



Foundation

Inscape House School 2024/25 Impact Report

Unique
Participants
• **46**

Male
• **80%**

Female
• **20%**

Ethnically
Diverse
• **22%**

Hours of
Delivery
• **505**

Partnership
Duration
• **4 years**



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:

6, 8, 10, 15, 17, 18, 22, 23, 25, 26,
28, 32, 36, 40, 41, 42, 45 & 48

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:

6, 7, 8, 10, 11, 12, 13, 14, 15, 17,
18, 19, 20, 22, 23, 24, 25, 26, 28,
29, 30, 32, 33, 34, 36, 38, 40, 41,
42, 43, 44 & 45

Curriculum Delivery



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Nurture 1

For the first half term, the Health and Wellbeing topic was dance. Students learnt about different genres of dance, such as ballroom and street. Each week we would learn a different type of dance routine, whether that was line dancing or break dancing.

For the second half term, the topic was hockey. The students learnt the correct passing techniques, how to defend and attack in small activities, which lead to many hockey games.



Two people playing hockey

N1 Student Session Feedback

Two students from the sessions completed a feedback questionnaire.

The students rated their Health and Wellbeing sessions 4 out of 5 overall.

The students said they sometimes feel confident when taking part in their Health and Wellbeing sessions.

They said the new skills they learnt this term were hockey based defending and attacking.

They agree that taking part in Health and Wellbeing is good for their body and mind and are looking forward to their sessions in the future.

M1

This term, students in M1 have been working on their road safety skills. We have used the many crossing on the school grounds to practice this activity. They have used visual instructions to stop at a crossing, look both ways and to check for moving vehicles before crossing safely.

When the students started working on crossing the road, most students were unable to stop safely on the path before following the instructions for crossing. Now, students actively check for traffic, looking both ways with minimal prompts and saying 'no cars' before using the crossing.

After each road safety session, students were able to choose between the Outdoor Gym and Adventure Play as their second activity.



Road Safety

‘During the last two half terms our students have been practicing their road safety skills while on site using the zebra crossings. They have been able to build their skills with the support of staff as well as their road safety booklets containing a step-by-step schedule of what the expectations are to cross a road safely, e.g. stop, look both ways, is it safe to cross? The class take part in this activity once a week and are now able to tell staff what they need to do when stopped at a zebra crossing with the majority not needing to use the booklets anymore. The students have been able to transfer their skills when out in the community throughout the week and are able to cross the roads safe and sensibly. It is clear that this session once a week has had a positive impact on the children and can be continued so they can develop their skills offsite.’

Ruby – M1 Senior Educational Assistant

U1

For the first half term, U1 students explored the topic of dance. We used the space of the hall to practice different dance moves and mirror each other.

The students also used visuals to make up different dance routines.

In the second half term U1 students took part in hockey sessions. They worked on the basic skills including how to grip the stick correctly, moving with the ball, dribbling and passing to teammates. They also played short games and took turns using the sweeping and push pass to score goals.



A student and staff member practising their dance routine

U1 staff session feedback

A staff member who supports students in their sessions completed the feedback questionnaire. They agreed with all the following statements:

Students have enjoyed their Health and Wellbeing sessions

Students have tried new things in the sessions

Students have been confident in their own abilities during the sessions

Students have developed Dancing and Hockey skills during their sessions

‘The students have engaged well with and enjoyed the range of activities to improve their hockey skills, which is a new and unfamiliar sport for them.’

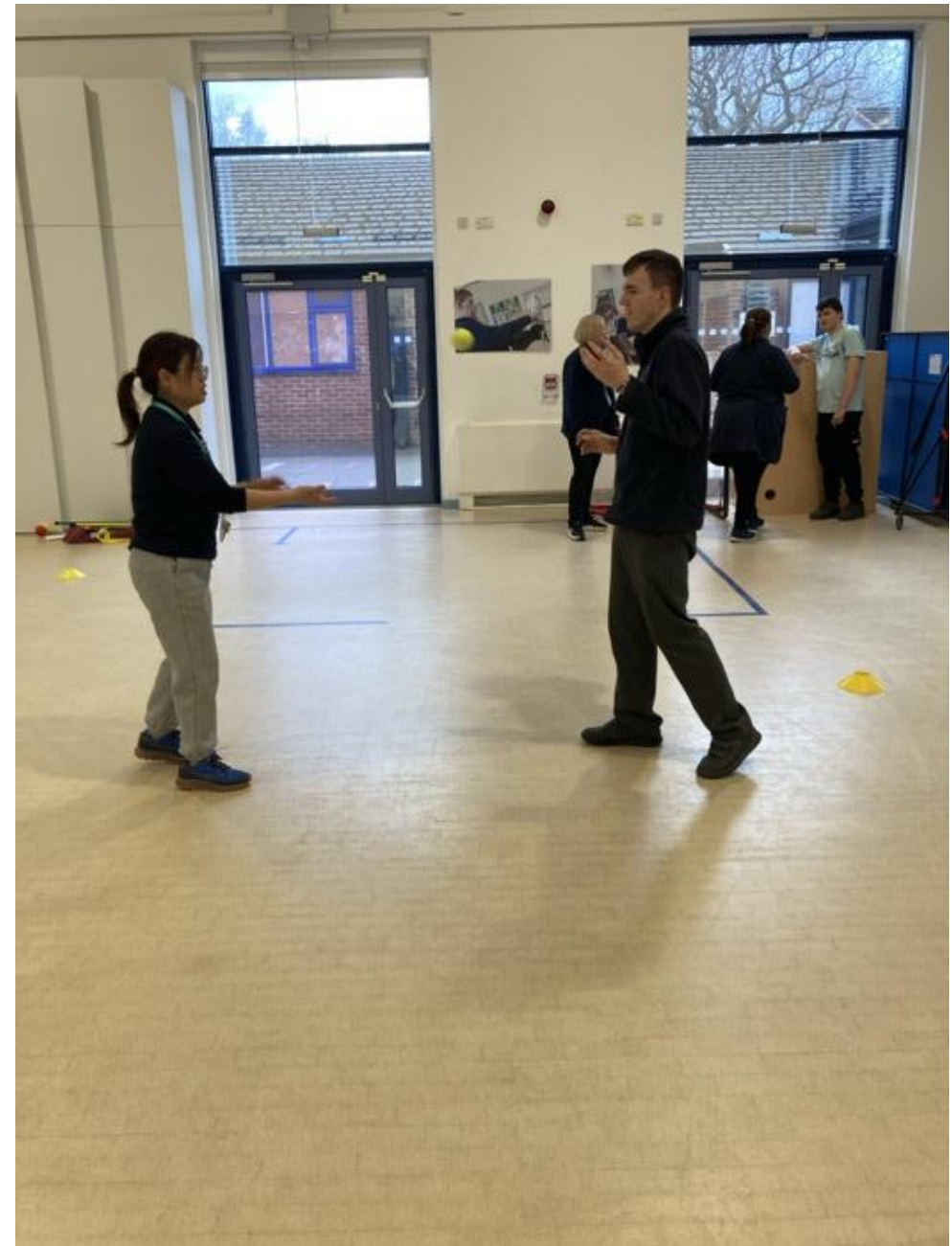
Ed – U1 Teacher

C2

Students in C2 continued their multi-sport sessions this term.

They have had a selection of activities to choose from each week that have not changed over the course of the term. These activities have included, football, basketball, scooter boards and a fitness station.

For their first half term they additionally had dance related activities to choose from, including creating their own sequence of movements using visuals and musical statues. For the second half term, there was a hockey section for students to work on their dribbling, passing and striking skills with a staff member.



A student and staff member playing catch

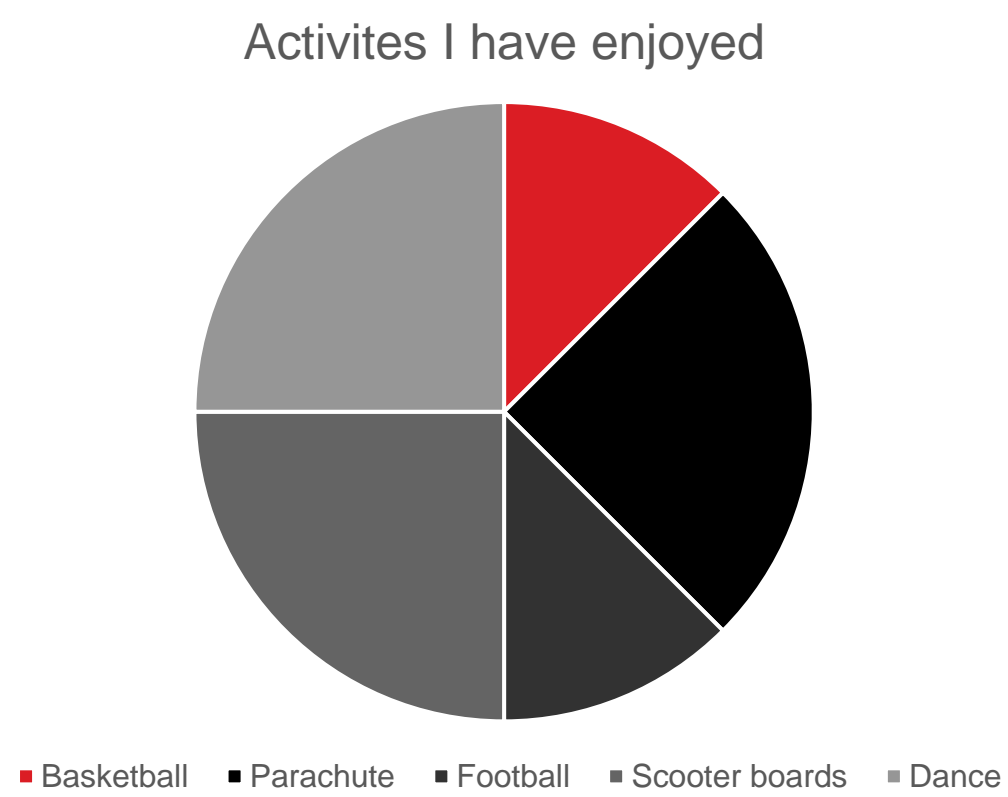
C2 student session feedback

Two students who take part in the sessions completed the questionnaire feedback.

100% of students said they look forward to doing Health and Wellbeing.

100% of students said they like taking par the Health and Wellbeing sessions.

The students said they felt happy and excited when they take part in the sessions.



BB sessions

For the first half term, Ben's sessions were fitness based. We completed a variety of exercises together, using a bingo style sheet to tick them off. Each exercises lasted for 30 seconds with a minute rest in between. These exercises included, squats, star jumps, high knees, running on the spot, lunges and front punches. This weekly activity was a great way for Ben to use his high levels of energy in a positive way. We also finished the sessions with a short yoga session as part of a cool down.

The second half term, Ben had a different activity a week depending on his energy levels. These activities included, cycling, basketball, hockey and cricket.

Football Sessions



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Greater Manchester Football Tournament

A group of students from across School and the Vocational College have continued to take part in the Eccles football tournament this term.

They are a team full of new players this year, so are learning and adapting to each other's playing styles. Each time, they have played several games, against other colleges. They have been very resilient throughout the games, working on communicating effectively and using space wisely on the pitch to pass the ball.

The students have also been working on supporting each other when they lose their games and discussing how they can improve.

Power League Football sessions

Students from across Inscape House School and Inscape's Vocational College, have been attending weekly football sessions at Power League in Stockport.

During the hour-long sessions, students warm up for the first 10 minutes, then they discuss who is going to play on what team, with minimal staff intervention. They then play a game for the remaining time, developing their teamwork and communication skills ready for football tournaments.



Student playing a football match

Pro football Arena and Eccles Tournament feedback

Three students completed the session feedback.

100% of students rated the Football sessions 5 out of 5.

100% of students said they feel confident when taking part in football matches.

100% of students understand why exercise and sport is beneficial to them.

100% of students rated feel part of a team when they play a football match.

100% of students believe they are resilient when they play.

100% of students enjoying playing in the Eccles Tournament.

100% of students look forward to playing football.

‘I love being a part of the Inscape House School football team, I feel complete.’

Faye - student

Extracurricular



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Breaktime and Lunchtime Clubs

This term students from across school have continued to take part in different breaktime clubs.

Students have played table tennis, badminton, basketball and netball.

The breaktime clubs have helped the students to practice their skills outside of their badminton and netball lessons.

The Football club at lunchtime has given a range of students, the opportunity to play small sided games against other students from across school.

When they've not been playing games, students have been going against each other one on one, to be able to work on their defensive skills and stop their opponents from scoring.

M1 – Offsite

During the first half of the term, we visited Longford Park in Stretford. The students independently chose different apparatus to play on in the park's play area. Then we went to visit the various animals in the farm area.

For the second half of the term, the students were given the option to vote for which park they would like to go to. They chose Lyme Park, where they played in the adventure play area and fed the ducks. They also decided they wanted to go cycling at Wythenshawe Park. The students chose to ride a range of bikes, either independently or with a staff member and completed several laps.



A staff member and student riding a tandem bike around the track

‘During this past half term, we have been taking our students to Simply Cycling at Wythenshawe park. This has been such a great opportunity for our students as it is a very versatile activity due to the choices of bikes at the park. It allows the children who can ride a bike to go around the track independently and build their confidence while riding a bike. As well as the children who are not as confident or cannot ride a bike yet, allows them to practice or ride alongside a member of staff. It allows them to have more freedom and independence while offsite. Although we have only been going for a few weeks you can see the positive impact it has had on the children as it is something they always look forward to every week.’

Ruby – Senior Teaching Assistant

L3

Two students from Lower School have taken part in weekly multi sports sessions. They have had a range of sports to choose from including Cricket, Basketball, Hockey, Football and games like Jenga.

One student was creative with the Jenga blocks, building different structures that they would aim to knock down using a small or big ball.

When playing football or hockey, they would play small 1 on 1 games, working on their defensive or attacking skills to try and score against each other.

As well as sports, they have also completed scavenger hunts around the school grounds, listening to clues and working together to figure out the different locations.



A student stood in their Jenga tower.

Nurture 2

Each week the sessions with Nurture 2 have been different, based on the level of participation from the students. Some weeks the students have transitioned to the hall and played a sport they like, such as badminton or basketball. They also enjoyed moving around on the Scooter boards.

To encourage engagement and participation in the session, if they were unsure about transitioning to the hall, the students have had the opportunity to play Wii Sports on the Wii with a staff member. This has had a positive impact on their moods and has enabled them to do some form of exercise during their Health and Wellbeing sessions.



A student and staff member playing on the Wii.

Individual Programmes



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Monday Gym Sessions

Faye and Kyra go to the gym together once a week. They asked for a joint session so they could work on their cardio fitness to help them be quicker and faster during their football sessions and tournaments.

They start with a fast walk or run on the treadmill for 15 minutes. After this they work on leg-based exercises like the Leg Press, Leg Curl, Leg Extension and lunges. They also do abs exercises to help engage their core.



Two students running on the treadmill.

Monday Gym session feedback

Both students provided feedback for their Gym sessions.

100% of students said they enjoyed the gym sessions this half term.

100% of students said they look forward to the sessions every week.

100% of students said going to the gym makes them feel more confident.

100% of students said that going to the gym has helped to improve their footballing ability.

‘I feel very happy going to the gym on Mondays it makes me feel better for the rest of the week ahead and settles me down during the day.’

Faye –Student

‘It gives me confidence’

Kyra –Student



FH – Gym session

Faye has been working hard in her weekly gym sessions at Life Leisure Gym. Her typical session involves:

Warm Up

Faye has upped her time on the treadmill this term, running for 15 minutes compared to 10 minutes, at 6.0mph, which on average means she completes a 1.5 – 1.6 mile run in this time.

Weights

Upper body - Faye uses a 10kg dumbbell to complete 3 sets of 10 reps of bicep curls and bent over rows. She then completes the same number of sets, using a 10kg barbell to do overhead press and does a 20kg lateral pull down.

Lower Body – Faye can leg press 120kg and uses a 16kg kettlebell to complete squats. She likes to do body weight lunges to help her balance.

Core – Faye uses a 6kg dumbbell to do at least 30 sit ups and finishes her session with a 30 second plank.



A student doing a lateral pull down.

FH Gym session feedback

Faye completed the feedback questionnaire below is the outcome:

Faye has enjoyed the gym sessions this half term.

She feels positive and confident when she goes to the gym and looks forward to her future sessions.

She states she has improved in all areas, including Upper and Lower body, as well as her cardio fitness as she is running for longer.

‘I like going to the gym because it’s enjoyable and gleeful. And I like seeing Emily because she’s lovely.’

Faye –Student

Qualifications



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Qualifications

This half term, one Post 16 student has completed the FA Qualification in Guide to Laws of the game. The qualification helped them to understand the key laws in a game of football, including how and when they should be applied. They have learnt the different calls a referee should make and when, including fouls, challenges, offsides restarts and set pieces.

Another Post 16 student has completed their Introduction to First Aid in Football qualification. This is in preparation for them to start their Introduction to Coaching qualification next half term.

MUFC Engagement



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Ticket donations for Manchester United games

For the Manchester United vs Arsenal game on the 9th March, we were able to give tickets to a family that had lost a family member in recent months. That person was John, who was a Teaching assistant at Inscape House School. They wanted to attend the game as they had written a tribute for him in the match day programme. They were very thankful that they got to go to the game and honour him.

We also provided 6 tickets in total to two families for the Real Sociedad game on the 13th March.



The paragraph in memory of John in the the match day programme

**‘Just wanted to say thank you so much for enabling us to go to the match on Sunday.
It was a really fitting way to remember John and brought back so many memories of times
spent at Old Trafford.’**

Sue – attended the game

Work Experience – Case Study

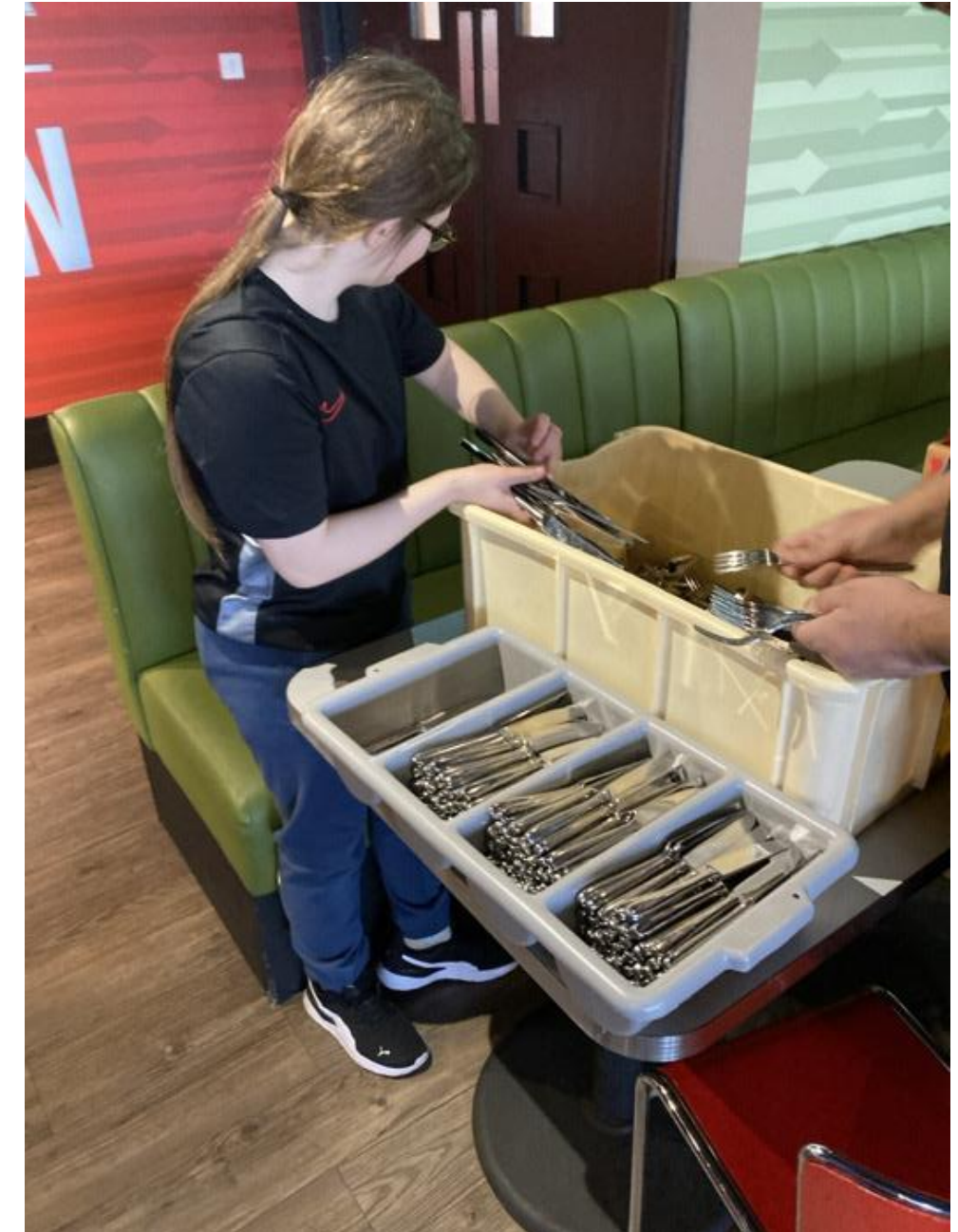
Post 16 student, Kyra, took part in a 6-week Work Experience placement at the Red Café situated at Old Trafford.

Kyra's had three targets to work towards during her placement which she successfully achieved:

- To receive instructions and feedback positively from a manager
- Co-operate with others to achieve an end goal
- Communicate what they like and dislike about work tasks.

During her time at the Red Café, Kyra was very proactive in completing tasks. She followed instructions from Jane the Manager and other colleagues to complete different tasks. She organised cutlery, checked the date of stock, cleaned tables, took orders, served customers, and made drinks.

All the staff were very complimentary of her work, and she was polite and friendly with everyone she interacted with. As the weeks went on, you could visibly see her self-confidence grow.



A student organizing cutlery

Work Experience Feedback

Once Kyra's work experience had finished, she used Inscape House School's work experience journal to reflect on her practice. The questions supported her to think about her future employment opportunities and what areas she would like to work in based on her experience at the Red Café.

Kyra said she was good at making coffees, being proactive during the quiet times in the restaurant and being positive and saying yes to different jobs.

She said she would prefer working independently in the future, in a quiet place.

From her experience, she would consider working in a similar area in the future.

Overall, she enjoyed her work experience at the Red Café.

‘Work Experience at the Red Café has been fun. I have got to know the staff there and I enjoyed working along side them. My favourite part was taking orders and serving customers drinks. I liked the jobs that required me to be independent, like organising the tables and making sure the restaurant looked neat and tidy.’

Kyra – Work Experience Student

University of Manchester STEM Event

3 middle school students visited the University of Manchester on the 5th March to take part in a STEM event that focused on careers in engineering. They met students from the University who were studying different science degrees.

The students had two workshop activities to take part in during the day. The first, they were given materials to create a rocket that needed to fly using a straw. They all created ones that successfully flies. The second one, they were given materials to create a catapult that would fire a 3D printed angry bird, to knock down different targets.



Catapult created by students

University of Manchester STEM Event Feedback

The 3 students that attended the event completed the feedback questionnaire afterwards.

100% of the students said they enjoyed the STEM event.

100% of students said the event made them feel happy.

100% of students said the event helped to improve their team work skills.

The students said they liked the practical activities, making the rockets and catapults.

Bowdon Multi Sports Event

Three classes from across school attended a multisport event at Bowdon Cricket club on the 10th March. Students participated in 5 sports activities throughout the day, football, squash, cricket, hockey and netball. To reward them for their hard work, they were all presented with medals to take home. It was great to see students from different classes taking part in games and challenges and working so positively together.



A student playing football



Two students taking part in a squash activity

Bowdon Multi Sport Event Feedback

5 students that attended the event completed the questionnaire once they returned to school.

100% of the students said the event made them feel happy.

100% of the students said the event made them feel better about school.

The students said they enjoyed playing squash, football and hockey. They also said that they enjoyed winning the game during the football activity.

Environment



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School Council Environmental Project

The School Council have launched a project for students to independently plant bulbs and seeds in areas around school.

They can collect the equipment from a student in Nurture and spend time improving their own areas with flowers that will bloom over Spring and Summer.

Kyra, our Eco Red lead and School Council communication coordinator has the role of going around school and informing the classes of the project.



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Thank You