



Foundation

Werneth School
End of Year Impact Report
2019 - 2020

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Mentoring



Mentoring League

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 League

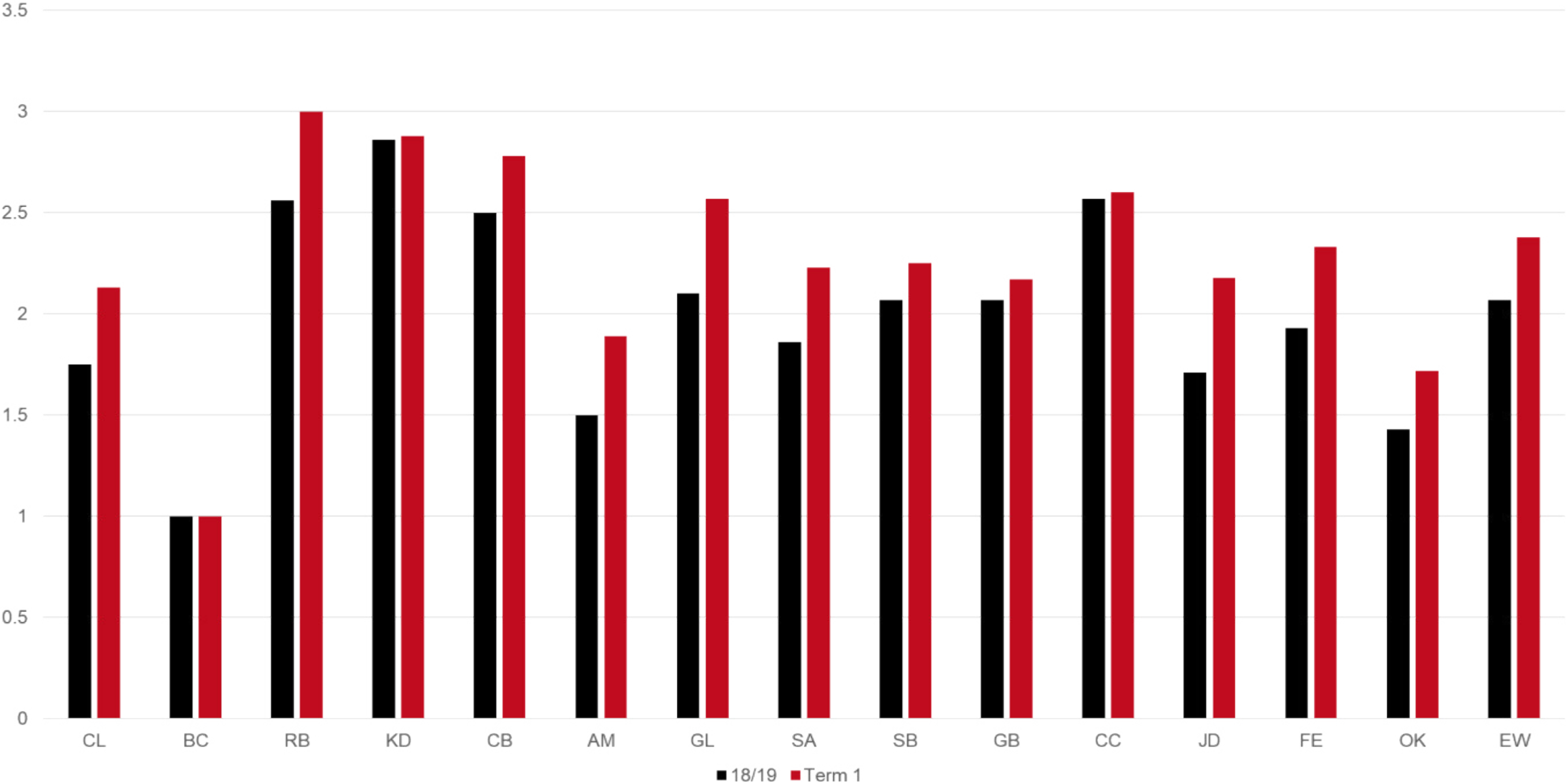
- The **mentoring league** has been set up where the individual students are challenging against one another on a weekly basis to see who can collect the most points based on their **challenges set (arrive to lessons on time, complete all class work, acceptable behaviour)** for the week.
- The points 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 **20** students over the first term of the academic year on the **Mentoring programme**.



Position	Name	Points
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Mentoring Impact

- Of the 'Mentoring' students taking part in the programme in Term 1 and 2, **14 improved** their average 'Attitude to Learning' (ATL) score, and **1** stayed the same, in comparison to their end of academic year 18/19 reports



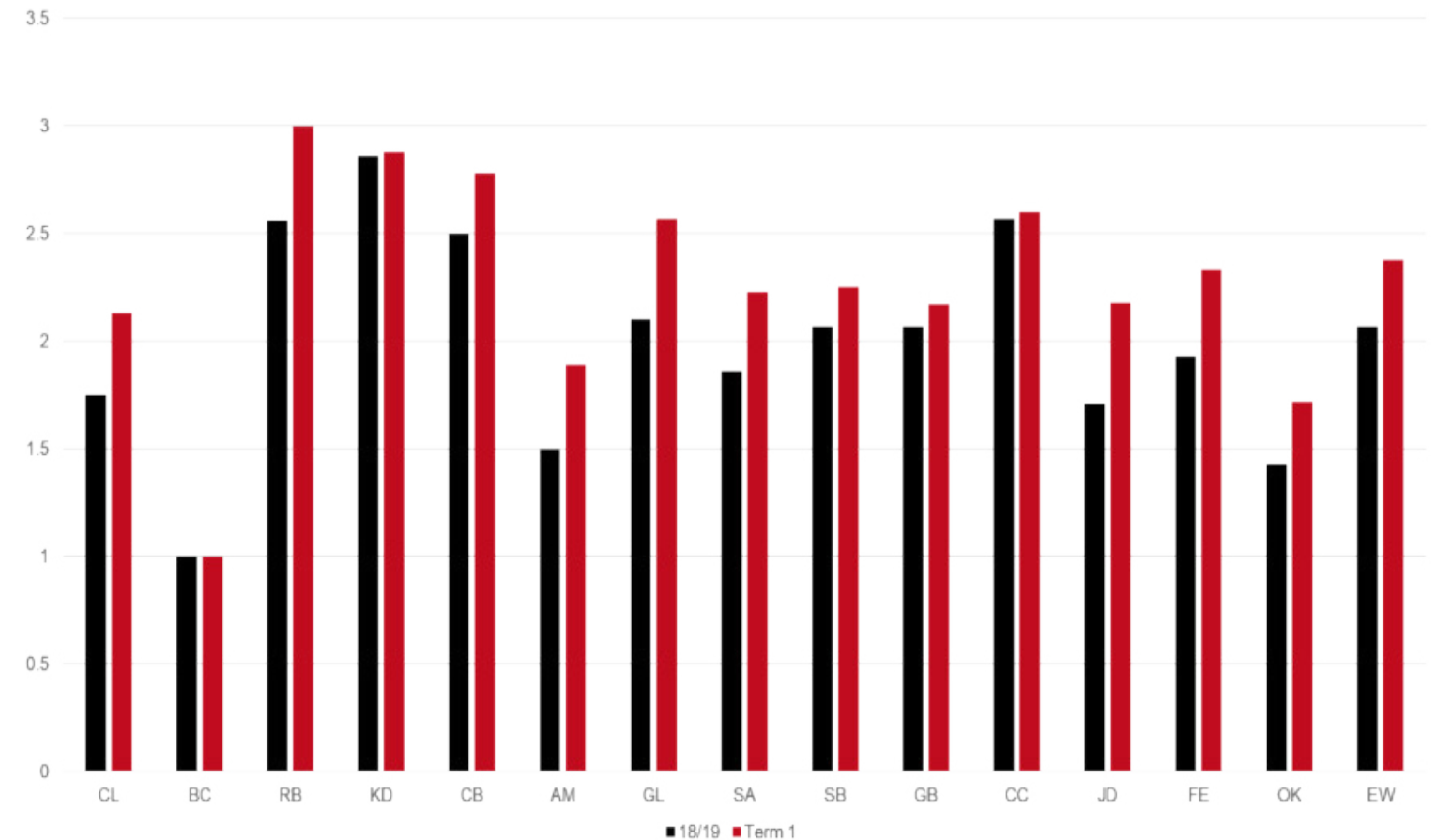
This is a:
75%
Increase in
'ATL'
scores,
across
School.



Mentoring Impact – Stand Out Impact

Stand Out Facts;

- **75%** Increase in 'ATL' scores for the 14 achieving mentees, across School curriculum.
- **Point 0.5** Increase in 'ATL' for *JD*
- **Point 0.4** Increase in 'ATL' for *RB, AM, SC and FE*.
- BC remained the same and we are looking for improvement over the next 2 Terms (5% of the group)
- 4 students didn't improve (20% of group)



Year 8 Mentoring Impact – Subject Analysis ‘Academic’ Impact

- Sophia has improved in 6 subjects academically, based on Aut 2 data
- Sam has improved in 6 subjects academically, based on Aut 2 data
- Grace has improved in 4 subjects academically, based on Aut 2 data
- Charlie has improved in 3 subjects academically, based on Aut 2 data
- Bobby has improved in 1 subject academically, based on Aut 2 data
- Oscar has not made any progress
- Joe is on target for all subjects
- Abi has improved in 4 subjects academically, based on Aut 2 data
- Obie has improved in 5 subjects academically, based on Aut 2 data
- Noor has improved in 5 subjects academically, based on Aut 2 data
- Tom has improved by 1 subject academically, based on Aut 2 data
- Olivia has improved in 5 subjects academically, based on Aut 2 data
- Ethan has improved by 6 subject academically, based on Aut 2 data



Year 8 Mentoring Impact – HOYs Statements

Sofia	The intervention has had a positive impact on Sofia. Her behaviours have reduced and she has a more positive attitude on the whole
Molly	Molly has improved this term in terms of her application to the learning and we expect her ATL to improve
Samuel	Sam has struggled to make the right choices during social times on occasion which PMG has been working to improve with him. He has however made a positive change in his attitude towards most lessons and engaged well with the process
Grace	Grace has been applying herself to her learning. She has struggled with her punctuality and her friendships which have had an impact on the effectiveness of the intervention delivered by PMG as he has no control over the external factor of friendships.
Tyler	Tyler's attitude to learning is positive and we will hopefully see this improve
Oscar	Oscar has had a varied attitude over the term. He did make some poor low level behaviour choices over a three week period however through the work conducted by PMG and the pastoral team he has managed to start to change this trend
Joseph	Joe has thrived through the programme. He has grown in confidence, his attitude towards school is a lot more positive and this is having a positive impact on his learning.



Year 8 Mentoring Impact – HOYs Statements

Obie	Obie is a work in progress and still gets things wrong at time however the number of low level incidents for Obie have reduced alongside the number of after school detentions
Noor	Noor has become more open since working with PMG and PMG is starting to unpick where his behaviour choices are coming from. This has led to a reduction in behaviour logs
Eve	Eve had been reluctant to talk about the reasons that drive her poor attitude to learning in some subjects however through the intervention Eve is now becoming more open and willing to unpick the issues she is having in school. This is an ongoing process that will have a more long term impact.
Olivia Rose	Olivia is doing well. She has reduced the amount of low level incidents she is having and also the amount of friendship issues she was having
Ethan	Ethan is improving regularly and is benefitting from the continue intervention of PMG.

Case Study - RB

Rhea is a current Year 11 student, leaving school this summer.

Rhea was identified to the SPO as a disengaged student and since the start of Year 9 has consistently worked closely with and been mentored by the SPO.

Below is the impact the MU Foundation has had on Rhea during her time at Werneth in her own opinion;

What have you been involved with through the MU foundation?

Since working with the Foundation I've had many once in a lifetime opportunities. I've had a pitch day at old Trafford where I had the chance to play an 11 aside match with other schools, I got to meet new friends and learn to adapt to having new team mates and learn how they work.

I've also took part in many other events taking place at the ground, a lot of these where to help with my future and career opportunities.

A day I'll never forget is when I was given the chance to carry out the European cup for the treble reunion which was an amazing experience, you got see how all different crews work behind the scenes in a match day to make sure everything goes to plan. Whilst Volunteering at the Foundation I've also had the chance to meet many Manchester United players.



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Case Study - RB

What impact us the MU foundation had on your school life/ future aspirations?

For me the Foundation has played a massive part in my school life, the Foundation was first introduced to me when our school gained our first hub officer (Phil) at this time I was in Year 8.

Phil worked with me as a mentor as in school I used to struggle with my school work and behaviour.

Having that person that I could talk to and reflect with helped massively. We used sports and coaching as a release, we also had chats to look at the positives for the day ahead, this allowed me to have chance to calm down and return Back to my lessons with the right mentality and behaviour.

Later on in my school life I was introduced to the “Street Reds” program, I’ve always had an interest in football but didn’t know how I could use leadership within the sport. This is where Phil allowed me to volunteer on a Friday night coaching a small group of children, I loved the idea of becoming a coach using this as a distraction from other issues that I was experiencing really helped.

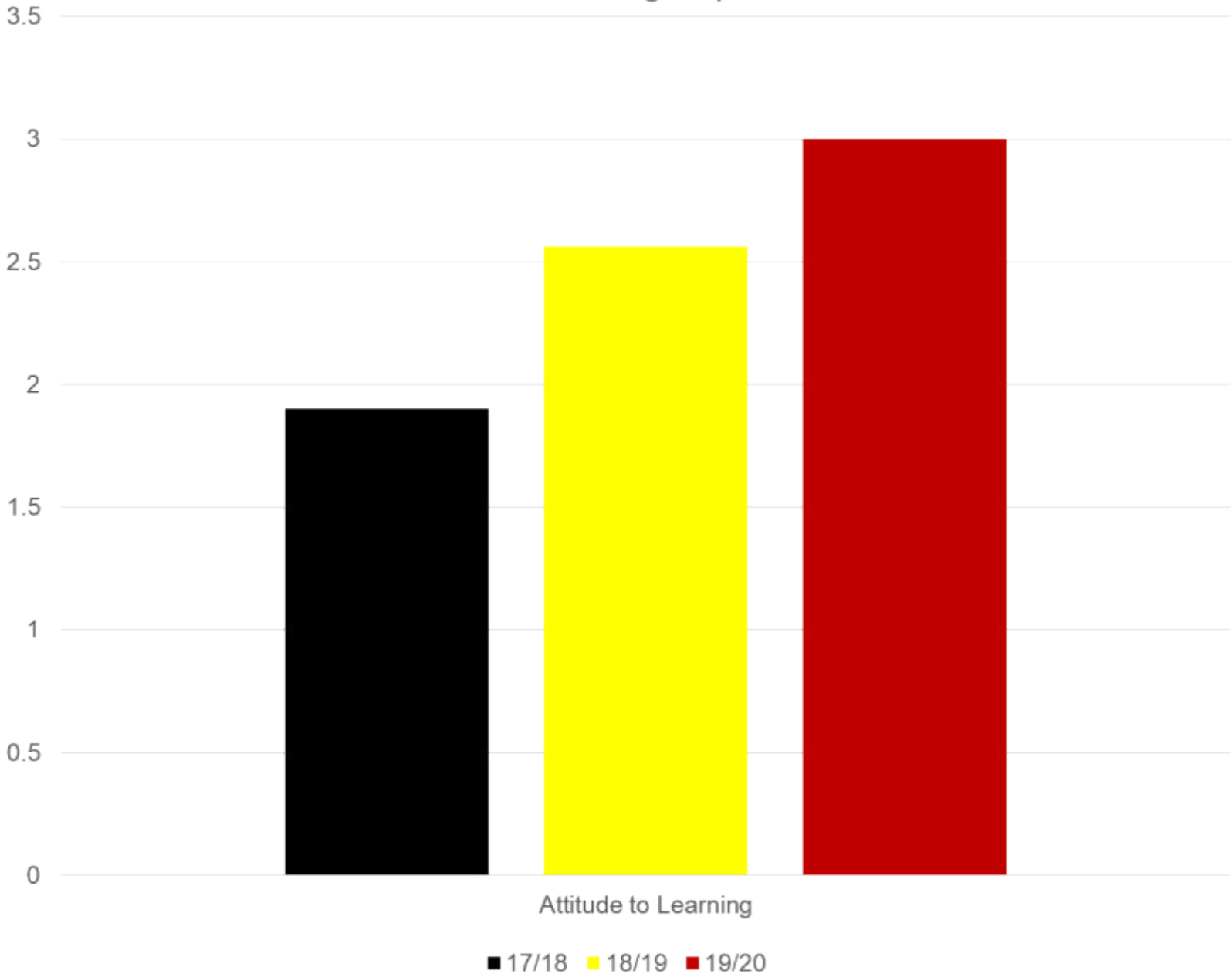
I gained so much confidence and worked on myself as an individual.



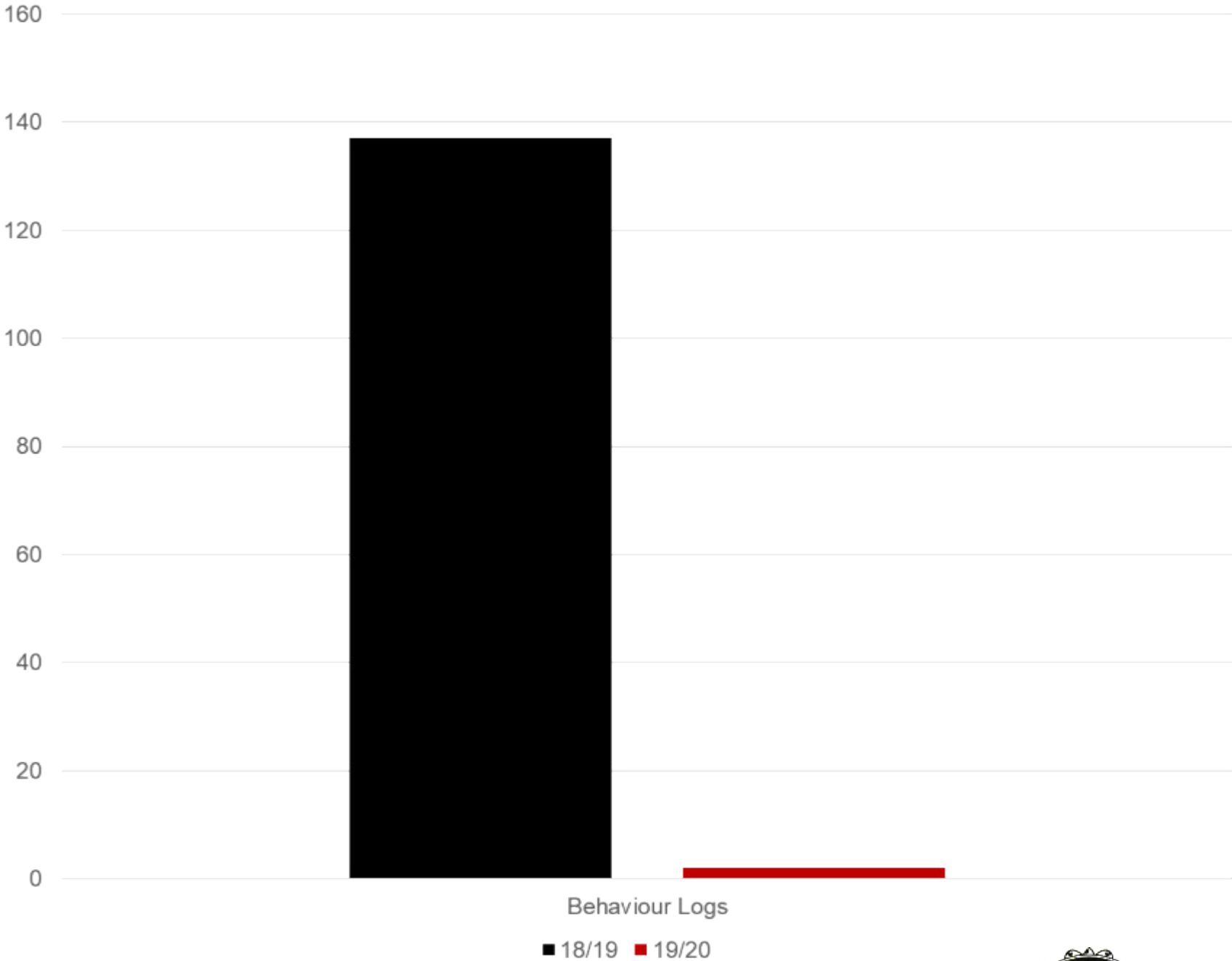
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Case Study – RB

Attitude to Learning Improvements



Behaviour Logs Improvements



Case Study - KD

Katie is a current Year 11 student, leaving school this summer.

She has worked closely with the Schools Partner Officer since the start of Year 10.

Below is the impact the MU Foundation has had on Katie during her time at Werneth

What have you been involved with through the MU Foundation?

For the past few years I have been involved in many events with MU Foundation for example, sports leaders, primary events, football tournaments (primary school) ,university trips, Friday night street reds. I am also currently part of the V99 program, I am very close to reaching my first stage of three, which I feel proud of!!

What impact us the MU foundation had on your school life/ future aspirations?

Phil has helped me overcoming struggles I honestly thought I could never!! Having someone I could trust and I could just knock on at the office, let things off my chest and be able to then go into my next lesson positively, is something I am very grateful for. He was a massively help to me and knew exactly how approach any bump in the road. For me high school wasn't somewhere I felt I fitted in/ was happy until I was given the option to have a mentor, in which things changed for the better. Views of my future changed from "a waste of time" to "I've got this!!"



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Case Study - KD

Which event/programme was the highlight for you, and why?

My favourite events with mu foundation were when the RAF/army came in and taught us to use different senses to work as a group, this was so much fun and improved my confidence to give me the ability to voice my opinion to help our team toward reaching a goal.

I also enjoyed Primary school events held at Werneth such as football tournaments, this allowed me to again work with the other selected sports leaders as a team to deliver a successful event.

What areas do you feel the MU Foundation has helped you with?

I feel MU foundation helped me massively with my self confidence, also my confidence in front of others. I was given the ability to become a better version of myself, my mindset has changed completely and I even have a different, more positive view on life!!

And that was all down to having that one approachable person who made it easy for me to talk about things on my mind, and to be given such helpful advice. I couldn't be more grateful!!



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Case Study - CL

Connor is a Year 11 student.

He has worked closely with the School Partner Officer from the start of Year 11.

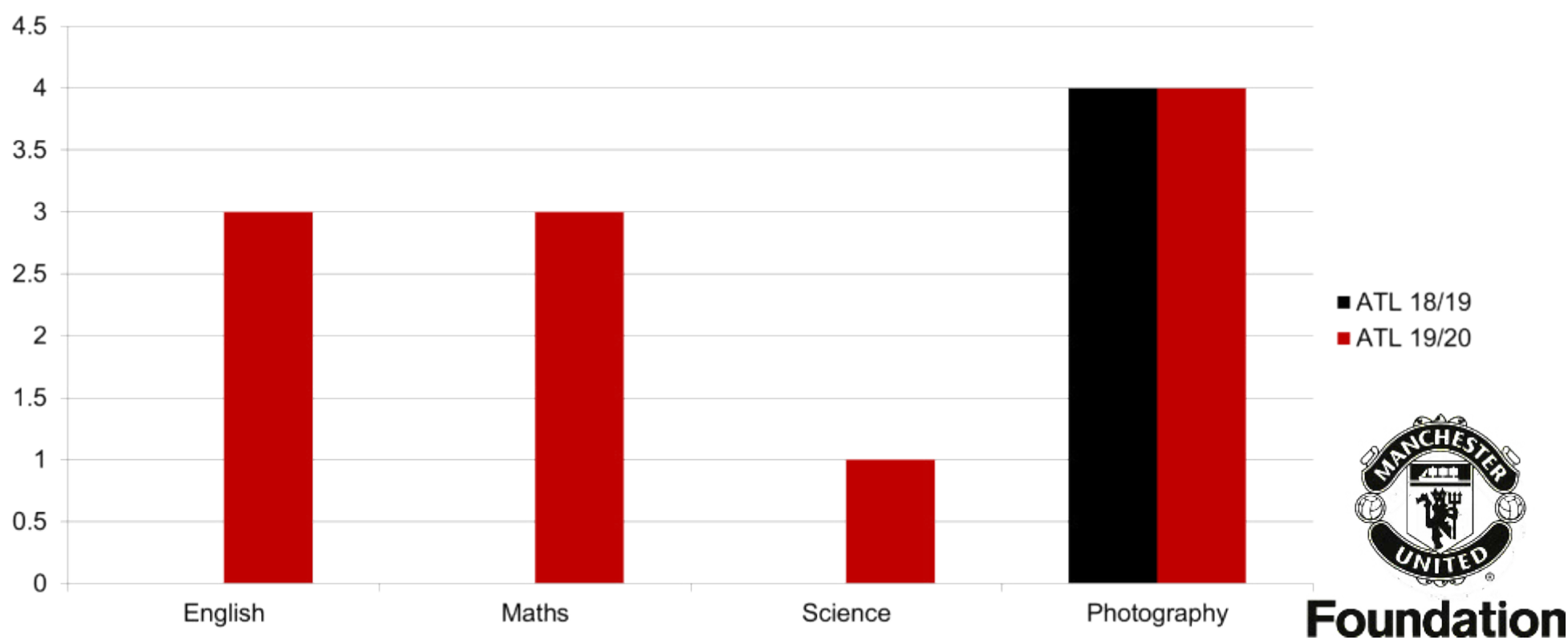
Connors Attitude to Learning (starts at -3 to 4) improvements are a fantastic indication on how hard he has worked this academic year to try and achieve his best with the support of the SPO.

English and Maths; has increased from ATL score of 0 to an ATL score of 3

Science; has increased from an ATL Score of 0 to and ATL Score of 1.

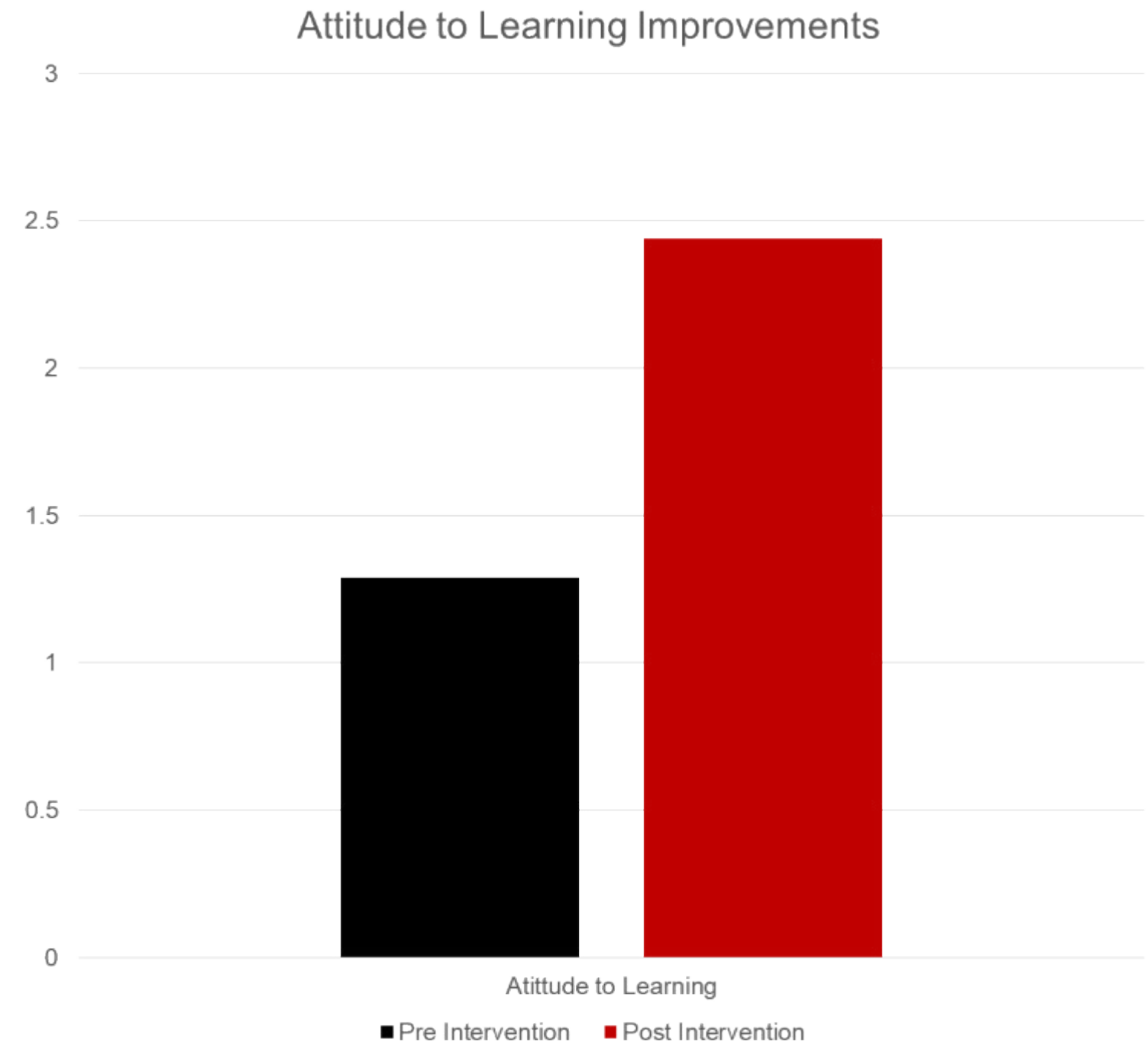
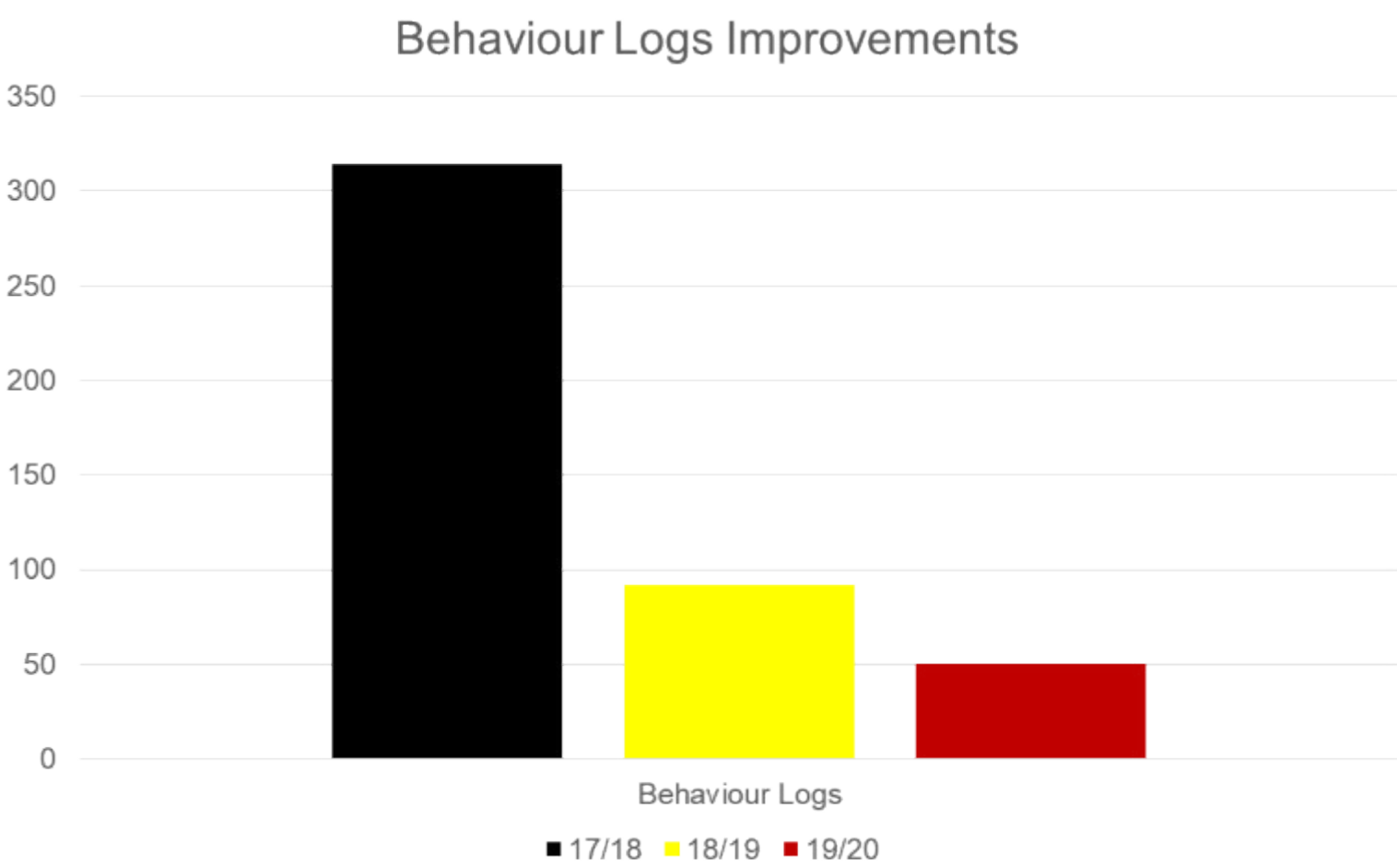
Photography; maintaining the highest possible score of 4.

His Curriculum average ATL has increased from 1.75 to 2.50 whilst working with the SPO.



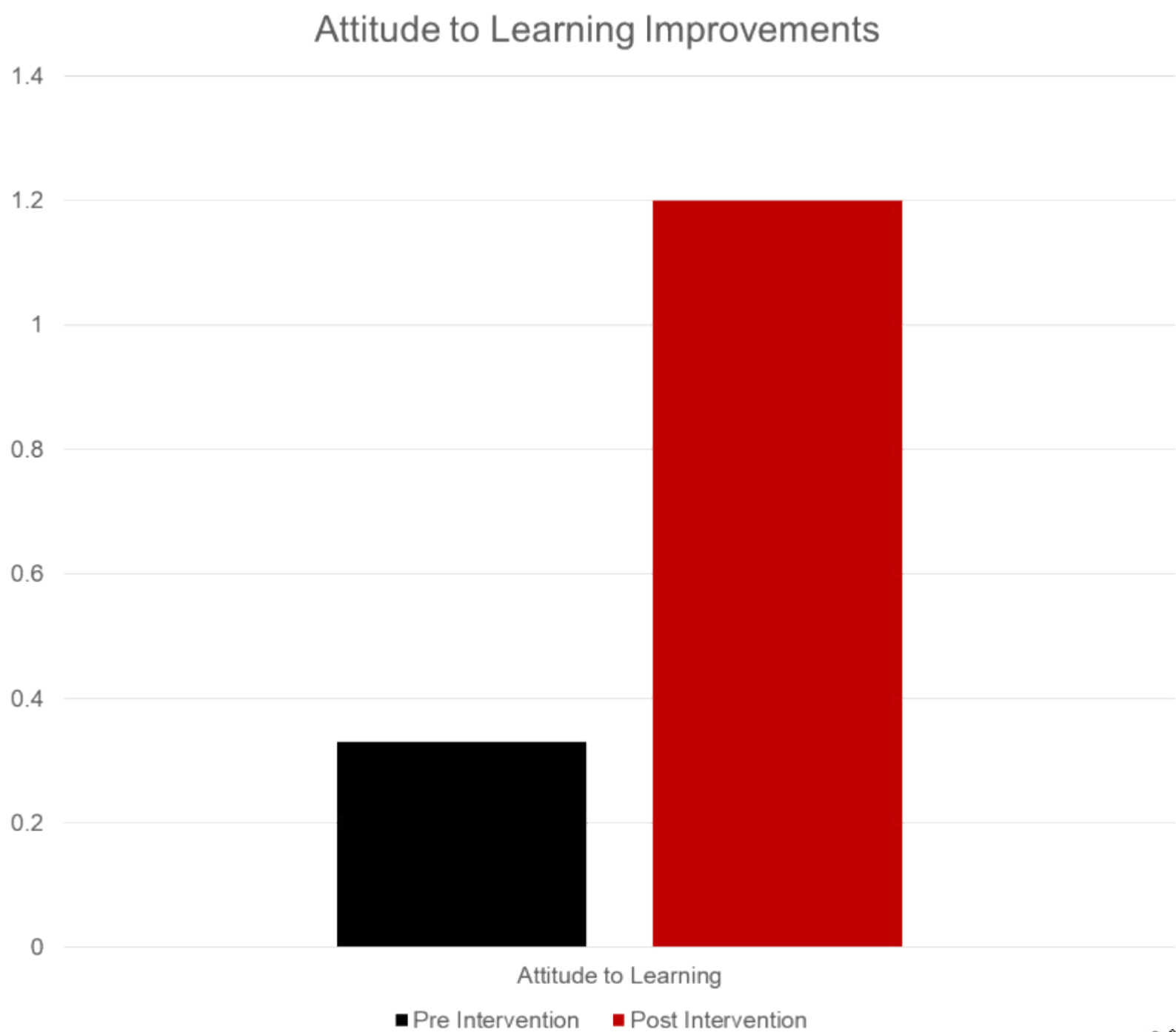
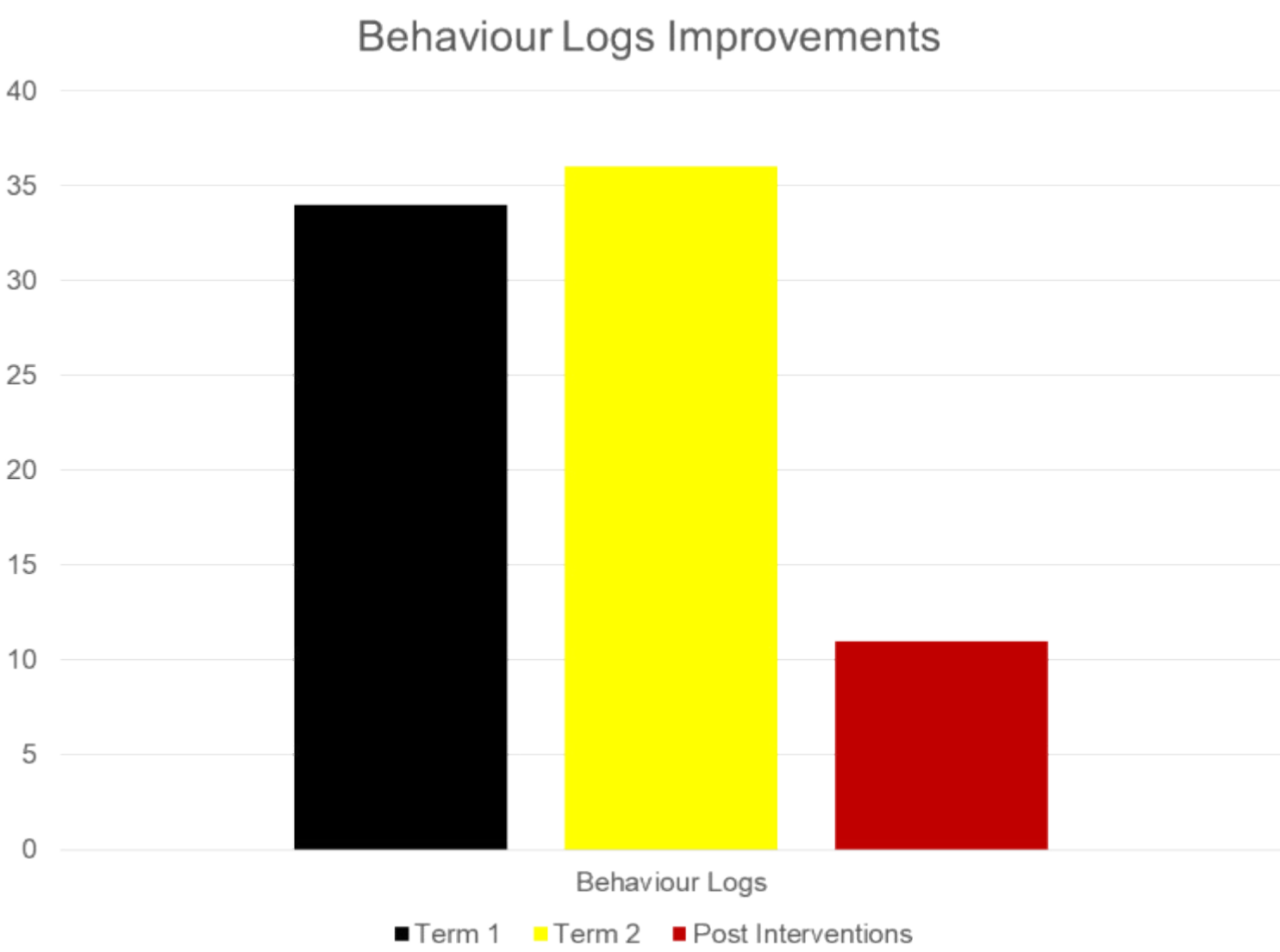
Case Study - CB

- Cira is a current Year 10 student at Werneth.
- Cira has worked closely with the SPO since the start of Year 9 (academic year 18/19).
- Cira was recommended to the SPO due to her negative behaviour choices, disruption in lessons, and general attitude to learning.



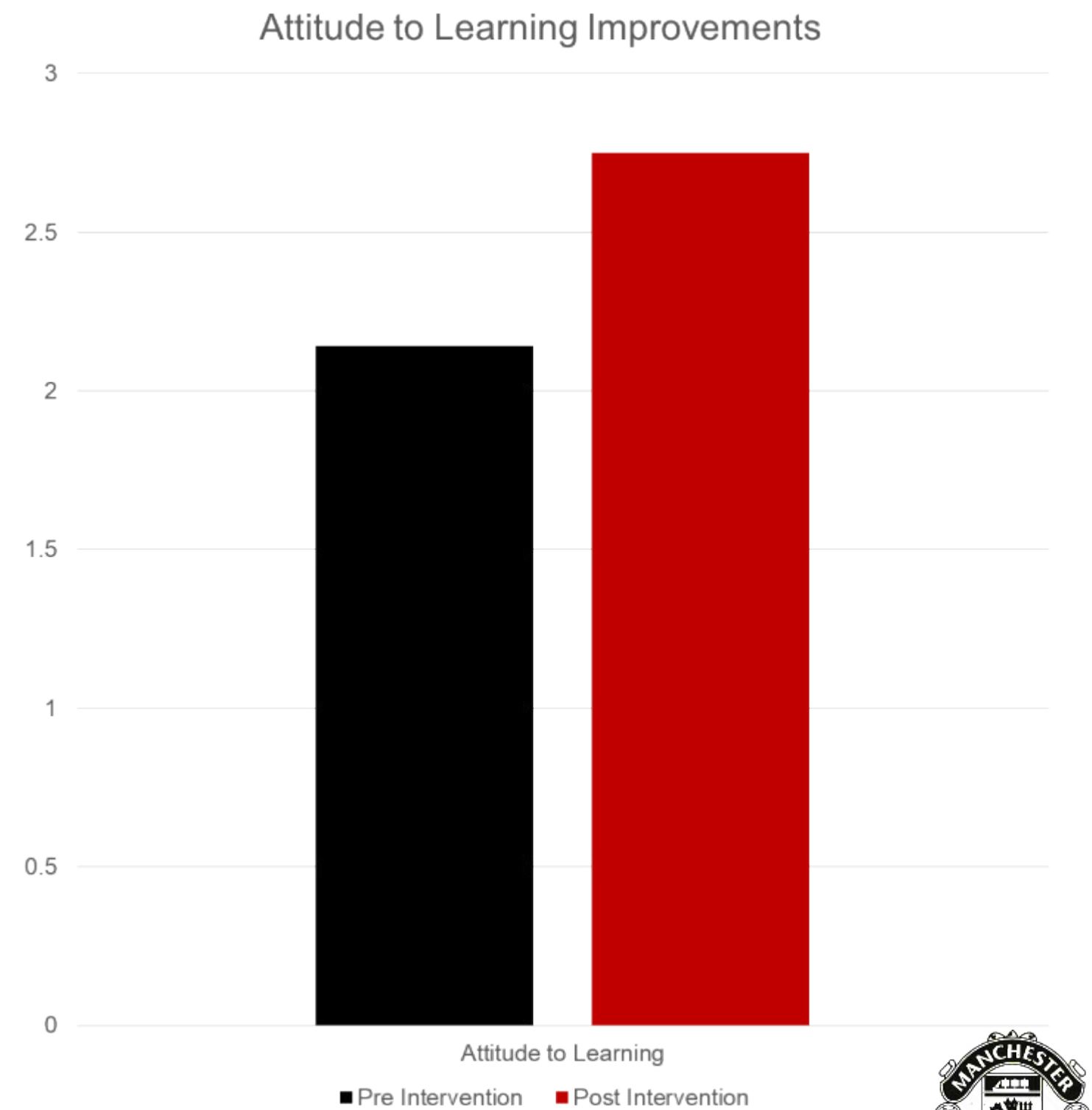
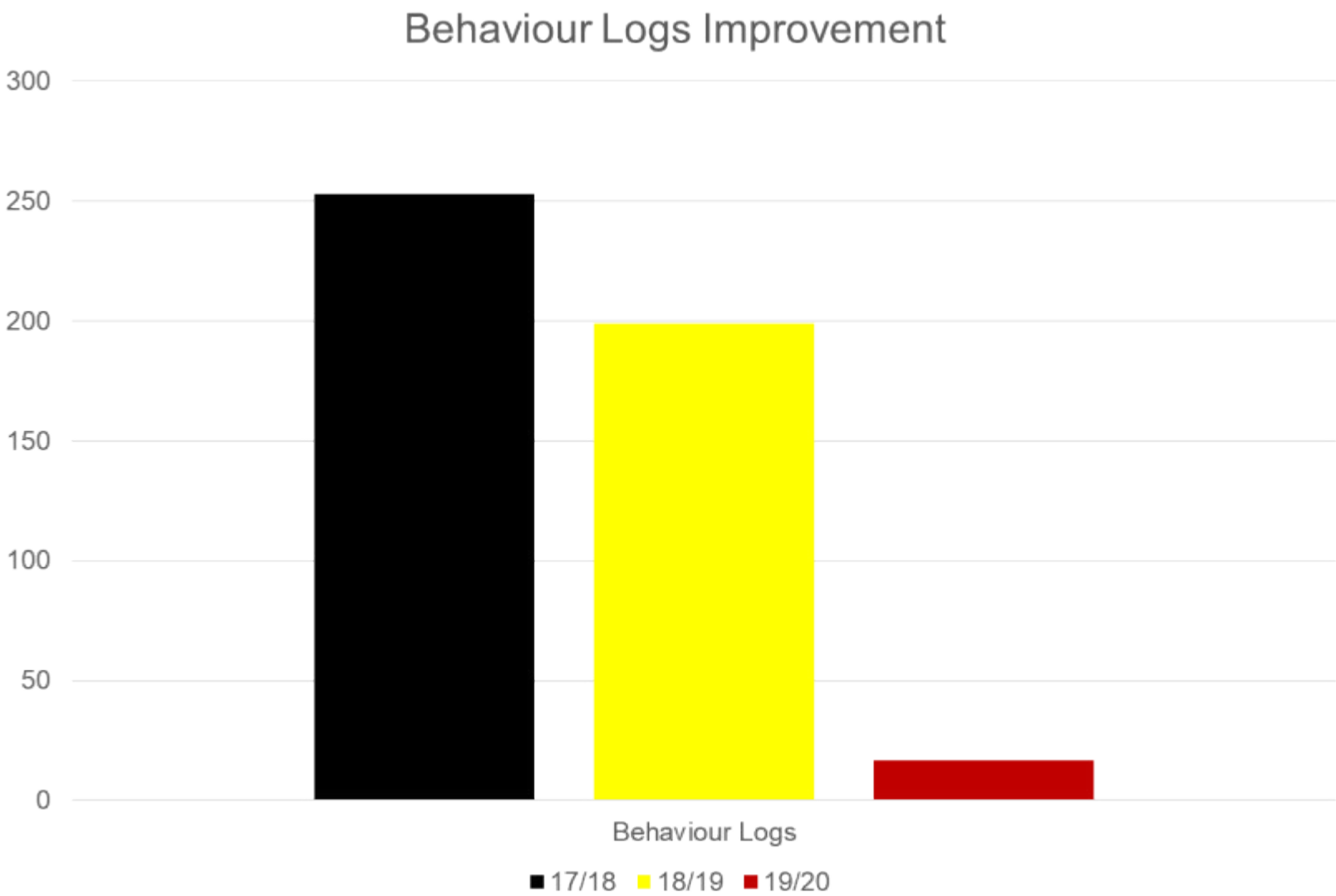
Case Study - HH

- Harrison is a current Year 9 student at Werneth School.
- Harrison has been working closely with the SPO



Case Study - ML

- Mason is a current Year 10 student at Werneth.
- Mason has been working closely with the SPO since the start of Year 9.
- Mason was recommended to the SPO for the mentoring programme, to help with his behaviour choices, and attitude to learning.
- Mason has been selected as Deputy Head Boy for the next academic year.



Student Quotes

“The mentoring programme has helped me with my attitude to learning and it has helped me with different lessons and how to concentrate better in them.”

Kiki EJ

“This programme has helped me with everything; confidence, making more mature decisions, completing work.”

Cira B

“The mentoring support I have received has helped my participation in lessons and getting involved more.”

Noor K

“I feel like I have improved my communication skills and listening skills while on the mentoring programme.”

Adam M



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Delivery in the High School

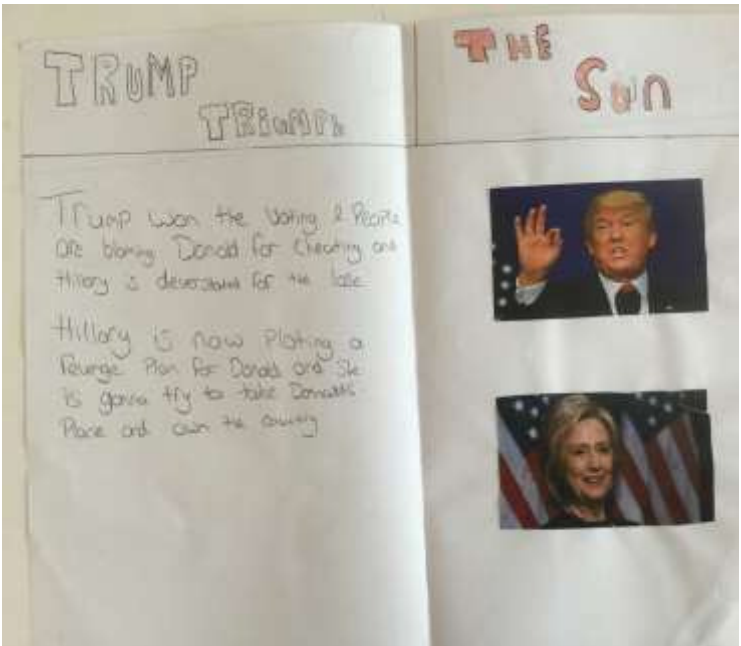


Literacy Interventions – Year 7 Goal Group / Year 9

During ‘Form Time’ twice a week ‘Under achieving or disengaged’ Students with Literacy and Reading work with the SPO and a member of English Staff to develop their interest, ability and confidence to read.

12 Year 7 students, this Academic Year. The students attended have engaged excellently, and all showing improvements with their confidence with reading. It helps with their independent learning and enjoyment in English.

16 Year 9 students were selected to participate in a Sport/Literacy intervention group led by the SPO. These sessions happen once a week, 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 Year 9.



Literacy Interventions – Year 9 Impact



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Literacy Interventions – Student Voice

Below are student voice questions filled out by a group of 8 Year 9 students who participated in the Literacy and Sport interventions:

I thoroughly enjoy the sessions:

- 7 students (88%) Strongly Agreed
- 1 student (12%) Agreed

The sporting element of the lesson makes me more focused with my reading during the session:

- 5 students (63%) Strongly Agreed
- 2 students (25%) Agreed
- 1 student (12%) neither Agreed or Disagreed

I feel more confident with my reading in my English lessons and around school:

- 1 student (12%) Strongly Agreed
- 5 students (63%) Agreed
- 2 students (25%) neither Agreed or Disagreed

The students enjoyed how the sessions were split between Sport and Literacy, and having a reward for their hard work during literacy lessons.



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Maths – End of Half Term Intervention Days

- A new intervention, currently being piloted with the Head of Maths Mr Brighton. We are looking to target the **Year 7, 8 and 9** students, where once a half term, we set up a reward intervention to summarise their Maths learning for the Half-Term. The students will work in teams to answer questions, based around Manchester United and Sport.
- We also offer Manchester United tickets to a progressing student in **Year 11** once a half term. The students must have demonstrated improved learning in Maths, which is measured in relation to their target grade and if they are surpassing their grade.



Maths Intervention – Year 8

- This Academic Year, the SPO has introduced a new intervention programme to support underachieving and disengaged students. 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 is piloting the intervention with target students from Year 8's 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 – Year 8

“The benefit of the intervention for the Year 8 students is to use Maths in a totally different concept to what they are normally exposed to within the confines of Maths lesson and the syllabus. From this they can see how fundamental knowledge can be applied to a real life scenario that millions of people use weekly giving them more purpose to the maths that they then complete in lessons.

Students are strengthening key skills in an environment which allows them to also use unrelated maths knowledge. In the long run this consolidation of basic arithmetic skills will be fundamental to them performing well in end of year exams and beyond.

Class teachers have noted that students since the sessions have started have been trying hard to ensure that their behaviour is good as they know this is how they will remain in sessions”

Mr P Brighton
Head of Maths



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Maths Intervention – Year 8 Impact

All Seven underachieving students that are working on the Maths Intervention have increased their working predicted grades from the start of Term 1 to the end of Term 2.

This shows an improvement of **100% positive increase** for this group.

In the final column of the table shows an indication of the increase per individual grade.

Surname Forename	Sept GRADE TARGET	KS3 TRACKING TARGET	Predicted Grade Increase
Samuel	3	4	+1
Jamie	3	5	+2
Tyler	5	5+	+1
Thomas	4	5	+1
Clifford	3	4	+1
Lacey	3	4	+1
Keira	1	3	+2

Maths Intervention – Year 8 Impact

All Seven underachieving students that are working on the Maths Intervention have increased their Attitude to Learning grades in Maths lessons from the start of Term 1 to the end of Term 2.

This shows an improvement of **100% positive increase** for this group. Whilst also demonstrating a significant improvement for each individual student.

In the final column of the table shows an indication of the increase in each students ATL.

Surname Forename	Attitude to Learning pre intervention	Attitude to Learning post intervention	ATL Increase
Samuel	-1	1	+2
Jamie	-2	1	+3
Tyler	1	3	+2
Thomas	-1	1	+2
Clifford	1	3	+2
Lacey	-1	2	+3
Keira	-1	1	+2

Leadership Programme

‘Lead the United Way / Sports Leaders’

- Why have they been important?

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

Develop **Young Sports Leaders** in Year 10 and 11, 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 **15 Young Leaders in Year 10** 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



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United the Business Programme

- We worked 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 **71** 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.



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Enrichment



Employability and Skills

Through the partnership and specifically to the School Partnership Officers role within Werneth; - knowledge and experiences of career opportunities, - awareness and engagement with colleges, trades, universities and local business has become an ever increasing success.

Through the partnership alone the following events have been facilitated and experienced.

Number of participants;

- Business Enterprise core programme – **71** Year 10s
- Post 16 Evening – **116** Year 11s
- RAF Residential – **8** Year 10s
- IAG Careers Appointments – **All Year 11 students**
- Marple College drop in – **All Year 11 students**
- The Manchester College drop in – **All Year 11 students**
- NHS Next Move event – **9** Year 10s
- Access Creative Next Move event – **10** Year 10s



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Employability and Skills

Through the partnership and specifically to the School Partnership Officers role within Werneth; - knowledge and experiences of career opportunities, - awareness and engagement with colleges, trades, universities and local business has become an ever increasing success.

Through the partnership alone the following events have been facilitated and experienced.

Number of participants;

- The Manchester College – Airport Event – **15 Year 10s**
- The Manchester College – Year group assemblies – **All students**
- The Manchester College – Year 8 options sessions - **All Year 8 students**



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RAF STEM Residential

- Through the partnership MU Foundation have with the RAF, it was organised that a specific 'Personal Development Residential based around STEM Activities based at the RAF Leeming.
- The STEM Residential was over 3 days, where we took **8 Year 10 students**, 4 male and 4 female.
- The STEM based activities were based mainly around team work challenges in relation to STEM content.



RAF STEM Residential

- Day 1, the students participated in team games, mixing in with students from other schools competing on logistical and equation lead tasks. The student were rewarded at the end of the day by playing ten pin bowling, again mixing with other MU Foundation students. To further develop their social opportunities to engage and communicate out of their comfort zones.
- Day 2, the students were set the task of building their own glider/aircraft and compete against the other students on complete the furthest distance travelled. This included; researching different designs, the benefits of certain designs, how different materials and the sizes of the element of the aircraft would affect the distance it could travel.
- Day 3, saw the students looking at different units at the training base, and asking any questions they wanted. The students were lucky enough to see some black fighter Hawk jets. Finally the students presented their glider/aircraft portfolios that they had been putting together to members of the RAF.



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NHS Next Move event

- On the 25th November 2019, **9 Year 10 students** from Werneth had the opportunity to participate in a NHS Next Move Careers event at Old Trafford.
- The event consisted of the students participating in 6 different workshops from 6 different departments within the NHS, e.g.;
 - Physiotherapy,
 - MEMS,
 - Eye Hospital,
 - Reproductive Science,
 - Social Work,
 - Micro-Biology
- This gave the students the opportunity and a practical insight to see what the NHS has to offer as a career, the benefits of having a career in the NHS, and giving the students the opportunity to ask any questions, or find anything specific out themselves.



Access Creative Next Move event

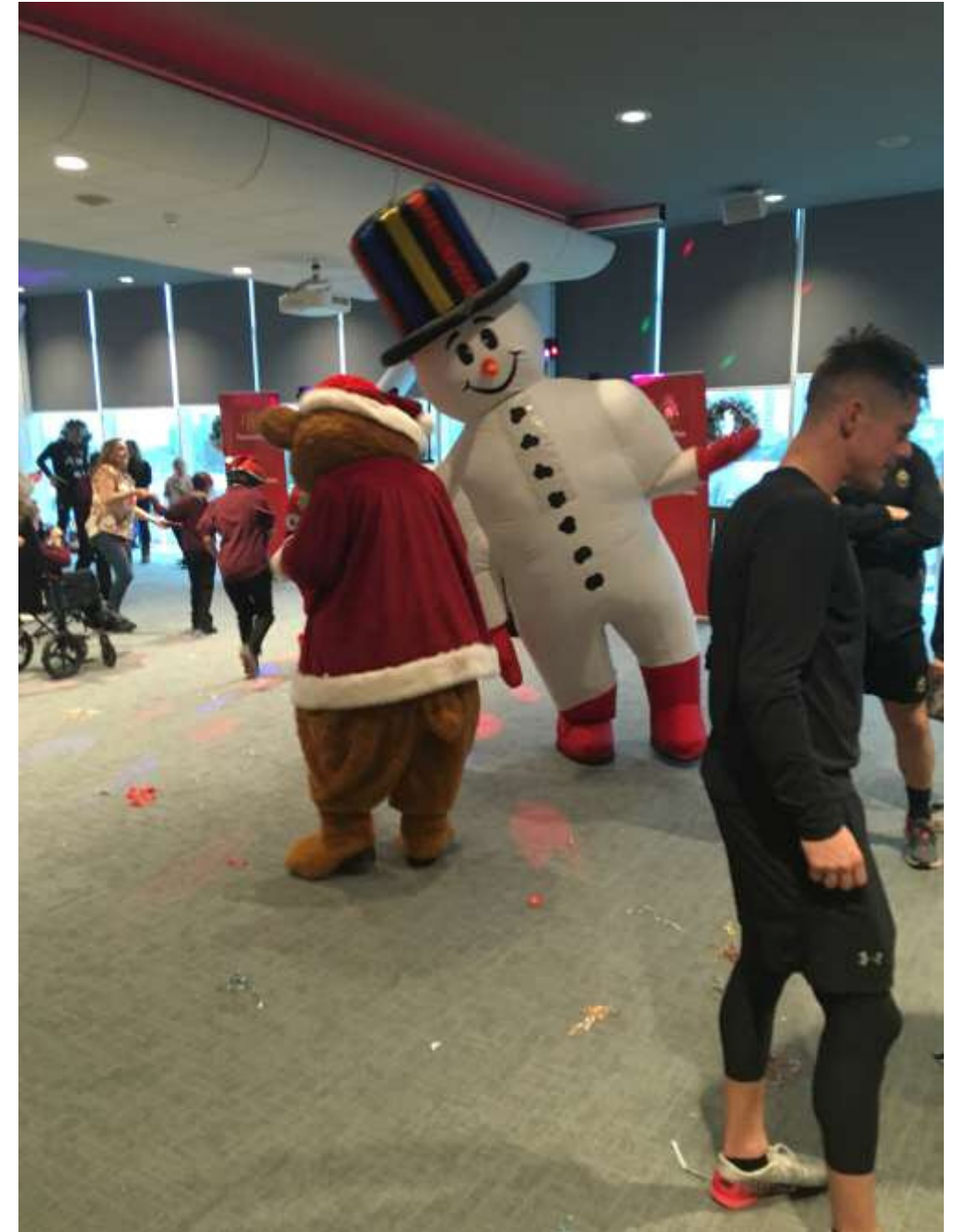
- On the 17th December 2019, **10 Year 10 students** from Werneth had the opportunity to participate in a Access Creative College Careers event at the Access Creative College in Manchester.
- The event consisted of the students participating in 6 different workshops from 5 different areas within the college, for example; Media, DJ, Music Production, Gaming and Graphic Design.
- This gave the students the opportunity to see what the college has to offer as a next step option, the benefits of studying with the college, and giving the students the opportunity to ask any questions, or find anything specific out themselves. Most Importantly, that there are careers in these industries if students have an ambition or interest in them.



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Christmas Party

- **8 Year 7 underprivileged Pupil Premium** students got invited to attend a Christmas Party at Old Trafford, put on by the Manchester United Foundation on the **10th December 2019**.
- The students selected were a mixture of boys and girls. The students received food, drinks, sweets and snacks throughout the afternoon. There was a DJ playing music throughout, and playing fun games with the students, giving them a chance to win some prizes such as Manchester United merchandise. There was also a guest appearances from the mascot, **Fred the Red**, and former player and current Assistant Manager, **Michael Carrick**, which the students reacted brilliantly to.
- As a result of their **excellent behaviour** at the party, the students each received some **Christmas presents** from the Foundation as a little thank you token.



The Manchester College – Airport Event

- On Thursday 5th March, 15 Year 10 students visited The Manchester College, Wythenshawe Campus to participate in a 'Hidden roles within the Airport' event.
- This event was set up through the partnership between The Manchester College and The MU Foundation.
- The students participated in various workshops involving Hidden roles around the airport such as; Speedy, Galliford Try Construction, World of Duty Free and Jet2.
- Each of these stations explained the various roles and future career paths available for students.
- The stations gave the students a practical task to complete with rewards on offer, including money off holiday vouchers.



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Student Voice – TMC Airport Event

- *“Great, I won a £60 voucher”*
- *“It was well organised, I really enjoyed speedy – hands on workshops, fast paced workshops”*
- *“Really good, very fun, informative and interesting”*
- *“I enjoyed the day, it taught me a lot more than what I already knew about jobs in the airport”*
- *“Today was interesting and I enjoyed learning about different things”*
- *“I learnt a lot about the airport and jobs”*



- *“The day was very fun and taught me a lot more about jobs within the airport!”*
- *“Brill, very informative”*
- *“I enjoyed today because of all the activities”*
- *“I have really enjoyed the day and the atmosphere was great. All the activities were interesting and we learnt about future careers at the Airport”*
- *“It was a really interesting day and well organised. We learnt something new in all the activities and it was a fun day”*



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Extra-Curricular



After School Football – Year 8 Boys

- The SPO worked closely with the **Year 9** boys football team, with the **main focus** being around **team work**, and basic **game awareness**.
- The sessions were mainly on **Tuesdays** afterschool depending on when league and cup games were arranged. The numbers were consistently at **20** attendees.
- This includes league matches, cup games and friendlies, **where Year 11 sport leaders volunteer to help out.**



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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;

150 students on the Astro playing football and approx.

40 students indoor in the sports hall playing a variety of sports including:
Badminton, table tennis, basketball and netball.

- Every day sees the Year 11 Sports Leaders helping the SPO and PE Staff indoors and outdoors. Their roles while on duty include: organising equipment, distributing equipment to students, tidying up the facility, collecting the equipment in at the end, making sure it's a fun, friendly environment.



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Primary Transition



Primary Transition

As a charitable giving from Werneth to their Partner Primary Schools, the School Partnership Officer provides opportunities and events for their students to learn and experience what school at Werneth is like to aid transition.

The following provides an overview into some of the opportunities;

- Afterschool football tournaments
- Mini whistlers (an insight into playground officiating)
- Number of participants - **176**
- Year groups – **Year 4, 5 and 6**
- List of primary schools – Arden, Romiley, Woodley, St Marks, Bredbury Green, Greave, St Christopher's, St Pauls



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Primary Transition events

- This term, the SPO has worked closely with GWO to assist in running the following primary events;
- Year 3 Multi Skills event – This event is aimed at Year 3 students, mixed ability, focusing on participation rather than competitiveness. This event gave us the chance to utilise our Sports Leaders to assist with the event. The event consisted of various challenges, requiring the participants to work on activities such as; throwing, catching, bouncing a ball on the move, hopping etc.
- Year 4 Netball event – This event was aimed at Year 4 students. This event gave us the chance to use our Sports Leaders to assist with the event.
- Mini Whistlers event at Woodley – Find more information on this event on the next slide.



Mini Whistlers

- The SPO worked closely with Miss Woods to organise a Mini Whistlers course at Bredbury Green and Woodley primary. There were a total of 31 students who participated on the course, in Year 5 and 6. The aim of the course was to help develop leadership skills, and the confidence to lead on games etc by refereeing.
- The first part of the day was indoors with the students, and doing a classroom session around what a referees jobs and responsibilities are, what a positive referee looks like, and how to conduct yourself as a leader/referee. The second half of the day was based outdoors where the students had the opportunity to practice their refereeing skills within small sided games, and to build confidence to lead and use the whistle to make decisions.

One student commented:

“It was the best day of my life and it also built up my confidence at refereeing. It was epic, thank you.”

The teacher commented:

“It was great to see the students building on their soft skills, such as confidence and decision making. It will be great to see them leading on lunchtime activities within school to help staff out.”



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Werneth Football/Netball Tournaments – Tournament 1

- The **Year 6 football/netball tournaments** are currently offered out to the Primary schools that feed in to Werneth school.
- The first tournament was held on the **1st October 2019** at Werneth School and was aimed at the **high achievers** in sport. There were **8 teams** participating in total with approx. **160 students** taking part. The SPO had **8 sports leaders** from Werneth to help with the running of the tournaments.
- They assisted with **refereeing** the matches, **setting pitches up**, and **collecting scores** to complete the group standings. The schools who took part included: **Arden, Bredbury Green, Woodley, St Marks, Romiley, St Christopher's, St Pauls and Greave.**



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Werneth Football/Netball Tournaments – Tournament 2

- The second tournament was held on the **10th October 2019** at Werneth School. This was aimed for the students who **loved sport** that didn't attend the 'high achievers' tournament. There were a total of **8 primary schools** who participated on this day, they included: **Arden, Bredbury Green, Romiley, St Christopher's, Woodley, St Pauls and Greave.**
- There were a total of **160** students who took part. The sports leaders for this tournament consisted of **6 Year 10s**, and a mixture of boys and girls.



Werneth Football/Netball Tournaments – Tournament 3

- The **Year 6 football/netball tournaments** are currently offered out to the Primary schools that feed in to Werneth school.
- The first tournament was held on the **5th November 2019** at Werneth School and was aimed at the **high achievers** in sport. There were **8 teams** participating in total with approx. **160 students** taking part. The SPO had **9 sports leaders** from Werneth to help with the running of the tournaments.
- They assisted with **refereeing** the matches, **setting pitches up**, and **collecting scores** to complete the group standings. The schools who took part included: **Arden, Bredbury Green, Woodley, St Marks, Romiley, St Christopher's, St Pauls and Greave.**



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Match Tickets

- This season the SPO has organised the Match Tickets so they are spread out around the different year groups fairly, and give members of staff the chance to nominate students for excellent pieces of work, high attenders and consistent good behaviours.
- There have been a total of **34** students who have won tickets for the first 2 terms.



Covid-19 Response



Covid-19 Response

- Throughout this pandemic crisis, the SPO has been helping out in school, working closely with the Vulnerable Key Worker students. When in school, the SPO has been engaging the students with Sports sessions, and computer based learning.
- There have been approx 20 students in this group each day the SPO has been in to support the school.
- On top of this the SPO has participated in hamper deliveries (more information on next slides)



Covid-19 Response

Werneth School will be organising its £10k grant from MU Foundation to support our most vulnerable in 2 specific ways

1) We are providing food hampers to our 50 most vulnerable families every second Wednesday. This happened Wednesday 13th May and will continue at least fortnightly for a further 4 fortnights. This amounts to £900 per drop and allocates half of the grant. The SPO (Phil McGrath) took part in this drop this week.

2) The other half will be spent in 3 main ways, through our AHT for Pupil Premium:

- a) Provision of grants to support school uniform provision for September. Families are telling us this is a major worry for them in terms of how they will fund uniforms
- b) Provision of computer equipment to support home working - routers where required.
- c) Any other provision linked to deprivation, decided individually as per need



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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.





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Thank You