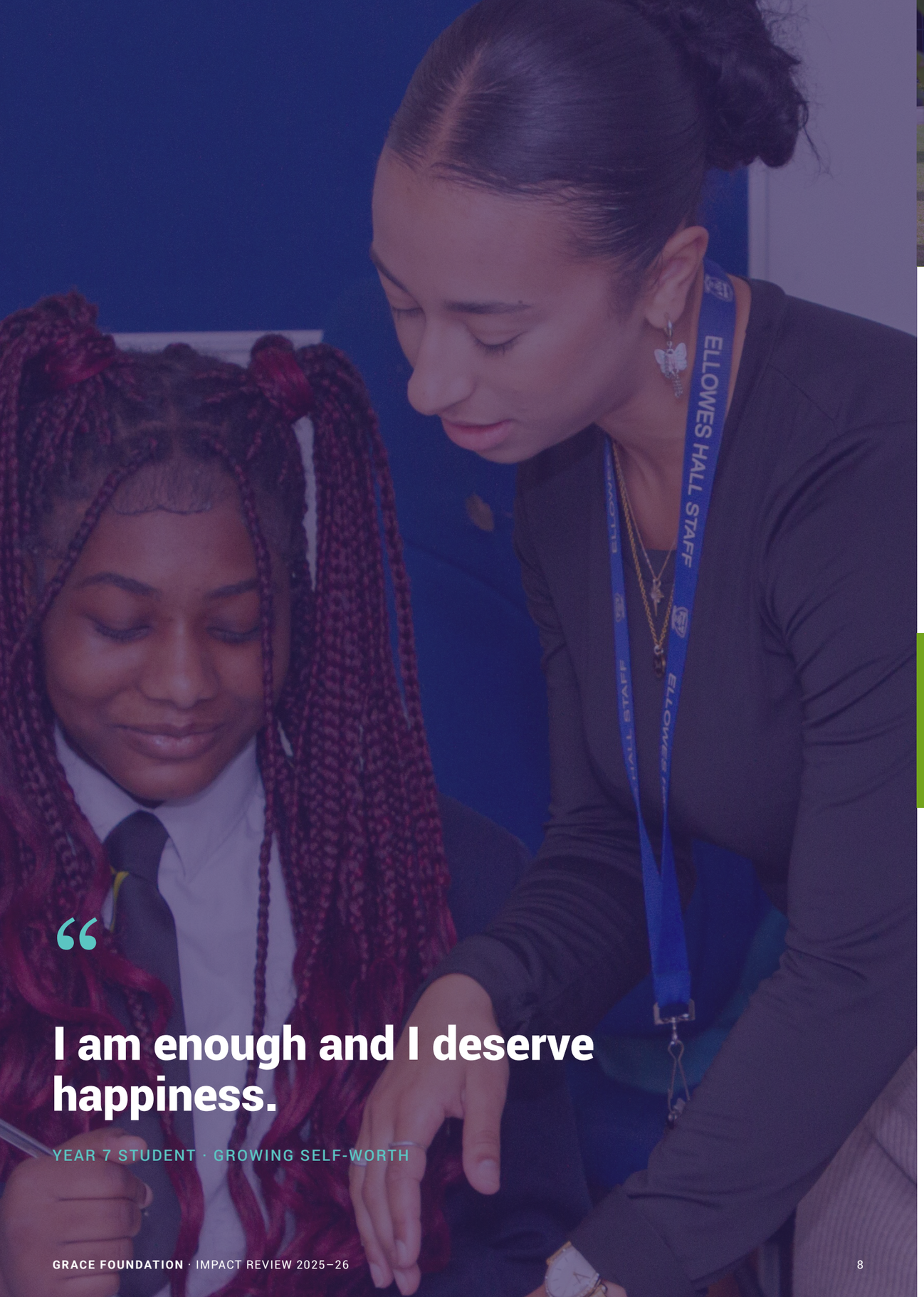
> *"To believe in my worth." "Have more faith in myself."*
> *"Think before posting."*

Working for Marcus

LEASOWES HIGH SCHOOL

190 Year 8 students took part in a performance exploring child sexual exploitation, county lines, substance misuse and knife crime. Students reported a stronger understanding of grooming and where to seek help.

> *"I learnt about signs of grooming, like being bought stuff by people who you don't really know."*
> *"I learnt to tell someone."*



“

I am enough and I deserve happiness.

YEAR 7 STUDENT · GROWING SELF-WORTH

CURRICULUM INPUT

CURRICULUM INPUT

UNDERSTANDING CHRISTIAN PERSPECTIVES

UNDERSTANDING CHRISTIAN PERSPECTIVES
UCP

Our goal is to help students understand Christian perspectives as part of a broad and balanced Religious Education.

Our UCP work supports schools in bringing RE to life through engaging lessons, assemblies, tutor time and reflective activities. Students of all faiths and none are encouraged to explore Christian beliefs, ask questions, consider different viewpoints and understand how faith can shape identity, values, choices and responses to life.

The focus is not on assuming belief, but on helping students understand what Christians believe and why it matters to them. This supports religious literacy, thoughtful discussion and respectful engagement with different worldviews.

EASTER 2026: REFLECTIONS

This year's Easter theme was **“Reflections: Seeing ourselves in the Easter story.”** Students explored the stories of Peter, Mary and Thomas and considered how fear, doubt, grief and failure shaped the way they saw themselves. The focus was on **identity, self-worth and transformation**, and on the Christian belief that mistakes, emotions and labels do not have to define us.

41,330

EASTER ENGAGEMENTS
ACROSS ALL PARTNER SCHOOLS

WHAT STUDENTS LEARNT

99%

of students surveyed after Easter lessons at **Ellowes Hall Sports College** understood why Easter is important to Christians, while **97%** said they had learnt something new about the Easter story.

> *“Easter isn't just about chocolate and bunnies, it's about remembering Jesus and forgiving.”*

98%

of a Year 7 feedback group at **Grace Academy Coventry** said they understood why Christians celebrate Easter.

> *“I enjoyed getting to know the full story about how Jesus died and I learnt more about Peter and how he lied about knowing Jesus even though he was his close friend.”*

EASTER THROUGH DIFFERENT PARTS OF SCHOOL LIFE

Easter Thrive

15 students took part in five smaller-group sessions exploring Peter, Mary and Thomas, alongside questions of identity and how we see ourselves and others.

> *"It helped knowing Mary, Thomas and Peter's story. They struggled with things like we do, but that didn't define them. Jesus loved them anyway."*

Student-led Easter Assembly

Two Year 9 students delivered the Easter Reflections assembly across the week, reaching **839 students**.

> *"No matter how bad and broken your past is, God's plan is better. The cracked mirror can be restored."*

> *Student presenter: "Not everyone was perfect and lots of people made mistakes, but they could fix them."*

Easter Tutor Time

Easter Reflections tutor sessions generated **1,678 engagements** across Years 7–11.

> *"A mistake isn't the end, it's a new learning point." "Like Thomas, it's normal to have doubts and ask questions." "That doubt is not the end of the story."*

Easter Assemblies & Tutor Time

The Easter campaign generated **3,237 engagements**, helping students connect the Easter story with their own experiences of struggle, identity and forgiveness.

> *"It felt like this message was just for me, like you were speaking to me directly. I'm going through a tough time and this helped me to see things in a different way."*

VOICES FROM ACROSS OUR SCHOOLS

"It is time for forgiveness and gratefulness, knowing Jesus gave everyone a second chance…"

ELLOWES HALL SPORTS COLLEGE

"Many thanks for such a beautifully delivered assembly… it was also a real pleasure to have an assembly that focused so thoughtfully on the Easter and Christian traditions."

RUSHDEN ACADEMY STAFF

"Thank you so much. I think I have enjoyed it as much as my children, and I've also learnt that Easter is so much more than chocolate."

Q3 ACADEMY GREAT BARR PARENT

UNDERSTANDING CHRISTIAN PERSPECTIVES
UCP

IMPACTING FAMILIES AT EASTER

Family Fun Day

ELLOWES HALL SPORTS COLLEGE

A free Easter holiday event for vulnerable families and the local community included crafts, games, refreshments, cinema and the Easter story. **85** people from **22** families attended, and every family received two "Meal in a Bag" food packs. Six volunteers from four local churches also supported the event.

Easter Family Celebration

Q3 ACADEMY GREAT BARR

21 parents, carers and children enjoyed an interactive Easter event featuring a treasure hunt, crafts, prayer activities and a short talk exploring the meaning of Easter. The event provided a welcoming and inclusive environment, bringing together families from different backgrounds to participate in activities, share conversations and build positive relationships.

Easter Family Hampers

GRACE ACADEMY COVENTRY

60 hampers were packed and delivered to vulnerable families referred by the pastoral team, with Easter eggs, baking activities, a movie-night pack, outdoor games and colouring activities, creating opportunities for families to spend time together during the Easter break.



Our goal is to provide regular, whole-school input that helps shape culture, reinforce key messages and give students space to reflect on character, relationships, well-being, faith and the choices they make.

Through weekly tutor materials, assemblies and themed campaigns, students explore relevant issues in a consistent and accessible way across the school year.

444,786
Tutor time and assembly engagements in 2025–26

Being Heard

A tutor and assembly series encouraged students to recognise that their voice matters and that they can use it positively. **88%** of students surveyed said they felt empowered to speak up by the end of the series.

> *"It reminded me about the importance of getting my voice heard and being an upstander."*

Being Proud of Your Community

1,200 students explored belonging, social action and the impact their behaviour has on the people and places around them. **98%** better understood why it is important to be proud of where they are from, and **98%** understood that their behaviour affects their community.

> *"I think there are lots of things in our community to be proud of."*

Forgiveness

Students explored forgiveness as a Christian value and considered how it can be applied in everyday relationships. **100%** could identify the value of forgiveness, **89%** said they had learnt how to apply forgiveness in everyday life and **80%** could identify how it can positively affect their life.

> *"Forgive the small things, so that they don't become big things."*
> *"Give people second chances and try to forgive more."*

Respect & Boundaries

1,060 students took part in tutor time and assemblies exploring respect for themselves, others and the importance of healthy personal boundaries.

> *"I've never really considered what my boundaries are before. I was able to talk to friends about what I'd like."*

It's Not Banter

Students explored the difference between banter and bullying and were challenged to consider the effect their words can have on others.

> *"I learnt that banter can become bullying."*
> *"The thing I will do differently is respect people's boundaries more."*
> *"I think the assembly will make people think a bit more before they speak."*

TUTOR TIME & ASSEMBLIES

SOUND BITES

> The Ethos assembly this week was brilliant and added real depth to the message of speaking out. You could see how much their confidence grew during the session.

HEAD OF KS4

> The Grace Foundation kindness materials used in form time help reinforce a culture of belonging and mutual respect.

SENIOR LEADER

> Every Friday, we have the Ethos tutor time which demonstrates skills we need in school and out of school. It has helped me to understand others more.

STUDENT, WEEKLY ETHOS TUTOR TIME

> The assembly has taught me that banter is only 'banter' when both people find it funny or agree. If they don't, it is bullying.

STUDENT, IT'S NOT BANTER

> I found the Sleep Matters session helpful. As a result, I'm now being more intentional about meeting my bedtimes.

STUDENT



GROUP INTERVENTIONS

TARGETED SUPPORT

GROUP INTERVENTIONS

Our goal is to help students make measurable progress in areas such as well-being, attendance, behaviour, confidence and relationships through structured small-group interventions.

Groups are shaped around student need and can support a wide range of young people, including those experiencing anxiety, low self-esteem, friendship difficulties, bereavement, challenging behaviour or relationship issues. The small-group setting gives students space to talk, learn from one another and develop practical strategies they can use in school and beyond.

9,286
Group intervention engagements in 2025–26

Anxiety Support

10 Year 7 students completed a six-week course helping them understand and manage anxiety. For one student, attendance increased from **93% to 98%**, positive behaviour points increased from **10 to 38**, and negative behaviour points reduced by **50%**.

Miss Understood: Girls' Self-Esteem

Eight Year 7 students explored self-esteem, body image, friendships, emotions, puberty and social media. **100%** said they had learnt positive ways to handle their emotions and understood what makes a healthy friendship. Overall group well-being scores increased by **29%**, with one student increasing by **69%**.

> *"That you can talk to others without feeling ashamed."*

Navigating Friendships

Five KS3 students completed a course focused on healthy friendships. Overall well-being scores increased from **45 to 68, a 51% improvement**. Positive behaviour points increased from **11 to 34**, while one student's attendance rose from **71% to 92%**.

> *"These sessions have really helped me feel calmer. They've made me think more about my own behaviour and shown me the qualities I need to have to be a good friend."*

Respect Me: Boys' Relationships Group

10 Year 9 and 10 students completed a six-week programme covering toxic masculinity, pornography, exploitation, consent, mental health and leadership. **100%** felt better equipped to make positive decisions in relationships, while **9/10** were more aware of how their actions affect others and more confident identifying unhealthy relationship behaviours.

> *"One thing I can improve after these workshops is my behaviour towards other people."*

Managing Anger

Seven students completed a six-week course exploring the causes and impact of anger and strategies for responding differently. One student's attendance increased from **85.74% to 92%** during the period following the course.

> *"I have learnt that anger is okay but how we react is important."*

Navigating Self-Esteem

Five Year 9 and 10 students worked on strengths, positive self-talk, managing setbacks and goal-setting. **100%** discovered ways to improve their self-esteem, learnt positive ways to handle their emotions and understood what makes a healthy friendship. Overall well-being scores increased by **16%**.

> *"Remember your worth." "Think positively."*

STUDENT SNAPSHOTS

> Remember I have a purpose and I am needed.

> That I am useful and I don't need to change myself.

> It helped me feel more confident and less anxious about school.

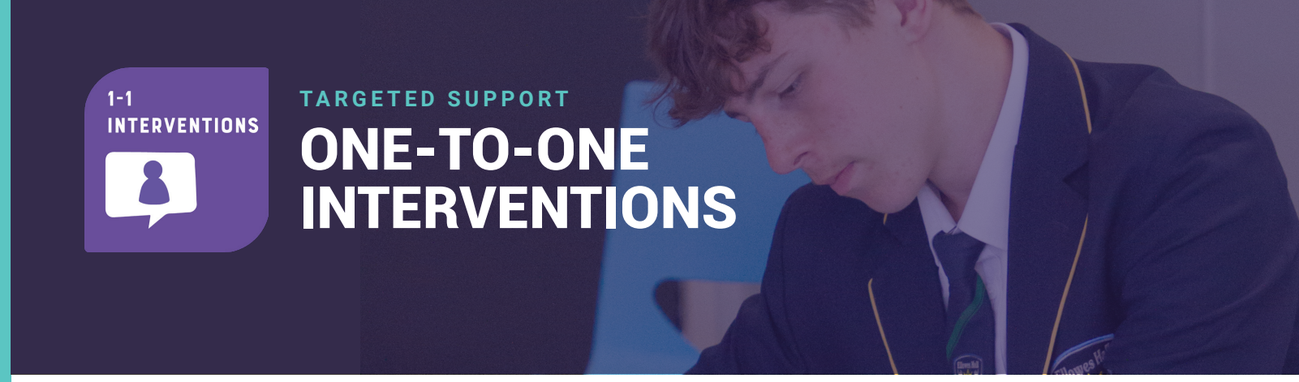
> It [the course] has calmed me down, helped me come to school and make new friends.

> The course helped me to understand why I get mad and now I know what I should do when I feel angry.

> This course has made me feel really happy.

RESULTS AT A GLANCE

- **44%** increase in well-being scores for one Miss Understood self-esteem group.
- **25%** increase in well-being scores for another Miss Understood group, with100% of participating students saying they had discovered ways to improve their self-esteem.
- On one Tranquillity anxiety course, one student's attendance rose from **63% to 89%**, while another increased from 86% to 92% and their well-being score rose from 14/25 to 19/25.
- One five-student intervention group exploring friendship, recorded a **51%** improvement in overall well-being scores, with positive behaviour points rising from 11 to 34.
- In another self-esteem group, three students whose self-esteem was affecting attendance improved their attendance by **3–5 percentage points**.



1-1 INTERVENTIONS

TARGETED SUPPORT

ONE-TO-ONE INTERVENTIONS

Our goal is to help individual students overcome barriers that are affecting their well-being, attendance, behaviour or ability to engage positively with school.

One-to-one support gives students a trusted adult, regular space to talk and practical strategies tailored to their needs. Support can focus on anxiety, resilience, confidence, behaviour, friendships, self-regulation or wider personal challenges.

5,602
One-to-one intervention engagements in 2025–26

Re-engaging a student with severe anxiety

One student had been unable to get onto the school site, was having nightmares about school and could not put on their uniform without becoming distressed. After ongoing one-to-one support, they progressed to attending **95%** of lessons independently, only needing to be met once a week.

STUDENT
"I feel more comfortable now."

PARENT
"We're so grateful for your support."

Reducing behaviour incidents for a SEND/PP student

Following five one-to-one behaviour sessions, one student's negative behaviour points reduced from **105 to 44, a 58% decrease**. They also maintained **100%** attendance and had no days in internal reflection, compared with one day the previous half term.

"The interventions have helped me get less negative points and detentions because I stuck to my word and I did it."

Improving confidence, decision-making and well-being

One student's well-being score increased by **50%**. The largest gains were in feeling relaxed and feeling close to other people, while attendance reached **100%**.

"It has helped me with my self-esteem and helped me making decisions and dealing with problems."

Improving engagement with lessons

Five one-to-one sessions focused on resilience, self-esteem and behaviour helped one student re-engage more positively with school life.

"Before my sessions I didn't go to all my lessons… Now I attend 99% of my lessons."

1-1 INTERVENTIONS

CONTINUED

ONE-TO-ONE INTERVENTIONS

Sustained behaviour improvement

Following four behaviour-focused sessions, one student's overall behaviour score increased from **54% to 74%** the following term. Disruption incidents reduced by half, leaving class without permission reduced significantly, and positive points for completing classwork almost doubled.'

> STAFF
> *"She is making positive strides in her decision-making, and the school has observed a more optimistic trend in her behaviour."*

Improving attendance and punctuality

A student receiving support around sleep and routine increased their attendance from **45% to 84%** over the following weeks.



Reducing truancy and improving well-being

A student receiving one-to-one support around loss recorded a **36%** reduction in negative behaviour points after the course. Their well-being score increased from **12/25 to 15/25**, while truancy sanctions reduced from three in the previous term to zero.

> *"It has been helpful being able to talk about my past."*

Building trust and changing behaviour

A student receiving support around friendships and relationships recorded a **68%** reduction in negative behaviour points. The intervention also helped them reflect on their own behaviour, understand other perspectives and seek further support when needed.

> *"I feel safe to come to Ethos when I need to. I like having someone to talk to and open up to."*

Helping a student manage anxiety independently

After five anxiety sessions, one student's well-being score increased from **39 to 57, a 46% increase**, while their ability to think clearly rose from **5/10 to 9/10**.

> *"Before I was doing the intervention I didn't know how to calm myself, but now I have ways to figure out how to calm myself down."*



"

I never really came to school until I found Drop In.

STUDENT · ETHOS DROP-IN



ETHOS ENRICHMENT

BEYOND THE CLASSROOM

ETHOS ENRICHMENT

Our goal is to give students positive opportunities beyond the classroom that strengthen belonging, confidence, relationships and engagement with school.

Enrichment includes drop-ins, breakfast clubs, after-school activities, student leadership and social action. These spaces give students somewhere to connect, contribute, build skills and access trusted adults in a less formal setting.

162,188
Enrichment engagements in 2025–26

Supporting belonging and well-being

One hugely popular Drop-In programme was described as a place that helped students relax, build confidence and connect socially.

> *"Ethos is a safe space, it is so happy and helps me build my confidence."*
> *"Best place to feel relaxed if you have any troubles or any exam stress."*

Social Action Squad

20 students took part in activities including care home visits, community gardening, litter picking and coffee mornings for older people. **35%** were Pupil Premium and **45%** were SEND.

> *"It's helped with confidence and my perception of other people."*
> *"I feel like I've made a positive impact on the school."*
> *"I have made the school a nicer place to be."*

Lego After-School Club

18 students used a weekly after-school space that particularly attracted SEND and Pupil Premium students. It offered a calm environment, opportunities to build friendships and informal access to Family Support.

> *"Lego club helps me come down from a busy school day and makes me happy as a person."*
> *"Lego club helps me feel less alone."*

Christian Union

35 students took part in a student-led Christian Union. **100%** said they had learnt more about the Christian faith, **85%** said it had helped develop their own faith and **54%** felt it had helped improve their behaviour.

> *"I am more confident in myself and have a safe space at school."*

Breakfast Club and attendance

At one school, one regular attendee's attendance increased from **81% to 93%**, while another increased from **89% to 100%**. Around half of those attending were Pupil Premium students.

> STAFF
> *"Certain students have become better behaved and are more focussed in school because of this."*

Breakfast Club

At one school, **100%** of students said staff at Breakfast Club made them feel supported, **75%** said it gave them a sense of belonging and a positive start to lessons, and **57%** said it made them feel less lonely in the mornings.

> *"Breakfast club has helped with my attendance and morning routine because I feel happier coming into school."*
> *"Coming to breakfast club has helped me to stop being late for school in the mornings."*

Care Home Social Action

Year 9 students led activities with older residents, building confidence, empathy and intergenerational relationships.

> *"I love doing this and speaking to the older generation. It makes me feel good and makes me feel like I'm making a difference."*
>
> RESIDENT
> *"It's so nice seeing such lovely and respectable children."*

Drop-In and belonging

In one school, **100%** of students said they felt safe and happy at Drop-In, **100%** felt better after attending and **100%** would recommend it to a friend.

> *"Grace Foundation feels calm, it's my happy place."*





PARENTAL ENGAGEMENT

SUPPORTING FAMILIES

PARENTAL ENGAGEMENT

Our goal is to strengthen families so that parents and carers feel better supported, relationships with school improve, and barriers affecting their child's education are reduced.

37,845
Parental engagements in 2025–26

Supporting a family through crisis

One family arrived in the UK after fleeing domestic violence. The Ethos Team worked with safeguarding staff to help the children get into school, arranged support with taxi costs and coordinated food parcels during the family's transition.

PARENT

"Your kindness, warmth, and amazing support mean more to us than words can say. It gives me so much peace of mind knowing my kids are at a school that cares so deeply for its families."

Improving attendance through whole-family support

A Year 7 student experiencing bereavement and difficulties attending school received coordinated support alongside their parent, including financial advice, regular check-ins, uniform provision, community links and meet-and-greets into school. Attendance increased from **55% to 90%** in the summer term.

Building stronger relationships with parents

Family Support Workers provide a consistent point of contact for parents who may feel isolated or find it difficult to engage with school.

PARENT

"We can't thank you enough for your support recently, it's made such a difference to our family. I felt like you really understood me as a parent."

Parenting support and reducing isolation

At one school, Family Support provided **six** one-to-one parenting courses alongside a weekly parent group. The group helped parents build relationships, reduce isolation and grow in confidence supporting their children.

PARENT

"I am learning how to support my children as they become young adults and face school and friendship challenges without getting overwhelmed myself."

Helping parents support healthier relationships

A parent workshop focused on talking with teenagers about sex and relationships. One parent reported making changes to their approach at home after attending.

PARENT

"I've seen a slight difference with my daughter by just changing my approach slightly. I'll definitely be coming to the next one."

PARENTAL ENGAGEMENT

PARENTAL ENGAGEMENT

FAMILY SUPPORT IN PRACTICE

Across our schools, Family Support Workers have helped families with:

S

Skills for Parenting

One-to-one parenting support, Early Help, Triple P for Teens and advice around behaviour, relationships, SEND and the challenges of raising teenagers. At one school, parents took part in individual parenting courses and a weekly parent group designed to reduce isolation and build confidence.

A

Attendance

Home visits, meeting students and parents at the school gate, working with attendance teams and helping families establish routines that make getting into school more manageable.

E

Education, Employment & Training

Support with school transfers, parents' evenings, career pathways, young carers' options and helping parents access employment and training opportunities. One parent who had been out of work received ongoing encouragement and later secured a new job.

H

Health, well-being & emotional support

Regular check-ins, bereavement support, parent groups and signposting to counselling and mental health services.

P

Practical Support

Food parcels, supermarket vouchers, foodbank referrals, weekly food markets, Christmas and Easter hampers, sanitary products and "Meal in a Bag" support. Family Support Workers also help with uniform, shoes, bedding, furniture, white goods and emergency funding. In one school, 12 families a week accessed a weekly food market, while elsewhere support included bedding, household furniture and an emergency application for a new cooker.

S

Safeguarding

Attending TAF and multi-agency meetings, supporting referrals, following up safeguarding concerns and acting as a trusted link between families, schools and external agencies. This includes home visits, Early Help, working alongside safeguarding teams and helping families access the right specialist support.

Practical support when families need it most

Family Support Workers also help meet immediate needs. Examples this year include **60** Easter hampers for vulnerable families, food parcels, food vouchers, school uniform, support around housing and links to local community services. At one school, **13** families accepted free food vouchers during the May half-term.

Working with families around attendance and well-being

One student experiencing anxiety and low mood increased attendance from **91% to 93%**, alongside Family Support, Early Help, a well-being card and regular communication with home.

PARENT

"You have actually listened to us and helped us, and we are all so very grateful."



FAMILY SUPPORT

AN AVERAGE HALF TERM…

196
sanitary products distributed in one half term

55
uniform interventions in one school

155
practical-support engagements in one half term

41
skills for parenting engagements with families

60
attendance-support engagements in one half term

293
well-being calls and emails in one school

“I can’t believe how much you have supported me. I feel like I can actually talk to you and not feel judged.”



SCHOOL SPOTLIGHT · TUDOR GRANGE ACADEMY KINGSHURST

A STRONG FIRST YEAR

The 2025–26 academic year marked the launch of Grace Foundation’s Ethos Team at Tudor Grange Academy Kingshurst.

From the outset, the focus was on becoming part of school life quickly, building trusted relationships with students, staff and families, and establishing the full breadth of the Grace Foundation model.

41,862
OVERALL ENGAGEMENTS
Achieved by the end of the first year, across curriculum input, tutor time and assemblies, targeted interventions, enrichment and family support.

A TEAM EMBEDDED IN SCHOOL LIFE

Across the year, the Ethos Team delivered whole-school campaigns on anxiety, anti-bullying, diversity, discrimination, protected characteristics and growth mindset, alongside daily relational support, targeted interventions and enrichment.

By Summer Term, more than **100 students** had received targeted one-to-one support, while lunchtime provision provided an accessible space for students needing emotional support, positive relationships and trusted adults.

WITH THANKS TO THE RIGBY FOUNDATION

The successful launch of Grace Foundation at Tudor Grange Academy Kingshurst has been made possible through the generous support and partnership of The Rigby Foundation.

Their investment has enabled the Ethos Team to become established within the school and begin demonstrating what can happen when consistent whole-school provision sits alongside targeted relational support for students and families.

Building healthier relationships

230 Year 8 students took part in the school's first Building Healthy Relationships Drop-Down Day, exploring consent, misogyny, self-worth, resilience, integrity and positive choices.

> *"I learnt that even if I make bad choices, I can still turn things around."*
> *"I learnt not to let people hurt you and stay silent."*

Changing attitudes to bullying

237 Year 9 students took part in the *Butterfly* anti-bullying performance and workshop. 100% said they better understood what bullying is, 100% were more aware of its effects and 95% understood the importance of reporting bullying.

> *"I genuinely think that this was one of the best workshops. I learnt how bullying can affect people and it's best to be kind."*

Improving attendance and engagement

One student began a six-session intervention with 57% attendance. By the end, attendance had risen to 75%, alongside improved behaviour and greater confidence using strategies to stay calm and engage with learning.

> *"What am I going to do differently? Come in all the time."*

Turning behaviour around

One student completed seven sessions focused on self-regulation, conflict resolution and behaviour. Teachers reported a "dramatic" turnaround in attitude and behaviour, with positive behaviour points increasing by 20 after the intervention.

> *The sessions helped him "take a break from reacting".*

Managing anxiety more independently

One student's positive behaviour points increased from 133 to 221, attendance rose and their optimism about the future increased from 3/5 to 5/5.

> *"Doing more things that bring me joy has helped me act better, build confidence and manage my anxiety."*

Supporting families practically

The team established strong Family Support from Year 1. In the final term alone, 68 families received food, furniture or other practical assistance. Earlier in the year, 52 Christmas hampers were distributed and a school food pantry was developed with FareShare.

Taking support into the wider community

The school's first pop-up pantry distributed more than 750kg of food, engaged over 100 families and raised £200 in donations.

A first Family Fun Day brought more than 17 families into school, while student-led Young Entrepreneurs launched their own business ideas and made their first profits.





FUTURE DEVELOPMENTS

GROWING TOWARDS 2030

UP TO 20
PARTNER SCHOOLS

25,000
STUDENTS EACH DAY

Our 2030 strategy is focused on expanding the reach and depth of Grace Foundation's work while maintaining the quality of provision in every partner school.

The ambition is to grow to **up to 20 partner schools**, reaching around **25,000 students each day**, while continuing to strengthen the Ethos Team model and the support around each school.

Alongside this, we are developing **Schools Work Foundations**, our national training programme with Scripture Union England and Wales. The course is designed to help churches and Christian organisations engage secondary schools with greater confidence, professionalism and understanding.

It draws directly on what we have learnt through Grace Foundation's work in schools, including how to work strategically, understand school context, build trusted relationships, offer the right support and contribute well to areas such as character, relationships and Christian perspectives.

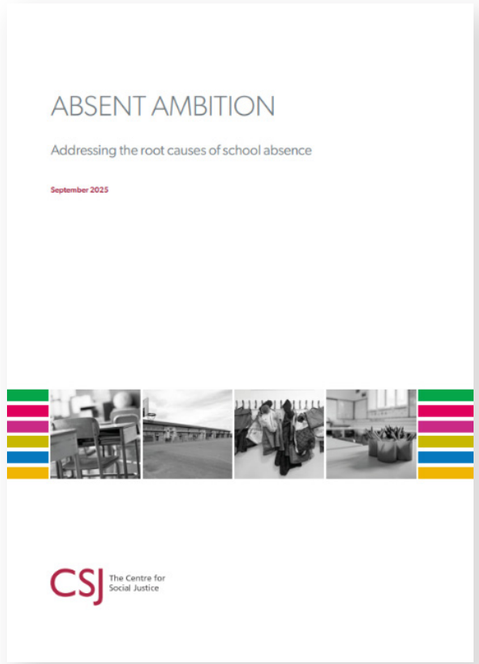
SCHOOLS WORK FOUNDATIONS
Engaging secondary schools with confidence

A SECOND ROUTE TO IMPACT

Continuing to grow our own school partnerships while also equipping others to serve schools well across the country.

INFLUENCING WIDER THROUGH EDUCATION

RECOGNISED BY THE CENTRE FOR SOCIAL JUSTICE



This year we received very positive external feedback on our Family Support Worker model through the Centre for Social Justice.

As we prepare for any potential future collaboration, we have refined our approach and are developing a new suite of supporting tools and resources.

This will strengthen consistency across our work while making the model easier to share, replicate and implement with other organisations in the future.

(The Grace Foundation) Family Support Worker model already exists in schools across the Midlands, Northampton and Milton Keynes, with similar models from Family Liaison Officers or Support Workers highlighted by many of the school leaders we spoke to. This could provide an excellent starting point for a pilot to explore whether the Family Support Worker model is a more cost-effective and impactful method of reducing absence.

CSJ The Centre for Social Justice

ABSENT AMBITION REPORT

OFSTED

RECOGNITION OF AREAS WE CONTRIBUTE TO

Since the introduction of Ofsted's new inspection framework, four Grace Foundation partner schools have been inspected. Across these inspections, inspectors have highlighted strengths in areas where Ethos Teams work alongside school leaders and staff, including personal development, well-being, inclusion, pastoral support, healthy relationships and family engagement.

Lord Grey Academy

The Ethos Team was specifically named in the published report:

"The 'Ethos Team' supports pupils and their families with the input of external therapeutic support. This strengthens pupils' well being."

Grace Academy Solihull

"Leaders have put in place significant pastoral support for pupils at many levels of the school… Pupils value this support significantly."

Inspectors also recognised the school's wider community engagement, including food banks, Christmas meals and hampers.

Grace Academy Darlaston

"Leaders' work to develop pupils personally has a notable positive impact."

The school achieved **Strong Standard in Personal Development and Well-being**, with inspectors recognising the strategic approach taken across the school to wider opportunities and meeting pupils' needs.

Stantonbury School

Personal Development and Well-being was identified as a strength. Inspectors highlighted healthy relationships, positive mental health and access to specialist support, all areas in which the Ethos Team works alongside wider school provision.





THE EMERGING PICTURE

Across all four inspections, there is a consistent emphasis on personal development, pastoral support, inclusion, well-being, healthy relationships and support for families. These are whole-school responsibilities, but they closely align with the priorities of Grace Foundation's Ethos provision and provide encouraging external recognition of areas to which our teams contribute.

WITH THANKS TO OUR SPONSORS

imGROUP

GRACE CHARITABLE TRUST

THE RIGBY FOUNDATION

DEVELOPING CHARACTER & VALUES
DCV

BUILDING HEALTHY RELATIONSHIPS
BHR

UNDERSTANDING CHRISTIAN PERSPECTIVES
UCP

IMPROVING LIVES OF ALL STUDENTS AND FAMILIES

GRACE FOUNDATION

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