



Foundation

Inscape House School 2022/23 Impact Report

Our vision

A future where all young people are empowered to achieve their goals



Foundation

Our mission

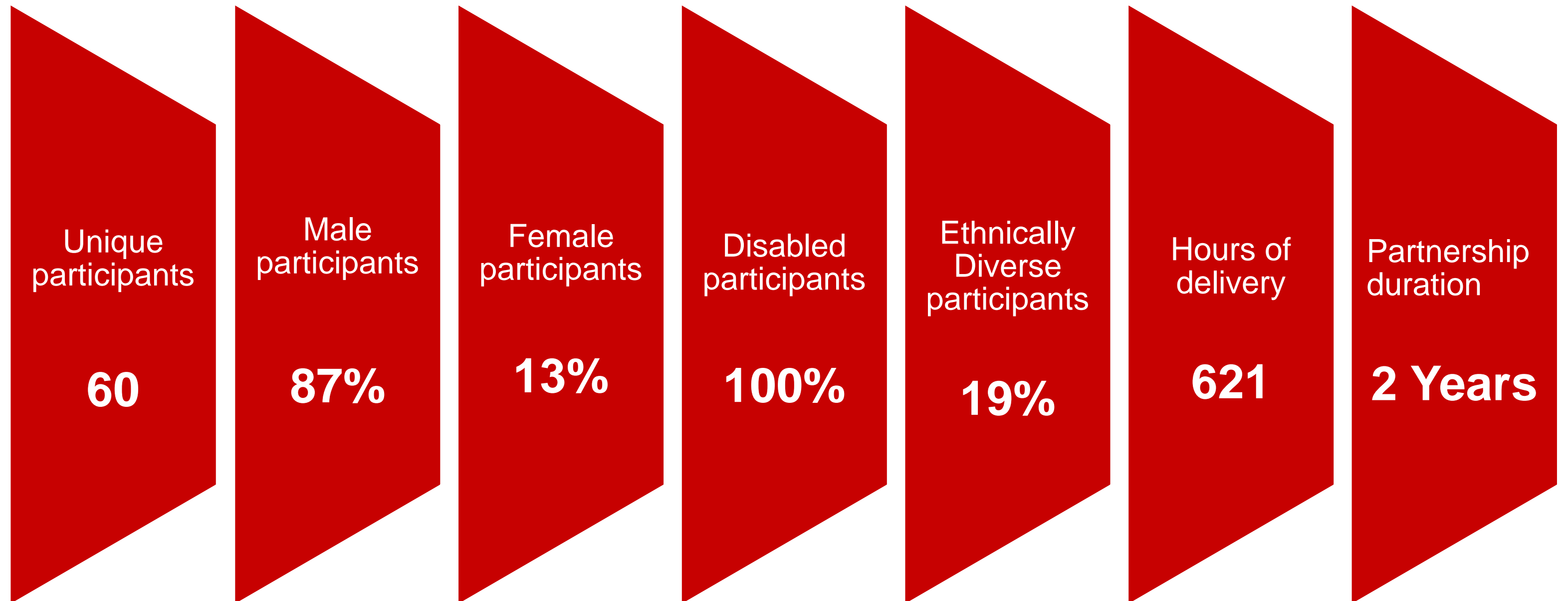
**We use the power of
football and Manchester
United to help young people
make positive choices
in their lives**



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Delivery Statistics

Academic Year Totals



Ofsted Framework



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Behaviour and attitudes

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements learners have high attendance and are punctual.
- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination is not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Slides:
20, 34, 37,38, 39, 40, 41, 42, 43 & 45

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep and mentally healthy
- At each stage of education, the provider prepares learners for future success in their next steps
- The provider prepares learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society
 - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Slides:
8, 9, 11, 13, 15, 16, 18, 24, 25, 27,
28, 29, 31, 48, 49, 50, 52, 54 & 56



Curriculum Delivery



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Nurture

One session a week

The Nurture class have had two focuses in their sessions this term:-

- Movement – to move around at different speeds and in different directions to encourage them to actively use the space provided.
- Balance – incorporate balance exercises in challenges to support students to improve their balance.

All the students moved around at different speeds; Amy was great at moving faster than usual. Every student improved their balancing ability by being able to stand on one leg for 15 seconds a time.



A student balancing a bean bag on their head



A student balancing on one leg



A student balancing on one leg and hand

U2 Class

Life Leisure Gym

Each week, three Upper School students have walked to the gym that is half a mile away from school, meaning they walked a mile in total each time.

They started their gym session with a form of cardio for five to ten minutes. This was completed on either the treadmill or the bike.

After this, the students went on a range of different weighted machines, using a low weight and high reps.

Logan, pictured right, usually struggles to walk up and down stairs, but decided to try the stair master each week, completing around 3 minutes on it to help him get better at walking on steps.



A student on the Stair Master

‘Logan showed great enthusiasm towards going to the gym. He was happy to walk there and once he was in, he wanted to learn how to use different equipment and was willing to try new machines and exercises. He used his time wisely and it was great to see him working hard.’

Gareth – Health & Wellbeing Teacher

Post 16 – C1 & C2

Cycling, Seashell Trust

Two Post 16 classes returned to Seashell Trust this term to use their bikes and cycling track. The students look forward to going each week and now have favourite bikes that they like to use. They complete several laps, race each other and follow the road signs correctly. Students who prefer to walk or like to cycle on a longer track, have been enjoying the long trail, going over the ramps and using the different routes.



A student and staff member riding a tandem bike together



Two students riding around the track



A student sat at the front of an adapted bike whilst a staff member cycles them around the track

'I really enjoy going cycling with my class and coming to explore Seashell.'

Post 16 student

U1 Class

Cycling at Seashell Trust

Students from U1 class have continued to go to Seashell Trust on a Friday afternoon this term to use their cycling track.

Jayda has tried a range of bikes whilst completing many laps and having breaks in between.

Jake has completed several laps each time we have gone to Seashell Trust and has thoroughly enjoyed himself with a smile on his face the whole time.



A student using a hand bike to get around the cycling track

“The cycling sessions have been beneficial for the students physical and mental wellbeing and have become one of the things most looked forward to during the week. I particularly enjoyed seeing two students smiling and laughing as they rode alongside each other as well as with adults.”

Ed, U1 Teacher

Sale West Community Centre - Boxing

U1 and C2 Class

During this term, two students started using a Boxing Gym in Sale. They first started sharing it with students from Brentwood School but have continued to use the gym by themselves. Each session was in a circuit style with numerous rounds. Students completed a round punching on the different bags, then would complete a strength or cardio exercise, this would include squats, star jumps and running laps of the gym. Each exercise lasted 30 seconds with a 30 second rest in between.



A student running laps of the boxing gym as part of the circuit



A student mid punch



A student using his right hand to punch the punching bag

L2 Class

One Session a Week – AW

Alfie is a new student at school and has started taking part in one-to-one sessions this term. As well as this, he has taken part in the group Taekwondo sessions with students from different classes.

The main aim for Alfie's sessions was to create a safe space for him to feel confident and comfortable to take part in activities. The sessions were relaxed, and Alfie had the opportunity to dictate what he would like to do. He showed an interest in creating his own games, using different equipment, such as cones, hoops and balls.

After a few sessions he wanted to play football, so we played mini 1 vs 1 matches, practised his dribbling and penalty kicks.



Alfie ready to kick the ball into the net as part of a football session

Football Sessions



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Power League

Post 16

Post 16 students have continued to attend weekly sessions at Power League in Stockport. The number of students who have taken part has varied weekly due to other commitments or injuries.

Each week, students have decided what area they would like to focus on if they have not been playing a game.

These areas have included, long and short-range crosses, quick passes, ball control from an in the air pass before shooting and different shooting drills.

TM attended the sessions because he wanted to focus on improving his goalkeeping skills against different students.



Two students taking part in a passing exercise

Competitions



Greater Manchester Inclusive Football Tournament

Eccles College

The Post 16 students have attended two more football tournaments at Eccles College this term.

They didn't let changes and setbacks effect their participation in the tournament. They had to adapt because they were unable to to field a full team, due to student absences and injury. They were able to play together with unfamiliar students. They communicated positively, showed amazing team spirit and motivation throughout every game they played.

In the final tournament, the SEND Cup they won all of their games, growing in confidence and belief during each match that they could win the competition. Out of 6 teams, they won the tournament and a trophy. Everyone at Inscape was very proud of their achievements.



The students after winning their trophy

Greater Manchester Inclusive Football Tournament

Student Feedback

Prior to taking part in the Tournament, students described feeling, **proud**, **confident**, **nervous**, **excited** and **happy**.

Post tournament, students described feeling **confident**, **proud** and **happy**.

100% of students strongly agreed that taking part in the tournament had improved their sporting ability.

100% of students agreed or strongly agreed that taking part had improved their confidence

100% of students agreed that the tournament had improved their overall fitness.

100% of students strongly agreed that taking part improved their ability to work, communicate and feel part of a team.

100% of students agreed or strongly agreed that it enabled them to make positive decisions.



“I am really happy that I got to take part and I am proud of my mine and my teammates achievements. We can’ t wait to play again next year.”

Post 16 student

Extracurricular



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Break Time Clubs

Circuits sessions

Post 16 students have continued to take part in fitness circuits each week.

Faye has completed a variety of different exercises, including sprints, lunges and planks.

Each exercise lasts between 30 – 40 seconds with a 20 – 30 second break between each one. The timing of the exercises lengthen to help Faye to build up more stamina when completing each exercise.

She linked taking part in the circuit sessions with her improvement in her football training, stating that taking part in different cardio and strength exercises has improved her running speed and ability on a football pitch.



A student completing a plank

Lunch Time Clubs

Running & Football

A post 16 student, Harri, has continued to enthusiastically take part in Football Club this term. He has taken part in different drills. These have included passing across different ranges and spaces, dribbling around cones in different positions and shooting at different sized nets.

Harri has enjoyed going in goal the most and working on his goalkeeping skills to save any penalties or kicks that come towards him.

An Upper School student, Emil has been attending Running club again this term, running on average 15 laps of the school path and 3 laps of the school grounds during each session. He has started to work on running 4 laps continuously without having a rest. Emil is always saying he is happy throughout the sessions and can identify when his heart is beating faster than normal.



A student in goal attempting to save the ball

Individual Programmes



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Life Leisure Gym

Faye – One session a week

Faye has continued to take part in weekly Gym sessions at Life Leisure Gym, incorporating a boxing class too. To improve her football, she has focused on improving her cardio stamina by running for longer and quicker on the treadmill as well as building her leg strength through various weighted exercises. She has also worked hard on improving her balance to help her improve in her Taekwondo sessions. In the boxing classes she's worked on technique with the coach as well as her cardio fitness through HIIT exercises.



Faye taking part in the boxing class



Faye completing a balance exercise



Faye building up her cardio stamina on the treadmill

Life Leisure Gym

Timetable

Below is an example of a 6-week plan for Faye. Together we decided when to increase her treadmill speed, reps and weights depending on how she felt that week about her personal training schedule.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Running – 10 minutes at 6.5 speed	Running – 8 minutes at 6.5, increasing to 7.5 for the last 2 minutes	Running – 8 minutes at 7.5 speed	Running –8 minutes at 7.5 speed increasing to 8.0 speed for 2 minutes	Running – up to 10 minutes at 8.0 speed	Running – 8 minutes at 8.5 speed increasing to 9.0 or higher for 2 minutes
Squats – 8 with 10kg Lunges – 5 each side 10kg Step ups – 3 no weights to work on balance Calf raises – 10 no weights	Squats – 10 with 10kg kettlebell Lunges – 5 each side with 10kg dumbbells Step ups –5 reps no weights to work on balance Calf raises – 10 reps with 5kg in each hand	Squats – 10 with 12kg kettlebell Lunges – 5 each side with 10kg Step ups – 5 no weights Calf raises – 10 with 7kg in each hand (on a box for elevation)	Squats – 10 with 14kg kettlebell Lunges – 5 each side with 10kg Step ups – 5 no weights Calf raises – 10 with 9kg in each hand (on a box for elevation)	Squats – 10 with 14kg Lunges – 5 each side with 10kg Step ups – up to 10 no weights Calf raises – 10 with 10kg in each hand (on a box for elevation)	Squats – 12 with 14kg Lunges – 8 each side with 10kg Step ups – up to 10 no weights Calf raises – 12 with 10kg in each hand (on a box for elevation)



Student Feedback

Gym Sessions

For each gym session Faye described how she felt before and after. In the feedback, I found that Faye felt more positive and happier after her sessions, **100%** of the time.

Faye was able to identify that she was anxious before sessions but found that the gym was able to calm her down and aid her in feeling happier.

She was able to see improvement in her fitness, stating that it was in her running from completing sprints, her calves from doing weighted calf raises and in her biceps from bicep curls.

Overall, the gym had a huge positive impact on both Faye's mental and physical health. She built a great relationship with the boxing coach and was confident in her ability to try new things and be consistently motivated to improve herself.

“I think I am great at boxing. I like taking part in the classes and I feel good afterwards.”

Faye’s ‘thought of the day’ from her weekly feedback

1:1 Intervention

One session a week

B has continued to take part in weekly sports sessions as part of positive intervention time, with the aim to keep him focussed for a length of time on sport. Each session he was given the option of 4 different sports to play and move round them to keep him engaged. To support B to have control in his sessions, he was given an equipment list and a chance to plan his own games, swapping roles with staff making him the leader. He thoroughly enjoyed this and was able to explain the rules and lead a game of dodgeball.



BB kicking a ball towards a staff member in goal



B throwing a ball in the basketball hoop



B participating a game against staff

‘Ben has benefitted greatly from taking part in the sessions with myself and Emily. We have worked with his high levels of energy in a structured way as well as continuing to develop his range of skills across different sports. Each week he knows what he wants to do, whether its boxing, cricket or rugby and it’s great to see his enthusiasm to take part. He has a great relationship with us both and hopefully the sessions can continue next year.’

Gareth – Health and Wellbeing Teacher

Qualifications



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Referee Course

Eccles College

Two Post 16 students took part in a Pan-Disability Referee Course at Eccles College with students from other schools.

They learnt about the main laws of the game and discussed what it takes mentally and physically to be a top-level referee.

The students then went on to the pitch to practice different calls they may make during a game, such as a penalty and a free kick in a carousel format several times. They then put into practice what laws they had learnt by refereeing a game, before meeting two FA referees to end the day.



Two students having a picture with a championship and premier league referee

**‘Thank you for taking me to the Refereeing Course, I learnt a lot of new facts about football.
I enjoyed taking part in the different activities and being able to referee a game.’**

Post 16 student

MUFC Engagement



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Post 16 Work Experience

Manchester United Megastore

HT completed his final three weeks at the Megastore this term. During this time, he independently completed different tasks set by managers of the store. HT was able to price sale items, identify areas that needed restocking on the shop floor, and make sure all merchandise in the stock room was ready for the shop floor. He also supported another student to transition into the role by demonstrating what he had learnt and completing their tasks together.



A student writing the prices on a sale tag



Two students unboxing products in the stock room



A student putting products on the shop floor

Post 16 Work Experience

Manchester United Megastore

TM completed 5 weeks of Work Experience. From the start he wanted to be independent and complete tasks with minimal support. Each week he actively listened to instructions from supervisors and enthusiastically completed the tasks, in a quick timeframe. He was willing to learn about the different tasks that could be carried out as a retail assistant and soon had preferences of what tasks he wanted to complete. He was a great asset to the megastore.



TM pricing items using the price gun



TM neatening the merchandise on the shop floor



TM restocking the merchandise that he had priced

Work Experience Feedback

TM – 5-week placement

Each week, TM completed a Work Experience Journal to reflect on his role. Below is table with a review of the information he recorded.

Week	Skills used	What he was good at	What he learnt	Staff feedback
Week 1	Teamwork, coordination, organisation, communicating with members of the public	Pricing items, being quick at completing tasks, working with others	Where stock is kept in the megastore, how to use a price gun, the layout of the store	
Week 2	Counting and using maths, attention to detail, concentration	Focussing on tasks for long periods of time, working independently, interacting appropriately with customers	How to stock check items, checked the tags matched the size on the product	“great work keep it up!”
Week 3	Concentration, focussed on the task, problem solving, communication with staff and customers	Responding to customers, working with staff, staying focused on big tasks in order to complete in the set time	Where products go on the shop floor, how to change the prices on the price gun	“Well Done, Good Job!”
Week 4	Initiative to move around the shop floor, communication with staff and customers, precision with pricing items	Efficient at pricing, working independently to complete tasks	Where products are placed in the stockroom, locating unopened products ready to price	
Week 5	Teamwork, multitasking, communication, following multiple steps	Unboxing products, pricing products, staying on task, organising the stockroom	Being adaptable to work in different areas of the store, being able to price different items	“You have worked very fast today as a team and so efficiently too”



Work Experience Feedback

End of placement review

At the end of his 5 weeks, TM completed his end of placement journal where he was able to reflect on what he had learnt and how this could help him in the future.

TM said the most useful skill he learnt was how working in retail works including the different roles and responsibilities. He identified that he was good at working independently and using his own initiative to complete tasks. He said he prefers working independently than with others but would like to continue working with adults in the future.

He would like to work for between 4 to 6 hours in a role and identified he would be willing to commute for up to 30 minutes to a job.

He would like to work in a similar role in the future and during his time at Work Experience he spoke about applying for jobs that he could do over summer holidays now he had had relevant experience to put on his CV. He said he would be able to confidently talk about what he had completed in interviews.

Post 16 Work Experience

Manchester United Megastore

Faye completed 4 weeks of Work Experience. During her time at the Megastore, she unboxed and price numerous different items of merchandise, before placing them on the shelves in the shop or organising the stock room. She, like other students, identified areas in the shop that were low, went to the stock room, located the items and neatly replenished the shop floor. Faye remained focused and on task throughout her time at the Megastore, working very hard to complete her tasks in the set time frame.



Faye unboxing Lego merchandise ready to put a price tag on



Tyler replenishing the stock on the shop floor



Faye restocking the shelves in the stock room after she has priced the items

Work Experience Feedback

FH – 4-week placement

Each week, Faye completed a Work Experience Journal to reflect on her role and the jobs she completed in the megastore. Below is table with a review of the information she recorded.

Week	Skills used	What she was good at	What she learnt	Staff feedback
Week 1	Multitasking, communication, tidying and following multiple steps	Everything in my opinion	How to use a price tag gun How to change the prices	“A Fast worker and quick learner”
Week 2	Multitasking, communication, observing others, focussing on tasks, processing instructions	Working at a fast pace and getting things done to a high standard	Seeking advice on how to deal with customer service	“you are doing a great job”
Week 3	Problem solving, focused, multitasking	Staying on tasks so I could complete it	How to put security tags on items	“you are very good at what you are doing and working hard”
Week 4	Coordination skills, organisation, communicating with the public	Everything	How to ask for help when I required it	“Extremely fast worker and remained focused during her tasks”

Work Experience Feedback

End of placement review

Faye was asked a series of questions at the end of her placement to create a clearer picture of what she has learnt and what she would like to do in the future based on the experience she had gained.

She said the most useful skill she had learnt during her time in the megastore was how to price the range of products she was given and how to correctly use the price gun. She also learnt about quality control - where the price tag needed to go on each tag as well as the security tags on different items.

She said she prefers working independently and would like to continue working with adults. She would like to work either inside or outside, as long it is a quiet space which she was given in the Megastore.

In the future, she identified that she would like to work 4 hours in the middle of the day so it would give her time to commute to the workplace.

Overall, she enjoyed the work experience, and it allowed her to feel more confident in a professional setting.

**“It has been a pleasure to have you all in the store over the last 6 months.
The program has been a great success, and I hope to welcome you all back soon.”**

Chris, Megastore Manager

Careers Celebration Event

Post 16

The Post 16 students who took part in the Premier League Inspires Programme with the Manchester United Foundation were invited to Old Trafford to celebrate all their achievements including work experience.

They spent the morning with students from other schools who had taken part in the same programme. They created a trophy from recycled materials for myself to acknowledge the support I have given them throughout.

They ended the day being presented a certificate for their achievements by former player, Wes Brown.



Students with former Manchester United player, Wes Brown at the Careers Celebration Event

‘This year we have witnessed a massive change in Sean’s maturity and change in his mindset about his future and the world of work. This is mainly due to the confidence and opportunities that the Manchester United Foundation has given him to develop his self-esteem and skills, from the workshops delivered at school and work experience in the mega store. The foundation have accommodated his needs and provided an inclusive environment where he felt accepted as he received the same opportunities as everyone else.’

Feedback from Marie, Career’s teacher, about the impact of the Inspires Programme

Extracurricular



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Taekwondo Sessions – Case Study

Lower and Middle School

A range of students from Lower and Middle school took part in a 6-week Taekwondo programme in partnership with British Taekwondo. Jason came to deliver sessions for students who learnt the basics of taekwondo. They were taught Korean numbers, practiced a range of technical kicking and hitting moves, and played group games to warm up and cool down. The sessions were designed to support the students to take turns, encourage each other to take part and stay focussed throughout.



Two students competing in a kicking reaction game



Two students learning the traditional moves of Taekwondo



A student taking their turn to punch the small pad held by the instructor

Taekwondo Sessions – Case Study

Post 16 and Upper School

The second Taekwondo session was for Older students in school. Jason delivered the same plan for the sessions as the first group but focussed on being more technical with the moves and giving the students opportunities to work on their moves, as well as reaction times and balance. Faye enjoyed the sessions so much she started to attend Jason’s weekend classes to learn more in depth taekwondo moves and improve the moves she had learnt in the sessions at school which was a great achievement for the partnership.



A student kicking towards the instructor



A student completing a balancing exercise



A student throwing a punch into a pad held by the instructor

Taekwondo Feedback

Student Feedback

10 students completed the Post Delivery questionnaire.

100% of students enjoyed taking part in the Taekwondo programme.

100% of students would like to take part in another programme hosted by the Manchester United Foundation

100% of students said that the programme improved their aspirations

100% of students said the programme improved their confidence and self-esteem.

‘I loved Taekwondo! I liked using the pads to practice my kicking and punching. I was really good at it.’

‘I liked learning new moves and taking part in the activities with my friends.’

Students feedback from taking part in the Taekwondo sessions

Taekwondo Sessions

British Olympic Taekwondo Centre

The group of students who took part in the 6 week Taekwondo sessions at school visited the Olympic Taekwondo Centre this term to put their hard work from sessions into practice. They spent time watching the professionals train and they then took part in a Taekwondo session lead by Jason, showing off the moves they learnt with paralympic Taekwondo athlete, Amy Truesdale.

They also took part in a workshop with Paralympic Silver Medallist Beth Munro, where they learnt about what it takes to be an athlete, how she got into the sport and what her day-to-day training life is like. The students also had the opportunity to ask her questions about her life, including what she did before Taekwondo. The students engaged brilliantly and were all inquisitive about her life and the sport.



A student with paralympic athlete Beth Munro

‘I was so proud of Faye at the Taekwondo Centre and how far she has come overall since she has started taking part and engaging in classes outside of school. It was overwhelming to see the students in one place and see how enthusiastic they were. Big thanks to the Coaching staff at the Foundation, you do an amazing job, and it would be great to work together in the future.’

Jason, Taekwondo Instructor

Sports Day

Whole School Event

At the School Council Meeting this half term, students decided what they wanted to do at Sports Day. In the morning, they completed a range of chosen activities including long jump, javelin, bean bag toss, parachute games and discus. They also chose to have staff vs student tug of war games before lunch. In the afternoon they chose to have several running races for everyone to take part in, ending the day with ice lollies and 'sponge the teacher' which was lots of fun for the students.



A student throwing a bucket of water over a teacher



Parachute games



Standing long jump

Environment



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Environmental Sessions

Various sessions across school

Students in all classes across school have continued to take part in Outdoor Education classes this term.

They have spent time improving the Outdoor Education area, where they have planted different plants and vegetables. They have continued to nurture these by watering them each week in their sessions.

As well as this, students have started to improve outdoor areas around school by painting fences near their classrooms.

Middle school students also learnt about recycling and continued to litter pick around school. They also took a trip to visit the local recycling centre to learn about how the area looks after their waste.



A student watering plants in the outdoor area



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Thank you

For more information visit mufoundation.org