



**Foundation**

**Inscape House School 2022/23 Impact Report**

# Our vision

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



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# Our mission

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

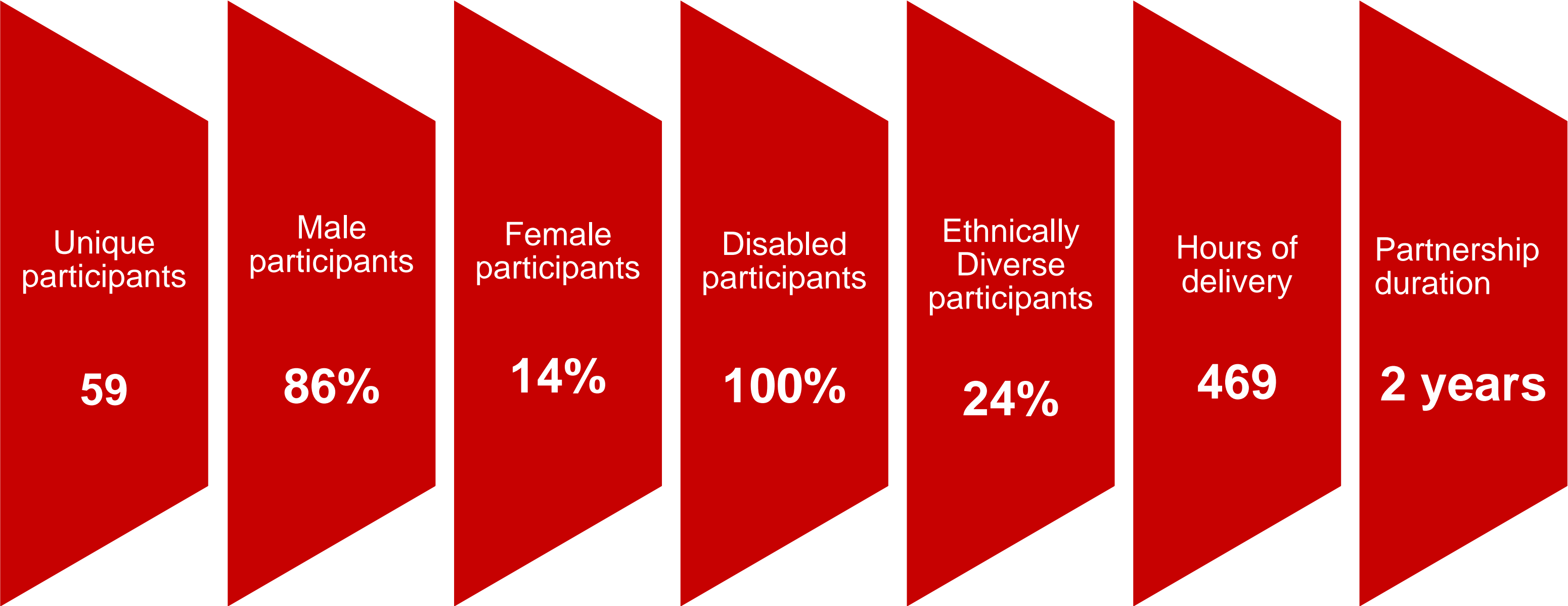


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# Delivery Statistics

## 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:  
17, 19, 21, 34, 36, 37, 38, 40, 41 & 50

**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, 12, 15, 23, 24, 25, 28, 29,  
31, 46, 48, 51 & 53



# Curriculum Delivery



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# Nurture Class

## One session a week

This term, the Nurture class have been working towards achieving three aims:-

- Work on accuracy by aiming for a small target
- Work on accuracy and target practice using under and over arm throwing
- Work on accuracy and target practice using kicking skills

Students have worked on these aims by participating in different games. These have included being under a time constraint to throw or kick objects in relay games, team games that require quick reactions to steal the other teams objects and movement around the room, passing objects to each other and placing them in a designated area whilst the other team defends. All the students have achieved the aims by the end of term and have enjoyed playing the games against each other.



Students throwing bean bags into a hoop as part of the game



## U2 Class

### Life Leisure Gym – one session a week

Three students from U2 have been using the facilities at Life Leisure Gym every Wednesday afternoon. They walk to and from the gym which is half a mile.

They have been given the opportunity to explore the exercise machines to see which they do and do not like.

They have spent time on the treadmill as a group, talking and walking for long periods of time. They also explored the gym and choose which weight machines they would like to use, including leg press, leg curl and shoulder press. They then used the machines on light settings so they were able to perform a number of reps and build up their resistance to the machines.



A student using the weighted row machine in the gym

**‘It is imperative that students have time offsite, going to the gym has been a huge success in terms of movement and motivation. The students have engaged in the sessions and have been willing to use different machines in the gym. It is a great way for them to improve their overall fitness.’**

**Heather – Teacher**



# C1 & C2

## Swimming, Life Leisure

Two Post 16 classes, C1 and C2 have been visiting Life Leisure swimming pool in Stockport weekly to access their public sessions. Students have spent the sessions, completing lengths of the pool using different strokes, including front crawl and backstroke. They have also worked on their underwater skills by diving down and collecting objects. As well as playing team games in the pool like 'Piggy in the Middle' and catch.

Students have worked independently throughout the session and have achieved many of their ASDAN targets.



A public image of the pool that the students use at Life Leisure Grand Central centre



# Cycling at Seashell Trust

## U1 Class

Upper School students have continued to attend their weekly sessions at Seashell Trust. The students complete several laps whilst they are there, both independently and supported. Jake thoroughly enjoyed cycling round on a tricycle, whilst Jayda spent time on a tandem bike with staff. Thomas spent his sessions exploring Seashell grounds, by walking around the cycle trail and having positive conversations with staff.



A student riding on a tandem bike with a member of staff



A student riding a tricycle independently around the roundabout on the track



A student on a therapy bike being pushed by the SEND Officer



**‘Cycling at Seashell has been the best part of Jake's week. He can't contain his excitement before we go, each week. It's great exercise for him and he has had positive interactions there, with staff, classmates, and even children from the other school.’**

**Ed – U1 Teacher**

# Cycling at Wythenshawe Park

## M4 Class

BB has been going to Wythenshawe Park for 1:1 cycling sessions with 'Simply Cycling'. He has been able to cycle around the track on adapted bikes either independently or with a staff member. He averages 3 laps independently, but when cycling in tandem he can complete up to 10 which is the equivalent of 4 kilometres.



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



# Offsite Sports

## Post 16

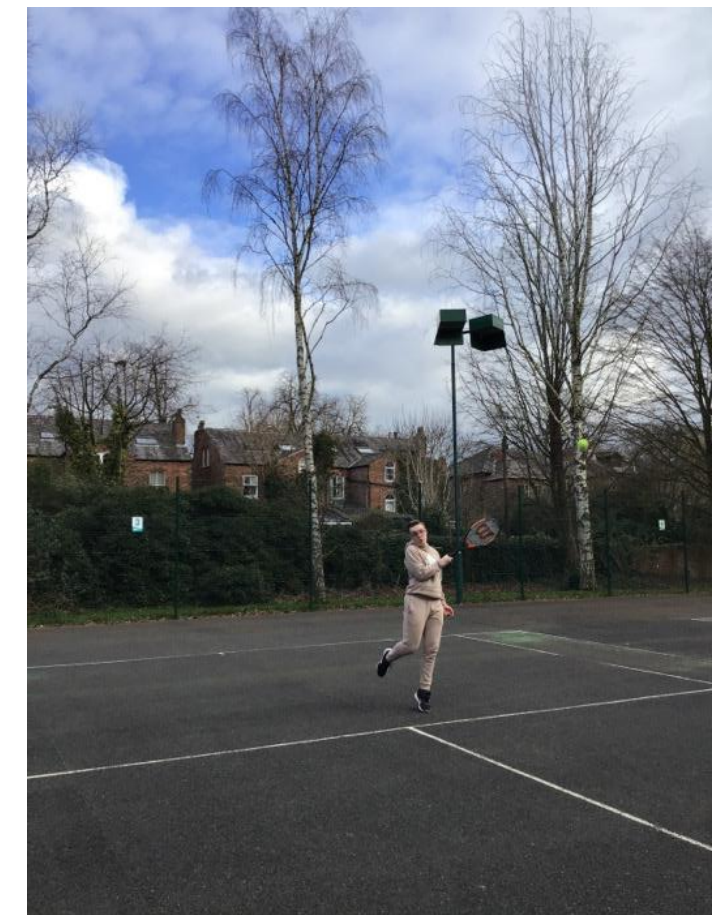
A post 16 class have spent their Monday afternoons offsite, visiting local facilities to play different sports. They played basketball at a local park in the first half term. Here they practiced their dribbling and shooting skills as well as playing small sided games. During the second half term, the students went to local tennis courts and practiced their serves, forehand and back hand during short matches.



A student using their forehand to hit the tennis ball



A student mid air throwing a basketball into the hoop



A student hitting the tennis ball back to their opponent

# Football Sessions





# Power League

## Post 16

7 Post 16 students have continued to attend weekly sessions at Power League in Stockport. They have played regular competitive games against each other, choosing their teams based on skills and abilities.

They have also spent time practicing their shooting against Tyler who is wanting to improve his reaction time in goal. Faye has taken the role of student coach too, showing students her shooting and defending techniques to help them improve.

Also a student from Preistnall School joined our sessions so he had a team to play football with. He was a great player and the Inscape House School students were welcoming, introducing themselves to him, communicating with him and included him throughout.



A student kicking a ball towards goal, the goal keeper is ready to save it



# Competitions



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# Greater Manchester Inclusive Football Tournament

## Eccles College

The Post 16 students have attended two more football tournaments at Eccles College this term. They have played 12 matches over the two hour long sessions. They have won at least 8 of their matches, drawn 2 and lost only a couple.

The students have been able to position themselves correctly on the pitch, communicate positively with each other during the games and have taken it in turns to be goalkeeper so they have the chance to play outfield. When team numbers have been low, they have successfully adapted when unfamiliar students from Eccles College have joined the team. They have communicated throughout the matches with them and integrated them positively in the team which has helped them win.

The students thoroughly enjoy taking part in the tournament and look forward to it every month. They are focused on taking part in the SEND Shield in May.



Students playing against another College in the Tournament



# Extracurricular



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# Break Time Clubs

## Circuits sessions

Faye has been taking part in Circuit Sessions on a Monday break time.

The sessions are made up of 7 different exercise stations which can vary each week. These include, squats, shuttle runs, step ups, burpees, lunges, sit ups, plank, arm circles and mountain climbers.

We complete two full rounds of all the exercises, with 30 seconds on the exercise then a 30 second rest.

The sessions are great for improving cardio fitness. They also support Faye in clearing her mind and improving her concentration for her lessons.



Faye taking part in the session, doing a lunge



**‘I enjoy doing the weekly circuit sessions because it helps me self regulate between lessons. I love taking part’**

**Faye – Student**



# Lunch Time Club

## Running & Football

Emil loves running and takes part in Running Club every Wednesday lunch time for around 25 minutes.

We run up and down the straight path next to school, between 5 and 10 times during the session. To break up the running, we take short walks around the school building near by which is approximately a quarter of a kilometre long each time.

Running club supports Emil self regulation after eating his lunch, before returning to class for afternoon lessons.

As well as running club, Harri has been taking part in Football sessions on a Monday lunch time. He has been practising his shooting and dribbling skills, then going in goal because he likes being a goalkeeper and saving shots.



A student running on the path next to school



# Summit Up Climbing

## M4

Middle School students were invited to Summit Up, to take part in an Inclusive Climbing session. They spent their time on the 'Clip 'n' Climb' walls. After completing the safety training, students were able to independently clip themselves in to the belays and independently climb the different walls available. They liked the challenges the different walls presented and raced each other up the walls.



Two students racing up the climbing wall



A student climbing a rotated wall



A student climbing a ladder



# Extracurricular

## Delivery Headlines

During Spring Term,

Across **1** session, **8** students engaged in Manchester United Foundation extracurricular activity

Collectively, Manchester United Foundation extracurricular activity generated **4** hours of student participation

**100%** of students to participate reported enjoyment of Manchester United Foundation extracurricular activity

**100%** of students reported that they had they had developed at least one soft or sports related skill as a result of participation

**100%** of students reported that they would like to take part in the climbing activity again.



# Pupil Verbal Feedback

## M4

Students also gave verbal feedback on what they enjoyed the most about the climbing session at Summit up which included:

**‘Climbing up and jumping off the pipes’**

**‘Climbing the different walls’**

**‘Racing up the wall’**

**‘The soft play area before we climbed’**

**‘Everything – it was great!’**



# Individual Programmes





# Life Leisure Gym

## Faye – One session a week

Faye has continued to take part in weekly Gym sessions at Life Leisure Gym. She has followed the same routine, involving a cardio warm up on a treadmill, followed by 3 sets of leg exercises, including box jumps, goblet squats and calf raises. When completing these exercises, she has added a variety of weights to challenge herself. She has also attended a public boxing class, where she has thrived in sparring with a boxing coach, which has helped her grow in confidence with speaking to members of the public.



Faye sparring with the boxing coach



Faye running on the treadmill



Faye completing box jumps

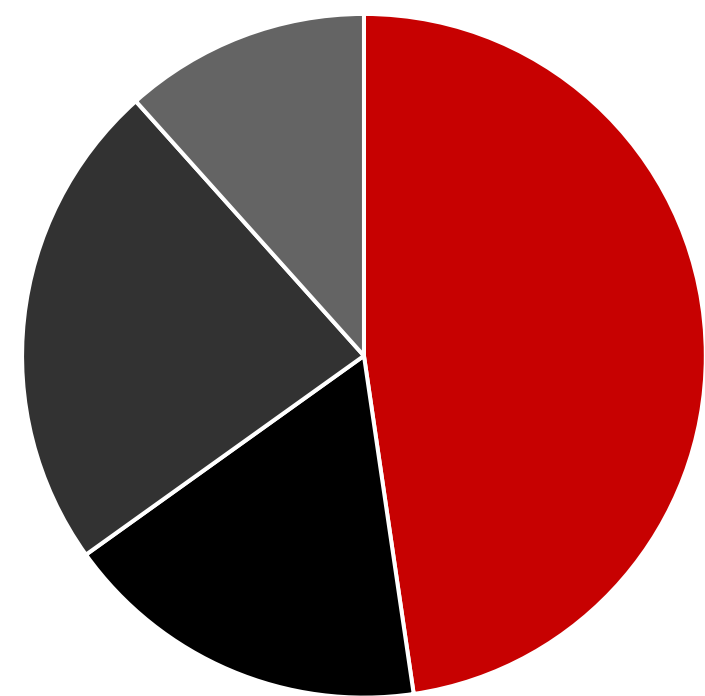


# Student Feedback

## Gym Sessions

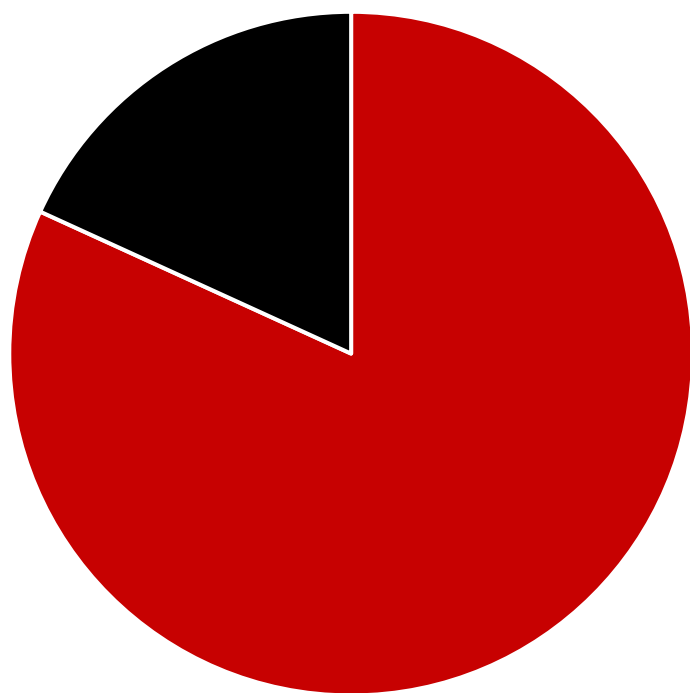
Faye provides weekly feedback about how she feels before and after her session in the gym. The feedback is gathered in the form of a conversation when going and leaving the gym, which is then recorded on a small review sheet. Below is the information gathered over the term.

Mood before the gym



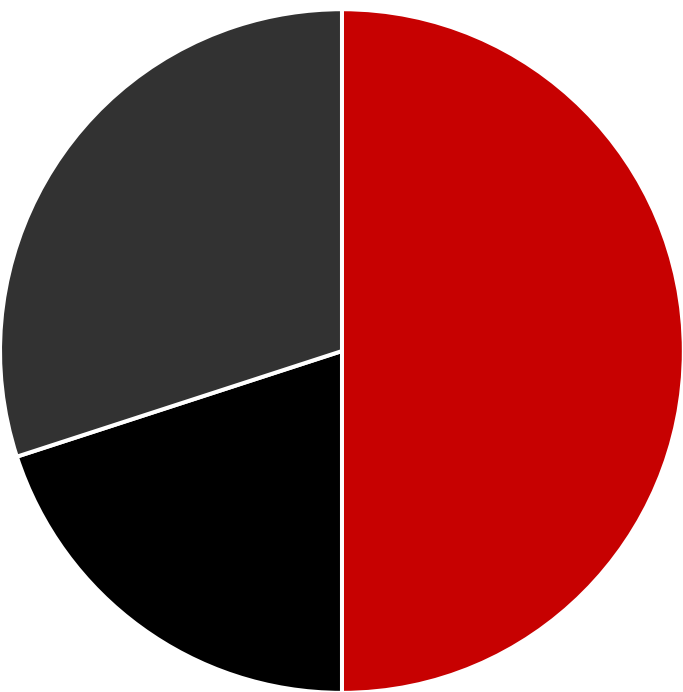
■ Okay ■ Happy ■ Tired ■ Frustrated

Mood after the gym



■ Happy ■ Buzzing

Exercise you're benefitting from the most



■ Boxing ■ Calf raises ■ Running

It is clear from the feedback that the gym and doing exercise is having a positive impact on Faye's mood. She is also benefiting physically and mentally from the boxing sessions too.



**‘Emily had a clear understanding of Faye’s ADHD and Autism and explained the benefits of physical activity for her needs. The session enabled Faye to be challenged and engaged throughout, as Emily identified key areas for Faye to work on further’**

**Conor – SEN Schools Coordinator**



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## 1:1 Intervention

### One session a week

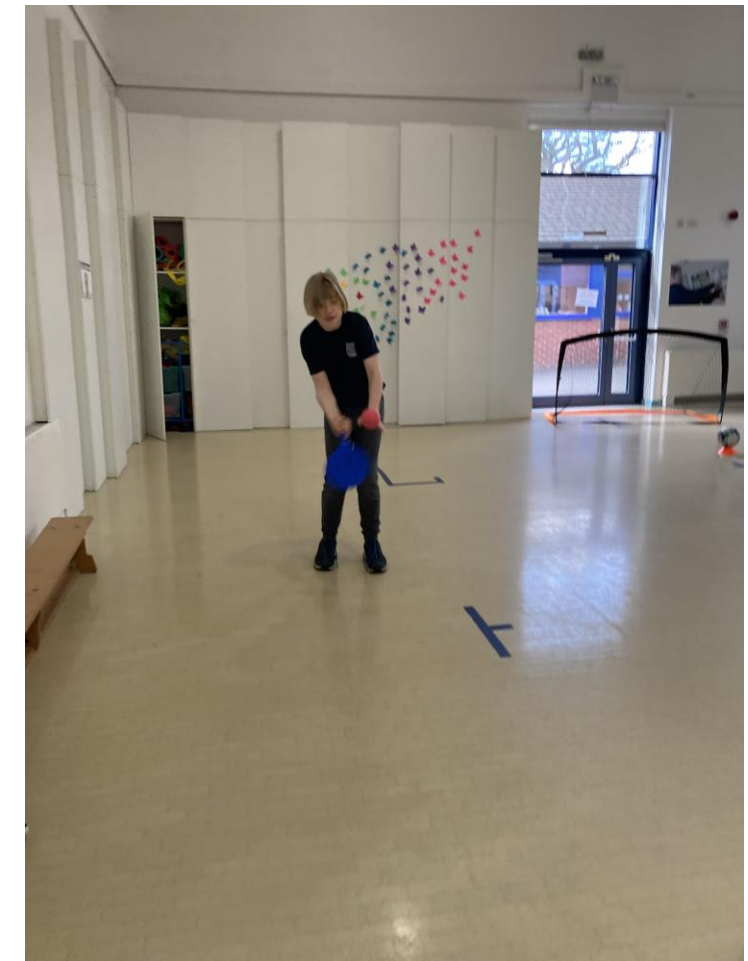
BB has been taking part in weekly sports sessions as part of positive intervention time on his timetable. The session has three aims, keep BB focused for a short period time, improve his multi skills ability & engage him in sports he likes. In his sessions, we have done boxing, rugby, cricket and circuits involving different mini activities to improve his throwing & kicking abilities.



BB kicking the football



BB throwing a punch towards the pads



BB hitting the ball with a paddle

**‘The sessions are a great way for Ben to regulate and burn any energy he has. The choice of sports during each session, allows Ben to make independent choices and improve his skill set in sports he enjoys. He has been great at boxing this half term and looking to improve further in the future’**

**Gareth – Teacher**



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# MUFC Engagement



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# Post 16 Employability

## Careers session with Manchester United Foundation

The Careers sessions for four Post 16 students have continued this term. The sessions are delivered by Lauren, the Employability and Skills Coordinator at the Manchester Foundation, who focuses on different aspects of employability to provide students with tools and skills to improve their job search and interviewing ability for the future.

Towards the end of term, students were given generic interview questions to answer as a preparation for mock job interviews. Then the following week, they visited the Manchester United Foundation Building where they were interviewed by staff members from the Manchester United Foundation that the students had never met before

Students attended the interviews either independently or with support from a teaching assistant. They were asked the same questions they had prepared answers for the week before and were able to use the notes they had made as prompts throughout the interview. The students used the knowledge they had learnt previously about how to appropriately act in interviews, and they were professional throughout. They greeted staff in the correct manner with handshakes, used the STAR Method to answer their questions and were able to ask questions back to the staff at the end of the interview. The students did an amazing job, and it was a great experience for them all.



**‘Henry responded well to all questions and had clearly put thought into his answers, going into more detail than I was expecting. I also threw in some follow-up questions which he had not been prepared for, but he dealt really well with them and was clear and confident in his answers. He generally seemed relaxed, but swung on his chair a little, showing a few nerves, but I thought he coped excellently with what is a daunting situation for anyone, let alone a young person.’**

**Nathan - Interviewer**



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# Case Study

## Work Experience - Manchester United Megastore

Sean completed 5 weeks of work experience at the Megastore. He completed tasks including, unpacking and pricing items, taking items he had priced and using them to replenish the shop floor and organising and tidying the shop floor so it looked visually appealing to customers. He grew in confidence and was highly professional throughout. He engaged positively with customers and megastore staff, worked independently with an attention to detail and took great care with his tasks. He was an asset to the Megastore during his time there.



Sean using the price gun to add price tags to items



Sean outside the megastore with the shirt he had printed



Sean hanging priced stock on the shelves



# Work Experience Feedback

## SB – 5-week placement

Each week, Sean 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
<b>Week 1</b>	Attention to detail, fine motor skills, followed instructions in order, concentration	Following steps to complete the task as independently as possible	How to price items, how to restock shelves	None recorded
<b>Week 2</b>	Organising, tidying, handing items, fine motor skills	Communicating with staff and being adaptable and a good attention to detail	Pricing up items for sale	Very positive feedback, customers were asking Sean for h
<b>Week 3</b>	Greeting people correctly, use of manners, observant of stock levels,	Helping out with the stock and Being professional around others	To be kind and respectful to others.	Staff said he was doing a good job and working hard. Sean said he was enjoying himself
<b>Week 4</b>	Accuracy with pricing items, great communication with staff, developing knowledge of the shop floor layout	Using the price gun independently to place the price on the tag	Completing a task with no support	Chris said Well Done Luke said Well Done and you're doing a great job
<b>Week 5</b>	Positive communication, concentration on tasks, team work with Henry to complete tasks	Straightening the shirts, organising the shop floor, placing the hats out on display	Labelling hats, how to use the security tag machine to remove and replace tags on items	Well Done, it's been great having you

# Work Experience Feedback

## End of placement review

Once Sean had completed his 5-week placement. We discussed his time at the Megastore and completed an end of placement review.

Sean said that the most useful skills he learnt were multitasking, which included following a number of steps to complete a task whilst communicating with staff. He was good at visual merchandising, which he said was making sure the shop floor was tidy and neat for customers. His favourite part was interacting and socialising with new people.

He said he preferred working independently, with adults and didn't mind working when the shop was busy.

In the future, he would like to be considered for a job role in the Megastore and stated that 4 hours of work would suit his needs. He also said that he would like to work in similar roles elsewhere such as another sports shop or supermarket.

When asked how the placement could be improved, he said it didn't need to be as the job worked really well and met his needs. He was able to complete all the tasks given to him in the time frame of 2 hours. He also appreciated having a small break from the tasks when he felt necessary.



**“He has been perfect, he is got on with every task that he’s been given without any issues. He’s fitted in with the staff each week and done an amazing job. He should be very proud of himself.”**

**Megastore Staff Member**



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# Work Experience

## HT - Manchester United Megastore

HT has completed two out of his five weeks of Work Experience at the Megastore.

In his first week, he shadowed Sean to learn about the different jobs he had to do during his placement. This included, straightening the shirt sleeves, tucking the tags into the shirts and making sure everything was facing the correct way so the merchandise on the shop floor looked neat and tidy. They also worked together to tag hats, add them to the shelves then replenish any low stock

He then spent time counting and organising merchandise in the stock room.

In his second week, he used the price gun to price over 600 keyrings and then placed them out on the shop floor for sale.



Sean showing HT how the shirts should be straightened and organised on the shop floor



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# Work Experience Feedback

## HT – 2-week review

So far, Henry has completed two weeks of work experience at the Megastore. Here is a short review from his journal so far.

Week	Skills used	What he was good at	What he learnt	Staff feedback
Week 1	Patience, counting, using the price gun, using the security tag remover	Counting, working independently, organising the stock	The stock room is full ready to be put out in the shop floor Who sells the most shirts	You've done great today
Week 2	Patience, accuracy and persistence with tasks	I was efficient in completing my tasks	How to use the price gun, how many keyrings needed tags on them. How MUTV film their content by observing the Podcast filming	He did well

Over the first two weeks, Henry has learnt many new skills whilst working at the megastore, not just from completing tasks, but from observing the surroundings too and learning about other potential jobs roles you can have in the sports industry.

# Match Days

## Tickets for Students

This term, 24 tickets have been awarded to over 6 different students for them and their families to attend different Manchester United games at Old Trafford. These matches included the Manchester United Women's game at Old Trafford where Kaidyn-lee, an Upper School student received 4 tickets to take his family.

Being able to hand out so many tickets for different matches meant that students can be supported by more than one parent or carer at the games. It has also given them the opportunity to take their siblings with them, allowing them to experience the matches together which they thoroughly enjoy and parents have stated siblings are very happy to be given the opportunity to go too.



Owen and his dad posing in front of a statue at Old Trafford



**‘Thank so much for this, he loves it despite the cold and did really well . It wasn’t too busy  
which was great for him, and the seats were brilliant’**

**Michelle – the parent of student who received tickets to the Real Betis Game**



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**‘This is a great opportunity for Owen, he loves watching United and going to a game will be a huge step for him. He thoroughly deserves this chance’**

**Ruth - Teaching Assistant**



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# MUFC Donations

## Coats, warm clothes & Slow Cookers

Inscape House School were donated 15 slow cookers that were then distributed to families who needed them. Parents were very thankful for them and the recipes cards that were included. They were also provided with hats, scarves and gloves for students who needed them in colder weather. Lastly, Sean was given a coat that was donated by the Manchester United Foundation which he was very happy with.



Sean wearing the coat donation



The donated slow cookers and recipe cards



Sean wearing one of the donated hats



# Foundation Staff Meeting

## FH – Guest Speaker

Faye was asked to speak to 6 different groups of staff from the Foundation about her experience working with the SEND Officer in her school. She spoke so openly and candidly about how taking part in different activities changed and improved her mood. She also said how much confidence it gives her and helps her to focus more during her lessons. She said the sports and exercise she needs daily improves her ADHD and she loves the amount of opportunities she gets through the Foundation. She spoke about how playing at the Eccles Tournament with other students with SEN helped her improve her footballing ability and she also experienced a boost in confidence and self esteem.



Faye stood at the front of the room receiving her reward for attending



**‘I had a great time at the meeting and felt confident when speaking to new, unfamiliar people about my experiences. I feel like I can now overcome activities, like going to the dentist and flying, because I don’t feel as anxious any more about being out of my comfort zone’**

**Faye - Student**

# Youth Voice Boarding Meeting

## CH – Old Trafford

This term, Chris, an Upper School student attended his first Youth Voice Meeting at Old Trafford. Chris attended the meeting with 2 young people from different departments of the Foundation in person, and 2 more online in Ireland.

The agenda for the meeting was to develop the concept of a Youth Club for young people in the Manchester area. Chris contributed ideas from an SEN perspective. These included having a quiet area for individuals and bringing a friend or familiar person if you're new so you don't feel as anxious.

Chris stepped out his comfort zone in this meeting and it was great to see him speaking to people he didn't know in a new environment.



The youth boarding meeting



# Enrichment



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# Access Sport Event

## Bowdon Squash & Cricket Club

Two Post 16 and 1 Upper School Class attended a multisport event at the end of term. The students took part in different sports sessions, hosted by Access Sport. They played Rugby with Sale Sharks, Football with the Manchester United Foundation, Baseball, Boxing, Cricket and Squash. The students worked well together during the activities, passing to each other, taking turns and communicating positively throughout.



The group of students who attended the event



A student taking part in the squash activity



A student playing baseball



# Wii Sports

## BO – One session a week

Bailey has continued to take part in his weekly enrichment sessions most weeks this term. We have started playing different sports games on the Wii such as Wii Party. This game requires teamwork and communication throughout. When playing, Bailey would move around the room to complete the challenges with the remote in his hand. As it was a team game, he was great at communicating how we could improve or win a challenge.

The Wii sessions allow Bailey to have a calm environment to play in, it gives him chance to talk about his interests that he is knowledgeable in with staff without distractions from his classmates. Bailey appreciates the time away from class and it helps him to stay calm and regulated for the rest of the school day.



# Environment



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# Environmental Sessions

## Various sessions across school

Many students across school take part in Outdoor Education sessions as part of their learning.

They have been tidying up the outdoor education space, weeding different areas around school, creating their own bird feeders and planting new flowers and plants in the plant beds.

At the most recent School Council meeting, students suggested ways they could make their school more environmentally friendly. This included providing more recycling bins in classes and growing their own vegetables. This is something that will be developed and worked on over the next term.



A student playing watering the plant bed in the Outdoor Education area.



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**Thank you**

For more information visit [mufoundation.org](http://mufoundation.org)