



Foundation

Werneth School Impact Report 2024/25

Amy Hurdiss

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.



Our Vision

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



Foundation

Our Mission

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





Premier League and PFA Community fund

Our partner schools programme is supported by the Premier League and Professional Footballer's Association. Administered through the Premier League Charitable Fund, the funding helps football clubs to tackle inequality and respond to local challenges, supporting people and their communities to be more inclusive.





Premier League Inspires

Premier League Inspires is a personal development programme, funded by the Premier League and Professional Footballers' Association (PFA) through the Premier League Charitable Fund.

The programme uses the power of football to inspire young people aged 11-to-18 to develop the personal skills and positive attitudes needed to succeed in life.



Foundation

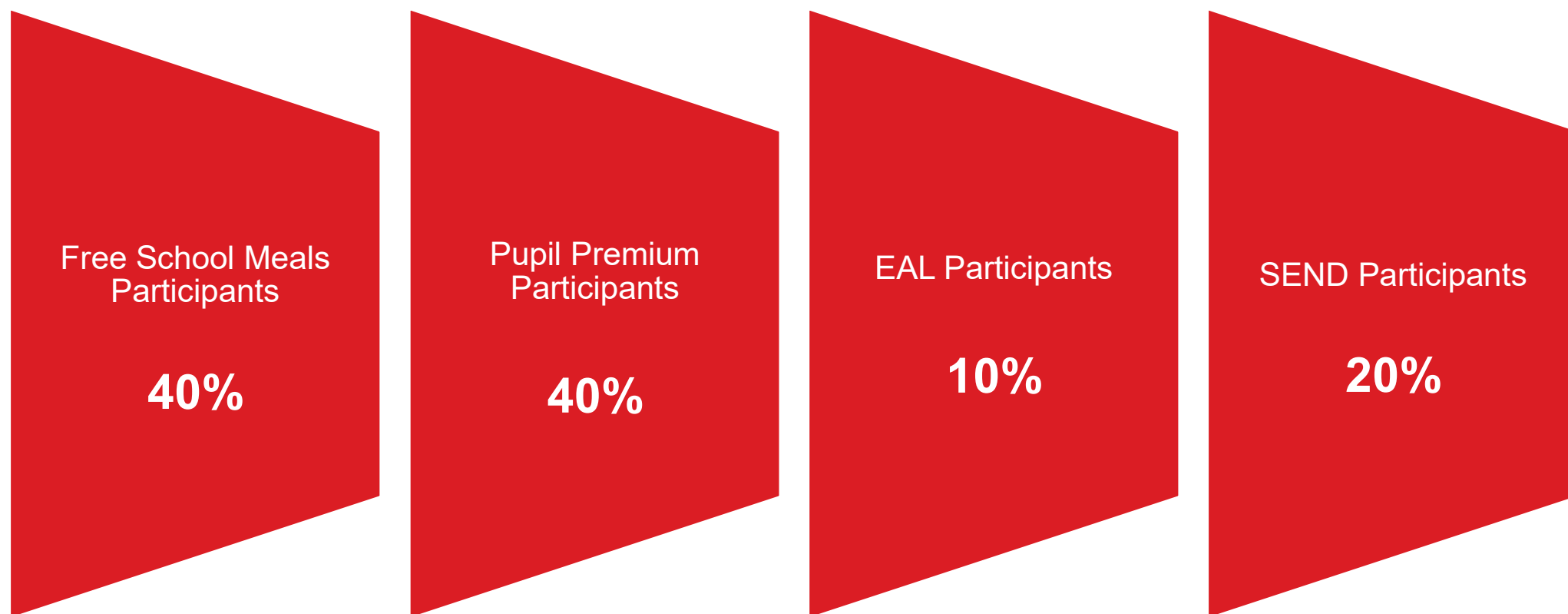
Delivery Statistics

Academic Year Totals



Delivery Statistics

Academic Year Totals



Manchester United Foundation Werneth School 24/25 Impact Report



Mentoring, Targeted Intervention & Personal Development



Foundation

Mentoring, Targeted Intervention & Personal Development

Delivery Headlines

During term one...

Across **180** sessions, **21** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

75% of students engaged showed improved behavior and/or attendance as a result of participation.

85% of students engaged reported an improved attitude to learning and/or school as a result of participation.

80% of students engaged reported improved resilience and/or mental wellbeing as a result of participation.

Mentoring, Targeted Intervention & Personal Development

Mentoring Additional Support

Mentoring.

Daily report & morning
check in.

Lesson visits.

Parental meetings.

Rewards.

Parental communication.
(email/phone)

Classroom assistance
in challenging lessons.

Restorative meetings
with staff & students.

Corridor support.

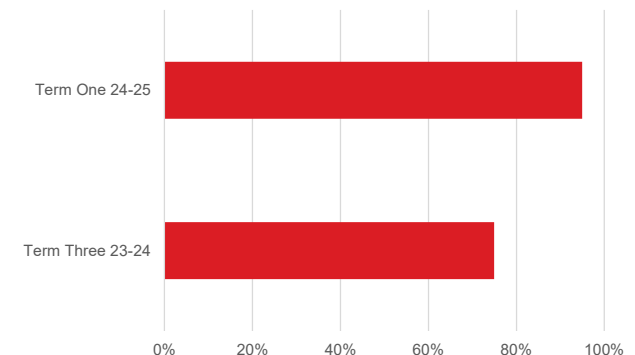
Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study

Olly Wilkinson

The school partnership officer began work with Olly in term three of the previous academic year. Olly began to struggle with school-based anxiety which manifested in illness. Olly would often be upset within his lessons and began to have days off school sick more frequently. Olly began attending school on a reduced timetable.

The school partnership officer and Olly began working together, setting targets for the end of the academic year and the start of a new one. Olly made an incredible start to the new academic year, feeling more comfortable and confident within lessons and social time. Olly's head of year and numerous staff around school have noticed the impact and the hard work Olly has put in to make school a more positive experience. Olly is now able to comfortably access his full school timetable.



Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study Testimony

"Amy has worked wonders with Olly. He is a different student from last year and has blossomed in so much confidence through the beginning of year nine. He now values all the support that is given and knows he can rely on Amy as a key member of staff and has a completely different perception of school life. Thank you for all your help you offer to the students in year nine. You are truly valued by them and me."

Charlotte Carr - Year Achievement Lead

"At the end of last year, I started struggling with coming into school. I really didn't like my lessons or my form or being in assembly with my year group. Coming into school made me feel anxious and would give me headaches and stomach pain, so I would end up going home during the day or not coming in at all. Amy helped me with coming back into school, she sorted out issues with my timetable, spoke to my parents a lot and supported me when I was finding it hard. If I didn't have Amy's support, I wouldn't have come into school at all. Since coming back to school in September, I have been working with Amy, setting targets to help improve my attendance. I find it easier coming into school knowing I have someone to talk with when I need help. This year my attendance is 95% which is a big jump from last year."

Olly Wilkinson – Year 9

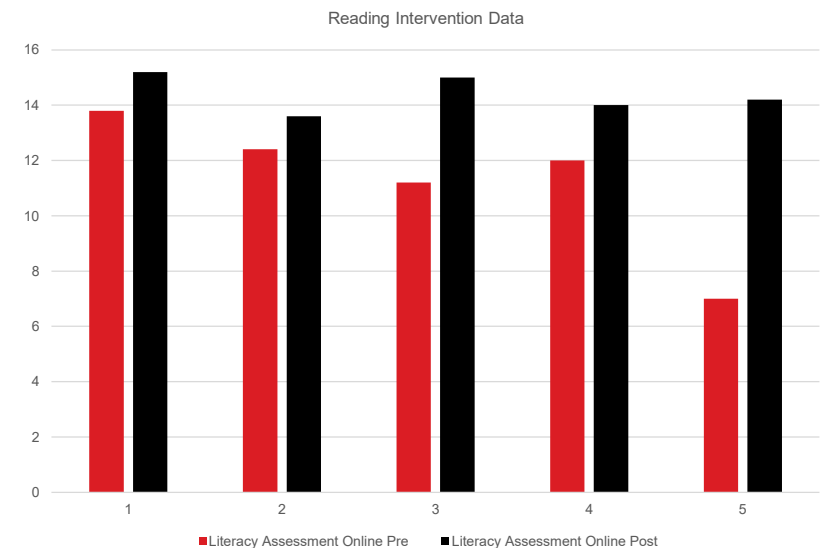
Mentoring, Targeted Intervention & Personal Development

Reading Intervention

The school partnership officer delivered reading intervention in term one to five students in year nine. The average reading age of the cohort prior to completing the intervention was ten years old, around three years below the biological age.

The students completed fifteen sessions with the school partnership officer, with the aim of developing both literacy and oracy skills.

After completing the sessions **100%** of students improved from the initial reading age, with **100%** of students increasing their age by more than a year.



Mentoring, Targeted Intervention & Personal Development

Reading Intervention Student Testimony

"I was selected for the reading intervention because my reading age was below my actual age. I read with Amy for around thirty minutes each week. Doing it one to one was much more enjoyable than in a group setting. When I completed the second assessment my reading age improved to 15.2 years. I would say the intervention has made me feel more confident with reading which helps in all my lessons especially english lessons."

Ashley Trevett Bell
Year 9

Mentoring, Targeted Intervention & Personal Development

Math Intervention

Based on the success of the fantasy football intervention in the previous academic year, the school partnership officer delivered the maths intervention in term one. Six students from year eight were identified as achieving below their target grade.

Within fourteen sessions, students gained deeper understanding of fundamental maths skills and confidence within the subject that can be applied across various topics.

By the students end of term assessments **80%** of students had improved and are now meeting their expected targets. **65%** of students liked applying football to maths and believed it helped improve their interest in the subject.

Mentoring, Targeted Intervention & Personal Development

Math Intervention Student Testimony

"I really liked the fantasy football intervention. I liked it because it was intervention, and football related which made maths feel less boring and more fun. I got the most points out of everyone on the intervention so I won a Manchester United jacket that I love and wear every match."

Jacob Mullin
Year 8

Mentoring, Targeted Intervention & Personal Development

Delivery Headlines

During term two...

Across **146** sessions, **41** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

65% of students engaged showed improved behavior and/or attendance as a result of participation.

85% of students engaged reported an improved attitude to learning and/or school as a result of participation.

80% of students engaged reported improved resilience and/or mental wellbeing as a result of participation.

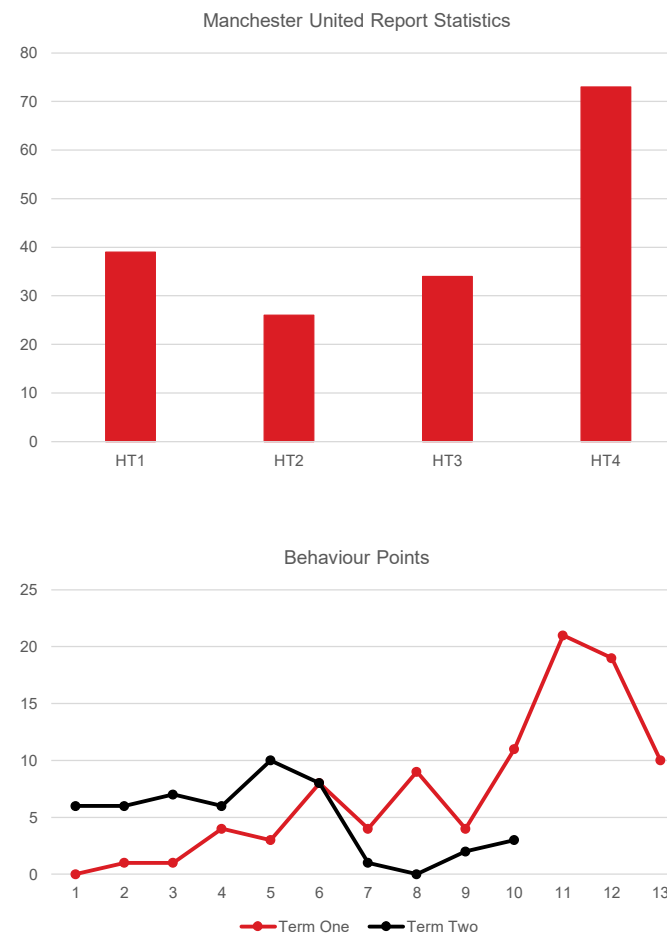
Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study

Connor Maher

Connor Maher was referred to the school partnership officer with the intention of supporting him with the transition from primary school to secondary school. Connor started term one being influenced negatively by peers whilst trying to forge new friendships. The school partnership officer worked with Connor utilising target setting and rewards to encourage more positive choices in school.

Throughout term two, Connor's behaviour logs have declined, and his number of points scored on his report has significantly increased. Connor's improvement in his attitude to learning has been noted by teaching staff.



Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study Testimony

“We are pleased to see Connor has reduced the number of behaviour logs he is receiving from the autumn term to the spring term. It is lovely to see this new mature attitude from Connor and we hope he continues to make positive decisions with support from Amy.”

Hannah Massey - Year Achievement Lead

“My Manchester United mentoring started when I started at Werneth School to help with the move from Bredbury Green, my primary school. I have my report that is brought to me each day which helps me see when I am doing the right thing. Me and Amy meet every week to talk about how things are at home, what I get up to outside of school and how my behaviour has been that week. I think doing Manchester United mentoring has helped me with my behaviour because when I go home and look at my report on a bad day, I feel disappointed. It makes me realise what I can do to be better. I like when I do the right thing because I get rewards, achievement points and Amy will contact home to let my mum know how good my behaviour has been. I really like being on Manchester United mentoring.”

Connor Maher – Year 7

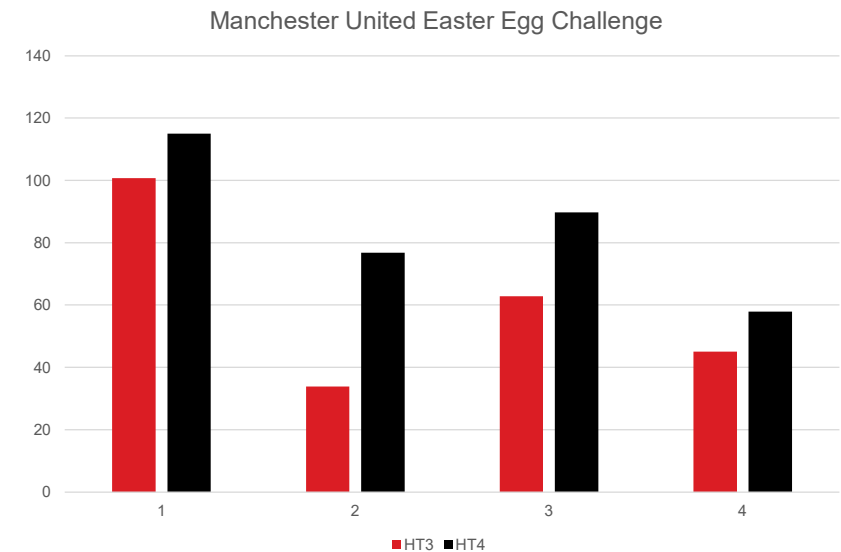
Mentoring, Targeted Intervention & Personal Development

Mentoring Easter Egg Challenge

Students engaging with the Manchester United report league have been battling it out to achieve the highest score on their report, to be in with a chance of winning an easter egg for their hard work.

Over the past six weeks students have made drastic adjustments to their behaviour with all students increasing their week scores by an average of over **50%.**

The winning student decided by points scored on their report is Bella Fraser scoring on average **115** points.



Mentoring, Targeted Intervention & Personal Development

Attendance Intervention

This intervention was introduced in conjunction with school's attendance team. The intervention targets our students with an attendance between 90%-95% in term one aiming to maintain and/or increase the percentage attendance.

Twelve students in year seven and nine students in year eight were selected for the intervention. Each week the girls and the boys battle for the highest average attendance.

The winning team are rewarded with fish and chips each Friday.

Mentoring, Targeted Intervention & Personal Development

Attendance Intervention

After completing the attendance intervention in term two...

60% of students had improved attendance.

75% of year seven students have improved their attendance and **45%** of year eight students have improved their attendance.

60% of the students have improved their attendance to above the national average.

92% is now the average attendance of the cohort, in line with the national average.

Mentoring, Targeted Intervention & Personal Development

Attendance Intervention

Student Testimony

“The intervention encouraged me to come into school because I knew if my groups attendance was the highest we would win the reward that week. I liked the attendance intervention because of the fish and chips reward on Friday’s. I also like being rewarded for doing the right thing and attending school on time everyday. My attendance in term two is 100%. I would really like to do something like this intervention again.”

Grace Lyne
Year 7

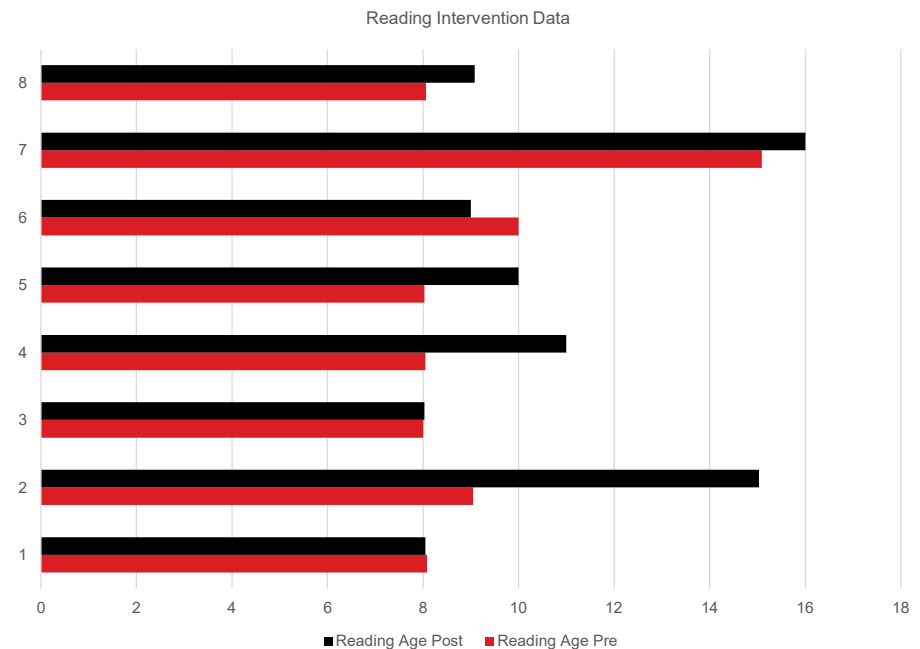
Mentoring, Targeted Intervention & Personal Development

Reading Intervention

The school partnership officer delivered reading intervention in term two to the transition cohort in year eight. The cohort is made up of nine students. The average reading age of the cohort prior to completing the intervention was nine years old, around two years below the biological age.

The students completed twelve sessions with the school partnership officer, with the aim of developing both literacy and oracy skills.

After completing the sessions **80%** of students improved from the initial reading age, with **45%** of students increasing their age by more than a year.



Mentoring, Targeted Intervention & Personal Development

Reading Intervention Student Testimony

“In reading intervention we read about different celebrities, athletes, actors and other people. After we read we played a kahoot with questions about the text we had just read. My favourite biography was Daniel Radcliffe because I love Harry Potter. I enjoyed the reading intervention and I am glad my reading age has improved from nine years old to fifteen years old.”

Eva Cooper
Year 8

Mentoring, Targeted Intervention & Personal Development

1-1 Reading Intervention

Throughout term two, the school partnership officer worked one to one with a student to improve their reading and literacy skill and confidence. The school partnership officer utilised the sessions as a check in for the student for pastoral and behavioural support.

Prior to engaging with the intervention, the student completed a reading age test which showed the reading age to be nine years old.

After completing the sessions, the student has improved from the initial reading age of nine years old to exceeding her biological age by over two years.

Mentoring, Targeted Intervention & Personal Development

1-1 Reading Intervention Student Testimony

“We read together every Wednesday. We have been reading Matilda by Roald Dahl, and I really like the book. In my sessions with Amy, we also chat about how things are going in school, my siblings, family and what is going on at home. I like to talk about the dancing I do outside of school. Amy helps me go to lesson, helps me follow staff instructions and makes school more fun. I don’t like school, but I like sessions with Amy.”

Bobbie Walsh Ashe
Year 7

Mentoring, Targeted Intervention & Personal Development

Sensory Circuits



Year **7/8**
21 participants



18 sessions



Werneth School



The school partnership officer worked in collaboration with the SEN department to run sensory circuit sessions for our neurodivergent students. The sessions run each Tuesday and Wednesday morning to allow students to regulate prior to the start of the school day. The students work through a sequence of physical activities to ensure they are alert, organised and calm. Benefits of sensory circuits include enhanced attention, development of motor skills, reduced anxiety and improvement of coordination.

Mentoring, Targeted Intervention & Personal Development

Sensory Circuits



Mentoring, Targeted Intervention & Personal Development

Sensory Circuits

Student Testimony

“During sensory circuits we do lots of different activities like bouncing the balls, bowling, egg and spoon balancing and lots more. At the end we do a calming activity, to help calm us down before lesson. My favourite thing about sensory circuits is the group I work with and the calming activity at the end. I think sensory circuits is helpful because it gets me ready for the day and uses loads of my energy before school starts. I really like the sessions.”

LJ Symes

Year 7

Mentoring, Targeted Intervention & Personal Development

Delivery Headlines

During term three...

Across **170** sessions, **35** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

75% of students engaged showed improved behavior, attendance and or positive relationships with key staff as a result of participation.

85% of students engaged reported an improved attitude to learning and/or school as a result of participation.

90% of students engaged reported improved resilience and/or mental wellbeing as a result of participation.

Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study

Bobbie Walsh Ashe

Bobbie Walsh Ashe was originally referred to the school partnership officer to improve reading age and positive relations within school. Bobbie's SEMH needs meant this rapidly led to the school partnership officer mentoring Bobbie throughout school. This includes one to one sessions, classroom support and providing Bobbie with a safe space and member of staff when she is struggling to regulate.

Throughout Bobbie's first and second term in high school she has received over **13** suspensions accumulating to twenty-three days out of education. Since work began with the school partnership officer Bobbie's suspensions have reduced by **70%**. In half term six she has reduced her behaviour points to **22** across the seven weeks averaging at **3** behaviour points per week in contrast to **15** high level behaviours resulting in internal suspensions and fixed term suspensions in term one and two.

Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study

Bobbie Walsh Ashe

Furthermore, in term three Bobbie was nominated by five members of staff for her improvement in behaviour and outstanding effort in lessons. This resulted in her receiving the senior leadership award from an incredibly impressed Mr Willis, our deputy headteacher. Staff across the board are astounded with the positive progress Bobbie has made across this academic year and now find Bobbie a positive role model for other students within lessons.

Bobbie Walsh-Ashe	7	MMU	What a SUPERSTAR in Art! Since moving into my Art class Bobbie has shown just how polite, kind and dedicated she is in this lesson. Last lessons her contribution to the study of Hudertwasser was outstanding. She was focused, answered questions and gave great suggestions during the discussion stage of the lesson. Well Done!	
Bobbie Walsh Ashe	7	KHI	An amazing dance lesson! Not only did Bobbie create an amazing dance battle performance for our street dance routine, she stood in front of the whole class as well as 3 members of staff and performed with confidence, something she wouldn't have done 3 months ago. It was so lovely to see her smiling and really engaging with her learning and responding to the positive praise. Dance Battle Queen of 2025!	DWI
Bobbie Walsh Ashe	7	APU	During a life learning lesson we were discussing how we feel like we belong in school. Bobbie said that Morris dancing makes her feel like she belonged. Bobbie then led the class to show them her morris dancing - the class were amazing and came together to support Bobbie. Bobbie then demonstrated support for other students when they shared their reasons for belonging. Bobbie also showed her Morris dancing to 6 staff at break time demonstrating confidence and maturity. Well done Bobbie!	DWI
Bobbie Walsh Ashe	7	KGS	Bobbie has demonstrated her Morris dancing, in front of 6 staff which was incredibly brave. She was amazing and so positive. She has been well mannered around school when I have seen her and feel a change in her behaviour should be acknowledged.	DWI
Bobbie Walsh Ashe	7	JRA	Such an amazing turn around in behaviour choices! Bobbie has been amazing in lesson and even when others are making poor choices, she stays focussed....so lovely to see. She is loving the praise and it is working wonders.	DWI

Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study Staff Testimony

“As the designated safeguarding lead, Bobbie has presented safeguarding concerns throughout the school year. At the beginning of the year, Bobbie would be reluctant to talk about incidents in her life, how she was feeling or engage in any intervention to support her. Since working with Amy, Bobbie has become more open with staff, she is able to build trust with key adults and has accepted support from external agencies. I truly believe that this is down to the hard work Amy has put in to support Bobbie and she has given Bobbie a sense of belonging at school. Bobbie's engagement in lessons has improved, she follows instructions from staff more consistently and ultimately presents as much more settled and content at school. The work Amy has completed and the relationship she has forged and improved Bobbie's school life immeasurably.”

Mrs Taylor
Assistant Headteacher



Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study Staff Testimony

“Bobbie has encountered numerous challenges during this academic year and has accumulated over 15 days of suspension within a single term, which resulted in a governors' panel where she and her mother were advised of the potential risk of permanent exclusion if her behaviour did not improve.

Amy was assigned to work with her as part of her role with the Manchester United Foundation and has collaborated intensively with Bobbie to promote positive behavioural development. This intervention has had a significant positive impact on her conduct and contributed to her being nominated for the Headteacher's Award by five individual staff members.

Recently, Bobbie has faced particularly difficult external circumstances. However, thanks to the ongoing support provided by Amy, she has avoided further suspensions and has maintained consistently high standards of behaviour. This progress reflects the dedication and effort Amy has invested in helping Bobbie build her confidence and resilience.”

Mr Willis
Deputy Headteacher

Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study Staff Testimony

“Amy has provided consistent positive support for Bobbie. Where Bobbie may face challenges engaging in classroom content Amy is able to support Bobbie in viewing the relevance of her learning and how this can help her. Bobbie previously struggled to form relationships with staff and as her main class teacher this was something that presented a significant barrier to learning. However, Amy has been able to support Bobbie in developing trust in adults and creating shared positive experiences to transform relationships with staff which has transformed her overall engagement with school. ”

Miss Pullar
Transition & KS3 SEND Lead

Mentoring, Targeted Intervention & Personal Development

Mentoring Case Study Student Testimony

"I started working with Amy because of my bad behaviour and because of how many times I got suspended. We started to see each other more because it was having a good impact and it made me look forward to school because I knew I was seeing Amy for one hour. Since working with Amy more I have started being good, I have been respectful to teachers, I listen to the headteacher more, I have 403 achievement points and I have won the senior leadership award from the deputy head teacher. I feel like I have people to talk to when things happen at home and Amy looks after me. My favourite thing about working with Amy is being praised for making good choices."

Bobbie Walsh Ashe
Year 7

Mentoring, Targeted Intervention & Personal Development

Attendance Intervention

This intervention was introduced in conjunction with school's attendance team. The intervention targets our students with an attendance between 85%-90% in term one aiming to maintain and/or increase the percentage attendance.

Twenty-two students engaged, eleven girls and eleven boys were selected for the intervention. Each week the girls and the boys battle for the highest average attendance.

The winning team are rewarded with fish and chips each Friday.

Mentoring, Targeted Intervention & Personal Development

Attendance Intervention

After completing the attendance intervention in term three...

60% of students had improved attendance.

60% of the boys have improved their attendance and **45%** of the girls have improved their attendance.

35% of the students have improved their attendance to exceed the national average.

90% is now the average attendance of the cohort.

Mentoring, Targeted Intervention & Personal Development

Attendance Intervention

Student Testimony

“I was picked for the attendance intervention to help my attendance and give me something positive to look forward to in school. If my group got the highest attendance that week, we got fish and chips takeaway. I liked the intervention and liked being rewarded for having good attendance. It made me want to come into school more so I could win.”

Jenson Braithwaite
Year 7

Enrichment



Foundation

Enrichment

Delivery Headlines

During term one...

Across **2** experiences, approximately **210** students were engaged in Manchester United Foundation enrichment activity.

100% of students to participate reported enjoyment of these activities.

100% of students to participate reported that they would like to attend another Manchester United Foundation enrichment activity in the future.

85% of students to participate reported an improved attitude towards school as a result of participation.

Enrichment

Army Activation Day



Year **7/8/9/10/11**
204 participants



5 sessions



Werneth School



Werneth School had the Army takeover physical education lessons for the day. Students experienced a variety of teamwork exercises and resilience building tasks. Students also had the opportunity to discuss Army careers with the staff in an interactive question and answer session.

Enrichment

Army Activation Day



Enrichment

Army Activation Day Student Testimony

"I took part in the army session during my lesson. We did lots of different team building tasks including having to reorder the numbered rings which we found difficult but when we started working as a team we managed to solve it. I really enjoyed the session and it helped me get to know people in my team, that I wouldn't normally speak to in school. It was really fun meeting the staff from the army and it was a great session."

Brooke Poulter
Year 7

Enrichment

Chill Factore Trip



Year 7

6 participants



1 session



Chill Factore



To celebrate Christmas with our most deserving students, the Manchester United Foundation hosted celebrations at the Chill Factore. Students had the opportunity to experience their very first ski lesson and spent time on the snow park with the downhill donuts and the ice luge.

Enrichment

Chill Factore Trip



Enrichment

Chill Factore Trip Student Testimony

"I got invited to the Chill Factore for the Manchester United Foundation Christmas party. I was difficult, when I was told about the trip because I have always wanted to do skiing and have never had the chance. We went on the snow park first which was really fun even though I managed to fall off the sled every time. After that we did the skiing lesson which was difficult but I found it really fun anyway. I would love to go back to the Chill Factore again, I had an amazing day."

Enzo Morrissey
Year 7

Enrichment

Delivery Headlines

During term two...

Across **4** experiences, approximately **50** students were engaged in Manchester United Foundation enrichment activity.

100% of students to participate reported enjoyment of these activities.

100% of students to participate reported that they would like to attend another Manchester United Foundation enrichment activity in the future.

85% of students to participate reported an improved attitude towards school as a result of participation.

Enrichment

Premier League Inspires Trip



Year 9

5 participants



1 sessions



Old Trafford Stadium



Students partaking in this years Premier League Inspires challenge had the opportunity to present their action plan to a panel of expert judges and approximately one hundred peers also partaking in this year's challenge. The experience highlighted the groups confidence and ability to present to a large number of people. Skills that can be replicated in future life and careers.

Enrichment

Premier League Inspires Trip



Enrichment

Premier League Inspires Trip Student Testimony

“We attended the Premier League Inspires heat at Old Trafford to present our equality project to other schools and the judging panel. I think our group did really well at presenting to over seventy people across the day. Before we presented, the group was nervous to deliver to so many people, however, we got more confident through the day and it went really. The feedback from our audience was really positive and they seemed to enjoy our presentation and ideas. We also had the opportunity to go down to the pitch to take pictures and met Amelia Oldroyd, an U21 player for Manchester United Women’s. I got to ask her one question during the Q&A session. The session was really interesting and inspiring as a young female football player. We had a really good day.”

Katie Brockett
Year 9

Enrichment

Army Activation Day



Year **7/8/9**
18 participants



4 sessions



Werneth School



Werneth School had the Army takeover physical education lessons for the day. Students experienced a variety of teamwork exercises and resilience building tasks. The Army also worked with the students on a science, technology and engineering project whereby students had to work a team to create a vehicle to go around a course. Students came into their own with this project with each team leading the group to success. Students gained communicative skills, alongside leadership and teamwork.

Enrichment

Army Activation Day Student Testimony

“When the army came into school on the strike day we did lots of fun activities. The activities were difficult and taught us team work and team effort. We had to build a vehicle to carry weight around the obstacle course. My team made a mower looking machine to carry the weight to the end of the course. My team won the challenge. I had a really good day and felt like I learnt how to talk to people and work in a team.”

Chase Jobling
Year 8

Enrichment

Life Skills & Enterprise Day



Year **7/8/9**
27 participants



5 sessions



Werneth School



Werneth School had the Manchester United Foundation life skills department host sessions on one of the school strike action days. Students worked alongside Manchester United Foundation staff to create a business model for a product or service that Manchester United could offer. The enterprise sessions required students to consider finance, marketing and customer satisfaction elements of business. The students later delivered their business models to a panel of judges. The sessions developed students' creativity, confidence in their oracy and teamwork.

Enrichment

Life Skills & Enterprise Day Student Testimony

“On the life skills day we created a business plan for Manchester United. My business model was Manchester United Carpets, which sold icons, custom prints and current and past players carpets. I planned items to be sold, designs, pricing and how much it costs and how much profit we can make. I had to present my idea to the rest of the group with Ryan from the Manchester United Foundation. I learnt how to make a business and how to consider sustainability, profit and everything else for a business. I really liked the day and winning the Manchester United shirt was really good.”

George Edwards
Year 8

Enrichment

Manchester United Cyprus Holiday



Year 9

1 participant



5 sessions



Limassol, Cyprus



The Manchester United Foundation's high school department hosted their first overseas trip to Cyprus. One of our deserving students, Libby Hough, was invited on the trip. The students had five action pack days of activities including high ropes, padel, sunbathing, swimming in the pool, cinema night, trip to the Royal Air Force camp, riding and feeding the camels and watching the Manchester United match with the Cyprus supporters club.

Enrichment

Manchester United Cyprus Holiday



Enrichment

Manchester United Cyprus Holiday Student Testimony

“The most amazing trip I have ever been on. Finding a favourite moment is really tough because everything was so interesting, enjoyable and fun. My highlights include sitting in the typhoon, the high rope park and feeding the camels. I also really liked getting to shoot water out of the fire engine at the Royal Air Force camp. I got along really well the other students and staff and the whole experience was a one in a lifetime opportunity. It is so hard to put into words, but the trip was the best thing ever. Also, seeing myself on the Manchester United Foundation Instagram and getting to do interviews for the social media content was really fun.”

Libby Hough
Year 9

Extracurricular



Foundation

Extracurricular

Delivery Headlines

During term one...

Across **30** sessions, **110** students engaged in Manchester United Foundation extracurricular activity.

Collectively, Manchester United Foundation extracurricular clubs generated **40** hours of student participation.

100% of students to participate reported increased activity levels.

Extracurricular

Holiday Clubs



Year **7/8/9**
65 participants



9 sessions



Werneth School



The school partnership officer ran two holiday clubs in the 24/25 season, in early August and October half term. Students had the opportunity to play wide range of sports such as badminton, cricket, football, dodgeball, tennis and much more. During the summer holiday club students even had the opportunity to take part in the water fight. The holiday club engaged students across year seven to year nine in a range of sports and activities, with additional help from year ten students.

Extracurricular

Holiday Clubs

Student Testimony

"I attended the holiday camp in the summer with Manchester United Foundation. We played basketball, football, badminton, cricket, softball and many more sports. We even had a water fight because the weather was so good. I really liked going to the camp because it broke up the long six-week holidays and it meant I got to see my friends whilst doing something worthwhile."

Alex Hilton

Year 9

Extracurricular

Girls Football



Year **7/8/9/10/11**
45 participants



25 sessions



Werneth School



The school partnership officer hosted girls football sessions weekly in the 24/25 season. The school partnership officer also played a role in collaboration with the physical education department, in getting students involved in competitive football across Stockport. This year the school partnership officer has arranged for inspiring guest coaches to run sessions in order to maintain attendance and ensure students are gaining new skills and footballing experiences.

Extracurricular

Girls Football



Extracurricular

Girls Football Testimony

"I attend girls football every week after school, alongside street reds. I really like coming to girls' football because I get to play with my friends and have fun doing my favourite hobby. I really like competing against other schools in Stockport and working as a team with the girls. Amy makes training fun and accessible for girls of all abilities."

Olivia Lumsdon
Year 11

"I joined girls' football because I wanted to experience a new activity with my best friend. I really like playing matches and scoring goals. I am really glad I have the opportunity to play football because it improves my mental health and has helped me gained confidence on and off the pitch. I also like improving my skills each week. Amy inspires me and encourages me to do better."

Chloe Kennedy
Year 11

Careers & Pathways



Foundation

Careers & Pathways

Delivery Headlines

During term one...

Across **2** sessions, **13** students engaged in Manchester United Foundation careers and pathways opportunities.

100% of students to participate reported enjoyment of these opportunities.

80% of students to participate reported greater knowledge and awareness of career opportunities as a result of participation.

80% of students reported improved aspiration as a result of participation.

Careers & Pathways

Gatsby Benchmarks

During term one...

Additionally, as part of the sessions attended...

7 students had an encounter with an employer and/or employees.

6 students were exposed to further and/or higher education establishments and/or staff.

13 students took part in STEM events.

Careers & Pathways

Cyber First Girls Activation



Year 8

8 participants



1 session



Old Trafford Stadium



Werneth School attended the Cyber First girls activation event in October. Students worked with companies such as GCHQ, KPMG and the National Cyber Security Centre. Students used coding to solve cases, worked with robots and learnt to create and replicate AI generated images.

Careers & Pathways

Cyber First Girls Activation



Careers & Pathways

Cyber First Girls Activation Student Testimony

"I went to the Cyber First girls activation day. We took part in lots of technology tasks like coding, using artificial intelligence and remote control programming. My favourite task was the artificial intelligence task where we had to create images similar to the example, we won that task. I now have a better idea of careers in the cyber space and had a really good day."

Morgan Hardie
Year 8

Careers & Pathways

University of Manchester Girls Event



Year 8

6 participants



1 session



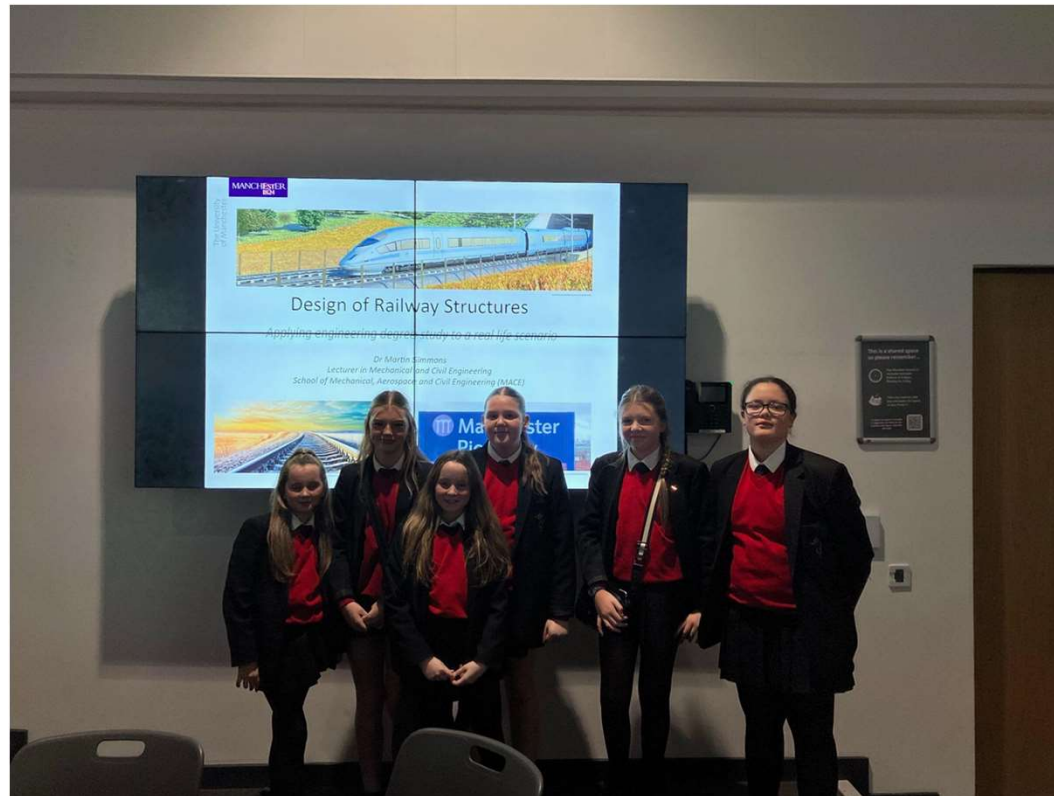
University of Manchester, Engineering Building A



Werneth School attended the STEM activation day at University of Manchester. In the first session, students were tasked with designing and building their own rocket. Team Werneth came first out of five other partner schools.

Careers & Pathways

University of Manchester Girls Event



Careers & Pathways

University of Manchester Girls Event Student Testimony

"I attended the Manchester University STEM day. We had to design and create our very own rocket. The aim was to see which rocket went the furthest. We won the competition with our rocket 'Ryanair'. I really liked that task and felt it went really well for our team. In the afternoon we designed and created a railway structure which wasn't as successful but was really fun. I liked being at the university and it gave me a glimpse of university life. I enjoyed the day and would love the opportunity to visit the university again."

Brooke Pattison
Year 8

Careers & Pathways

Next Move GMP Careers Event



Year **10**

6 participants



1 session



International Suite, Old Trafford Stadium



Werneth School attended the Next Move GMP Careers Event in conjunction with the Manchester United Foundation. Students had the opportunity to discover numerous different departments and roles within Greater Manchester Police. Students worked with response officers, custody sergeants, the forensic crime scene investigation department and much more. The day offered insight into the force and allowed students to appreciate the vast variety of careers within the police.

Careers & Pathways

Next Move GMP Careers Event



Careers & Pathways

Next Move GMP Careers Event Student Testimony

“I was invited on the trip because I have thought about being a police officer in the future. We met people from lots of different job roles in the police including response police officers, crime scene investigation, detectives and custody officers. My favourite part of the day was working with the response officer because I got to try the police uniform and learn more about stop and search procedures and the acronym GO WISELY. The day showed me the variety of careers I could follow in the police and I had fun.”

Phoebe Perrin
Year 10

Manchester United Football Club Engagement



Foundation

Manchester United Football Club Engagement

Delivery Headlines

During term one...

Across **4** experiences, **10** students engaged in activity which provided direct exposure to Manchester United Football Club staff and/or facilities.

100% of students to engage reported enjoyment of Manchester United Football Club experiences.

100% of students to engage reported feeling like part of the football club and its community of supporters at the end of their experience.

100% of students to engage reported feeling inspired by Manchester United Football Club experiences.

Manchester United Football Club Engagement

Ball Assistant

Manchester United Foundation partner schools are offered the opportunity to appoint a Ball Assistant for each football season. Each year ten student was given the opportunity to apply for the role and following an application form and interview process.

The successful applicant for this season was Sam Porteus in year ten. Sam produced an incredible application and presented himself in a mature and responsible fashion in her interview.

Sam will be representing Werneth as Ball Assistant for the 2024/25 season at Old Trafford and other Manchester United sites for first team, youth and women's team games.



Manchester United Football Club Engagement

Ball Assistant Student Testimony

"I got picked to be ball assistant after completing the application form and the interview. I wanted to be ball assistant because I wanted to be involved in the football club I support and I felt it would give me experience with having responsibility and a commitment. The best part of being ball assistant is the interactions with both home and away players. I got the chance to speak with Tom Heaton at my last match which was an amazing experience. I am so grateful for the role because it also gives my grandad the opportunity to see me doing something amazing and of course watch his favourite team play. Through the role I have learnt responsibility, I feel I have gained some initiative and insight into the workings of a professional football team on match day."

Sam Porteus
Year 10

Manchester United Football Club Engagement

Flag Bearing Experience

During term one, the school partnership officer and seven participants received invitation to hold the Europa League flag on the pitch for the Manchester United v FC Twente match.

Prior to flag bearing, participants had the unplanned once in a lifetime opportunity of meeting Sir Alex Ferguson. Sir Alex Ferguson shook each and every students' hands and has given them a memory they will never forget.

The participants loved flag bearing and had the most incredible experience. Watching the game afterwards was a brilliant added bonus.



Manchester United Football Club Engagement

Flag Bearing Experience Student Testimony

"I got picked to be a flag bearer at the Manchester United v FC Twente match. Whilst waiting to go out on the pitch Sir Alex Ferguson and Steve McLaren unexpectedly walked down the old player's tunnel. Sir Alex shook our hands as he walked through. It was an amazing experience and a once in a lifetime opportunity that I won't ever forget. We also got to watch the game afterwards in really good seats. I really appreciated the whole experience."

Alfie Wood
Year 10

Manchester United Football Club Engagement

DXC Half Time Penalties Experience

During term one, the school partnership officer had the opportunity to invite two deserving students to the Manchester United versus Chelsea match in November.

Students received tickets to the game and the incredible experience of taking penalties on the iconic Old Trafford pitch at half time of the match.

"I was selected to watch the Manchester United v Chelsea FC game with my cousin and our families. After the first half of the match a member of staff took us down to the pitch so we could take penalties against Fred The Red. My cousin Riley took the first penalty and missed but I scored first time, I was very shocked but so happy. I found the experience amazing, my dad and brother said it was the best experience they have ever had."

Kyran Anten
Year 7

Manchester United Football Club Engagement

Women's Team Engagement Day

Towards the end of term one, two lucky Werneth students were nominated to meet the Manchester United Women's first team.

Students met Grace Clinton, Leah Galton, Jayde Riviere and Evie Rabjohn. The girls played a series of games with the players and had the opportunity for pictures and for having kit signed.

This was a once in a lifetime opportunity for two incredibly deserving students.



Manchester United Football Club Engagement

Women's Team Engagement Day Student Testimony

"I was chosen to take part in a what we thought was a student voice day. It turned out to actually be a player meet and greet that our school partnership officer had nominated us for. When I met the player's it was a very big surprise, it was a surreal, fun and amazing experience which I really enjoyed and was very grateful to do."

Libby Hough
Year 9

Manchester United Football Club Engagement

First Team Engagement Day

Werneth School received the once in a lifetime opportunity for six of our students to meet Manchester United first team players.

Students had the privilege of meeting Mason Mount, Amad Diallo, Noussair Mazraoui and Rasmus Hojlund.

The players took part in football drills with the students, offered words of advice to our budding footballers and made the day one to remember.



Manchester United Football Club Engagement

First Team Engagement Day



Manchester United Football Club Engagement

First Team Engagement Day Student Testimony

“I was picked to meet the first team players because I am good in school, involved in school sport and a massive Manchester United fan. We met Mount, Diallo, Mazraoui and Hojlund. My favourite part of the day was being able to show the players my football skills and get signatures and pictures. Mount said I’ve got good shooting and that was the best thing to hear ever. It was a once in a lifetime opportunity and I am really grateful.”

Lucas Mallinson
Year 8

“We did a training session with Mount, Diallo, Mazraoui and Hojlund. Amad Diallo said I was a really good player and I was buzzing. Meeting the first team players and getting pictures and signing shirts was amazing. The whole experience was brilliant.”

Teddy Sherwood
Year 8

Sustainability



Foundation

Sustainability

Delivery Headlines

During term one...

Across **1** sessions, **5** students engaged in Manchester United Foundation sustainability activity.

100% of students reported improved awareness of – and passion for – the local environment and planet as a result of taking part in sustainability activity.

100% of students reported improved knowledge or new skills as a result of taking part in sustainability activity.

Sustainability

Eco Reds



Year 7

5 participants



1 session



Old Trafford Stadium



Werneth School attended the Eco Reds Launch Event for the 24/25 season. The event consisted of four workshops. The workshops gave students an opportunity gain insights, awareness, and ideas to bring back to schools and the local community as MU Foundation Eco Reds.

Sustainability

Eco Reds



Sustainability

Eco Reds

Student Testimony

"I went to the Eco Reds launch event in September. We looked at the Manchester United kits and learnt how they were made to be sustainable. We had workshops with Manchester United, Adidas and University of Manchester all based on sustainability and helping the environment. I had a good day and learnt a lot about how to look after our planet day to day."

Sophia Thorpe
Year 7

Curriculum Delivery



Foundation

Curriculum Delivery

Delivery Headlines

During term one...

Across **10** sessions, **10** students engaged in Manchester United Foundation curriculum delivery.

Collectively, students were engaged for **10** hours.

100% of students to participate reported an improved attitude towards school and/or learning as a result of participation.

100% of students reported improved knowledge and/or new skills as a result of participation.

Curriculum Delivery

KS3 Employability



Year 9

10 participants



10 sessions



Werneth School



The aim of the intervention is to highlight the desirable attributes that increase a person's employability and interpersonal skills. Students engaged in ten sessions across term one and each student found the intervention fun, interactive and most importantly valuable in supporting their development as young people.

Curriculum Delivery

KS3 Employability Student Testimony

“During term one, I attended the employability and life skills sessions with Ryan. We learnt about different career paths, how to increase our employability, managing money and communication skills. I really liked the group tasks and games we did with Ryan as it made even boring work really fun. I really liked the intervention.”

Joshua Kay
Year 9

Curriculum Delivery

Delivery Headlines

During term two...

Across **15** sessions, **17** students engaged in Manchester United Foundation curriculum delivery.

Collectively, students were engaged for **15** hours.

100% of students to participate reported an improved attitude towards school and/or learning as a result of participation.

100% of students reported improved knowledge and/or new skills as a result of participation.

Curriculum Delivery

Premier League Inspires



Year 9

5 participants



10 sessions



Werneth School



Werneth students set out to tackle this years Premier League Inspires challenge of gender equality in football. Students used creativity, organisational and interpersonal skills to formulate and plan activities to boost gender equality in the sport. Throughout the sessions the students showed teamwork, independence and determination to make change.

Curriculum Delivery

Premier League Inspires



Premier League Inspires Challenge

This Is Everyone's Game



GIRLS WITH G♀ALS

The Girls With Goals Legacy

Equal Ball For All Tournament

The girls with goals have organised a football tournament for our local primary schools.

To continue our legacy, we are going to host this tournament once a term.

Girls Only Football Sessions

At Werneth School, we have girls only football sessions every monday night. This academic year we have more than 50 girls signed up.

We hope to continue this initiative to further increase female engagement.

Girls With Goals Podcast

The podcast outline involves our group answering real life worries and offering encouraging advice to girls at all levels of football.



GIRLS WITH G♀ALS



Foundation

Curriculum Delivery

Premier League Inspires Student Testimony

“Within our Premier League Inspires project we planned to run a primary school tournament, record a podcast for females in football and generally promote gender equality in the sport. Whilst planning the project I feel like I learnt planning skills, communication and teamwork with my group. I liked being a part of a project for something so powerful. The sessions with Ryan were really fun and helped me to form new friendships within the group. The whole group gained confidence, especially when we had to present the project to other students and the judging panel, and we all enjoyed seeing the work other groups had planned.”

Libby Hough
Year 9

Curriculum Delivery

Young Leaders



Year **7/8/9**
12 participants



5 sessions



Werneth School



The Manchester United Foundation hosted the young leaders award for select students across year seven, eight and nine. Throughout the day students gained valuable skills for life such as leadership, teamwork and communication skills.

Curriculum Delivery

Young Leaders Student Testimony

“On the training day, we did lots of activities and fun games with the Manchester United Foundation staff. To get the qualification we had to create and plan our own session for a sport of our choice. My group planned “King & Queen Dodgeball” which helps people learn to work as a team. We delivered the session to the rest of the group, and we took part in their sessions. I was given Manchester United kit and tickets for my hard work. I really liked the Young Leaders day and would love to do something like this again.”

Brooke Williams
Year 7

Ofsted Criteria



Foundation

Evaluating behaviour and attitudes

272. The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

273. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom having a strong focus on attendance and punctuality so that disruption is minimised
- developing pupils' motivation and positive attitudes to learning, as these are important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education

- Mentoring, Targeted Intervention & Personal Development 11-17

Ofsted School inspection handbook, July 2022, pages 55-60

Evaluating personal development

291. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life.

292. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.

293. This judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils’ personal development. These include how the school:

- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils’ understanding of the protected characteristics and how equality and diversity are promoted
- develops pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- develops pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- supports readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance

- Mentoring, Targeted Intervention & Personal Development 11-17
- Mentoring, Targeted Intervention & Personal Development 11-17
- Extracurricular 24-29
- Careers & Pathways 30-36
- Curriculum Delivery 51-54

Ofsted School inspection handbook, July 2022, pages 60-65

Evaluating personal development

302. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

- **Mentoring, Targeted Intervention & Personal Development 11-17**

303. Provision for the cultural development of pupils includes developing their:

- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

308. In assessing a secondary school's personal development offer, inspectors will assess the quality of careers provision and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work

- **Careers & Pathways 30-36**
- **Curriculum Delivery 51-54**

Ofsted School inspection handbook, July 2022, pages 60-65

“Amy has had a phenomenal impact on multiple year 11 pupils and the support and mentoring she has given to them during the academic exams season has been invaluable. Amy has had a tough group of year 11's to mentor who have various difficulties going on in their personal lives and also find academics very difficult. Amy has been on hand to meet with pupils, reset them, helping them to focus and delivered them to their exams. These pupils have been given a greater opportunity to achieve their GCSE's as a direct result of Amy's outstanding support.”

Sinead Rutherford
Year 11 Inclusion Manager

“Amy makes a huge difference to the students that she works with. Over the last few months I have seen Bella Fraser's confidence and social interactions improve as a direct result of Amy's interventions. Bella now actively seeks to gain positive feedback from staff and has been very proud of her reports.”

Mrs J Nevin
Teacher

“Amy Hurdiss' work has had a great impact in Werneth School and has represented the Manchester United Foundation positively. Amy works particularly well with students who often present challenging behaviour and struggle to access education, monitoring their progress and encouraging them to make better choices and succeed. Furthermore, our general population of students also like to check in with Amy and communicate with her as a positive role-model.

Amy has had a noticeable impact on our students' outcomes, who are often keen to check in with her in their time of need, or even just to show her how well they have been doing in school. Amy always gives students her time and the positive feedback in which they seek. Amy has indirectly supported the Pastoral Team in which I work within and has been a great commodity to Werneth School.”

Rick Ward
Pastoral Team

“Over the past two years I've worked at Werneth, Amy Hurdiss has consistently come to my aid with some of our most challenging students. She has been an incredible support to many troubled young people in our school community, offering guidance, empathy, and structure when they need it most.

Amy is like a steady presence - almost like the ‘Pope’ of the school - respected and trusted by students and staff alike. Her ability to turn around student behaviour is remarkable. It’s clear that it isn’t always easy, but she devotes an extraordinary amount of time and effort into building strong, meaningful relationships with those who need it most.

She is a vital part of Werneth. Without her mentoring, many of these students would struggle significantly more each day. With her support, they are better able to cope, which in turn positively affects their behaviour in lessons. It’s a win for everyone - students, teachers, and the wider school community.”

Jennie Wolstenholme
Teaching Assistant

“Amy has demonstrated outstanding commitment and skill working closely with a small group of students, both in a 1:1 and small group capacity, to support their ongoing SEMH needs. Through consistent and compassionate engagement, she has built strong, trusting relationships with the students, creating a safe and supportive environment that has enabled them to thrive. As a result of their targeted intervention and tailored approach, there has been a noticeable improvement in the students' attendance, as well as steady progress in their academic attainment.

Amy's dedication and ability to connect with each student on a personal level have made a meaningful difference to their school experience and long-term wellbeing.”

Sara Burke
SENCO

“Amy, without you Bella would not have anyone to go to to calm down and regulate her sometimes giddy emotions. She has responded well to your report and loves praise she gets and is always keen to go and see you to show off her report.

I genuinely believe Bobbie would have been permanently excluded by now if it wasn't for your interventions, every single day. You have spent so much time effort and guidance with her. Bobbie does what she wants but you have more influence on her than all her staff here.

Maisie is a lovely pupil who needs a lot of listening to and understanding and knowing someone is on her side. Amy you have provided her with that listening ear but also guidance of adjusting her behaviours too.

Connor started off the year well, then became very disruptive and is now back to being lovely to teach. He always gives me his report, he always wants to show Amy his report. He accepts if he is late and the consequence of that. Connor again, needed someone to listen to him - he has a lot to say but we cannot provide that essential one to one time with him. Amy, I feel you have helped Connor's behaviour improve and not worsen which could easily have happened.

Jenson Braithwaite - Jenson was moved into my History class and I was not happy as it already has some tricky characters. Jenson being on the report keeps him focused and I've never had a problem with him. He is keen to do well and get praise from you.

This shows that these pupils you have intervention with, have respect for you Amy, they appreciate your care. They want to do well on your report and are always keen to show it to you, but they also have someone to listen to them, who is firm and fair. You go over our school rules and help them see the boundaries they need to adhere to but are so supportive at the same time and mentoring them has definitely had an impact on them emotionally and mentally and in their personal lives too. Thank you Amy for supporting Werneth and these pupils. You are invaluable to us."

Karen Cathcart
Teacher

“Amy has been able to foster outstanding positive relationships with Year 7 students this year, they see her as a fantastic role model who portrays the school values on a daily basis.

Some students that Amy mentors can be challenging within a classroom environment, every student that Amy has come across has improved in way, shape or form. Whether this be to do with their emotional regulation or academic motivation.”

Will Mairs

Year Achievement Leader Y7



Foundation

Thank you
For more information visit mufoundation.org