

Personal Development and Lifeskills impact report 2025/26

Personal Development Headlines:

- So far, we have enjoyed 3 enrichment days, including trips to universities, colleges, workplaces, museums, Colchester Zoo and the Year 12 residential to Cuffley.
- Year 12 had a range of speakers, including Brightside mentoring, Gambling Harm UK, Investment 2020, Coppafeel and Hertfordshire University.
- The spiral Life Skills & Key Skills curriculum covered a range of topics ranging from transition activities in Year 7, financial choices in Year 9 and understanding consent in year 11.
- As well as careers focused lessons in Life Skills, students in year 9 experienced trips to a range of universities and colleges.
- Year 13 students took a workplace visit to Invest 2020, and were featured on their social media platforms.
- 54 students have applied to UCAS with many already receiving applications.
- There has been a focus on oracy with Year 9 participating in the Jack Petchey Speak Out challenge and Year 7 and 12 participating in Talk the Talk workshops. Year 7 also participated in the Write2Speak workshop.
- Curriculum trips for Year 13 have included trips to the Freud Museum, Science Museum and Imperial War Museum.
- There were theatre trips to Othello, Lost Atoms, Wendy and Peter and Into the Woods.
- Sixth form went to Battersea Power Station on an ice skating trip.



Inclusion and Personal Development

Inclusion continues to be at the heart of our personal development provision.

Since September, our 3 enrichment days have ensured that every student has participated in an array of activities, trips and workshops.

Where relevant, students have been given choice over what they do, such as selecting from 5 university or college trips in year 9 and having a wide selection of virtual work experience programmes in Year 10.

Various projects supported inclusion and belonging:

- Nexus
- White Ribbon UK - an ongoing project where sixth formers, including Enfield's youth mayor, are involved in engaging men and boys to end violence against women
- Free and Equal Ambassadors - our ambassadors continued their work to promote inclusion and diversity, launching a form to report 'banter' and discriminatory comments.
- In June, students participated in and took a lead in the "This is Us" festival, celebrating diversity across the borough of Enfield.
- Our students were invited to a celebration of Stuart Lawrence and the Lawrence family at the Dugdale Centre, Enfield.

Impact

The impact on inclusion runs through this report, reflected in student and partner feedback, However, some highlights include:

- Attendance on enrichment day, including trips continues to be high, with all students in school in Year 8 attending the trips.
- An indicator of the impact of an inclusive curriculum is attendance - attendance of FSM and Pupil Premium students is above the national average, as reported in the IDSR
- New clubs have been introduced in response to student feedback and to ensure a broader offer, such as the Faith Collective, tag rugby and yoga.
- The Free & Equal ambassadors' recommendations have been adopted by the whole school with the introduction of an anonymous reporting system for students to report if they witness/experience micro aggressive language
- Student feedback continues to demonstrate belonging and inclusion - detailed later in the report.

Next Steps

- Strengthen student voice and leadership in shaping enrichment and clubs, with a focus on underrepresented groups.
- Analyse participation data by key groups and widen the range of inclusive, accessible activities in response.
- Embed and promote anonymous reporting systems for banter, microaggressions and discrimination, with clear follow-up.
- Provide staff training and work with families and community partners to reinforce a culture of belonging and inclusion.

Enrichment Day Overview - the year so far

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1 Oct	Talk the Talk/ Unifrog/ team building	Trading game/form reflection	University and college trips	Science Museum trip	Exam walk throughs and team building	Cuffley residential or volunteering WEX	UCAS and futures morning
Key Skill Development	Working as a team Good communication Confidence	Problem solving Being principled	Creativity Aiming high	Problem solving	Working as a team	Resilience & adaptability Working as a team	Aiming high & good planning
6 Nov	Success Club workshops	Colchester Zoo	Impressionable Minds PSHE carousel	Tyre Challenge Activity Unifrog	Unifrog careers activities Geography field trip Science practicals	Talk the Talk	Trips: Investment 2020 Imperial War Museum Freud & Science Museum Wendy & Peter theatre trip
Key Skill Development	Resilience & Adaptability	Aiming high & good planning Creativity	Open mindedness Confidence	Creativity Working as a team Leadership	Problem solving Creativity	Good communication Self-awareness	Creativity Self-awareness
2 Feb	STEM Water challenge and Springpod NHS taster	RAF museum	First Give launch & workshop RSE workshop University of Sheffield workshop	Virtual WEX with Spring-Pod University of Sheffield workshop	NEA focus	University trips: University of Hertfordshire University of Cambridge	Preparation for Future Living
Key Skill Development	Aiming high Resilience & Adaptability Leadership	Open mindedness Creativity	Working as a team Being principled Being caring	Aiming high & Good Planning Self-awareness	Self-awareness	Aiming high & Good Planning	Self-awareness Aiming high & good planning

Impact

We have been explicitly teaching these skills before Enrichment Days and students have been reflecting on these. It is encouraging to see that students are logging and recording these individually. Communication, for example, is the most logged skill and both Year 7 and 12 participated in oracy workshops in enrichment days.

Next Steps

- Student use is highest near Enrichment Days - We will continue to build Unifrog into the curriculum to allow students time to interact with the resources and log their interactions and skills
- We will continue to explicitly teach essential skills to ensure that more students are adding interactions.
- We will continue to use this data to ensure that the enrichment offer is in line with student demand eg promoting an NHS careers fair to those interested in Allied Health.

Student Feedback

Students were asked the following new questions in the student survey. Although it is not possible to measure against previous responses, they compare favourably with the rest of the survey:

72% of students agreed with this statement:

My school encourages me to develop my character, resilience, confidence, and interests beyond academic learning.

74% of students agree with this statement:

My school helps me to make informed choices about my future education, employment, and training options.

The student figures for these questions are highest in year 13 (83% and 86%), which is indicative of the support that students receive at this stage of their education to support them in their next steps.

Students gave the following feedback for the year 12 Talk About the Future enrichment Day:

- *Resilience is about showing up, no matter the weight on your shoulders. We're all the same and we can help each other.*
- *I would always feel nervous talking to people about myself and I learnt that being confident and being myself will combat that*
- *So much help, especially where I'm applying for jobs now. I feel a lot more confident, so thank you sincerely!*
- *How to stand out more and make a good impression in interview.*
- *I learnt that being aware of your experiences and skills is important - everything makes a difference. I have learned how to prepare for an interview and how to present myself during one.*
- *I learnt more about my personal skills and have become more self-aware.*
- *The most useful thing I have learnt today in this workshop how to tolerate and maneuver my way through the interview process. Also, I learnt how to be confident presenters when speaking to an audience.*
- *I would always feel nervous talking to people about myself and I learnt that being confident and being myself will combat that*
- *The STAR method was very useful and also practicing talking about what skills I have, so that I am able to describe them later when I'm in a real interview.*

Enrichment Day Feedback

Students are invited to give feedback after every Enrichment Day, reflecting on the activities and how they have helped to develop core skills.

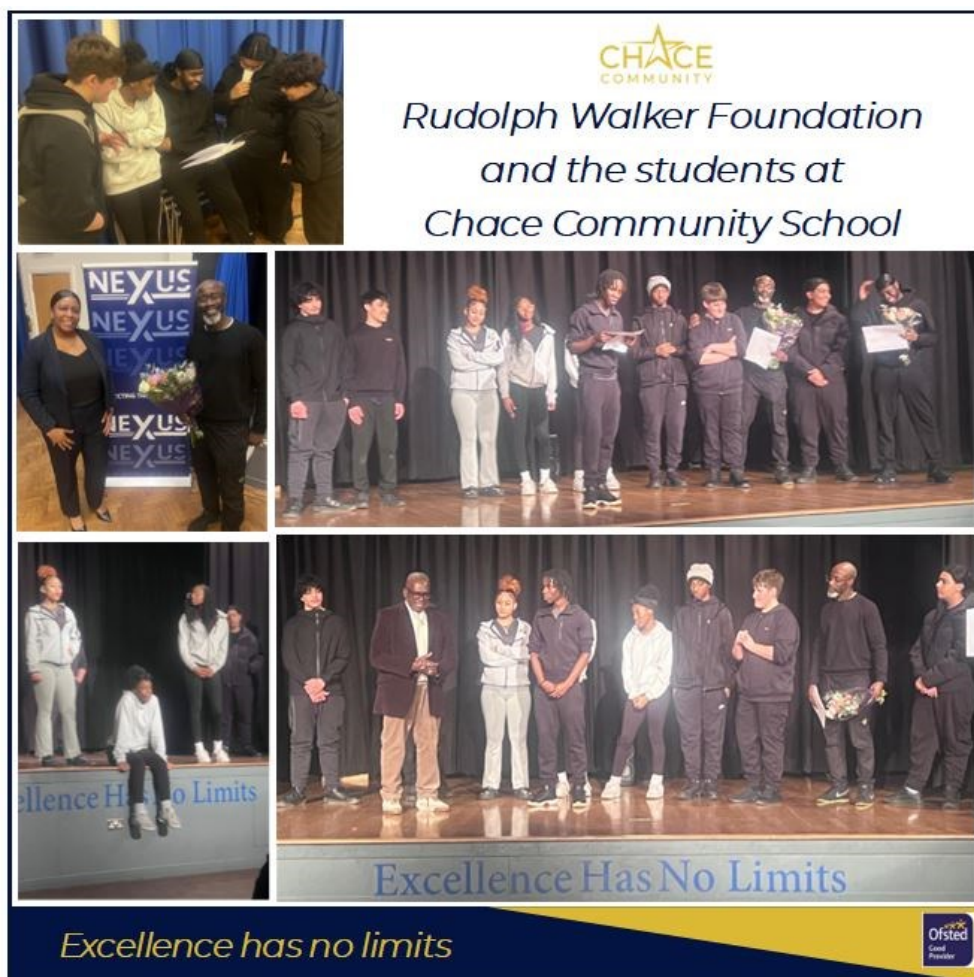
Here is a summary of some of the feedback:

Year 7 Talk the Talk - October 2025

Students in Year 7 took part in a transition workshop with Talk the Talk, part funded by the Jack Petchey Foundation:

Impact Statements - Summary of responses

78 %	of students agreed or strongly agreed that they felt more excited about trying new opportunities at secondary school after the workshop
58 %	of students agreed or strongly agreed that they felt more confident about overcoming any challenges they might face at secondary school after the workshop
48 %	of students agreed or strongly agreed that they felt happier to speak to people they do not know well after the workshop
61 %	of students agreed or strongly agreed that the workshop gave them more confidence to keep trying, even if at first, they don't succeed



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impressionable

working with our future *Minds*

Year 9 students took part in the Impressionable Minds workshop. It focused on the skill of open-mindedness. 46% agreed it made them feel more open minded. They were asked to give an example of how they were encouraged to be open minded: One student said 'to be careful what your speaking about because you don't know if someone has gone through it or is going through it' .Another said: 'I will now think of my mistakes at a different perspective'

Year 9 also took part in the First Give launch, with a focus on team work and community belonging. 71% thought it helped them to work as a team and 81% thought it encouraged belonging in the community.

They said: 'Searching for charities made me realize how many people can be there for me if I need it.'

'We were all working together to try and make the community better and were all working as a team for a good cause'

Year 10 took part in a day of Springpod virtual work experience and participated in a University of Sheffield workshop. 82% agreed that it helped them to aim high and plan for the future.

They said:' I got a wider insight into careers and jobs and different pathways to help shape my future.' and 'Yes because its given me a better idea of what I want to do when I'm older'

When asked to list one difference it will make, they said a range of answers, including completing more Springpod placements, revising more and applying for a degree apprenticeship.

Year 11 completed careers activities and Science practicals. 60% agreed that the activities helped them to feel more confident about their next steps, with one commenting that 'Doing Science practical's and Unifrog helped me to be more prepared.'

Year 12 visited Cuffley on a residential trip. 100% agreed that it helped them to work as a team and 92% said that it built their confidence. Comments included: 'Made me feel like I was appreciated and it felt easier to put myself and my ideas out there.'

'I managed to do things that i didn't this i would've been able to have done before'

'I spoke to more people and went out of my comfort zone to do so'

Year 13 took part in a range of trips in October. 90% saw examples of creativity on the trip and 100% enjoyed it. When asked how it would help them for their future, a student said: 'The day helped me understand more on how psychology links to real life, which will be useful as i'll be able to use personal experiences to my studies. Learning about Freud and how science has developed since then will help me think more clearly and use what I learned in lessons and exams.'

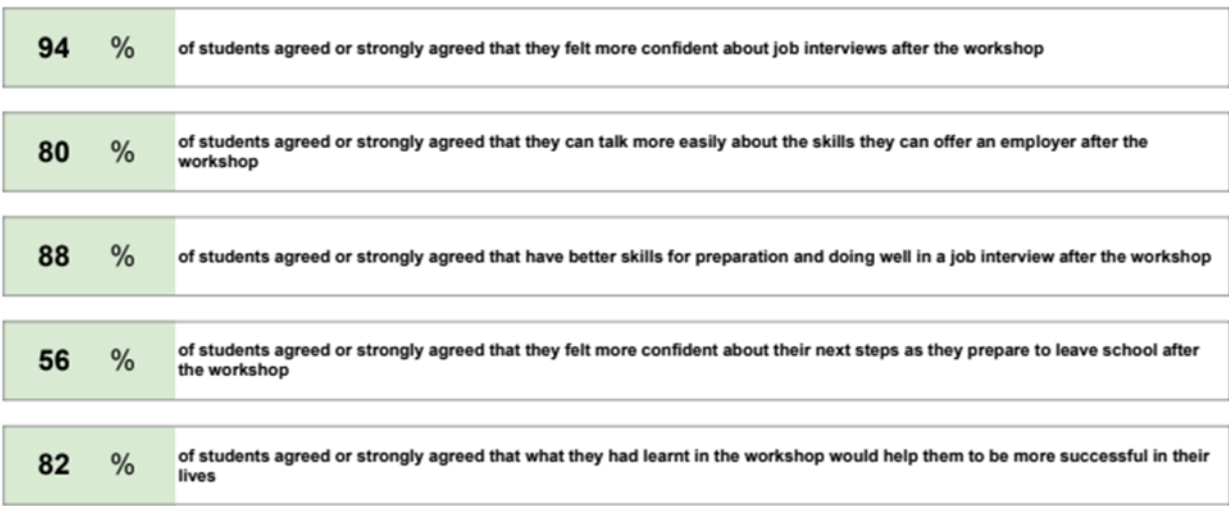
Year 13 students have completed their last ever enrichment day, When asked to reflect on them, one student said: 'enrichment days have been full of lessons, fun and discoveries and they helped me to get out of my comfort zone and express myself as well as they have helped me in improving various skills that i have or needed to learn'



Year 12 Talk about the Future: November 2025

Often mentioned as a highlight by students, Year 12 once again took part in the Talk the Talk oracy workshop. It consistently gets excellent feedback from students, with over 90% feeling more confident about job interviews after the session:

Impact Statements - Summary of responses



Number of students engaged 68

Number of respondents 66

Year 13 Trip to the Royal Courts of Justice

Students took part in a workshop re-enacting a court case. They had to prepare for the session beforehand and then debate the case at court. This trip is arranged due to the high level of students interested in Law.

They were asked what they had learnt:

“Civil servants have a wide variety of jobs”,

“How to act like a lawyer, or member in court. I want to be an actress, so I might need this role / impression”,

“I’ve learnt about the roles of the other people in a court.”

“What an arbitrator does, how its run as a session, the different roles within a courtroom/case”,

“I learnt about the court and legal systems more”, “

“That you don’t have to go through high education, ie. Uni, to become a part of the law career path”,

“Work experience at our age is one of the, if not the most, important thing applying for a job, shown through legal professionals”



Next Steps

Students have given feedback on activities that they would like to do on enrichment days. The student council has also been looking at this, and we will feed this into future days.

We managed to already build in some feedback, such as a focus on wellbeing for Year 13 in February, introducing a sound bowl.

We will use Unifrog and Springpod data about Year 10 and careers to shape the Year 10 work experience workshops in July.

Extra Curricular Opportunities & Student Governance

We offer a wide range of extra curricular opportunities to our students, including clubs, societies, and student leadership.

Clubs

We have a wide range of clubs on offer to all students, including:

- Art
- Cheerleading
- Futsal
- Football
- Basketball
- Badminton
- Netball
- Tag Rugby
- Debate
- Drama Production
- The Faith Collective
- Book Club
- Yoga
- Singing
- Languages
- Maths club

We are always striving to widen our offer and introduce new clubs as requested by the student council.



Free and Equal Ambassadors

During the 2024/2025 academic year the 'Free and Equal' Ambassadors group was created. 15 students across year 9, 10 and 12 went through an application process to be elected. Students received training in collaboration with Beyond this to set up an ADI campaign ('It is that Deep'). Students have completed a number of actions thus far:

- Completed a survey with the student body to identify areas of strength and areas for development.
- Presented findings to the staff body in a staff briefing
- Conducted a number of assemblies across the school on the School value of Belonging and the impact of micro aggressive language.

Student leadership

Two Head Students and two Deputy Head Students are democratically elected every year in March and fully reflect our school community. The Head Students lead our student council of 40 students. The council has an Improvement plan with actions they would like to achieve and meet once a half term to discuss factors impacting students in school and put actions into place. The focus for this year being: increasing extra curricular opportunities; challenging 'banter' culture and fund raising for local charities. Actions this year:

- Fundraising of £800 through Non-Uniform days for North London Hospice
- Head student visit to other schools to explore strategies to increase extra-curricular participation
- Plan and lead on Culture day
- Establishing of 'Free and Equal' Ambassadors

Impact

- Over the last year, students' reported participation in clubs has increased according to the student survey. For the question I take part in extra curricular activities: In 2024 the score was 2.5 out of 5, and this rose to 3 out of 5 in 2025, showing a higher proportion of students are now involved in club activities
- Introduction of three new clubs in the spring term of yoga, tag rugby and faith collective, in response to student feedback
- Students recognise that school teaches and encourages them to respect people from other backgrounds and to treat everyone equally. This can be seen in the score of 4.2 out of 5 in the student survey
- From the student survey score of 3.8 it can be seen that students recognise that school encourages them to be independent and to take on responsibilities

Next Steps

- Recruit the next group of Free & Equal ambassadors and Head Students, and ensure a smooth transition in the handover
- Continue to broaden the extra-curricular offer to reflect the student cohort, promoting student-led activities
- Monitor the attendance of key groups to extra-curricular activities to adjust the offer as needed
- Continue to celebrate the successes of our students across the school



Ambition & Excellence Passports

The Academic and Excellence passport has been successfully launched to Year 12. Students complete and track a range of extra and super-curricular activities, collecting a range of points., ranging from reading an academic article (2 points) to completing an online course (10 points). There is a weekly form time session to track and discuss what students have completed in the previous week. Class teachers have been promoting webinars and linked activities in their subjects. Form tutors have given good feedback to improve this new scheme, such as giving the students more freedom to complete the spreadsheet.

Impact:

- UCAS process is starting earlier (students are building a bank of activities they can talk about in their personal statement)
- Tutors are having purposeful conversations about super/extra curricular activities
- Class teachers are encouraging super/extra curricular activities
- Increased engagement with our careers GC
- Students have been tracking extra/super curricular activities. These are the points for this term:

Form	Points total for this term
12EKC	1121
12VEK	922
12MAN	243
12AL	715



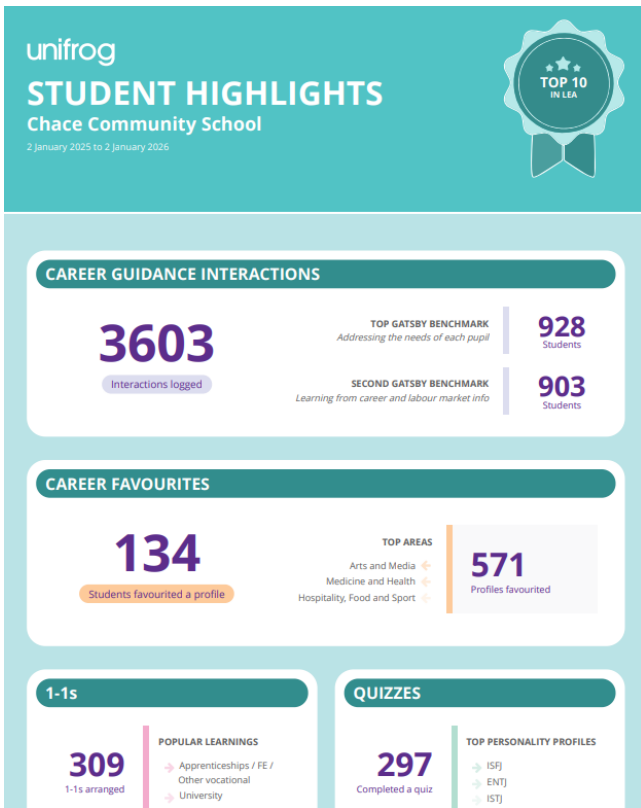
	Autumn term	Spring term	Summer term
Took part in an external mentoring scheme (10 points)			
Regularly Completed prefect duties (10 points)			
Took part in Student Council (10 points)			
Represented the school at an event (10 points)			
Completed a leading course or event (10 points)			
Completed a virtual work experience programme (10 points)			
Completed an online course related to a subject (10 points)			
Taken part in a competition related to a subject (10 points)			
Points total			

Next steps:

- Simplify passport (add note section, not so many columns)
- Monitor Unifrog to check activities locker
- Improve the competition element with prizes and a trophy
- Promote the activities which are being done less by students
- Continue to promote opportunities on careers Google Classroom and to the academic mentors
- Link into UCAS lessons
- Roll out across the whole of school (2026-27)

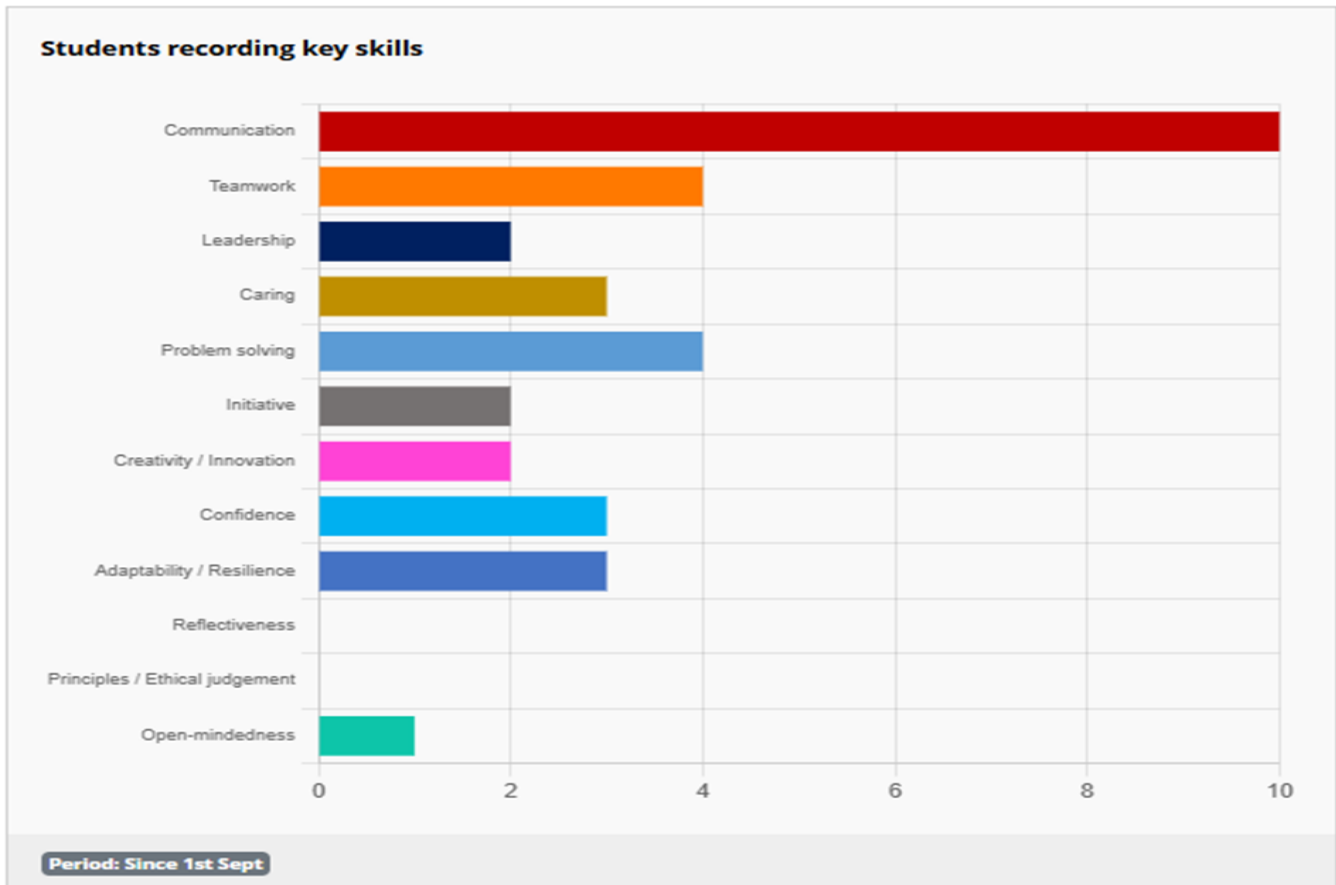
Careers Headlines: Unifrog

Unifrog is a comprehensive careers platform. In the last year, our Unifrog use in the school was among the top 10 in the borough. Student use continues to show a strong interest in Health, Arts, and Hospitality & Sport.



unifrog

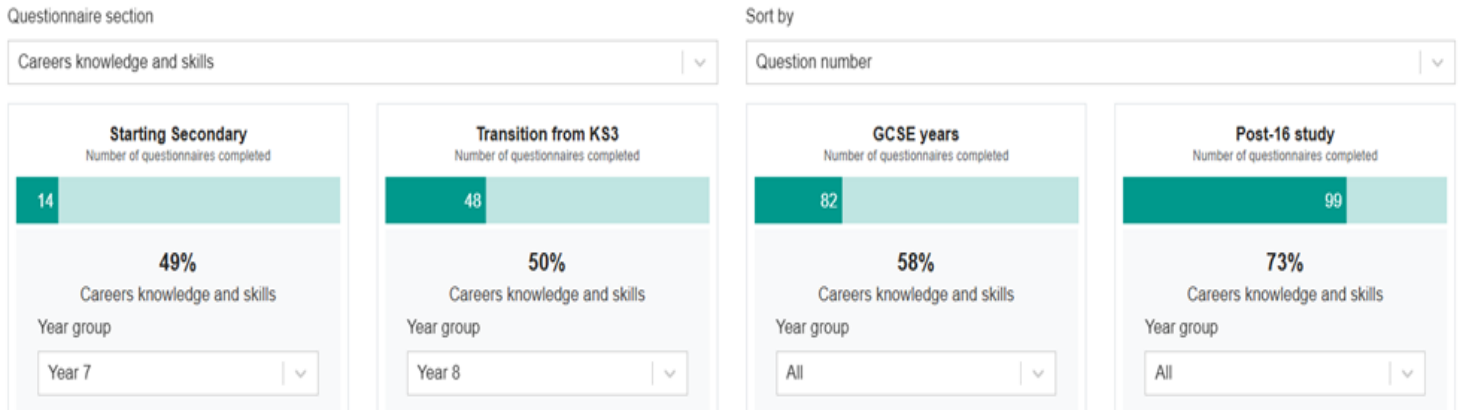
Students have recorded the following skills since 1 September:



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CEIAG Feedback - Future Skills Questionnaire and Compass Evaluation

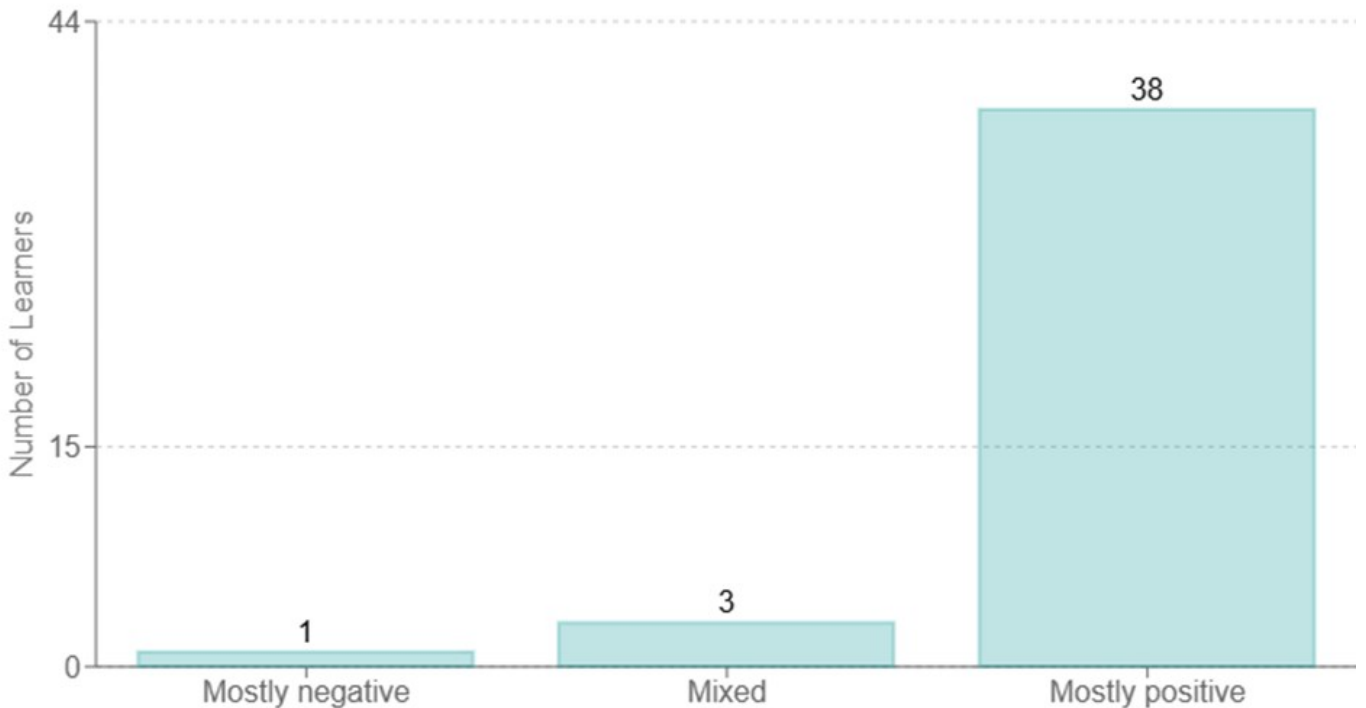
We have introduced the Future Skills Questionnaire this year, although not all have completed it so far:



A snapshot of the results shows that Year 13 have overwhelmingly responded positively to the questions:

Number of learners who responded to the questions mostly negatively, mixed or mostly positively.

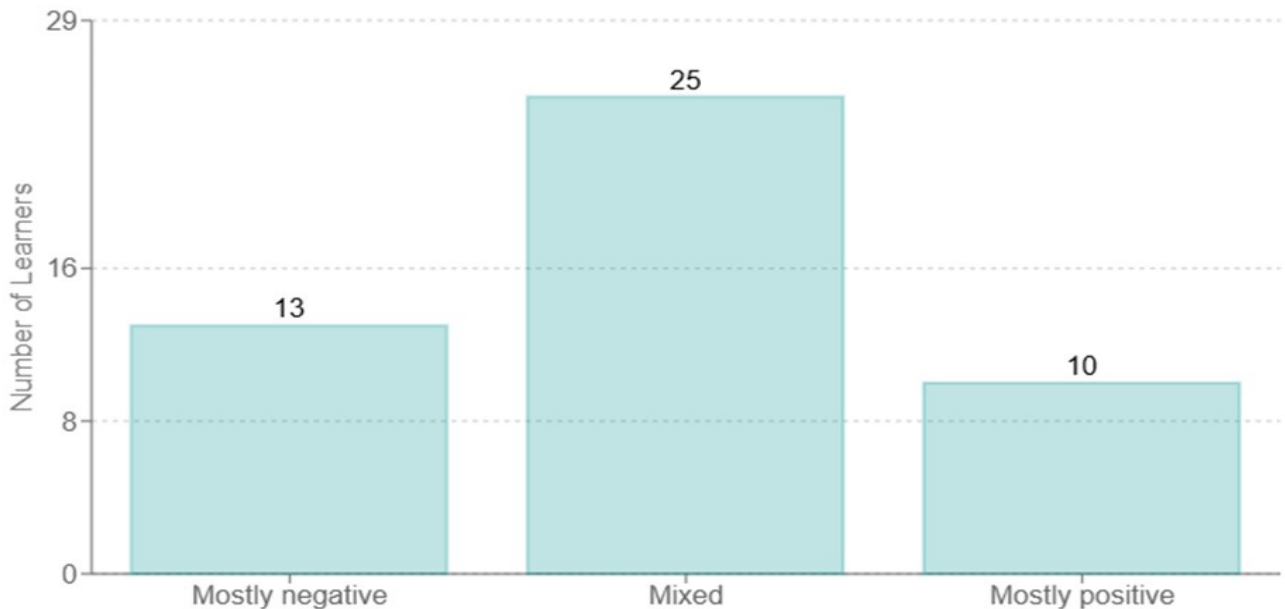
Click on the bar to show learner names.



This is in contrast to Year 8 (although over half still need to complete the survey):

Number of learners who responded to the questions mostly negatively, mixed or mostly positively.

Click on the bar to show learner names.



Click on a question or a category of questions in order to show learner names.

It is an indicator of the impact over time that CEIAG has, as students are more confident and positive about careers as they progress through the school.

The Compass evaluation from the Autumn term continues to reflect on the strong CEIAG provision at the school:

Gatsby Benchmark	% achieved in latest evaluation i
GB1 - A stable careers programme	92%
GB2 - Learning from careers and labour market information	100%
GB3 - Addressing the needs of each young person	84%
GB4 - Linking curriculum learning to careers	83%
GB5 - Encounters with employers and employees	100%
GB6 - Experiences of workplaces	79%
GB7 - Encounters with further education and higher education	86%
GB8 - Personal guidance	100%

Next Steps

- Roll out the FSQ to the rest of the school
- Fully analyse the results once a wider sample is collected
- Use the information from Year 10 to target workshops for the July Enrichment Day
- We will ensure that more activities are logged centrally on Unifrog and paired with Compass, to ensure that the Gatsby benchmark data is even more accurate.

How does Life Skills impact our students? Student Case Studies

Tani is a Year 10 student. He was recently selected as the school representative in the Jack Petchey Speak Out challenge. He is also a keen musician, representing the school at a local schools competition and at a concert for pensioners. He has impressively accrued over 100 positive points this year already. We asked Tani his feedback on his experiences this year:

<p>What opportunities have you had in the last term to develop your character, resilience and confidence?</p>	<p>Over the last term I have had different opportunities from a film production work experience to a Jack Petchey competition</p>
<p>How do you know that they have made a difference to you?</p>	<p>They have taught me to be more confident in public speaking and showed me that my voices are heard. They also opened my eyes to how a professional system works</p>
<p>What are you looking forward to in the next term?</p>	<p>For the next term i am looking forward to a new space camp experience that the school is running and I hope to understand more about the professional world of engineering</p>
<p>What else could the school do to promote learning and development outside of the classroom?</p>	<p>The school could promote more sporty clubs after school</p>





Gledja and Gerard - our outgoing head students.

Gledja and Gerard are in Year 13 and are our current Head Students. They have volunteered in many roles, including being an ambassador, public speaking at school events, mentoring younger students and being an active part of the school council. Both exemplify our school values and are an important role model to younger students. We asked them to reflect on their personal development this year at Chace.

Gledja:

<p>What opportunities have you had in the last term to develop your character, resilience and confidence?</p>	<p>Over the last term, I've developed my character, resilience and confidence through my role as Head Student and being part of Student Council, where I represent students and work closely with senior leaders. This has given me the opportunity to represent my school in a professional way and communicate confidently with staff and visitors. Our enrichment day was really valuable, with study skills sessions, a finance workshop on credit cards, sessions with INVEST 2020 and a sound bowl wellbeing workshop, which helped me understand learning strategies, career pathways and the importance of balance. I also visited another school with senior staff, which helped build my confidence in professional settings. Balancing these experiences alongside my studies has improved my organisation, resilience and ability to manage pressure.</p>
<p>How do you know that they have made a difference to you?</p>	<p>I know these opportunities have made a difference because I feel much more confident expressing my ideas and speaking in formal settings. At the start of Y12, I would have been nervous, but now I feel more comfortable and prepared. I've become more independent, better at handling challenges, and more willing to take initiative. Balancing leadership and academic responsibilities has also improved my</p>
<p>What are you looking forward to in the next term?</p>	<p>Next term, I'm looking forward to continuing to grow in my leadership role and building on the work we do through Student Council, especially by helping to strengthen student voice by sharing the feedback from the other school we visited but also being able to reflect on last terms main issues and work together to keep on maintaining the positive influence. I'm also looking forward to more enrichment opportunities and learning new things such as the finance workshop but also ones which continue developing both my academic ambition and personal well being</p>
<p>What else could the school do to promote learning and development outside of the classroom?</p>	<p>Our school already offers strong support, such as the Year 12 "Talk The Talk" workshop, mentoring programmes, and engaging employer events, which all help prepare us for life beyond school. Continuing to develop these opportunities while also creating more student-led initiatives would give students greater ownership of their growth and ensure we remain well prepared for the future.</p>

Gerard:

<p>What opportunities have you had in the last term to develop your character, resilience and confidence?</p>	<p>Within the last term, Chace community school have given me so many opportunities to be able to develop my character and personal development by attending in school enrichment days, being involved with the student council and being able to chair it but also being able to go to other schools and get ideas on what their extracurricular activities that they do and to try and bring them to Chace.</p> <p>Furthermore, being constantly supported by teachers at Chace has helped to build my confidence and encourage me to push further in my academics.</p> <p>Our enrichment days that we have had have provided vital insight into what the working world is like and also what post 16 options are available to us which has personally encouraged me to push for the best possible results with my education and pursue an even better post 16 education.</p>
<p>How do you know that they have made a difference to you?</p>	<p>I feel that these opportunities have made a difference to me as the way I carry, dress and speak have all improved not only in the last term but since starting 6th form. I have been able to meet with people such as the mayor of Enfield, multiple officials from Enfield council, members of the Enfield rotary club including the chairwoman. This is only a small section of the amount of amazing communities / people that I have been able to meet while at Chace Community and all of these things have had a high impact on my education but also my character. I personally feel, that without these opportunities, I simply wouldn't be the person that I am today, and having experienced the care system at a young age amount other things, being able to meet inspiring people and go to once in a lifetime events has really shaped me and caused me to want to strive for the best possible outcome in the future.</p>
<p>What are you looking forward to in the next term?</p>	<p>Next term, I am looking forward to carrying on with my head student duties as I get ready to hand over to the next head students, I look forward to meeting with them and discussing with them what I have been able to achieve but also what I didn't get to achieve and how I think they can improve the school. I am also looking forward to more preparation for university with some university offer holder days coming up and also more preparation for university with teachers / mentors.</p>
<p>What else could the school do to promote learning and development outside of the classroom?</p>	<p>I feel that the school already offers excellent opportunities for learning and development outside of the classroom within being able to partake in workshops such as talk-the-talk, financial advice workshops and enrichment days to universities and most notable the Isle of Wight which my year group was able to partake in which everyone loved! I feel that the only area of improvement in which the school could look at for better enhancing development outside of the classroom would be at break and lunch time with offering my extracurricular opportunities which are already on offer such as year 10 and 11 intervention for GCSEs, however I feel that slightly more could be offered during lunch and after school where students especially in the younger years can further pursue their education.</p>

Partner Feedback

Since September, we have worked with the following organisations:

- Unifrog
- NEXUS
- White Ribbon Project
- RAF Musium
- Springpod
- Imperial War Museum
- Freud Museum
- Investment 2020
- The University of Sheffield
- Talk the Talk
- Cambridge University (Robinson College, St Catharine's College, Newnham College)
- The University of Hertfordshire
- Impressionable Minds
- Colchester Zoo
- Active Learning, Cuffley
- Engage
- Brightside Mentoring
- Gambling Network UK
- Coppafeel
- The Success Club
- Write2Speak
- Jack Petchey Foundation
- First Give
- Vincent Piana, author
- Wize Up
- Jo Howlett, yoga instructor



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brightside



First Give



impressionable
working with our future *Minds*



Here is some of the feedback we received:

Investment 2020 - *“Thank you so much for bringing your students from Chace Community School to The Investment Association yesterday. We were all incredibly impressed with them, and colleagues across the office commented on how engaged the students were and the thoughtful questions they asked during the tour. Thank you once again for making the visit such a success. I look forward to working with you and your students throughout this academic year.”*

Newnham College, Cambridge - *“Before I move onto my next role, I wanted to make clear how much of a joy it has been to work with Chace over the last three years. I’ve always looked forward to your attendance specifically on our visit days, and hold a special place for Chace as the very first school I worked with back in 2022. Thank you personally for all that you do for us and your students, and for being such a pleasure to collaborate with.”*

Talk the Talk - *“I really enjoyed this JPF Talk About the Future workshop! All the participants were all courteous, approachable, and remained fully engaged throughout the whole session. A few students who were initially a little shy and reserved really challenged themselves by stepping outside their comfort zones to take part in the public speaking .*



University of Sheffield Partner - *“Our university team recently delivered a series of careers and Higher Education workshops for Year 9 and 10 students. The students got really involved with the interactive elements, shifting from quiet observers to active participants who were eager to challenge what they thought they knew about higher education. It was inspiring to see them move past their hesitation and start talking seriously about the diverse career paths and future options actually available to them.”*



Springpod - *“Working with Chace Community School to plan and deliver student engagement with Springpod has been a genuine pleasure. An impressive 130 Year 10 students enrolled onto 317 programmes in February, exploring opportunities with leading employers including Aldi, JD Sports, Amazon, the NHS, Barclays and Rolls-Royce.*

The day began with a short assembly, followed by a classroom-led Amazon virtual tour. Students then took part in their chosen programmes and completed reflection activities to consolidate their learning. It was a highly successful event, and we hope students discovered new career pathways and feel inspired to continue exploring their options to support informed future decision-making. A special thank you to Amanda Roper for her dedication and hard work in successfully launching Springpod at Chace Community School.”



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listened and supported their peers as they spoke. Their individual “skills talks” were particularly impressive — most students shared thoughtful, detailed stories that showcased strong communication skills, which will serve them extremely well in future interviews. It’s clear that Chace Community School provides its sixth form students with a wide range of enriching experiences and opportunities, including voluntary work, that help them grow personally and professionally. The group brought great energy to the icebreakers and team activities, working together with enthusiasm and good humour. After lunch, they approached the mock interviews with real commitment — both their questioning as interviewers and their responses as candidates were of a very high standard. A big thank-you to the organising staff who supported on the day — Thank you for such a great day.”

“Today’s workshop worked very well overall. It was a successful workshop that delivered strong outcomes. Students who began the day reserved and hesitant grew in confidence and communication ability, contributing actively by the end. The feedback received was positive, and it was clear that the group gained genuine value from the experience.”

“It was my absolute pleasure to work with this group of year 12s today! They were friendly and respectful, and engaged throughout the 5 hour workshop. There were a few less confident students in the group who really pushed themselves outside their comfort zones; participating in the public speaking elements of the session. It was SO lovely to witness how well the rest of the group listened as others spoke. Their individual 'skills talks' were extremely impressive - the vast majority provided excellent detail in their 'story telling'; which will be so important for them during interviews. It is evident that the students at Chace Community School are provided with many valuable and enriching opportunities, including voluntary work, during sixth form. The group were good fun during the icebreakers/games and enjoyed working in groups. After lunch, students interviewed one another enthusiastically and I was once again impressed with their questioning (as interviewers) and their responses (as candidates).”



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Case study of Working with others

Big Bang Fair



Event background

The annual Chace Big Bang STEM Fair for over 200 Year 5 pupils from 25 different primary schools is one of our most popular enrichment activities; giving pupils a fantastic opportunity to demonstrate their scientific accomplishments in good-spirited competition.

Aims and Objectives:

The overall aim is to provide an inspiring learning opportunity showcasing STEM to children who would otherwise have limited opportunity to participate in such events.

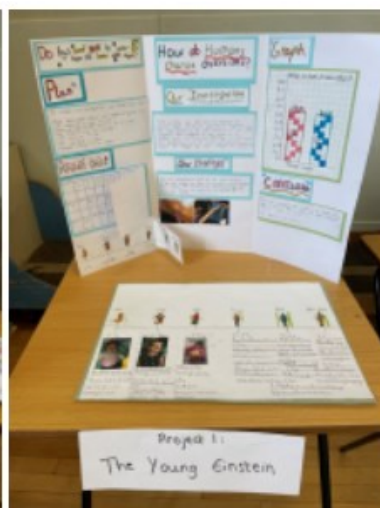
The objectives are:

- To encourage scientific and technological creativity among pupils
- To encourage pupil academic accomplishment by offering a forum to showcase STEM talent with public recognition and rewards
- To provide an opportunity for pupils to develop the collaboration skills necessary for a future in the STEM industry; teamwork, sharing knowledge and communication
- To provide an opportunity for Year 5 pupils to experience a day at secondary school; contributing to their confidence and preparation for their upcoming transition to secondary

Elements of the STEM programme of activities:

1. STEM Pupil Science Project April to June
2. STEM in-school workshops April to June
3. Big Bang @ Chace STEM Fair Tuesday 7th July

We are joined by STEM Ambassadors from a wide range of organisations who volunteer their time on the day to judge the science projects, lead workshops and share their passion for science, technology, engineering and mathematics.



Overview

A group of five students participated in a four day space camp during the February half term organised in partnership with Viasat. The programme combined a series of lectures, interactive experiments, and practical workshops designed to deepen students' understanding of space science and related technologies.

Student Experience

Feedback from participants was overwhelmingly positive. Students found the lectures engaging and the hands on experiments particularly effective in reinforcing classroom concepts through real-world application. The camp's relaxed and supportive environment allowed students to explore topics independently and develop confidence in discussing complex ideas.

Key Outcomes

- Students reported increased interest and enthusiasm for space and STEM subjects.
- Several described the experience as a welcome contrast to traditional classroom learning, offering greater freedom to ask questions and engage in exploratory thinking.
- Staff observed high levels of collaboration, curiosity, and motivation among participants throughout the programme.

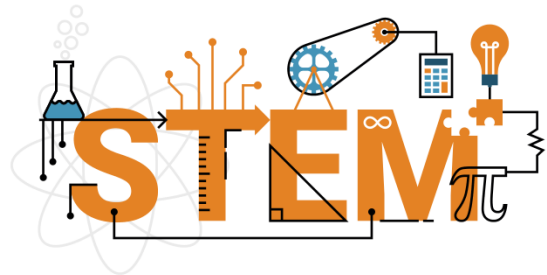
Conclusion

The Viasat Space Camp provided a valuable enrichment opportunity that extended learning beyond the classroom. It not only strengthened students' scientific knowledge but also fostered independent learning.



Mid Year Review - Priorities for the Rest of the Academic Year

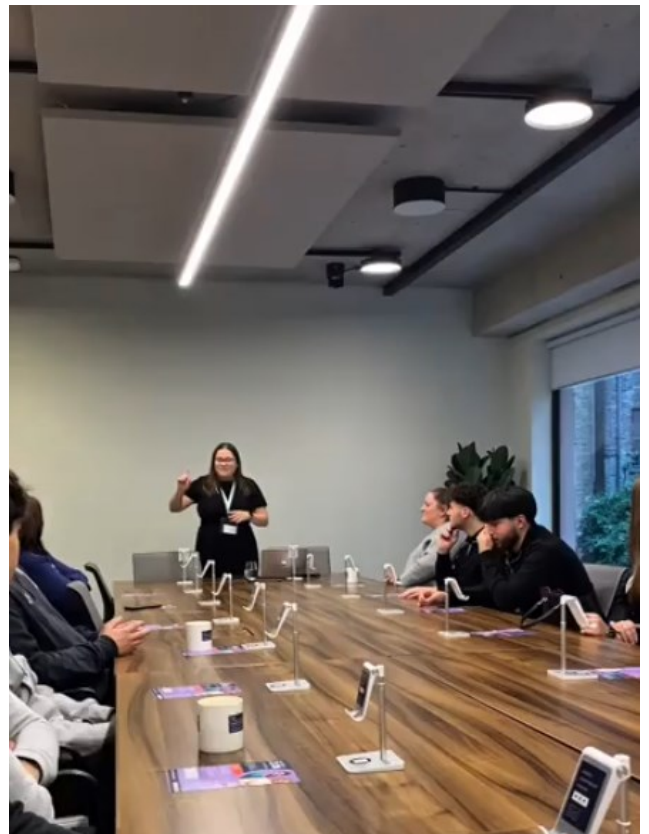
- Embed the teaching of our core skills & values across the school, using the new Unifrog recourses
- Embed careers platforms into the curriculum so all students can regularly build and log their skills and experiences (e.g. Unifrog, Springpod), including using this data to shape provision like Year 10 & 12 work experience and employer encounters.
- Use student voice and council feedback to refine enrichment days, ensuring activities (including wellbeing) reflect student interests and needs, and that changes are visible from one cycle to the next.
- Strengthen the careers and STEM offer by launching the three year Into Tech program for girls, preparing for the Big Bang STEM fair, and building sustained and new links with local employers such as Meridian Water.
- Target enrichment and careers opportunities more precisely by promoting events (e.g. NHS/Allied Health fairs) to students who have expressed relevant interests, so the offer closely matches student demand.



**meridian
water**



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INVEST/MENT 20/20

THE TALENT SOLUTION FROM
THE INVESTMENT ASSOCIATION





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★ Battersea Power Station ice rink



CHACE COMMUNITY



A Level Literature @ Chace



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Music @ Chace



On Monday 30 June these four wonderful Year 11 pupils entertained the whole school assembly at St Andrew's Primary School. A range of performances and genres were on display and both the performers and the audience enjoyed the experience. This has been the third year we have taken a mini-concert to St Andrew's and each year our students love the opportunity to show off their skills. Well done all!

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Chace 6th Form at the Royal Courts of Justice



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Year 7 students have been fully engaged in our Write 2 Speak sessions, developing their creativity and confidence through spoken word. It was truly inspiring to see so many students show their bravery and excellence by performing their pieces on stage in front of their year group - a real celebration of student voice and expression. A big thank you to ETSP (Enfield Town Schools Partnership) for funding the project

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Chace Music Department




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Chace Sixth Form @ Cuffley

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Drama @ Chace




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Health & Social Care @ Chace




year 10 students visiting a primary school as part of their coursework, looking at how children develop.



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Hurricane Melissa Relief thank you!




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Chace Sixth Form @
University of Cambridge



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Yesterday afternoon four of our Year 11 pupils took the very short trip across the road to the Enfield Salvation Army to join their Connect group. The pupils performed an array of piano pieces displaying their individual excellence.



This is the third year we have taken a group to perform for the Connect group and each year the warmth of the welcome we receive is wonderful. We are already looking forward to going again next year.



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Chace Sixth Form @
Hertfordshire University



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Jack Petchey Achievers Award



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Jack Petchey's
"SPEAK OUT"
Challenge!



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Ofsted Good Provider SEN Careers Day @ Chace CHACE COMMUNITY



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CHACE COMMUNITY

Rudolph Walker Foundation
and the students at
Chace Community School







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PARIS



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Science @ Chace









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Chace Sixth Form @ Hertfordshire University










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