



**Foundation**

# **Inscape House School 2021/22 Impact Report**

Emily Read

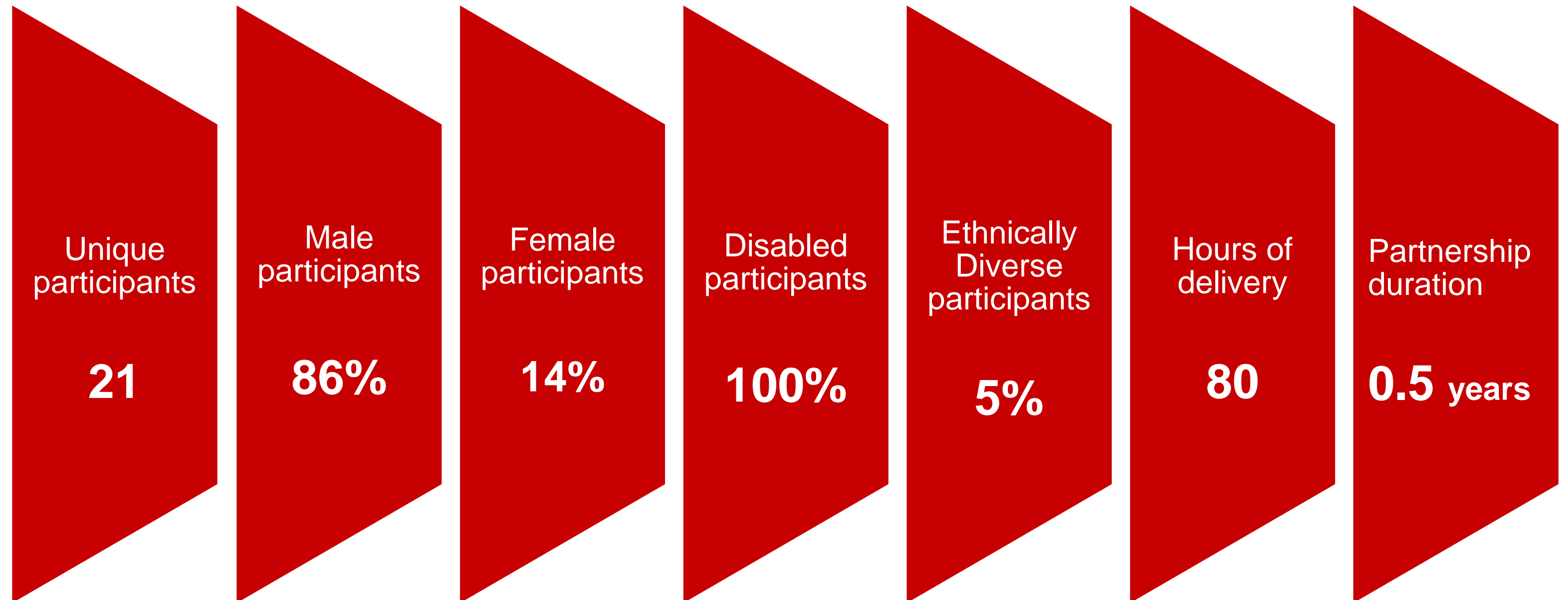
Manchester United Foundation uses football to **engage** and **inspire** young people to build a better life for themselves and **unite** the communities in which they live.



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# Delivery Statistics

## Academic Year Totals



# Ofsted Framework



**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:  
14 & 15

**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, 10, 11, 12, 17, 18, 20, 23, 25, 27,  
29, 30 & 32



***This term we have focused on increasing students participation in exercise to improve their physical and mental wellbeing.***

**SLA Target** - *To increase participation in physical exercise for all pupils, students and learners, so that they are measurably healthier, fitter and more confident in their physical abilities.*





# Curriculum Delivery



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# Saturn Class – Primary

## 3 sessions per week

4 Students from Saturn Class have spent the term exploring many different sports and activities. The aim of the outdoor sessions was to focus on improving cardio fitness through walking & running. The indoor sessions were aimed at building on their teamwork skills through individualised challenges, circuits and team games. They also used scooter boards as an alternative way to move, which focused on them using their core and upper body to complete different activities. The sessions have supported the students to develop a positive motivated mindset towards exercise.



Practising accuracy, stability and aiming at a target during archery sessions



A game of 'cat and mouse' using a parachute, the student on top of the parachute raced to catch the student underneath



J using a scooter board to move around and place hoops on cones as part of an obstacle course



**Emily provides a variety of fun activities, which differ across the week. She ensures she also includes favoured activities in order to engage the students. Emily makes sure she doesn't have winners and losers as this is something they are still working on. Emily does however have activities that mean the students have to work together as a team to achieve an outcome. Emily is engaging throughout the sessions and the students get excited for Emily to come over to class.**

**Thank you Emily we have loved having you being part of Saturn class this term!**

**Emma, Class teacher**

# Middle School

## 1 session per week

As part of Middle School's Health and Wellbeing afternoons, I deliver alternate sports activities for a number of students to participate in. This is a new session and has run for a couple of weeks. The aim is to get the students moving more. I also want them to improve their team building and communication skills. Students have participated in different football drills and penalty shootouts against each other to build on their team work and support. They have also played team games such as dodgeball. One student discovered he had great goalkeeping skills during the sessions and grew in confidence each time he saved a difficult attempt.



Students dribbling around cones before shooting the ball towards another student in net



Students playing a game of dodgeball



A student taking a shot at goal whilst another student awaits their turn





# Upper School

## 1 session per week

I have supported Upper School students during their Health and Wellbeing Sessions. In the first term we focused on circle interaction, different movements and dance. In the second term, we have focused on badminton. In Badminton we have practised different arm movements to warm up and then played games as singles or groups. The students have enjoyed participating and learning new skills.



Students and staff playing a game of badminton



# Whole School Events

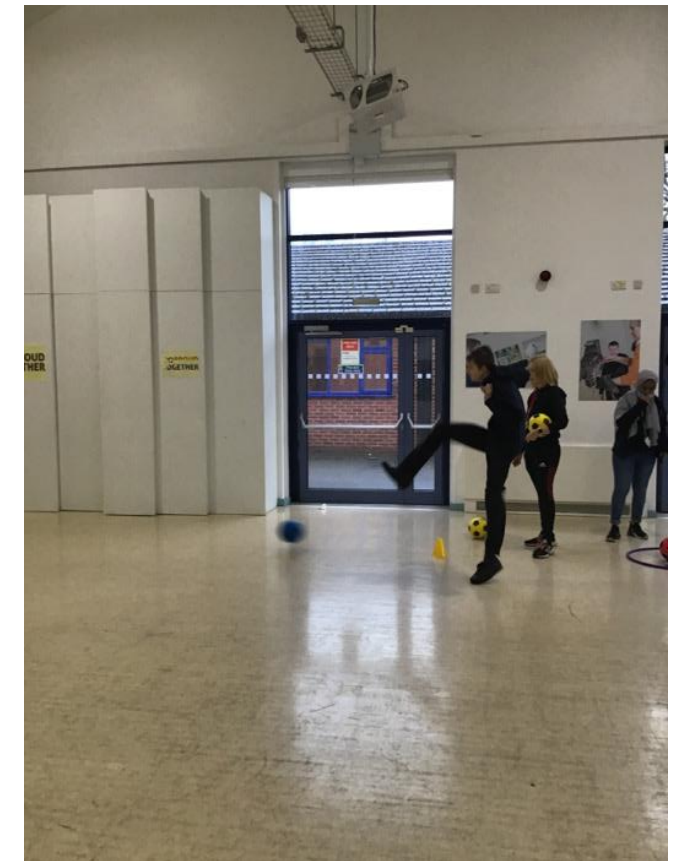
During this term, students have participated in variety of whole school activities to celebrate different events. Students took part in a whole school 'Joe Wicks Workout' to celebrate Children in Need. I also organised a penalty shootout for the Rainbow Laces Campaign, to promote sport being everyone's game. Students from across school came to take penalties against each other and had a lot of fun.



Penalty Shootout for Rainbow Laces Day



Whole school 'Joe Wicks workout' for Children in Need



One of the students who attended the penalty shoot out competition in motion



# Individual Programmes





## M2 Class – EZ & JS

### 2 outdoor sessions per week

The sessions had three aims; build and improve ball skills through a sport which was basketball, include group activities to improve interaction between the two students and to improve the overall fitness of both students. JS attended a limited amount of sessions but he was able to follow instructions and pass the ball back and forth between himself, a staff member and EZ. He was also able throw the ball into the hoop with some accuracy. Every session EZ ran laps of the path to build stamina, improved his skipping skills and his accuracy for throwing a basket ball.



JS practising his skipping. He has improved his ability to skip for slightly longer than when he started.



EZ was able to shoot accurately on most occasions from different spots



EZ has practiced skipping at the beginning of every session & he has development great movement skills .



## EZ– Case Study

EZ is a shy student who loves exercise, especially running. Each session started with a warm up consisting of running and skipping, with the main focus of the sessions being on basketball. When the sessions first started EZ could follow basic instructions for the activities. Now, EZ is able to follow up to 3 instructions before shooting the basketball into the hoop. He can confidently pass the ball back and forth, and dribble whilst moving independently. As well as playing basketball, his skipping skills have improved greatly and he is now able to skip over 10 times without stopping. EZ visibly enjoys the sessions and has worked very hard throughout the term on his skills set. As well as his individual sessions, he has been used as a positive role model for participating in exercise and has involved another student in his sessions to motivate him to take part in more exercise too.



**EZ returns from his sessions with a very positive attitude.  
When Emily walks into the room his face lights up and he  
gets really excited.**

**Tuyet, class teacher**



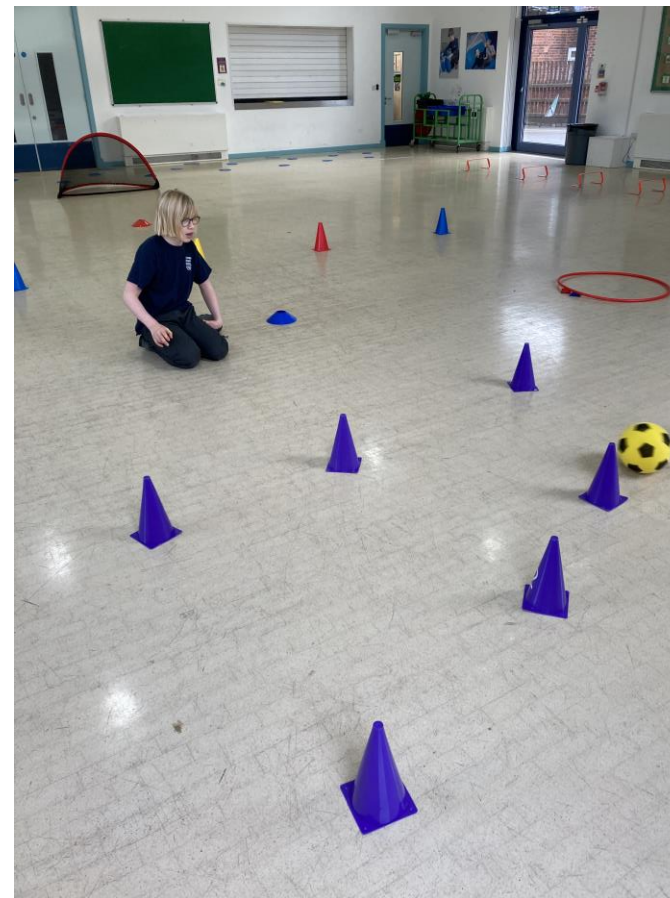
# BB – 1:1 Sessions

## 2 session per week

The aim is to improve his fine and gross motor skills as they are low, as well developing new sporting skills. BB has practiced hockey, football and circuits throughout the term. He has started to improve his ability to control a football whilst dribbling in and out of cones and has begun to accurately kick the ball into a small net. BB has also been working on his throwing skills, both under and overarm. This has seen improvements in his accuracy too. I have also incorporated English and Maths games into BB's sessions to work on his cognitive ability.



BB controlling a football by dribbling in and out of cones before kicking a ball into the net



BB rolled two balls that hit cones with numbers on to create a multiplication sum for him to answer



BB standing on a balance stone and aiming to throw a bean bag into hoops of varying distances

# JG – 1:1 Session

## 2 sessions per week

The aim of JG's sessions is to increase participation in sports and develop a basic level of skills for future sessions. The sport we have focussed on is hockey. JG has practised defending the ball, moving around the room and shooting at a target. We have used various sized balls for the games, to help JG develop his finer skills. He has built up his stamina over the sessions, going from running for around a minute to playing a game for up to 5 minutes. JG has also looked at dribbling a football, movement with the ball & shooting.

JG stated on his questionnaire that he wanted to improve his skills in some areas, before taking part in sessions. In his post delivery questionnaire he reported that he had learnt new skills during his sessions.



JG controlling the ball to be able to hit it into the net



**JG has attended all his sessions with Emily. I feel he has improved his confidence in taking part in the Health and Wellbeing sessions with the rest of his class. The overarching impact has been that rather than just staying for 15 minutes of a badminton session and saying he is 'tired' JG has begun to stay for at least an hour of competitive sport.**

**Kema, Class Teacher**



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# DB 1:1 Session

## 1 session per week

DB has a great imagination which I wanted to use to his strengths in the sessions. The aim for each session was to create an interesting and engaging activity that would encourage DB to move around the hall. He has been presented with a 'face map' and a key to read to find the equipment he needed to recreate the map. The use of the map and key helped DB learn to read maps for future orienteering activities. DB has been able to complete these tasks independently and has visibly enjoyed them.



DB creating his 'face' after collecting the equipment around



DB creating his face using the equipment he has collected.



One of DB's creations after reading the key and finding the correct equipment.





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***This term we have visited different community settings to participate in different sports and activities.***

***SLA Target - To increase access to community leisure and recreational activities for all pupils, students and learners, so that they are able to access these facilities with increasing independence both within and outside of school hours.***



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# Football Sessions



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# Community Access

I have delivered weekly football sessions for the Upper School & Post 16 students at Power League in Stockport on a 5-a-side pitch. The sessions are an hour long and students see a great improvement in their cardio fitness. I have refereed their matches so they can learn and understand the rules of the game. As well as this we have actively promoted the importance of communicating with each other during the games. The students thoroughly enjoy their time at Power League and are able to positively feedback to staff after the sessions what went well and what they enjoyed.





# Curriculum Delivery



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# Community Access

I have supported primary students on their weekly visits to Simply Cycling at Wythenshawe Park by helping them ride certain bikes or cycling along side them for encouragement. As well as cycling, I have supported the students to access bouldering sessions at Depot Rock Climbing. The students have improved their ability to climb different routes on the walls and have grown in confidence to complete routes that were difficult for them.



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# Enrichment





# Activity Bags

I have given out 7 activity bags this term, for students to explore and play with, during their time away from school. The activity bags were given to students who have participated in sessions or were identified by staff as needing extra support during the holidays.

The activity bags include equipment and instruction cards for students to take part in 7 different inclusive exercises at home with their families.

**Thank you so so much for the bag of goodies you sent home with Jensen this weekend. Him and his brother have enjoyed playing together with the contents. This is quite rare for Jensen, so it's been lovely to watch them engage and play together, so thank you for creating this opportunity for them.” – Janet, Parent**



EZ receiving his activity bag before half term

# MUFC Engagement



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## Match Days

Throughout the term, several students have had the opportunity to attend matches at Old Trafford with their parents and guardians. Parents who have attended the games with their child have commented on what a positive experience it was for everyone, and they were thankful for the opportunity. For one student, he was able to enjoy the game without needing to use his ear defenders and was not frightened by the crowd noise which was a huge achievement for him.



CH and his dad attending the Villareal game



GR, a post 16 student, at the Villareal game



# Whole School Events

7 Primary students enjoyed a trip to the Everyman Cinema as a Christmas reward from the Foundation. A group of Middle and Upper School students attended a Christmas party at Old Trafford too. The students were able to play different games, take photos and see the pitch.

**“She had a great time, thank you so much” – Emma, parent**



Saturn Class enjoying The Everyman Cinema



Students playing on the Giant Scalextric



FH in the Sir Alex Ferguson Stand at the Christmas Party



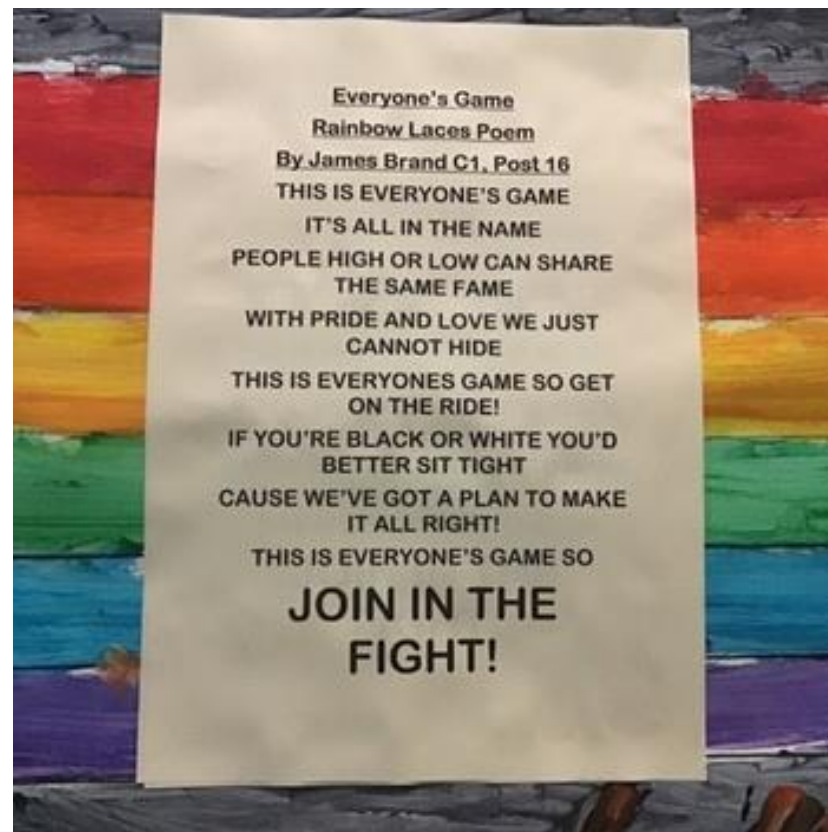
# Competitions



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# Manchester United Foundation Competitions

This term, we have taken part in two of the Foundation's competitions. Firstly, our Upper School student FH created a Canvas painting of a para-footballer called Alistair Patrick-Hesleton. Once FH had completed the drawing, with permission, I contacted Alistair and sent him a photo of the canvas – he was very thankful and passed on his regards to FH. We also entered the competition for Rainbow Laces Day, JB in Post 16 wrote a wonderful poem about the fight for equality and attended our penalty shoot out where it was on display for the school to read.



The poem written by Inscape House School's post 16 student JB



FH in the creation process, painting Alistair's face



FH with her completed canvas





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**Thank you**

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