



Deputy Headteacher's Comment:

Yesterday the PE department took a group of our P16 pupils on a once in a life time trip to the home of Chelsea FC training ground in Cobham. The pupils got a first-hand experience on how Premier League footballers train, by taking part in a 90 minute coaching session led by 3 Chelsea first team players, Thiago Silva, Marc Cucurella and Marcus Bettinelli. During the session they had the opportunity to practice their passing and shooting skills as well as receive individual feedback and advice from the 3 professionals.



At the end of the session the pupils had time to speak to the players as well as collect signatures and have their photos taken with the Chelsea players.

#ProudToBeChase



Author Visit:

This week, we were excited to welcome renowned Author, Matt Oldfield, to speak to Year 7 and 8 students with the aim to inspire a love of reading. During his visit, Matt delivered whole school assemblies where he talked about his career as an author, what inspired him to start writing, and answered questions about his own books. He then led a series of reading and writing workshops aimed at football fans and reluctant readers, to encourage them to stretch themselves and think and act outside of their comfort zone.



Hindu Temple Trip:

As part of their RE studies, Year 8 students visited the Hindu Temple, Bhaktivedanta Manor, to explore some of the beliefs, teachings and practices of a working Hindu Temple. As part of the trip, students had the chance to visit a shrine, see worship taking place, learn about the history of Hinduism and enjoy a hot vegetarian feast for their lunch. The trip was an excellent opportunity for our students to develop understanding and empathy of diversity and culture and helped build on their knowledge of Hinduism in a practical and fun way.



Anti-Bullying Ambassadors Training:

This week, a number of our antibullying ambassadors went to Beaulieu Park school to take part in the Princess Diana antibullying training. They had a great day coming up with some amazing ideas of how to use their training, both in school and within our community.



We Will Rock You:

Rehearsals are well underway for the school's production of 'We Will Rock You' and the cast are getting excited to show off their hard work. A big bravo! needs to go to our Year 10 students who have worked doubly hard during their exam season. Tickets are still available through ParentPay at £3. See attached poster for dates. We look forward to seeing you there!

[Click here to book tickets now!](#)



Word of the Week:

The word of the week from Monday 30 April 2024 is **State**; Give brief information about the topic. Could be in form of a short sentence, list or bullet points etc.

House points totals for this week



1035



1032



1073



1387



Dates for your Diary:

01.05.24 – 03.05.24 We Will Rock You Performances
03.05.24 Friends of Chase Meeting 3.40 pm – 4.15 pm

06.05.24 May Bank Holiday
07.05.24 - 10.05.24 LORIC Week



DISCOVERY
EDUCATIONAL TRUST

Chief Executive Officer: Mr R Duff

Chase High School is proud to be part of the Discovery Educational Trust



www.chasehigh.org



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CHASE HIGH SCHOOL

Performing Arts

**WE WILL
ROCK
YOU**

SCHOOL EDITION

Wednesday May 1st at 5:00pm

Thursday May 2nd at 5:00pm

& Friday May 3rd at 7:00pm

Tickets on sale from ParentPay

All tickets £3



CLASSROOM LIFE

No more 'us and them'

Executive headteacher Jamie Foster reflects on how **Chase High School** succeeded in shedding a lowly local reputation and entered a new era of renewal...

Before 2017, Chase High School had never received an Ofsted rating higher than Requires Improvement or Satisfactory under any of its previous incarnations. At the time of my arrival, the school's GCSE grades were 7% gaining 5 A*s to Cs, and it had been rated Inadequate.

When the school was academised and brought within the Discovery Educational Trust in 2015, I was appointed as deputy headteacher with the responsibility of overseeing behaviour, which had been a significant challenge.

Rookie errors

My first priority was to stabilise the corridors and classrooms by raising expectations, preventing combative situations from occurring in key spaces and getting to a point where we effectively owned those spaces again – the corridors, canteen and other shared areas.

This process of 'restabilising' the school didn't happen overnight. For the first 18 months or so, my focus was on making sure the school was safe, that staff could operate in the manner

they needed to and ultimately laying the groundwork for further improvements to come.

I know the stories of 'super heads' going in and revamping everything at a school within 18 months, but



"STAFF NEED TO SEE THAT THERE'S A HEART BEHIND WHAT YOU'RE TRYING TO DO - AND THAT COMES FROM YOUR VISION AND VALUES. WITHOUT THE RIGHT PROCEDURES IN PLACE, IF STAFF DON'T FEEL SUPPORTED, IF YOU'RE NOT FAIR AND CONSISTENT IN YOUR INTERACTIONS WITH STUDENTS, THEN THE TEACHING AND LEARNING JOURNEY BECOMES MUCH MORE DIFFICULT, IF NOT IMPOSSIBLE."

**- JAMIE FOSTER,
EXECUTIVE
HEADTEACHER**

that wasn't the story at Chase. We realised early on that this process had to be a long-term journey if it was to be sustainable.

The teaching staff had been at the school for some time. To work there, you evidently had to care for the kids, so we knew we had the right people already in place. As a new deputy head, however, I still made mistakes. There was an overload of initiatives, attempts at changing the culture without enough consultation, all those rookie errors – but I stayed at the school.

When you're working at a school in challenging circumstances, staff want to see that you're there for the right reasons and that you actually care, rather than this being just another stop on your personal career journey. We were operating in an area of very high deprivation, with around 50% of pupils on Pupil Premium at the time, as well as very high SEND numbers. They could see I was in the trenches with them, which built up some goodwill. And they eventually forgave the mistakes I'd made.

Aspirations, character and excellence

This meant that when I was later appointed head of the school in 2020, there was already a level of trust. It had become clear that we would need to push our improvement efforts on in a new direction, or else risk not progressing any further, so when introducing a new set of initiatives to get where we needed to be, I consulted more extensively. I was able to engage better with staff, having built up positive relationships with them over time.

One change we made was to our motto, which until then had been 'Aspirations, care and excellence'. The school was indeed very caring – it was a value firmly embedded in all staff, but that caring, pastoral side of the school had perhaps been allowed to take precedent over our teaching and learning.

We'd found ourselves at a point where it became necessary to revise this, so I opted to change the motto to 'Aspirations, character and excellence'. This formed part of a new vision and a set



"To work at Chase, you had to care for the kids – so we knew we had the right people already in place"

of values centred on raising the bar, raising expectations in the classroom and restoring pride in the school badge.

Quicker turnarounds

For a long while, Chase High School had been seen in the local community as a first choice for very few families. When I first arrived, we had year groups that weren't full and a sizeable casual admission.

To shift that reputation, we made sure our SLT was highly visible. There wasn't anything revolutionary involved – just being present at the front gate, meeting and greeting parents during drop-off, and making efforts to accommodate any parents wanting to meet with us.

We sought to enable quicker turnaround times on emails and other communications, and ensured families wouldn't just receive calls regarding incidents of poor behaviour, but also have their children's

achievements clearly communicated to them.

Once parents saw that we wanted to help, that 'us and them' attitude started to disappear. Many parents we ended up engaging with successfully previously had few, if any positive experiences of school themselves. But by seeing the school's staff more often as part of their community, with children of our own (some attending Chase), they came to recognise that they were welcome at the school and able to engage with us.

Revising expectations

Many have talked about how tough the pandemic must have been as a new school headteacher – but one advantage of that period is that we were able to 'reset' people's ideas of the kind of school we were.

As we entered lockdown, we began looking at how to organise virtual learning and everything that came with that. Like most other schools,



these were unknowns to us – but having started to drive new expectations around our teaching and learning provision, we aspired as a team to become the best virtual school in the South East of England.

We looked at what the local grammar school nearby was doing. We distributed around 500 laptops to get things up and running early on, and began offering live lessons as soon as possible. Staff surveys were sent out to parents, and we acted on their feedback as soon as we could. At the same time, we were continuing to engage with our local community, travelling to the top of high rise flats with food parcels.

All this activity helped to successfully revise local expectations of what Chase High School was all about. The pandemic, in its way, helped to further highlight the work we were doing amid very challenging conditions.

When we eventually returned to the standard school day, it felt like a new start. There was a sense among the staff of, *'This is what we do – and we're good, aren't we?'* Having shown that we could do a decent job, we had even become a first choice option for some local parents.

And in 2022, the school finally attained that Good rating for the first time in its history.

Pockets of excellence

As part of our improvement journey, we wanted highlight pockets of excellence among our students and ensure the school was recognised for that excellence locally.

Under our Elite Sports Academy programme, pupils with outstanding talent or potential in sport are placed on a different tutor programme that gives them access to different trips and cultural experiences throughout the year that we pay for. It's akin to a traditional 'more able' pathway, except oriented specifically around the field of sports.

We also have an Elite Performing Arts Academy that operates in a similar way, with different strands for drama and music, which feeds into fantastic shows staged at the school.






CAREERS NEWSLETTER

This newsletter is a collation of all the opportunities we have heard about from employers and universities. Please use the links included to read more information and apply to anything you are interested in. Links are underlined.


OPPORTUNITIES




Interested in going to a Russell Group University? Make sure you don't miss our upcoming Meet the Russell Group webinars. Hear directly from representatives and experts from 22 of the 24 Russell Group Universities including Cambridge, Bristol, King's College London, LSE, and Manchester to get answers to all of your questions about applications, student life, personal statements, and much more. The webinars will cover topics such as; an Introduction to the Russell Group & Why to Study There, Personal Statements & Applying and Student Life. [Register here.](#)



[The Not Going To Uni Podcast](#): Explore the extraordinary journeys of apprentices who have chosen alternative career routes over traditional university paths. Join us as we dive into the inspiring stories of individuals who have embraced apprenticeships and other non-traditional avenues to success. Listen now on your chosen podcast streaming platform or watch on the Not Going To Uni YouTube channel!



In this fascinating Subject Spotlight, Dr Aminu Usman presents: [Computer Science: Is Generative AI the Problem or the Solution?](#) It's a thought provoking journey. Aminu thinks broadly about Computer Science, before presenting an interactive two-part activity that should stimulate your Computer Science senses! He finishes with a round up, thinking critically about everything we have discussed.



Join Dr Steffan Thomas as he [introduces you to the world of social media marketing](#). He explores the fundamentals of using social platforms to drive sales, tools and considerations businesses need to have when crafting a social marketing strategy, and the importance of always remembering the social in social media. You will have a go at crafting a social marketing strategy yourself, and receive some career advice on where a Marketing degree can take you!

If you have any questions or need support, please email Edel.Donlon@chasehigh.org

JOB OF THE WEEK



This week's video focuses on the job role of a [Dermatologist](#).

A dermatologist is a medical doctor who specializes in conditions that affect the skin, hair, and nails. A dermatologist will examine a patient, order lab tests, make a diagnosis and treat the condition. Watch the video to learn more.

LABOUR MARKET INFORMATION FACT

In the past few years, especially after the pandemic, a lot of businesses moved to the online space. This paved the way for various eCommerce businesses as most people turned to online shopping. As per the forecast period between 2023 and 2030, the eCommerce industry is growing rapidly with a 10.06% increase.

[Source](#)



CAREERS NEWSLETTER

OPPORTUNITIES

“At Fujitsu we are committed to developing our Early Careers Cohort, encouraging their passion to grow, and helping to develop their skills with their future career in mind.”

They have a range of opportunities to help you explore your future options. These include:

1

- virtual work experience: “Want to take your learning further? Explore our Digital Skills programme, a whistle-stop tour of all the skills you need to excel and stay safe in the digital world. Why not also try our WorkX programme, where you can discover the latest technology putting Fujitsu at the forefront of innovation.”

2

- sprints: “Sprints are short, video-led courses that allow you to complete a realistic task from an industry you’re interested in. Each Sprint will introduce you to your mentor - an industry professional who will provide you with the information and advice you’ll need to complete the task. You’ll gain an insight into their role, and they’ll show you how they would approach the activity.”

3

- short sessions: “Ready to take your employability skills to the next level? Explore our Skills Sessions to discover more about the key skills you’ll need to take your career to the next level.”

Iain Earle presents: Esports Business Management: a whole new career at your fingertips! In episode 1, Iain presents an overview of Esports, thinks about Esports historically, culturally and economically, before analysing the relationship between Esports and Business Management. He moves on to explain what planning and pitching an event or tournament looks like, and provides an example pitch of his own, before looking at safeguarding in the Esports arena, providing a mini case-study on FIFA, and another mini case-study on War Thunder in episode 3. In the final episode, Iain gives an overview of excellent events promotion, before introducing an activity for you to have a look at and offering some potential career opportunities as a result of studying the HND Esports Business Management course.

EMPLOYER SPOTLIGHT

“As a Graduate or Apprentice joining Fujitsu you will be allocated to one of our Early Careers role streams, such as Software Development, Marketing, Finance, Consulting and Sales to name a few. Each role stream will provide you with the specific training, network and support you need to get off to a flying start in your careers at Fujitsu.

You can read more about their careers [here](#).

UNI SPOTLIGHT

“We offer pre-degree, undergraduate and postgraduate courses in art, design, screen, communication, fashion, media and performing arts. Learn from expert tutors across an unrivalled number of subjects and courses at UAL.”

You can read more about University of the Arts London’s courses [here](#).

If you have any questions or need support, please email Edel.Donlon@chasehigh.org

What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe – with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

WHAT ARE THE RISKS?

CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends – but these 'friends' are merely a username, which could have *anyone* behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations – creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely – but which could also be used to track a young person for more sinister reasons.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).



CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.



DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up – and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life – especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



BE READY TO BLOCK AND REPORT

If a stranger *does* connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).



Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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