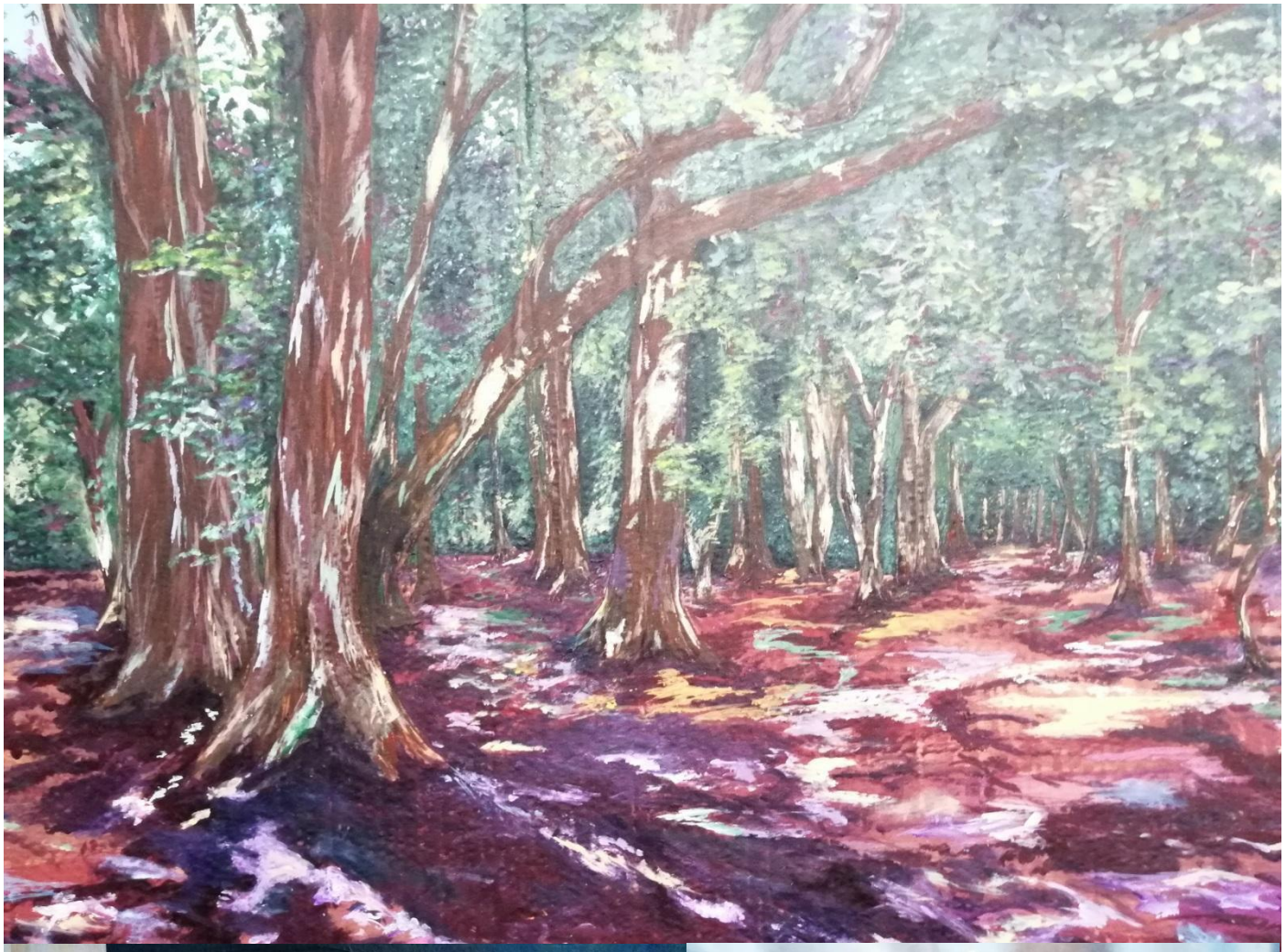
Chace
Community
School

SCHOOL INFORMATION

2020 - 2021



Welcome to Chace

Chace is an exciting place to work and learn. We are very proud to be a successful inclusive comprehensive learning community where we aim to inspire a love of learning for all. At Chace our signposts give us a clear sense of direction.

We share a ***Commitment to learning*** and have ***High expectations*** of all.
We believe that ***All can succeed*** and improve on the present best. We are proud to celebrate our students' achievements and are determined to enable our students to become responsible, independent, thoughtful adults who have ***Confidence and courage***, enjoy the challenges of learning at Chace where ***Everyone is valued equally***, and are prepared to be successful in their future lives. At Chace we are ***aiming to be the best we can be***.

We are proud that OFSTED has recognised many of our strengths and qualities and we have already begun to put plans in place to raise expectations and achievement even further. Since OFSTED's last visits we have continued to celebrate significant improvements in our GCSE results across the school.

We are sorry that we are not able to welcome you to school this year. We do hope that the information and videos posted on our website are helpful. If you would like some more information, do please contact us.

Yours sincerely

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Tanya Douglas
INTERIM HEADTEACHER

Tracey Jenkins
CHAIR OF GOVERNORS

Learning at Chace

Commitment to learning

Chace is a popular, mixed 11 – 19 comprehensive community school situated on a nine acre single site in central Enfield, welcoming students of all abilities. Over 45 home languages are spoken by our students who bring a rich cultural diversity to Chace. We have an intake of 224 students into Year 7 and a very successful, popular Sixth Form, with significant numbers of Chace students going on to further and higher education and students joining our 6th form from other schools.

We have well equipped, well maintained specialist rooms in all areas of the curriculum and are particularly proud of our facilities for Science; Technology (Textiles, Food Technology, Graphics, Resistant Materials, CADCAM, Engineering and Computing); Music; PE (gymnasium, weight training room and a large Sports Hall); Art (including Pottery and Photography), Drama and Sixth Form facilities. There is shared community use in the evening and at weekends as part of our commitment to extending learning at Chace and working with the community.

We ensure that all students have access to excellent, challenging learning opportunities and provide a relevant, coherent, learning experience for all students, supported by regular homework. We are committed to providing a broad, balanced curriculum so that all students can build on prior learning and present best and are encouraged to achieve beyond expectation.

In Years 7-9 all students follow the National Curriculum (Key Stage 3): English, Maths, Science, Technology including Computing, Art, Music, Drama, PE, History, Geography, RE and French or Spanish. Lifeskills, including Careers, Enterprise, Health and Sex Education, Study Skills and Citizenship, supports the curriculum and prepares students to be successful independent learners, able to make informed choices within a framework which explores moral, spiritual and personal development. In Year 7, tutor groups are organised in 7 mixed ability classes. From Year 7 in Maths and Year 9 in Science, learning is organised into sets.

In Years 10 -11 (Key Stage 4) everyone studies GCSE English Language and Literature, Maths and Science with French or Spanish offered to all students. They all study RE and PE courses and choose options from Humanities, Expressive Arts, Technology subjects at GCSE and BTEC level 2. We also offer flexible learning opportunities at Chace through partnerships with the Prince's Trust Achieve Programme and local colleges.

Our popular and highly successful 6th Form offers a full range of traditional A level subjects alongside one and two year BTEC courses. We welcome students into our Sixth Form if they share our commitment to learning and meet our admissions criteria detailed in the Post 16 prospectus. Many students choose to continue their studies at university with increasing numbers of successful Oxbridge and Russel group applications.

Homework promotes independent learning

Homework builds on classwork and extends learning helping students to work, think, and learn independently. A homework timetable is shared at the beginning of the school year with homework set every night through the online programme, Google Classroom.

Our Library, at the heart of our learning community, offers an up to date Careers library and a quiet space to read for pleasure or for independent learning from 8.00am to 4.30pm daily.

Extending learning beyond the classroom

We encourage all students to participate in the many extra-curricular activities and clubs on offer which support, extend and enhance learning. As well as opportunities to take additional instrumental music lessons, students interested in Music can join the 'One Voice' Choir or instrumental groups. Our Drama productions enable students of all ages to work together performing, directing, and being responsible for sound, lighting, and technical backstage support. The Sportsmark Award, held since 2000, reflects our commitment to enabling Chace students to achieve excellence in sports. Students take part in athletics, badminton, basketball, cricket, dance, football, hockey, netball, rounders, rugby, and tennis in lessons with opportunities for all students to pursue their sporting interests and talents after school. We work closely with Enfield's Sports Development team to extend opportunities and links with other schools.

Trips to theatres, galleries and museums are a regular, popular feature of the school, as are field studies and trips abroad.

Monitoring learning and achievement

We have high expectations for all at Chace. At Chace all staff are committed to improving learning and teaching, inspiring a love of learning and raising student achievement now and for future success. We keep parents informed of successes and concerns by phone, email, online and we encourage all members of the community to follow us on social media.

During each school year parents have access to up to three progress reports which outline students' academic progress, rewards they have received, attendance and any behaviour concerns. In addition, learning targets are recorded in students' books. We ask parents to help us monitor these targets alongside an annual consultation evening to discuss progress with subject teachers.

Assemblies at Chace

At Chace a planned assembly programme provides students with an assembly each week, based on a weekly reflection theme which underpins our aims and ethos to be a successful learning community. Assemblies provide opportunities for the school community to come together to listen, share, and reflect. If parents wish to withdraw their son/daughter from assemblies, they must meet with the Headteacher to discuss their request.

Listening and learning together we can make a difference

Through Student Council students develop a sense of community and are encouraged to use their voice responsibly and to be active citizens, learning about rights with responsibility, actively involved in improving Chace, participating in events, voluntary work, and fundraising for charities.

Organisation of Learning at Chace

High Expectations

The Head of Learning and form tutors have oversight of the general progress, welfare, and personal and social development of students. They ensure that students are prepared for learning, on target to improve and achieve beyond expectation.

Transfer from primary school

At Chace we work hard to ensure that transfer from primary school is smooth and successful. We want parents and students to feel confident about choosing Chace. We have good links with our local primary schools and many Year 6 students will have already worked with Chace staff or visited us. We make good use of information passed to us to inform staff about specific strengths, needs and interests of each student to support and encourage students as soon as they transfer to Chace.

An Induction Day launches the academic year enabling Year 7s to settle into Chace and prepare for successful learning. An overnight trip to Tolmers Scout Activity Centre in the first half term helps build team work.

Admissions

Admissions to Chace are managed by the Local Authority (LA) which gives priority to applicants in the following order if there are more applicants than places:

1. Students with special educational needs/disability whose statement specifies that placement at a particular school is appropriate.
2. Students for whom a particular school is appropriate on genuine medical grounds.
3. Students with a brother or sister attending the school at the time of admission.
4. Students resident within Chace's designated priority zone from 2003/4 in the Crews Hill area. For details please contact Enfield Schools Admission Service.
5. Students living nearest to the school measured 'as the crow flies'.

Details are available in the booklet Your *Guide to Secondary Schools in Enfield* produced by the Enfield Schools Admission Service. They can be contacted on 020 8379 5501.

Organisation of the School Day

Registration	8.40 am – 8.50 am
Lesson 1	8.50 am - 9.40 am
Lesson 2	9.40 am - 10.30 am
Break	10.30 am – 10.50 am
Lesson 3	10.50 am - 11.40 am
Lesson 4	11.40 am - 12.30 pm
Lunch	12.30 pm - 1.30 pm
Registration and assemblies	1.10 pm – 1.30pm KS3
Lesson 5	1.30 pm - 2.20 pm
Lesson 6	2.20 pm - 3.10 pm
Lesson 7	3.10pm – 4.00pm (Mondays only – enrichment opportunities)

The school operates a 31 period week, each of 50 minutes (25 hours learning time). We stress the importance of regular attendance, good punctuality and being well organised, in full uniform, to make the best use of school time. Students will be marked "late" if they arrive after the start of registration.

At **break and lunchtime** students can buy healthy food or they can bring a packed lunch to school.

Supporting and Enhancing Learning

All can succeed with confidence and courage

At Chace we have high expectations and insist on high standards of behaviour for successful learning. We stress the importance of regular attendance, punctuality, and being well organised and in full school uniform, to make the best use of learning time.

We maintain a calm, safe, well ordered environment where learning is the priority. A high quality education is the entitlement of all students. In classrooms, around school, and on the way to and from school we expect students to behave sensibly, responsibly and with respect for others. We expect them to be excellent ambassadors for Chace.

Everyone Valued Equally

Our Single Equalities Policy reflects our commitment to raising the achievement of all students and valuing everyone equally. It underpins all our work to ensure that everyone at Chace can achieve in a purposeful, well-ordered learning environment, with discipline based on mutual respect and consideration for others. We are especially proud of the anti-racism work we are working on this year with staff, students and parents and our 'pledge' is a guide for our commitment to ensuring that we are an anti-racist school. We are committed to creating a learning community in which all staff and students have equal chances to work and succeed together regardless of class, age, race, religion, gender, or sexual orientation. We believe everyone has the right to learn and achieve success. We do not tolerate bullying, racist or sexist behaviour which interferes with this right and we are proud of our commitment to challenge racism in all its forms. Concerns should be reported so that we can listen and act promptly. Unacceptable behaviour is dealt with promptly, recorded, with parents informed and involved, using a range of sanctions as per our Behaviour Policy.

Rewards

We reward effort, improvement and achievement; excellent attendance, and outstanding contributions in extra-curricular activities or service to the school community. Student Council have helped to devise a rewards system which enables all students to be awarded points for excellence with prizes awarded as part of these competitions. Termly Rewards Assemblies also celebrate effort and achievement.

Supporting learners in our inclusive learning community

At Chace we want all students to be successful learners improving on present best. The Student Progress team work in partnership with teachers in the classroom and if appropriate withdraw students to provide intervention support to meet learning needs and ensure that all students have equal access to the curriculum.

At regular Inclusive Learning Group meetings we ensure early identification, effective support and monitoring of student learning and progress. Referrals for specialist support are made in consultation with parents. Personal Education Plans are in place for students in public care (Looked After Children) We have excellent links with outside agencies including; Behaviour Support Service; Education Psychologist (learning/behaviour issues); Education Welfare Officer (attendance concerns); School Nurse; Children and Adult Mental Health Service (CAMHS); and SAFE. Our School Counsellor and Learning Support Unit team provide additional support for students to help to overcome barriers to learning.

High Starters, Special Educational Needs and Additional Needs registers are updated after each data input and used by all staff to plan to ensure learning is accessible and challenging for all. The Special Educational Needs and Disability (SEND) Policy, (available on request) is reviewed and updated regularly to reflect changes in the Code of Practice and is monitored by Governors' Teaching and Learning Committee.

The school operates within the Local Authority procedures with regard to special educational needs and receives funding to support students with exceptional needs. The Special Educational Needs Co-ordinator (SENCO) and her team ensure that we use all data available so that students with special educational needs receive provision which meets their needs, that their progress is monitored and that appropriate consultation with parents and carers occurs.
Students on *School Support* at primary school will commence at the same level at Chace, subject to regular review involving teaching staff, Head of Learning, and a member of the Student Progress team liaising with parents and carer who should contact the SENCO regarding supporting a child's needs.
We work in partnership with West Lea School, one of Enfield special needs schools, offering an Alternative Resource Provision (ARP). It provides specialist and targeted support for children with SEND.

here is lift access to the ground and first floor and from ground to second floor and disabled toilets. which enable us to extend our inclusive provision. Automatic doors improve disabled access and our accessibility plan (available on request) describes how we meet requirements in the Disability Discrimination Act 1995 (Single Equality and Community Cohesion scheme 2011), making Chace accessible in all areas of the school.

Chace - working in and with the community

There is a strong sense of community and tradition at Chace

We are proud to work in and with the community and enjoy excellent links with the local and wider community. The school site provides facilities for a wide range of evening, weekend, and holiday activities. We work in partnership with employers to develop links and share expertise to benefit our students, providing opportunities for motivational work-related learning. Chace is held in high regard by initial teacher training partners including the Institute of Education and Middlesex and London Metropolitan universities - who work with us to provide high quality training in a successful learning partnership. Chace is a lead school in providing School Direct routes into teaching, working with London Metropolitan University.

Working together with parents we support students' learning

We value parents' active involvement to help students make the best use of the opportunities on offer at Chace. We work best together through early intervention and effective communication between home and school. Parents are welcome to make an appointment to discuss specific concerns with the appropriate staff.

Chace Association working together to support Chace

Chace Association, a dedicated team of staff and parents, helps forge links between school, parents and the community organising fundraising activities to benefit all Chace students. Our PTA worked incredibly hard to raise funds for our new sports courts and is committed to raising funds towards the annual Year 7 transition trip to Tolmers. Every parent/carer of registered students at Chace is automatically a member of Chace Association and warmly welcomed at our meetings which are friendly and informal and to join us at fundraising events such as our very popular, successful Quiz Nights.

Policies

All our policies are available on the website and paper copies on request

Child Protection – Safeguarding young people

We are committed to following safeguarding procedures in the *London Child Protection Procedures* and the DfE guidance *Keeping Children Safe*. Our Safeguarding Policy is available on our website.

Sex and Relationships Education Policy

Our sex and relationships education programme is taught sensitively and with due regard to the age and stage of development of the students. It is planned and taught to all students and provides opportunities to learn basic facts and discuss social, emotional, moral, and legal aspects of the issue, helping students to make informed decisions about lifestyles.

Religious Education

In Religious Education lessons students follow the agreed syllabus as advised by Enfield Standing Advisory Council for Religious Education (SACRE). We value the cultural and religious diversity of our school community, and through RE we aim to give students a broad understanding of the six major world religions and their influence in the world, aiming to broaden horizons and promote greater understanding and tolerance. If a parent wishes to withdraw their son/daughter from an aspect of the RE curriculum, they must meet with the Headteacher to discuss their request.

Level 2 BTEC and GCSE Subjects 2020

We are delighted to report our GCSE and BTEC results and congratulate our students on all their hard work and commitment. We were proud to be the most improved school in Enfield in 2019 and our 2020 results were even better.

Subjects	Chace Pass Rates			
Name	Entered	% 9-4	% 9-5	%9-7
BTEC ENGINEERING	40	53		3
BTEC HEALTH AND SOCIAL CARE	25	88		24
BTEC SPORT	79	92		47
GCSE ART & DESIGN (9-1)	52	96	79	27
GCSE BIOLOGY	18	100	100	44
GCSE BUSINESS	20	80	70	5
GCSE CHEMISTRY	18	100	94	67
GCSE DRAMA (9-1)	31	71	52	23
GCSE ENGLISH LANGUAGE (9-1)	200	79	59	19
GCSE ENGLISH LITERATURE (9-1)	200	82	61	19
GCSE FOOD TECHNOLOGY (9-1)	21	81	43	10
GCSE FRENCH (9-1)	80	68	45	15
GCSE GEOGRAPHY (9-1)	63	43	35	16
GCSE GRAPHICS/RESMAT	38	63	47	8
GCSE HISTORY (9-1)	95	62	45	15
GCSE MATHEMATICS (9-1)	200	64	45	16
GCSE MEDIA STUDIES	46	72	46	20
GCSE MUSIC (9-1)	11	100	55	27
GCSE PHYSICS	18	100	94	56
GCSE RE (9-1)	195	55	40	16
GCSE SCIENCE (DOUBLE AWARD)	181	69	50	18
GCSE SOCIOLOGY	79	54	42	16
GCSE SPANISH (9-1)	78	60	40	21
GCSE TEXTILES	13	77	54	31

@BrilliantClub
Congratulations!
Scholars Programme Graduation
Ceremony
May 2019

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