



Foundation

Werneth School 2020/21 Impact Report

End of Year

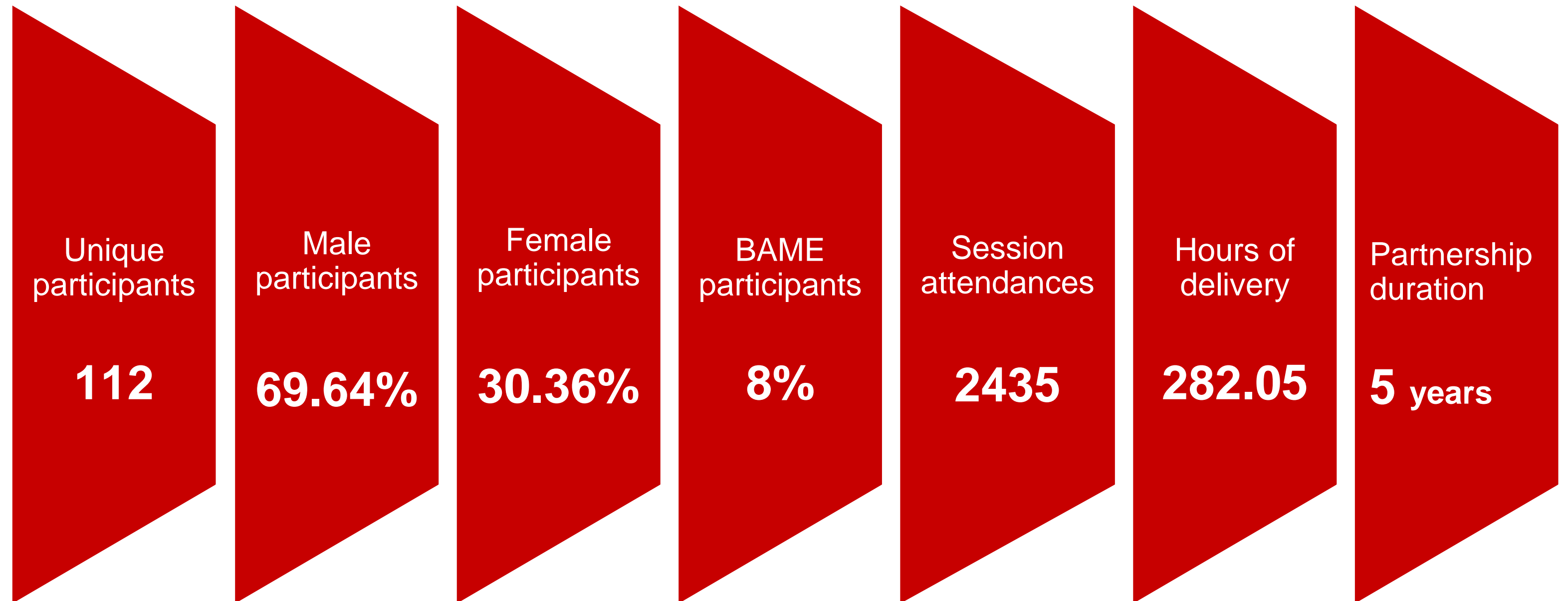
Manchester United Foundation uses the power of football to **engage** and **inspire** young people to build a better life for themselves and **unite** the communities in which they live.



Foundation

Delivery Statistics

Academic Year Totals



Leadership



Foundation

Leadership Programme

We have established a leadership cycle that now allows us to;

Develop **Young Sports Leaders** in **Year 9**, the leaders are upskilled to lead activities, organise opportunities and events. Also to lead and support the younger students in school understand expectations, respect. We have established and developed leaders' interpersonal skills, to give them responsibility and ownership and to understand how a young leader should act/behave in and out of school.

The **10 Young Leaders in Year 9** attend 1 session per fortnight, where during these lessons they will work on their confidence to speak in front of others, planning sessions, the different demands within a session, team work skills, communication skills, problem solving when under pressure.

The leaders then volunteer at sessions such as primary tournaments at Werneth, mini whistlers event, football development days, Street Reds, PE lessons and lunchtime clubs to practice their own designed sessions and experience running a session. This year has seen us link in with the Cambridge National, to work alongside the programme they participate in, to be awarded a qualification. Unfortunately due to Covid-19 isolations, the students were unable to complete qualification.



Mentoring, Targeted Intervention & Personal Development



Mentoring

The aims of the **Mentoring** program are to **support our young people** by providing them with the individual support that they need and to **engage** them on their studies and **future** path to reach their **potential**

The program focuses on **educational** and **behavioural improvements**. The SPO will monitor these through a number of different methods that will be tailored to the school. These will range from bespoke report cards, mentoring league tables, weekly student meetings, teacher feedback etc



Mentoring

The **Mentoring programme** has been set up where the individual students are challenging against one another on a weekly basis to see who can collect the most points based on their **challenges set (arrive to lessons on time, complete all class work, acceptable behaviour)** for the week

The points work from **1-4** (1 being target **not achieved**, 4 being **excelled** in achieving target)

There is then a **league table** updated every week to show the students how they are doing, and allowing them to see the **improvements**. The league table also helps the **disengaged** students stay **motivated** throughout

The SPO has worked with **48 students** over the first term of the academic year on the **Mentoring programme**



Mentoring - Behavioural Impact

Each week, the SPO keeps a log of achievement and behaviour points logged by class teachers for the students. This gives the student an overall score each week

For example, if a student achieves 10 Achievement points and 5 behaviour points, this will total +5 for the student for the week. The aim for the students each week is to finish on a positive total score

Out of the **48** students who have participated in the Mentoring programme for the duration of Term 1;

44 (92%) of the students improved the amount of green weeks (positive score) when comparing between Half Term 1 and Half Term 3

4 (8%) of the students showed no improvements when comparing Half Term 1 and Half Term 3

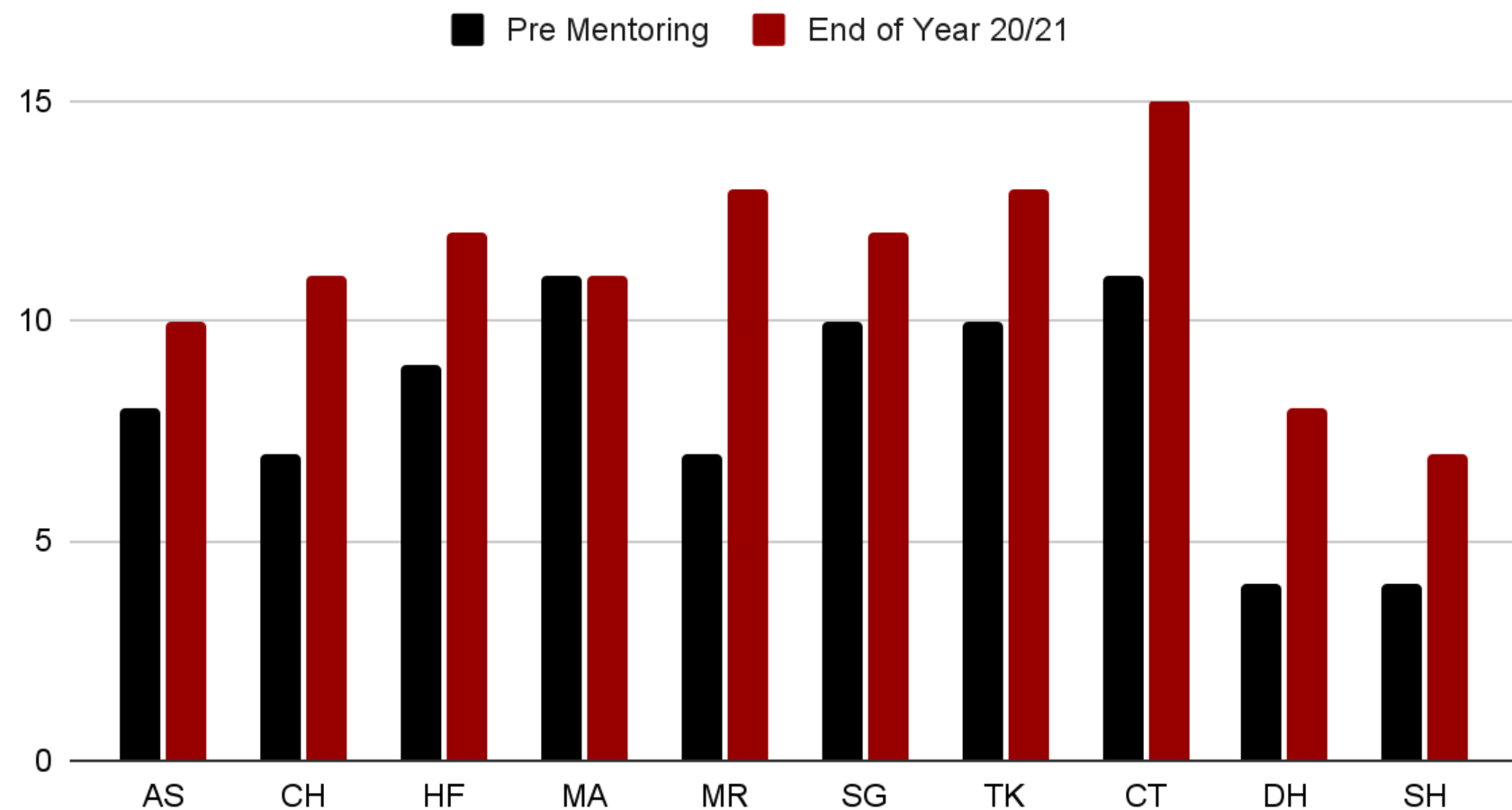


Mentoring - Year 8 - Attitude to Learning Impact

10 of the **11** Year 8 students who have participated on the Mentoring programme for Term 1, have shown improvements or remained the same with their Attitude to Learning within lessons

This graph shows the increase in number of Green (on track) and Purple (Above) boxes on the students ATL report

Year 8 Mentoring



Mentoring - Year 8 - Individual Impact

SG has had a very positive academic year. When comparing her Term 3 report to her 2019/20 Report, she has improved with her **Attitude to Learning**, and her **Predicted Grades**

Her **Attitude to Learning** showed positive signs of improving

In the Academic report 19-20, SG had **2 Purple, 8 Green, 4 Yellow and 0 Red**

Her latest report shows **1 Purple, 11 Green, 2 Yellow and 0 Red**

SG has also shown improvements with her Predicted grades

In the Academic report 19-20, she had **3 lessons with Red** (not on track to achieve target)

Her latest report shows **2 Red lessons, 3 Purple and 9 Green or Yellow** (on target to achieve minimum target)

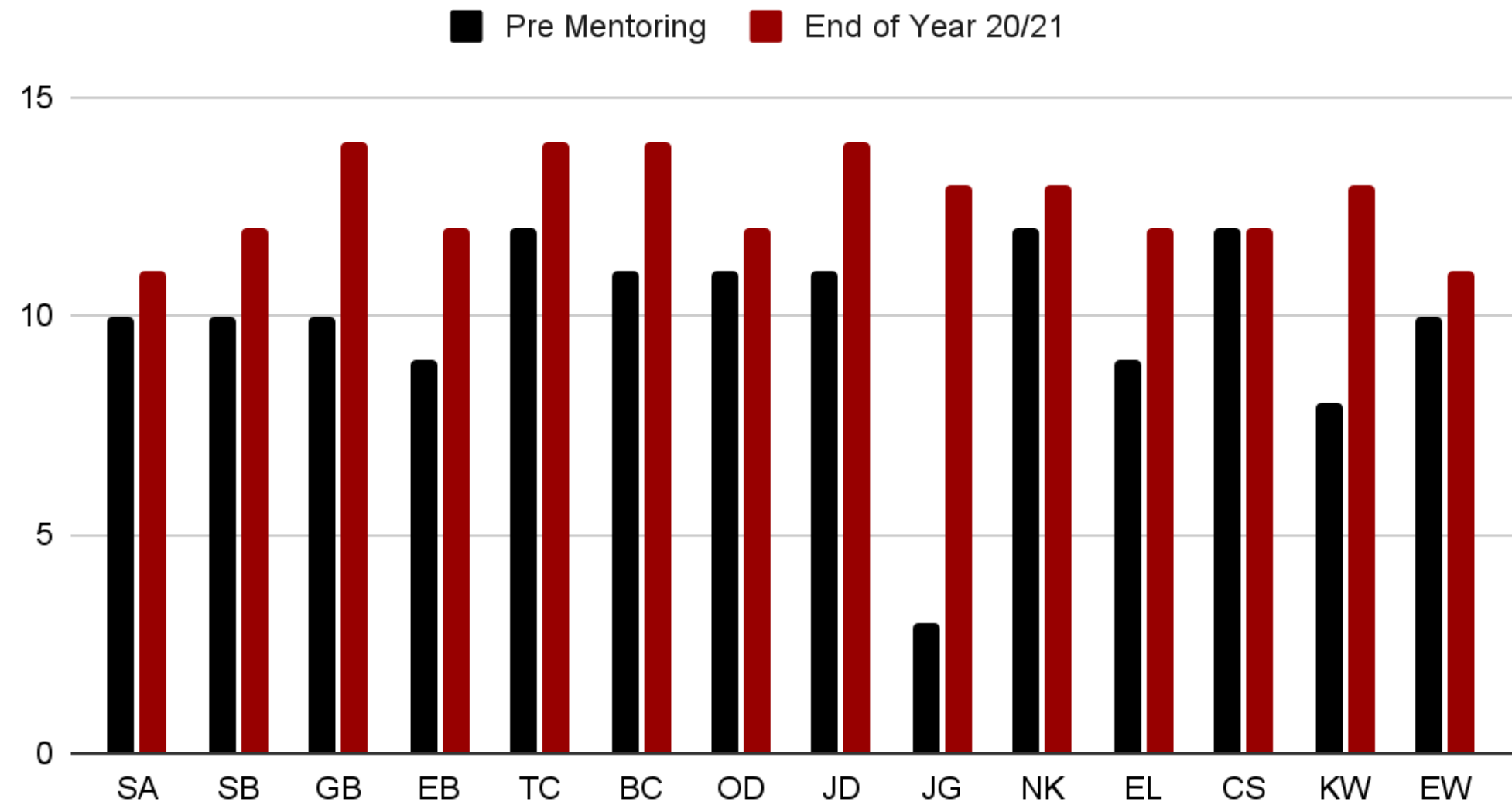


Mentoring - Year 9 - Attitude to Learning Impact

14 of the **20** Year 9 students who have participated on the Mentoring programme for Term 1, have shown improvements or remained the same with their Attitude to Learning within lessons

This graph shows the increase in number of Green (on track) and Purple (Above) boxes on the students ATL report

Year 9 Mentoring



Mentoring - Year 9 - Individual Impact

OD has had a very positive academic year. When comparing his Term 3 report to his 2019/20 Report, he has improved with his **Attitude to Learning**, and his **Predicted Grades**

His **Attitude to Learning** showed positive signs of improving

In the Academic report 19-20, OD had **1 Purple, 10 Green, 1 Yellow and 2 Red**

His latest report shows **3 Purple, 9 Green, 2 Yellow and 0 Red**

OD has also shown improvements with his Predicted grades

In the Academic report 19-20, he had **4 lessons with Red** (not on track to achieve target)

His latest report shows **2 Red lessons, 9 Green or Yellow** (on target to achieve minimum target)



Mentoring - Year 9 - Individual Impact

KW has had a very positive academic year. When comparing her Term 3 report to her 2019/20 Report, she has improved with her **Attitude to Learning**, and her **Predicted Grades**

Her **Attitude to Learning** showed positive signs of improving

In the Academic report 19-20, KW had **0 Purple, 8 Green, 5 Yellow and 1 Red**

Her latest report shows **2 Purple, 11 Green, 1 Yellow and 0 Red**

KW has also shown improvements with her Predicted grades

In the Academic report 19-20, she had **4 lessons with Red** (not on track to achieve target)

Her latest report shows **1 Red lessons, 11 Green or Yellow** (on target to achieve minimum target)



Mentoring - Year 9 - Individual Impact

JD has had a very positive academic year. When comparing his Term 3 report to his 2019/20 Report, he has improved with his **Attitude to Learning**, and his **Predicted Grades**

His **Attitude to Learning** showed positive signs of improving

In the Academic report 19-20, JD had **1 Purple, 10 Green, 3 Yellow and 0 Red**

His latest report shows **5 Purple, 9 Green, 0 Yellow and 0 Red**

JD has also shown improvements with his Predicted grades

In the Academic report 19-20, he had **5 lessons with Yellow** (on target to achieve minimum target)

His latest report shows **0 Red lessons, 10 Green** (on target to achieve at least Challenge target)



Mentoring - Year 9 - Individual Impact

GB has had a very positive academic year. When comparing her Term 3 report to her 2019/20 Report, she has improved with her **Attitude to Learning**, and her **Predicted Grades**

Her **Attitude to Learning** showed positive signs of improving

In the Academic report 19-20, GB had **0 Purple, 10 Green, 4 Yellow and 0 Red**

Her latest report shows **4 Purple, 10 Green, 0 Yellow and 0 Red**

GB has also shown improvements with her Predicted grades

In the Academic report 19-20, she had **2 lessons with Red** (not on track to achieve target)

Her latest report shows **0 Red lessons, 12 Green or Yellow** (on target to achieve minimum target)



Mentoring - Year 9 - Individual Impact

JG has had a very positive academic year. JG was a **school refuser** for the Academic Year 19-20. When comparing his Term 3 report to his last report in the academic year 19-20, he has improved with his **Attendance, Attitude to Learning, and Predicted Grades**

Attendance improved from **21.9% to 89.7%**

His **Attitude to Learning** showed positive signs of improving

In the Academic report 19-20, JG had **0 Purple, 3 Green, 7 Yellow and 4 Red**

His latest report shows **1 Purple, 12 Green, 1 Yellow and 0 Red**

JG has also shown improvements with his **Predicted grades**

In the Academic report 19-20, he had **9 lessons with Red** (not on track to achieve target)

His latest report shows **7 Red lessons**, with the remaining **5 Green or Yellow** (on target to achieve minimum target)

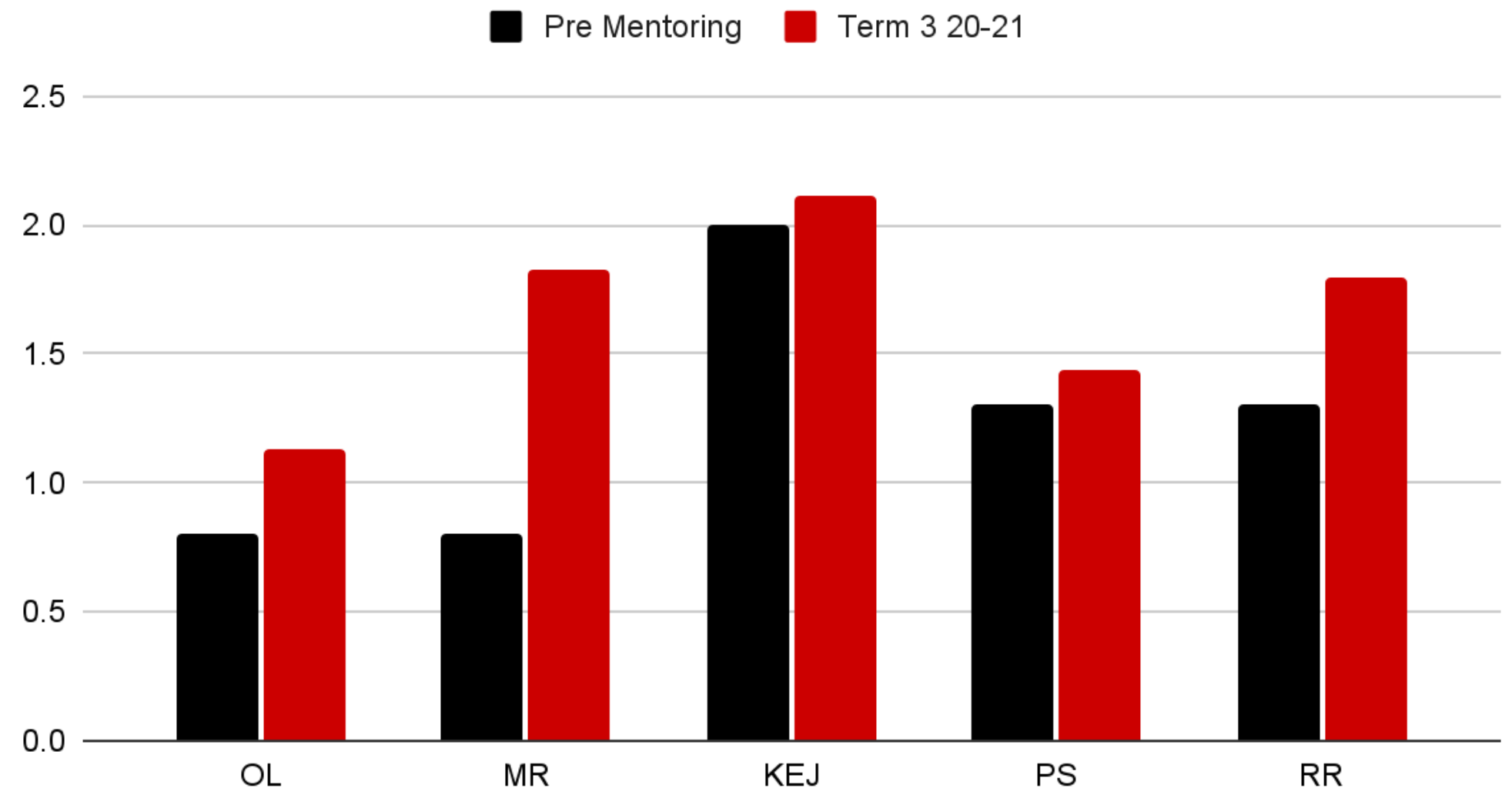


Mentoring - Year 10 - Attitude to Learning Impact

5 of the **8 Year 10** students who have participated on the Mentoring programme for Term 1, have shown improvements or remained the same with their Attitude to Learning within lessons

This graph shows the increase of Average ATL score on the students reports

Term 1 ATL



Mentoring - Year 10 - Individual Impact

KEJ has had a very positive academic year. When comparing her Term 3 report to her last report in the academic year 19-20, she has improved with her **Attitude to Learning**, and **Predicted Grades**

Her **Attitude to Learning** showed positive signs of improving

In the Academic year 19-20, KEJ **Average ATL** was **2.00**

Her latest report, showed an improvement to **2.11**

KEJ has also shown improvements with her **Predicted grades**

In the Academic report 19-20, she had **6 lessons with Red** (not on track to achieve target)

Her latest report shows **1 Red lesson**, with the remainder **Green or Yellow** (on target to achieve minimum target)



Mentoring - Year 11 - Individual Impact

CB worked closely with the SPO from Year 8 until leaving in Year 11.

CB biggest impact was her reduction in behaviour points each year:

Year 8 = 314

Year 9 = 92

Year 10 = 50

Year 11 = 28

CB also improved her Attitude to Learning throughout the years working with the SPO. Improving from **1.29** to **2.44**

CB also participated in the Sports Leadership programme, and attended numerous events throughout her time at Werneth, through the MU partnership.

AM worked closely with the SPO from Year 8 until leaving in Year 11.

AM biggest impact was his reduction in behaviour points each year:

Year 8 = 423

Year 9 = 130

Year 10 = 116

Year 11 = 81

AM was also on the Sports Leadership programme, and attended a number of unique opportunities with the partnership, such as, Hub tournaments, Show the Love event and Careers events.



Mentoring - Year 11 - Individual Impact

JD has had a very positive academic year. When comparing her final report to her last report in the academic year 19-20, she has improved with her **Attitude to Learning**, and **Predicted Grades**

Her **Attitude to Learning** showed positive signs of improving

In the Academic year 19-20, JD **Average ATL** was **1.86**

Her latest report, showed an improvement to **2.83**

JD has also shown improvements with her **Predicted grades**

In the Academic report 19-20, he had **4 lessons with Red** (not on track to achieve target) **3 Yellow**

Her latest report shows **2 Red lesson, 2 Green and 3 Yellow** (on target to achieve minimum target)



Mentoring - Leavers 19/20 - Individual Impact

RB started working with the SPO in Year 9. She was recommended for the mentoring programme due to poor attitude to learning and behavioural issues

Find below the **improvements** with RB, comparing her **Predicted Grades** with her **Actual Grades**

| Yr 10 Su2 | | Year 11 A1 | | | | GCSEs Actual | |
|-------------|---|-------------|---|--|--|--------------|---|
| Eng Lang | 4 | Eng Lang | 4 | | | Eng Lang | 4 |
| Eng Lit | 4 | Eng Lit | 4 | | | Eng Lit | 4 |
| Maths | 4 | Maths | 3 | | | Maths | 4 |
| Science | 3 | Science | 4 | | | Science | 5 |
| Geography | 5 | Geography | 3 | | | Geography | 6 |
| PE | 5 | PE | 5 | | | PE | 7 |
| Photography | 6 | Photography | 7 | | | Photography | 6 |



Mentoring - Leavers 19/20 - Individual Impact

KD started working with the SPO in Year 9. She was recommended for the mentoring programme due to low confidence and self esteem

Find below the **improvements** with KD, comparing her **Predicted Grades** with her **Actual Grades**

| Yr 9 Su2 | | Year 10 Su2 | | Year 11 A2 | | GCSEs | |
|-------------|----|-------------|----|-------------|---|-------------|-----|
| Eng Lang | 4 | Eng Lang | 5 | Eng Lang | 4 | Eng Lang | 5 |
| Eng Lit | 4 | Eng Lit | 5 | Eng Lit | 5 | Eng Lit | 5 |
| Maths | 2 | Maths | 3+ | Maths | 3 | Maths | 5 |
| Science | 5 | Science | 3 | Science | 2 | Science | 4/3 |
| History | 4- | History | 4 | History | 3 | History | 4 |
| RE | 3 | RE | 4 | RE | 4 | RE | 4 |
| Photography | 7 | Photography | 7+ | Photography | 7 | Photography | 9 |



Literacy Interventions - Year 8 / 9 / 10

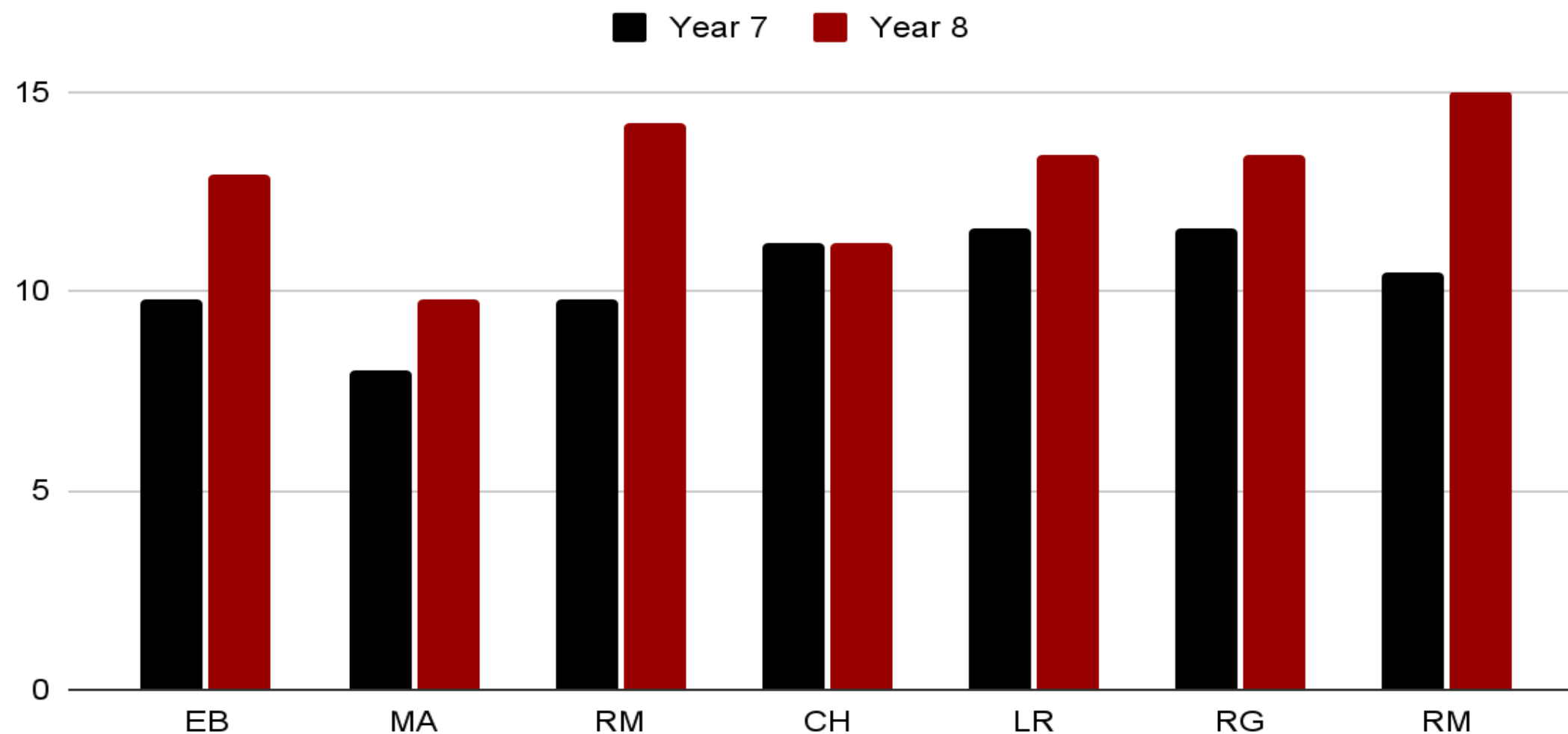
During one lesson per fortnight, 'Under achieving or disengaged' students participate in a Literacy Intervention with the SPO to develop their interest, ability and confidence to read

28 students were selected to participate in a Sport/Literacy intervention group led by the SPO. These students were split across Year 8, 9 and 10. These sessions happen once a fortnight, where the students take part in a mixture of literacy catch up and sport to engage the students with literacy. These students were identified as the most disengaged readers in each year group



Literacy Interventions – Reading ages Impact – Year 8

Reading ages



8 Year 8 students have participated in the Literacy Interventions in Term 1. **6** out of the **8 (75%)** students showed improvements with their Reading age from Year 7 to Year 8. **1 (12.5%)** of the students remained at the same level.



Literacy Intervention - Impact

Year 8 - 7 of the 8 **(87.5%)** students who participated in the Literacy and Sport intervention, improved their Attitude to Learning within regular English lessons. All 8 **(100%)** of the students improved or remained on path to achieve their target grade

Year 9 - All 6 **(100%)** students who participated in the Literacy and Sport intervention, improved their Attitude to Learning within regular English lessons. All 6 **(100%)** of the students improved or remained on path to achieve their target grade. 5 students improved their predicted grade, 1 student remained the same

Year 10 - 13 of the 15 **(86.6%)** students who participated in the Literacy and Sport intervention, improved their Attitude to Learning within regular English lessons. 13 of the 15 **(86.6%)** of the students improved or remained on path to achieve their target grade. 7 students improved their predicted grade, with 6 remaining the same



Maths Intervention - Year 9

This Academic Year, the SPO has continued to run the intervention programme to support underachieving and disengaged students within Maths. The content is based around Fantasy Football Teams, Team Transfers, Week Score Updates and the continuous updating of the Students League Table controlled within the group

The SPO works with **7** targeted students from Year 9, who were selected by the Maths department, for showing negative behaviours in Maths, low engagement levels or low 'attitude to learning' scores in Maths

These sessions are complete once a week during 'Form time'. The students have a set amount of money each week to create a starting 11 line up built up of Premier League players. They must not go over the budget. Each week the players get points for specific actions during games, for example; scoring a goal. The students will then add up their teams score, and each week there will be a Manager of the week

There is also an added bonus for those students who don't receive any negative logs on Sims for Maths for the week, looking to increase their 'attitude to learning' and 'behaviours' in Maths lessons



Maths Intervention - Impact

6 students received higher scores on their end of year exams, than what their target grade was set at, at the beginning of the academic year.

| Students Initials | Target Grade | Actual Grade |
|-------------------|--------------|--------------|
| SB | 3 | 4 |
| JB | 2- | 3 |
| TC | 5+ | 6 |
| TJ | 3 | 4 |
| LT | 3 | 4 |
| KW | 2 | 3 |

United the Business Programme

We work closely with the **Business Studies** department to organise for the **Year 9** Business students to take part in the **Enterprise programme**. The aim of the programme is to assist the **Year 9s** in their understanding of Business Studies

There are a total of **36** students who are participating. The Foundation have started running a Business Enterprise core programme, on a weekly basis with students from Year 9 who have selected Business Studies as a GCSE. Throughout the course, students will learn about the various departments and potentially meet key members from each department

During the programme, the students worked on improving their **soft skills** such as:
Communication, decision making, team work and confidence



Premier League Award - RB

Ex pupil, RB, was recognised this year by the **MU Foundation** and the **Premier League**, for the impact the MU Foundation has had on her **school life**. RB worked with the SPO since Year 9 in Werneth

RB struggled to apply herself in school with **behavioural issues**, and a **poor attitude to learning**. *“The impact the Foundation has had on me is big”* She admitted *“I couldn’t get involved with my work, I didn’t have much motivation, I wasn’t confident in myself and some days I didn’t even want to go to school.”*

“With the Foundation and my SPO being there and motivating me to go to school, it gave me a reason to go. We used Street Reds as a bit of a distraction and that helped me a lot because it gave me something to focus on other than my schoolwork. It gave me an opportunity really to sit down and look back at what I was struggling on in school.”

RB has now completed her GCSEs and has applied to participate in the **V99 programme** that the MU Foundation run. This is a volunteering programme for participants to **gain experience, recognised qualifications and work experience**



Premier League Award - RB

"At the start of my time at Street Reds I couldn't go to the sessions without someone being next to me," she says. "Over time, I slowly built up that confidence, to the point where I'm now delivering my own sessions some weeks. It's something I didn't ever think I'd be able to do two or three years ago."

RB's inspirational story has led to her being recognised as part of the **Premier League Charitable Fund 10-year anniversary celebrations** (<https://www.premierleague.com/news/1915510>)

"I feel very proud, I feel wanted," she says. "I turn up at Street Reds because I enjoy it but also because of the impact on other people."

"I was that low where at some points, you didn't want to be here. These opportunities gave me a reason to be here, it gave me a reason to get out of bed every day, to come down, to have fun, meet new people and socialise. Without the opportunities I have had with the MU Foundation, I wouldn't be where I am today."

RB also shaved her hair off while at Werneth, to raise money for **Macmillan Cancer Support** in support of her sister who had the disease when she was 16. RB ended up **raising £2,000 in total**



Premier League Award - RB

Below is a picture of RB, when she got nominated to be a Trophy bearer for the Treble Reunion match at Old Trafford



- This is the news story on our website:
<https://www.mufoundation.org/en/News/2020/11/PLCF-awards>
- Club also shared on .com:
<https://www.manutd.com/en/news/detail/PLCF-awards-recognise-Man-Utd-Foundation-achievements>
- These are the tweets we shared about Rhea with the image and video she sent in:
- https://twitter.com/MU_Foundation/status/1331915606115794944
- https://twitter.com/MU_Foundation/status/1331917134197379077?s=20



Geography

The SPO worked closely with Werneth's Geography department, to plan and deliver 1 unique lesson to the current Year 9 Geography students, with the vision of developing this for next years Geography students

The topic was around globalisation, and how Manchester United fit in to that. It was great for the students to link previous geography work, to real life scenarios, for a clearer understanding

A total of **121 Year 9** students participated with this unique lesson

Head of Geography Mr Nicholls commented, 'It has helped already as Man united was used in the revision lesson in regards globalisation and global networks. The pupils also used the multiplier effect in the exam!!!'

'The students enjoyed seeing the links between local things and the Geography they learn'



Geography

Firstly thank you so much for your input to Geography with our economic module. From speaking with students and staff it has been a real success. I think we did really well to merge the foundation and the curriculum. It has helped already as Man united was used in the revision lesson in regards globalisation and global networks. The pupils also used the multiplier effect in the exam!!!

The staff voice is very strong as Dan and Phil have been very complementary.

The student voice very much touched upon enjoying something different and enjoyed having you in the room. They enjoyed seeing the links between local things and the Geography they learn. They also said they enjoyed a change and a less book focused approach.

Head of Geography
Mr Nicholls



Foundation

Enrichment



Foundation

Enrichment

Shoebox Project - Social Action

During term one of the academic year 2020-21

The MU Foundation, Werneth and a local food bank, The Cherry Tree project, linked together to run a shoebox project. The aim of this project was for each form group within Werneth to create their own shoebox, filled with gifts, to give to the Cherry Tree project

The shoeboxes were distributed before Christmas, alongside food hampers that the Cherry Tree project had been gifted, with the aim of providing the most vulnerable young people with a little extra to put a smile on their faces

3 Year 9 students helped the SPO organise, and collect the shoeboxes, to deliver to The Cherry Tree project in Romiley



Foundation

Enrichment

Shoebox Project - Social Action



Manchester International Festival

On Saturday 3rd July Miss Hibbert and a group of year 8 dancers headed into a rainy Manchester City Centre to attend The Manchester International Festival. The girls had won a place to perform on the main stage at the festival as part of a schools talent showcase in partnership with The Manchester United Foundation. The sun came out just in time for the amazing performance by 5 Year 8 girls. With a live audience of 400 and a live broadcast internationally the girls were cool, calm and collected and gave the performance their all. The girls took the performance in their stride and wowed the audience with their street dance performance to 'Black Widow'. After the performance the girls were treated to goodies bags and food and drink by MUF and MIF.

The girls commented: **'The experience at Manchester International Festival was amazing. It was really nice to finally be able to perform in front of a live audience after such a crazy year. It was very exciting to perform and hearing everyone cheer us on definitely boosted my confidence. I am so grateful to have been picked to perform at such a big event.'**



Manchester International Festival



Foundation

Pitch Day

2 students in Year 8 got the once in a lifetime opportunity to play on the pitch at Old Trafford. The day involved the students participating in activities on the pitch, with students from our other partner schools, a workshop in the changing rooms hosted by Adidas, and the Foundation mindfulness coach.

‘It was a dream come true to play on the actual pitch, and something I will never forget.’



Foundation

Gift boxes



There were a total of **53** MU/Adidas gift boxes donated to Werneth, through their partnership with the MU Foundation. These were split across all year groups, and given as a reward to those students who shown an excellent attitude to learning this academic year, when isolated at home, or in school.

On top of this, every Pupil Premium student in Werneth received an MU gift bag which included stationary, clothing as a reward.



Foundation

Extracurricular



Foundation

Extracurricular

Lunchtime Football

A **Lunchtime club** was set up between the SPO and lunch duty staff at Werneth.
The lunchtime club runs **every day** and on average each day seen approx;

60 students on the Astro playing football and approx

The aim of this club is to give the students the opportunity to keep themselves engaged, with the outcome of staying away from mis behaving within school

Due to Covid-19, each day has been allocated to certain year groups, and with a cap on numbers of 60

Transition



Transition

The SPO worked closely with the Werneth School Transition team, to visit each of the students who will be attending Werneth in the Academic Year 21/22. There were a total of 9 visits to local Primary schools; Greave, Bredbury Green, Woodley, Arden, Romiley, St Marks, Westmorland, St Pauls and Vernon Park.

All of the Year 6 students were full of energy, excitement and nerves when asking questions around life at Werneth.

In the summer holidays, the SPO will be delivering a week of activities during a transition week alongside members of staff at Werneth, to fill the gap of not having an induction day in July due to Covid-19.



Competitions



Competitions

MU Christmas Card Competition

26 Year 7 Werneth students participated in a Manchester United Foundation School Partners Christmas Card competition

There were a total of **748** entries across **18** Manchester United Foundation partner schools

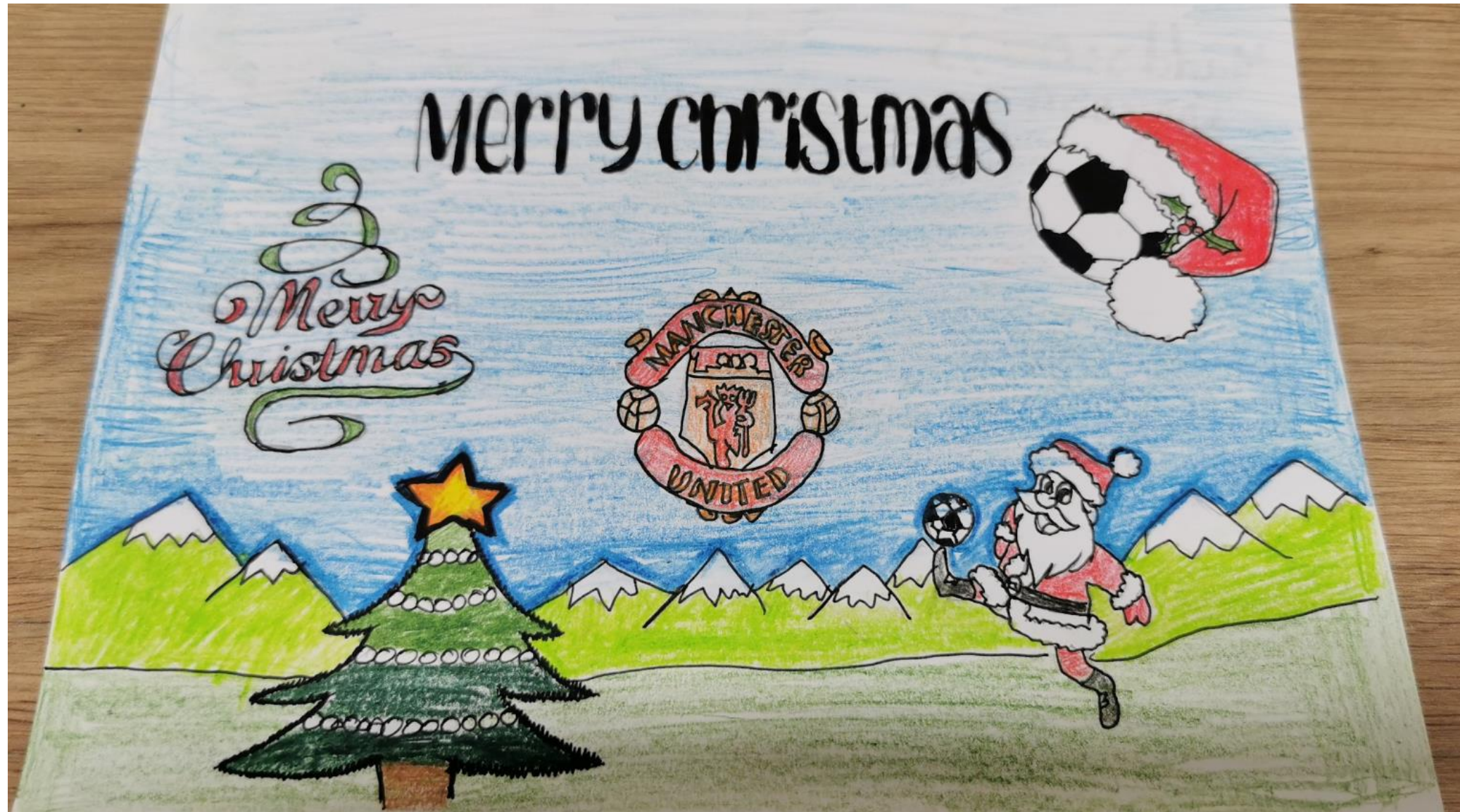
One of our students was successful and won the Year 7 competition, which is a massive achievement considering the amount of entries



Competitions

MU Christmas Card Competition

Below is the winning Christmas Card produced by one of the Year 7 students in Werneth



Foundation

Careers & Pathways



Careers Fair

Working closely with the Careers team at Werneth, the SPO helped organise and run a Careers Fair on Wednesday 14th July, in Werneth School.

The focus of the event was to enable students to explore post - 16 options available to them, in line with their passions, ambitions and future career goals. Our Year 10 students were given the opportunity to meet a number of different representatives from local colleges, training providers and businesses. All of the representatives gave our students a broad range of advice and information to further support them in making more informed decisions about their future plans. We had brilliant feedback from all who attended ... here is one description of our young people from a guest speaker ...

“The students have all been brill and there’s a lot of bright and open minded individuals. We’re sure they will have a successful employment/education journey.”



Manchester United Football Club Engagement



Manchester United Football Club Engagement

Food Hampers

The Manchester United Foundation funded **200** Christmas Hampers for **52** Werneth families (**104** hampers) who needed some support over the Christmas period. These were handed out over two days, the first was 18th December and again on 28th December by the SPO and Werneth staff. The remaining **96** hampers were donated to the Cherry Tree project in Romiley

Werneth School and The Cherry Tree project were grateful to receive these hampers to provide for vulnerable families



Foundation

Manchester United Football Club Engagement

Food Hampers



The Manchester United Foundation continued to show support to the Werneth communities vulnerable families, and once again worked with the school to deliver food parcels to those families who are struggling with this current situation.

60 food parcels were delivered by Werneth staff and the SPO directly to families each Wednesday, and the facility was offered every week up to and including the Easter holidays.



Foundation

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.

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.



Foundation

Thank you

For more information visit mufoundation.org