



**Foundation**

# **Werneth School 2022/23 Impact Report**

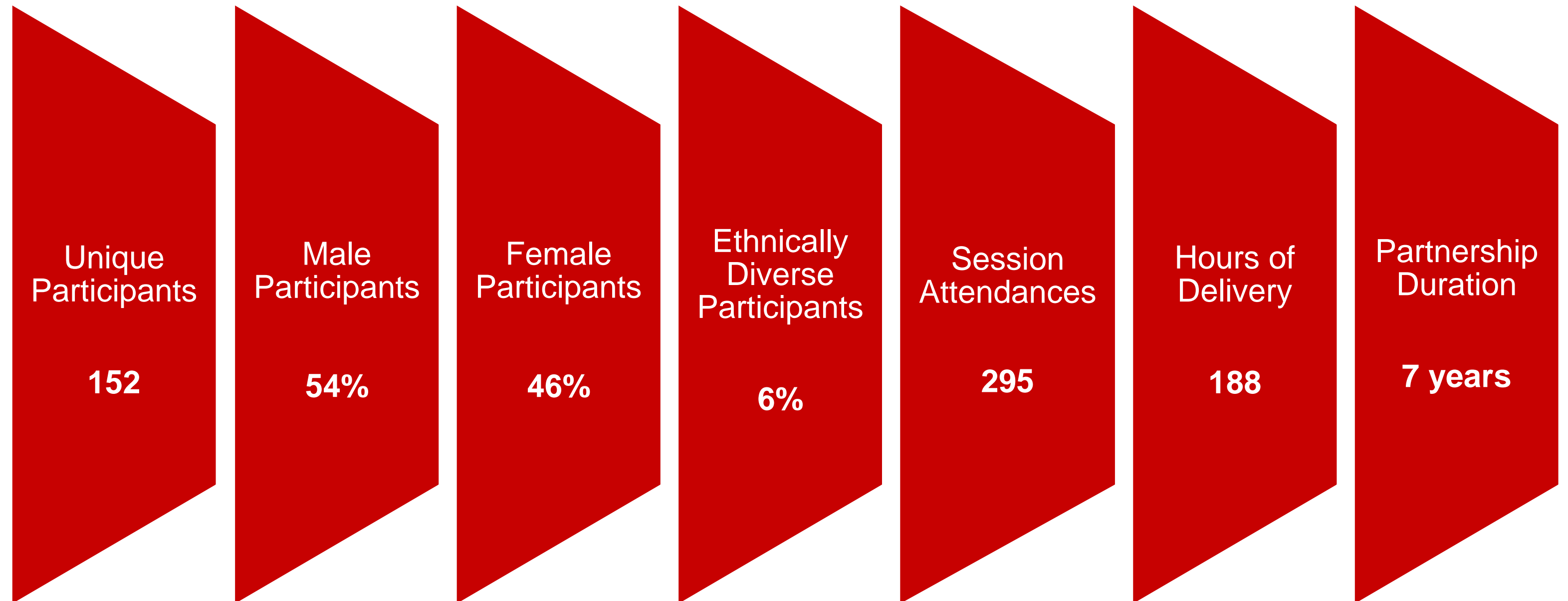
Niccola Massey – Term One

Amy Hurdiss – Term Two

Amy Hurdiss – Term Three

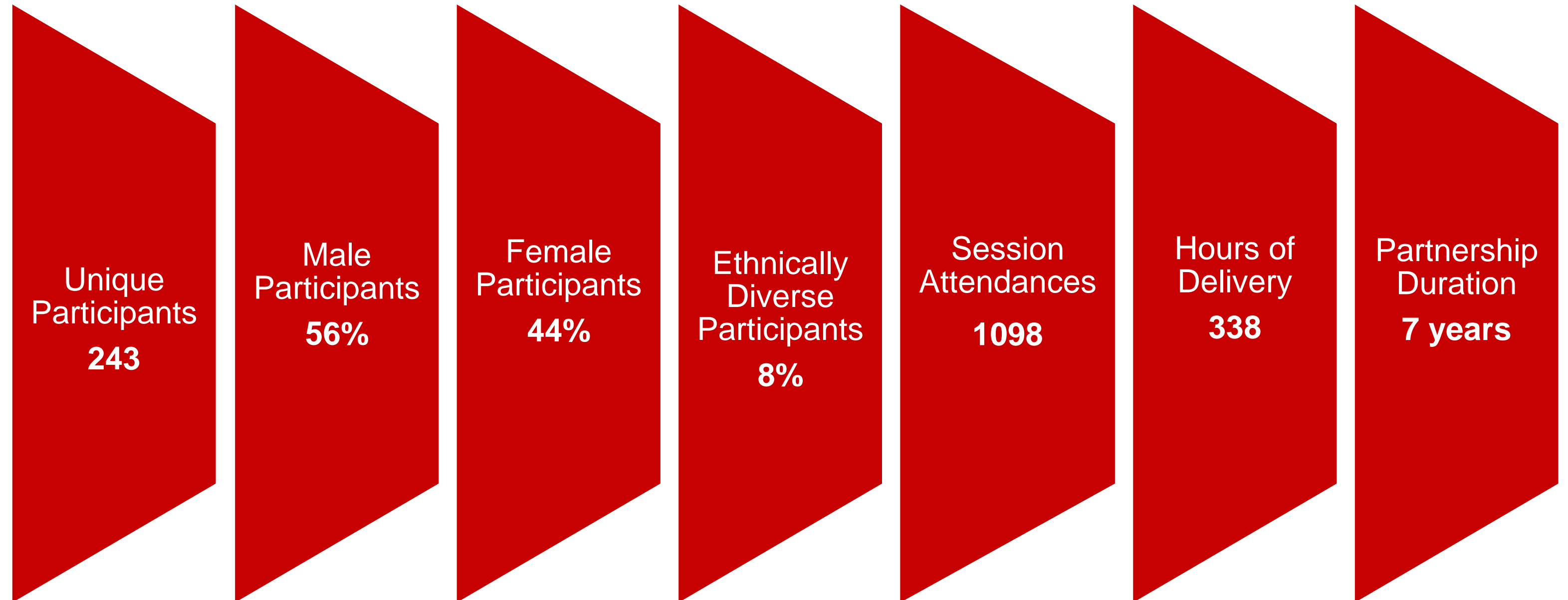
# Delivery Statistics

## Academic Year Totals (Term One)



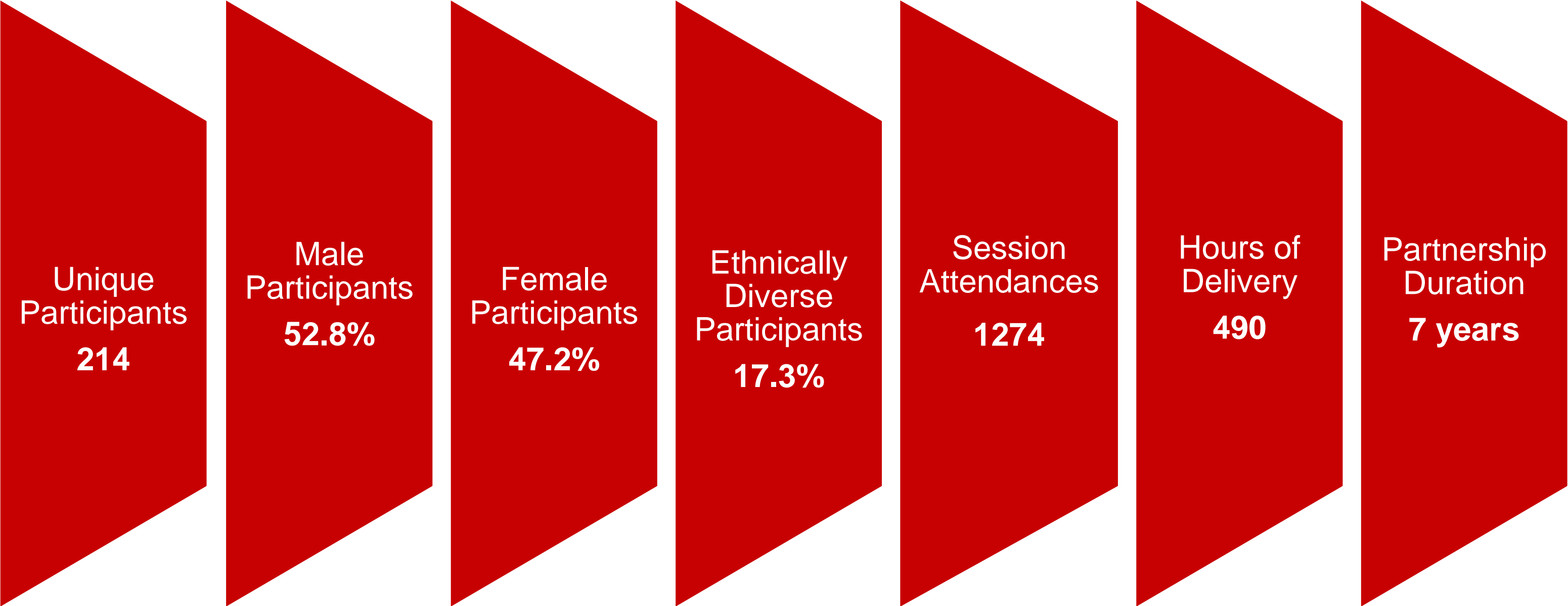
# Delivery Statistics

## Academic Year Totals (Term Two)



# Delivery Statistics

Academic Year Totals (Term Three)



# Mentoring, Targeted Intervention & Personal Development



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# Mentoring

The aims of the **mentoring** programme 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 monitors these through several different methods that will be tailored to the school and student needs. These range from bespoke report cards, mentoring league tables, weekly student meetings, teacher feedback etc.



# Mentoring, Targeted Intervention & Personal Development

## Delivery Headlines (Term One)

During term one of the academic year

**55** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

**58%** of students engaged showed improved behaviour as a result of participation.

In comparison to term one last academic year **60.7%** of students had more achievement points and **92%** had less detentions.

Students are placed onto the mentoring programme through a referral process, this includes a meeting between the SPO and year team to determine the reasons and the benefits that are being sought for the individual student.



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# Mentoring, Targeted Intervention & Personal Development

## Delivery Headlines (Term Two)

During term two of the academic year

**18** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

**65%** of students engaged showed improved behaviour as a result of participation.

Students on the mentoring programme each have weekly targets to meet, created in agreement with the SPO and the student themselves. Most students have engaged with and met their weekly targets, which is reflected in their improvement in behaviour in and around school.

In comparison to term one, whereby **50%** of students on the mentoring programme spent most of the term in a positive net point position, term two saw that figure rise to **63.2%** of students on the mentoring programme.



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# Mentoring, Targeted Intervention & Personal Development

## Delivery Headlines (Term Three)

During term three of the academic year

**18** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes.

**75%** of students engaged showed improved behaviour as a result of participation.

Students on the mentoring programme each have weekly targets to meet, created in agreement with the SPO and the student themselves. Most students have engaged with and met their weekly targets, which is reflected in their improvement in behaviour in and around school.

The introduction of target setting within mentoring sessions has been hugely impactful. **9/13** students accessing the target setting have met **50%** or more of their targets over term two and three.



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# Mentoring

## Term One

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

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 **55 students** from Years 7-11 during the academic year to date on the **mentoring programme**.



# Mentoring

## Term Two

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

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 **18 students** from Years 7-10 during the academic year to date on the **mentoring programme**.



# Mentoring

Term Three

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

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 **18 students** from Years 7-10 during the academic year to date on the **mentoring programme**.



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# Mentoring Case Study

## Dylan Davies – Year 10

Dylan was referred into the mentoring programme due to his behaviour and engagement levels within lessons. Dylan was frequently placed into the school internal exclusion and building up several negative logs.

During half term one Dylan was on a net amount of **-16**.

The SPO worked with Dylan by placing him on daily report, having regular 1-2-1 mentoring sessions and identifying which lessons he was having the most behaviour issues. The SPO then worked with Dylan, his year team and his teachers and at the end of half term two Dylan is finishing **50%** of weeks in a positive net position in behaviour.



## Mentoring Case Study

### Dylan Davies – Year 10 – Staff Testimony

*Before working with Nicc and the United Foundation, Dylan would be in isolation a number of times each week. He struggled to see the point in behaving in a positive way and had poor relationships with staff. Dylan would struggle to take responsibility for his actions and would repeat behaviours that were unacceptable. Dylan would often be verbally abusive to staff, walk out of lessons and be disruptive to the learning of others. Since working with Nic, Dylan has improved significantly, he has gone from being in isolation multiple times a week to rarely being in isolation. His number of detentions and behaviour logs have also reduced. Dylan is more motivated to get lessons right, he understands the benefit of making positive choices and he is much more engaged with school. We are now able to talk to Dylan about his behaviour, deconstruct them with him and he does take responsibility for his actions. This is primarily down to the work he has done with Nic and the way he has engaged with the mentoring programme.*

**Lauren Taylor – Assistant Head of Behaviour**



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## Mentoring Case Study

### Dylan Davies – Year 10 – Staff Testimony

*Dylan has really improved this year working with Nicc. I have seen his attitude to school and the staff is more positive. I think working with Nicc has really given Dylan a purpose in school and he has seen how building positive relationships with staff impact his life at school and make him happier.*

*Dylan's attitude to learning has also improved and he is more focused in lessons. Dylan still has a long way to go but mentoring from Nicc has really settled him this year and we are starting to see more positives rather than negatives in lessons and social time.*

### Muris Mujagic – Head of Year 10



# Mentoring Case Study

## Dylan Davies – Year 10 – Student Testimony

*I think being mentored has really helped me with my attitude and learning because I know Nicc will always ring home if I have good behaviour will tell mum. Having Nicc there everyday is a good feeling because if I have any problems, I can always talk to her about them. She will always push me to be good and go to my lessons, so my report turns out good and if I'm passing her, she always ask me how my day has been and that makes me want to push harder so my behaviour is better each day.*

## Dylan Davies – Year 10





# Mentoring Case Study

Lucas Hibbert – Year 8  
(Term Two)

Lucas was placed onto the mentoring programme due to his lack of engagement, disruption and mild defiance in his lessons. Lucas’ behaviour has been monitored weekly and in term one he finished **75%** of weeks in negative net points.

The SPO supported Lucas by placing him on the Manchester United report, linked with the point scoring league table, having weekly mentoring sessions whereby using target setting, areas of concern are identified and addressed, plus increased contact time when needed, there has been drastic, notable and positive changes in Lucas’ behaviour.

The SPO worked with Lucas, the year inclusion manager and his teachers to make the appropriate changes and promote the right choices being made within school. Lucas at the end of half term is finishing **90%** of weeks in a positive net position.

Term 1	Term 2
-8	8
-11	4
-2	23
-3	-9
4	3
-4	5
-2	14
6	8
-1	0

Net Behaviour Logs (SIMS)

# Mentoring Case Study

## Lucas Hibbert – Year 8 – Staff Testimony (Term Two)

*“Lucas started the year with some of the highest weekly behaviour logs of the year group. He was being removed from lessons regularly and spending time in seclusion for hitting 10 logs. Since starting mentoring with MUF Lucas has improved his punctuality, attitude to learning and overall wellbeing. I now see a student who is happy to come to school, has improved academically and is a pleasure to work with and teach. He has grown in confidence and now has the ability to better articulate his feelings and what support he needs.”*

**Mrs Lauren Aspinall - Year 8 Achievement Leader**



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# Mentoring Case Study

## Lucas Hibbert – Year 8 – Staff Testimony (Term Two)

*“Lucas benefits from the United report as regular check ins from a positive adult keep him motivated and on task. When Lucas is late to form and does not collect his report this correlates with days in school where he receives more behaviour logs. As a form tutor, I also find the report useful, as if I see him on the corridor it gives me something to praise him for, if he is doing well.*

*I also teach Lucas when he has his mentoring session. This is something he looks forward to. When there has been an assessment or extended writing piece he stays more engaged and focused as he knows Amy would not remove him from a lesson if he had not completed a satisfactory amount of work.”*

## Miss Amelia Elder – Year 8 Form Tutor & Humanities Teacher



# Mentoring Case Study

## Lucas Hibbert – Year 8 – Student Testimony (Term Two)

*“I really enjoy being on report because I think my behaviour is a lot better when I have my report. I think being on report helps my behaviour because when I have a good day on my report I have something to be proud about. When I am late to school, I don’t make it to form time and then miss Amy bringing me my report. On the days I don’t get my report, my behaviour is a lot worse. Amy will ring home if I need an extra reminder about being late to school or if my behaviour isn’t good and always rewards me when my behaviour is good. The targets we set in the mentoring session help a lot because I have a clear target, like a certain number of behaviour logs. Which I have reached almost every week.”*

**Lucas Hibbert**  
**Year 8**



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# Mentoring Case Study

Charlie Small – Year 7  
(Term Three)

Charlie was referred onto the mentoring programme by both his form tutor and head of year due to the beginning of the decline in his behaviour. Charlie within his first two terms at Werneth, had reached over **100** negative behaviour logs.

The SPO supported Charlie by placing him on the Manchester United report, linked with the point scoring league table, having weekly mentoring sessions whereby using target setting, areas of concern are identified and addressed, there has already been major changes to Charlie’s attitude to learning in lessons and behaviour within school.

The SPO worked with both Charlie and his teachers to make the appropriate changes and promote the right choices being made within school. Charlie at the end of the school year is now finishing **100%** of weeks in a positive net position. Charlie has also achieved above 30 out of 36 points on his Manchester United report **75%** of the time.

Term 3
2
4
5
7
7
6

Net Behaviour Logs (SIMS)

# Mentoring Case Study

**Charlie Small – Year 7 – Staff Testimony**  
(Term Three)

*“Charlie has become much more positive about school whilst on the report, he is highly motivated by the offer of rewards rather than sanctions, this fits in perfectly with his personality of needing encouragement to do well. He is actively trying to make more positive choices and I have seen a definite improvement around school in his behaviour and the number of logs he is receiving.”*

**Mrs D Edge – Y7 Form Tutor & Maths Teacher**



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# Mentoring Case Study

## Charlie Small – Year 7 – Staff Testimony (Term Three)

*“Charlie has flourished on Man United report and developed into a confident young man! He is a pleasure to have part of the Y7 cohort and idolises Amy! You have made such a positive impact on him and provided a safe haven for him to go to. As a result, this has helped him massively in settling in the year group and developing positive relationships with both staff and students.”*

## Miss C Carr – Year 7 Achievement Lead





# Mentoring Case Study

## Charlie Small – Year 7 – Student Testimony (Term Three)

*“I got put onto Manchester United Mentoring and the Manchester United Report League because my parents were called in for a meeting about my bad behaviour. Being on Amy’s mentoring and report has helped because I am much better behaved in school and now rarely in seclusion and I get less behaviour logs and I’m not in reflect as much. It’s helped me enjoy school more because I’m not in trouble every lesson and my parents are happier with me. I enjoy the mentoring sessions and setting targets because it gives me something that I have to try hard to work for and try to reach. Even if I don’t reach it, in the next session I can speak to Amy about other ways to try help the target work. I enjoy working with Amy because I was going to move school, because my behaviour was bad and the form tutor report wasn’t helping me and I was still being bad behaved but since I’ve been working with Amy I’ve been way better behaved. I want to stay working with Amy in Y8 because I don’t want to fall of track again because it wasn’t fun and I was being told off at home and school.”*

**Charlie Small**  
**Year 7**



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# Mentoring

## The Manchester United Report League

(Term Two)

The **Manchester United Report League** is accessed by **8** of the students currently on the Manchester United Foundation mentoring programme.

The report is aimed towards the students who need more of a focus on their everyday behaviour in their lessons and around school. The targets achieved equate to one point. Behaviour targets such as arrive in five, have the correct equipment, no disruption in the lesson etc.

The **Manchester United Report League** is incentivised with the winner have the opportunity to receive tickets to Manchester United games or receive Manchester United kit.



Daily Report  
Name  
Date

	FORM	P1	P2	P3	P4	P5
ARRIVE IN FIVE						
STAY IN THE LESSON						
STAY SAT DOWN THROUGHOUT THE LESSON						
HAVE THE CORRECT EQUIPMENT						
NO DISRUPTION IN THE LESSON						
COMPLETE THE WORK SET TO A GOOD STANDARD						
SCORE						

Total Daily Score / 36



# Mentoring Case Study

## The Manchester United Report League

### Jack Sawyer – Year 8

(Term Two)

Jack Sawyer won the Manchester United Report League this half term and as a result was presented with two tickets to the Manchester United v Sevilla match.

Jack's engagement in the report and the benefit of which was reflected in his improvement in attitude to learning, as reported by his teachers and a rapid decline in the number of behaviour logs accumulated across the term.

“I won the report league and I got tickets to the game against Sevilla. I am a big United fan so I really enjoyed the game and the seats were really good.”

**Jack Sawyer**  
**Year 8**



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# Mentoring Case Study

## The Manchester United Report League

Jack Sawyer – Year 8

(Term Two)

*“Since I have been on the Manchester United report, I have got less logs and not been in seclusion since March. When I went on the Manchester United report I needed to make a change to my behaviour as it was getting bad, so I set myself targets and aimed for them. I enjoy school more now because I am not always in trouble, and I find my lessons and the work easier. I won the Manchester United report league and I got tickets to the game against Sevilla. I am a big United fan so I really enjoyed the game and the seats were really good.”*

**Jack Sawyer – Year 8**



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# Mentoring Case Study

## The Manchester United Report League

### Jack Sawyer – Year 8

(Term Two)

*“Jack is a character, he has a great sense of humour and can often be a little cheeky, but not in a negative way. Jack would find it hard to stop and realise there is a time and place for his behaviour. Since Jack has been part of the Manchester United Programme, I have noticed a huge change in his attitude and behaviour. There is a large decrease in behaviour points, he is polite, and he is learning to understand when it is appropriate and inappropriate to show off his 'cheekiness'. The programme is giving Jack the skills and confidence to show his personality, as well as being considerate to others, allowing him and his classmates to excel academically.”*

**Miss S Higham – Year 8 Form Tutor & Science Teacher**



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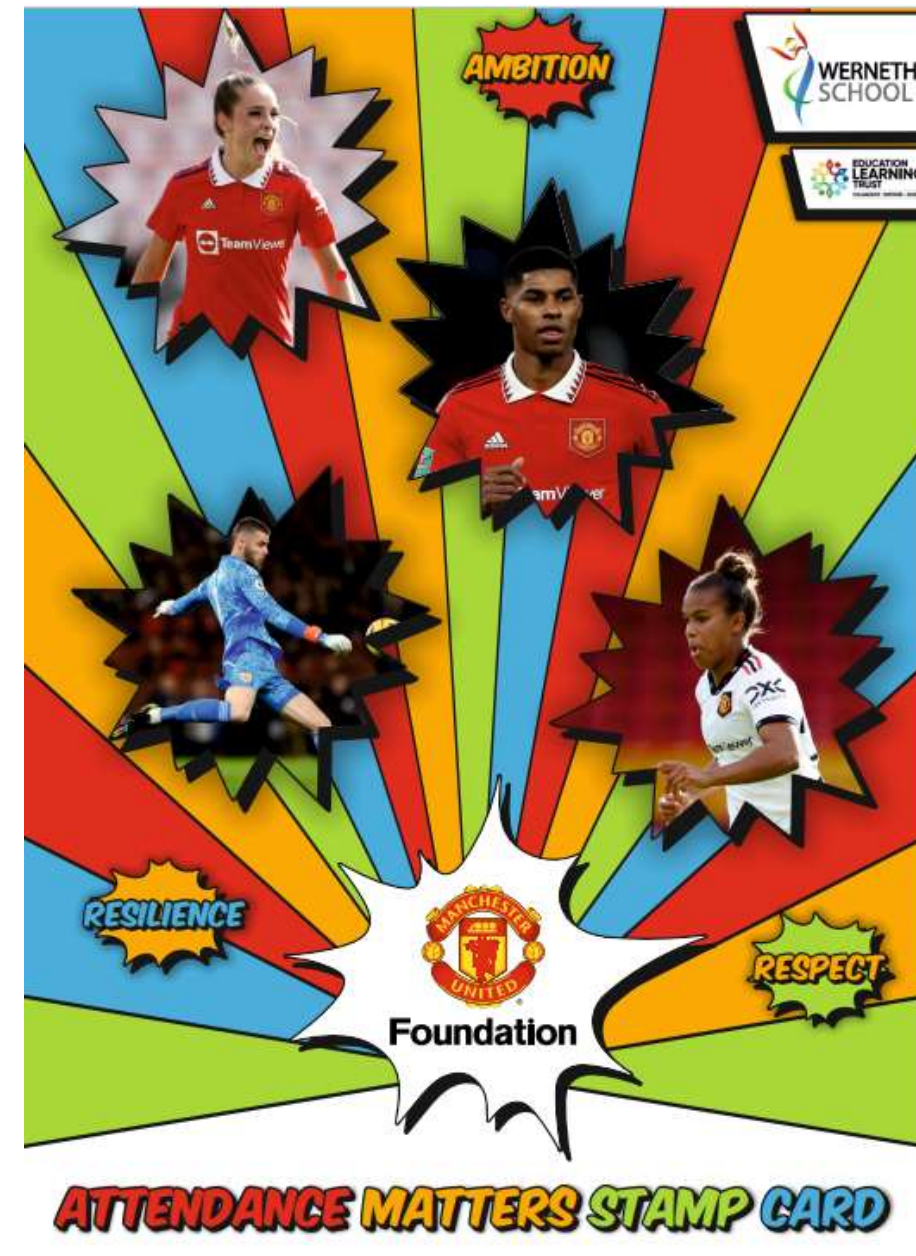
# Attendance

## Manchester United Attendance Matters Stamp Card (Term Two)

The Manchester United Attendance Matters Stamp Card was introduced in order to target a cohort of students with attendance between **90%-95%**.

**15** students across Y7, Y8 and Y9 were selected for this intervention. In order to gain a stamp, students must see the SPO each day they are in school.

**11/15** students have achieved **100%** weekly attendance since engaging in the stamp card.



# Attendance Case Study

**Logan Barr – Year 7**  
(Term Two)

*“Logan's attendance for the last two school weeks when on the Manchester United Attendance tracker has been 100%. His attendance has risen from 90.1% to 91%. This is compared to the previous week where he has been absent from school.”*

**Lucy Harrison**  
**Attendance & Outreach Officer**

*“I am the first student to have managed ten days in school (reached ten stamps) and I have been given a prize. I enjoy being on the Manchester United attendance stamp card as it makes me want to come in school more times than I did.”*

**Logan Barr**  
**Y7**



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# Manchester United Foundation Learning Support

## Manchester United Reading Intervention

(Term Two & Three)

- The SPO worked in collaboration with the English department to start this intervention which targets **12** students across Y9.
- The students conducted a reading age test prior to being selected. The average reading age of the cohort is **9.6** years old.
- The reading intervention not only aims to improve their reading and comprehension, but the students confidence and ability to read aloud in front of their peers.
- Towards the end of summer term, the students will conduct the same reading age test in order to measure the substantial impact the intervention has made.



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# Manchester United Foundation Learning Support

## Manchester United Reading Intervention Testimony

(Term Two & Three)

*"I really enjoy reading intervention because the I like the book and the character stinky mog. I like having Amy (SPO) reading with us."*

**Macey Poole**  
**Y9**

*"I have recently been supporting Amy from Manchester United with reading intervention groups within Year 9. As the term has progressed, the pupils involved have grown in confidence. They initially didn't want to read out loud to the group and showed a severe lack of confidence and unwillingness to partake, however, just one term into the programme, the majority of the children are now looking forward to their reading intervention sessions and volunteering willingly to read out loud.*

*This has been a lovely project to be part of and I look forward to seeing the improvements at the end of the school year."*

**Hayley Jaques**  
**Learning Support Assistant**



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# Manchester United Foundation Learning Support Case Study

Ethan Kirk – Year 9

(Term Two & Three)

*“I have seen improvement in Ethan's reading. He still take his time when reading and it really does help him to break down individual words into their sounds, but I am seeing him do this with more independence and confidence. He needs some correction, but less so than in the past. The thing I've noticed more than anything is his pace has improved and confidence in reading has improved.”*

**Miss O Rogers – Teacher of English & Cross-Curricular Literacy Coordinator**



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# Manchester United Foundation Learning Support

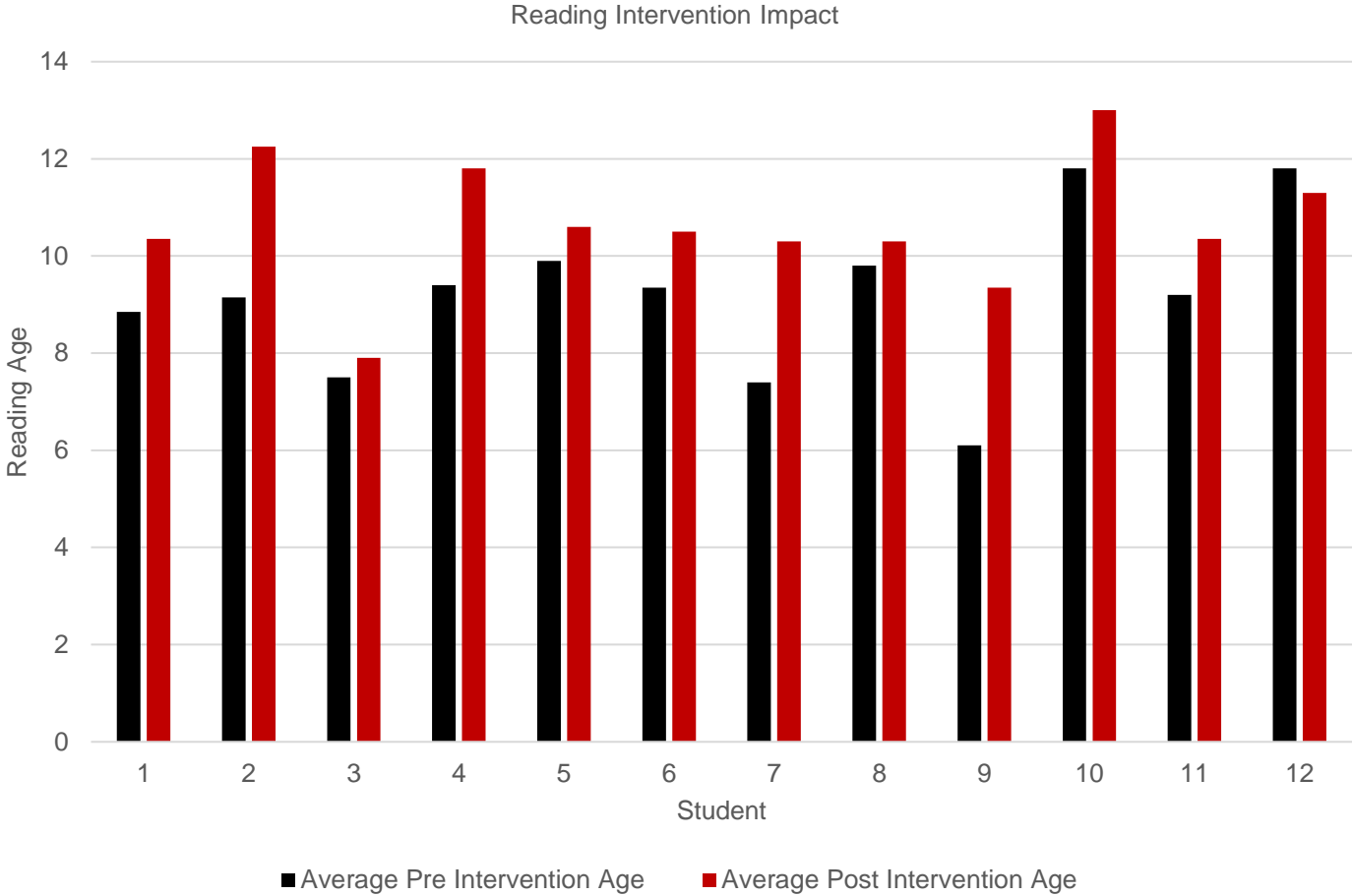
## Manchester United Reading Intervention Impact (Term Two & Three)

**100%** of students have had an improvement in their reading age as per the reading age test provided by school.

**5/12** students have increased their reading age by **2** years or more.

The average reading age of the cohort has risen from **9.6** years old to **10.6** years old.

The intervention provided students with around an extra **12** hours of reading from January to July.



# Manchester United Foundation Learning Support

## Manchester United Fantasy Football Maths Intervention

(Term Two & Three)

- The **Fantasy Football** intervention was designed in collaboration with the director of maths and the SPO previously based here at Werneth School.
- **6** students across Y9, who are working at a grade below their minimum expected grade in maths, were selected for this particular intervention.
- The aim of the **Fantasy Football** intervention is to increase students' confidence, engagement and therefore their ability within Maths.



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# Manchester United Foundation Learning Support

## Manchester United Fantasy Football Maths Intervention

(Term Two & Three)

*“The purpose of fantasy football is to provide students who are currently behind in mathematics with the opportunity to use maths skills in an alternate environment and in a different context to help them to see the relevance of the subject. By allowing them this opportunity we would hope to see that students' confidence with the subject increases and then they become more motivated in their maths classes. This should all contribute to ensuring that the students grades involved improve and they close any gap that they currently have in their achievement data”*

**Mr Brighton**  
**Director of Maths**



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# Manchester United Foundation Learning Support

## Manchester United Fantasy Football Maths Intervention Case Study

(Term Two)

*“I have really enjoyed maths intervention every week. I have never really enjoyed maths however doing it with the fantasy football has made it so much more enjoyable. I also go home and talk to my dad about it so it means I can incorporate it into my home life as well. It has not only helped me with maths but has also helped me understand football more. It has helped me improve my maths and I can’t wait for the next term.”*

**Holly Barnett**  
**Y8**

Holly’s target grade is a five, but she failed to meet this target in her autumn one assessment, achieving a grade three. *“Holly has become more confident in lessons and has also mentioned how much she has enjoyed going home and discussing what she has done in fantasy football with her Dad. Mum has also commented on Holly's enjoyment of fantasy football.”* Holly is now working above her target grade, achieving a grade six in her spring assessment.

**Miss E Bennett**  
**Teacher of Maths**



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# Manchester United Foundation Learning Support

## Manchester United Fantasy Football Maths Intervention Case Study

(Term Three)

*“I have really enjoyed the fantasy football intervention every Friday form time. I love football so using it makes maths a lot more fun and enjoyable for me. I have won the fantasy football league this term after scoring lots of points each week. I think it has helped me with my maths work.”*

**Corey Rohman**  
**Y8**



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# Manchester United Foundation Learning Support

## Manchester United Fantasy Football Maths Intervention Impact

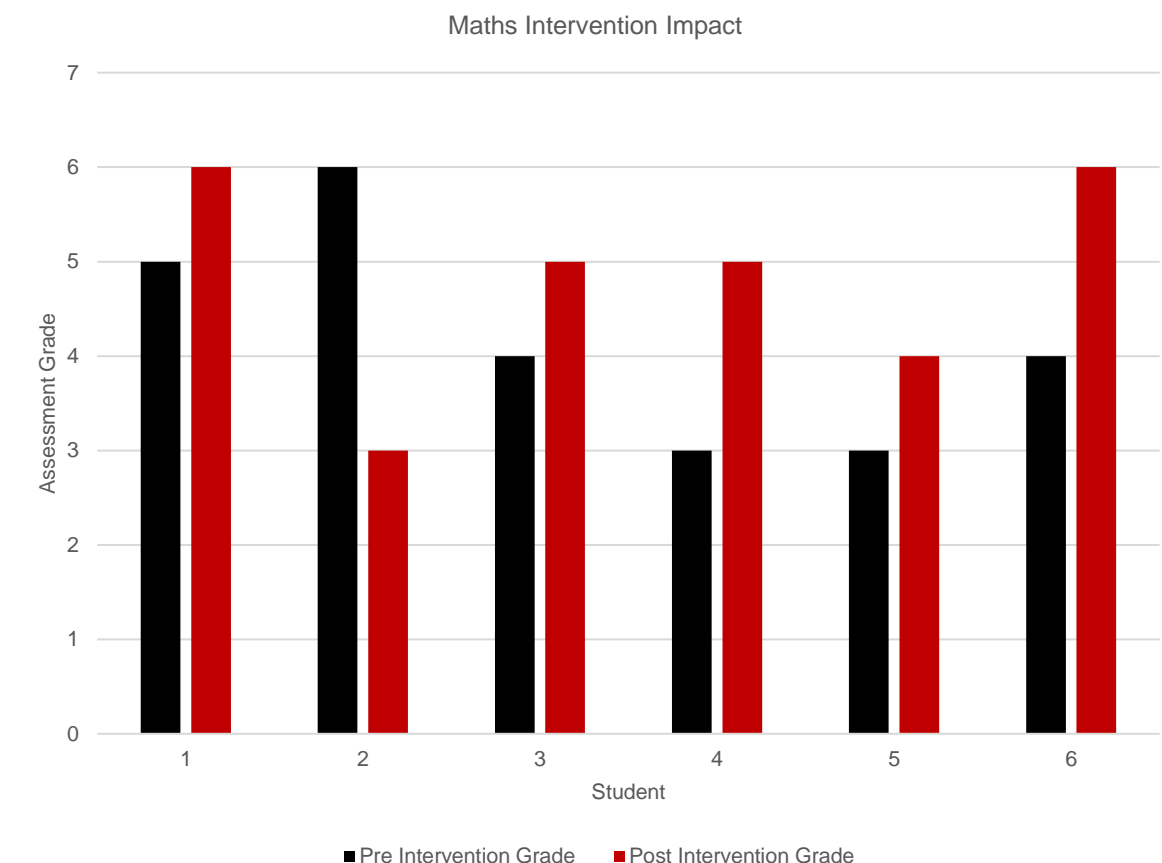
(Term Three)

The students within the intervention group were selected due to working below their target grade.

Since starting the intervention **85%** students have had notable improvement in their grade achieved in their end of year exam.

**3/6** students have increased their assessment grade by one grade and **2/6** students have increased their assessment grade by two grades.

Students in this intervention group have received an additional **30 minutes** of maths each week.



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# United Minds Men's Mental Health Workshop

(Term Three)

This term, the SPO rolled out the United Minds programme with a small targeted cohort in Y8. **4** boys from Y8 have been selected and have been working with the SPO each week.

The workshops help the students discuss and work through mental health issues that they, or others they know, may encounter. Using the resources provided by the United Minds programmes, topics that are often avoided, can be discussed in a safe and enjoyable environment.

The SPO hopes this to be successful and to roll this out with more targeted groups, both boys and girls throughout school in September.



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# United Minds Men's Mental Health Workshop

## Student Testimony

(Term Three)

*"I enjoy the United Minds group because it's help me to talk about stuff going on at home or in general. If something is on my mind and I share with everyone in the group, no one will laugh or judge. Instead, they usually help me deal with it. It's very good if you need to express yourself. I think many people could do with a group like this, because many people have problems at home. I think that the topics of the group are very helpful for real life situations."*

**James Gallagher**  
**Y8**



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# Enrichment



# Enrichment

## Manchester United Ticket Winners 22/23 Season

(Term Two & Three)

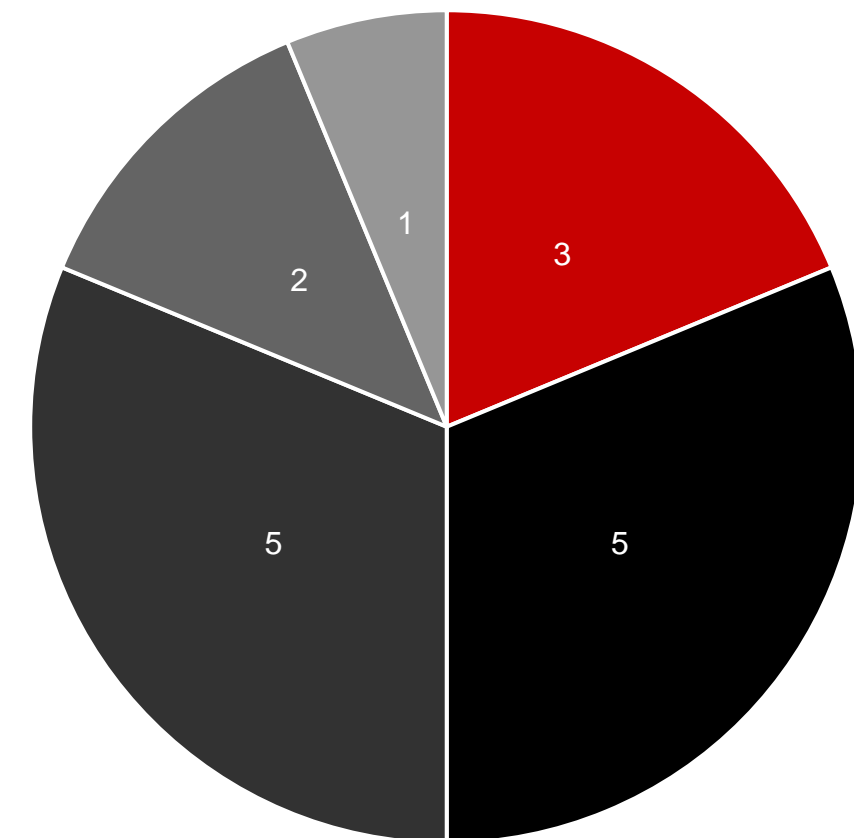
Werneth School have received a total of **58** tickets (29 pairs of tickets) for games at Old Trafford over the 22/23 season.

**32** tickets (16 pairs of tickets) were distributed over term two and three.

Ticket winners are often selected by recommendations from the head of year team for exemplary behaviour or mass improvements in attitude to learning and/or school.

Term Two & Term Three  
Ticket Distribution

■ Y7 ■ Y8 ■ Y9 ■ Y10 ■ Y11



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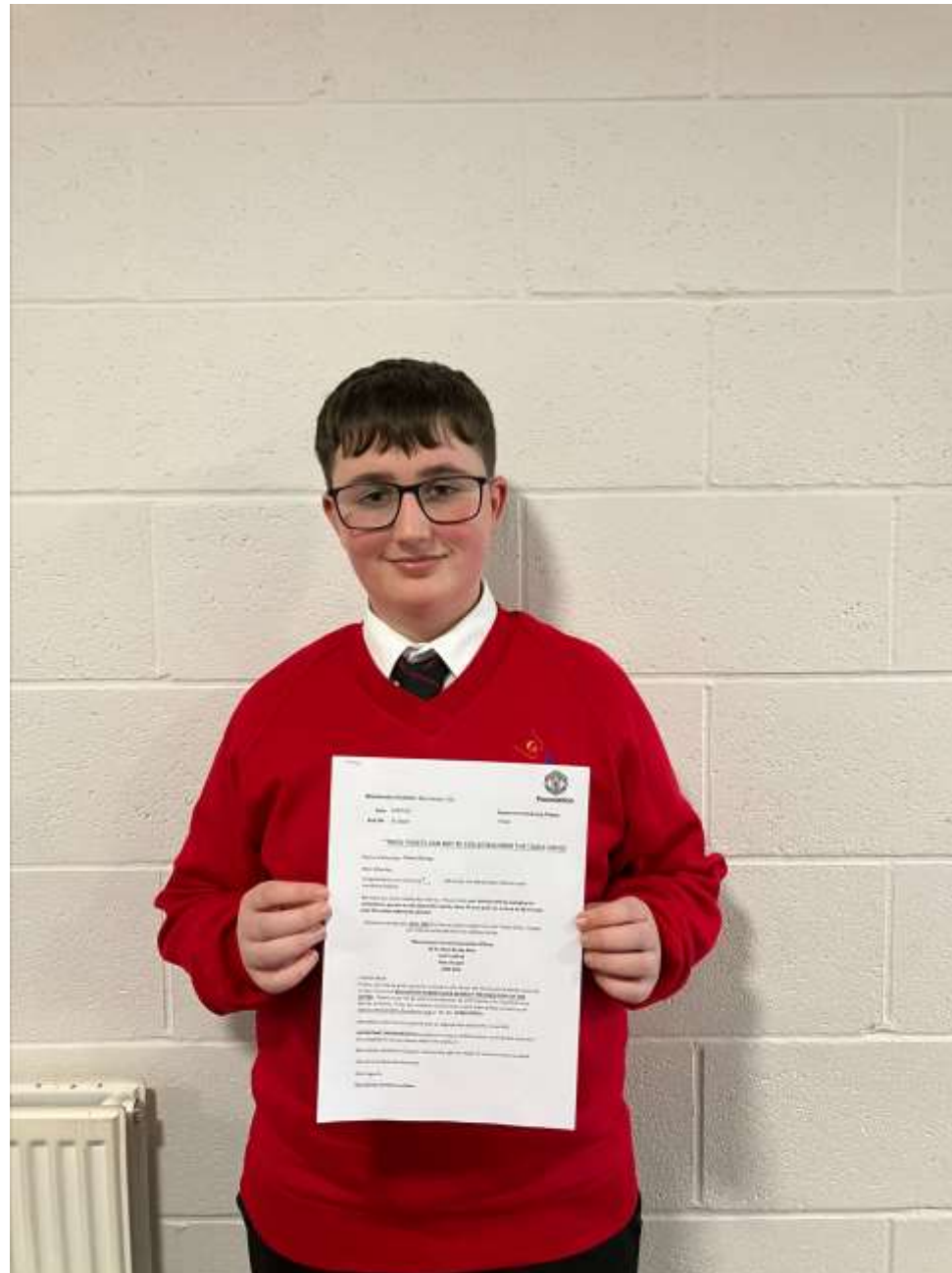
# Enrichment

## Adidas Ticket Winners 22/23 Season (Term Two & Three)

Owen Murray was given the Manchester City tickets after being selected by his head of year team due to a huge improvement in both his behaviour in and around school and his attendance.

*“Owen has had a massive improvement in behaviour since coming back in September.”*

**Mr Rule**  
**Head of Year 8**



*“I was really excited when I was given the Manchester City tickets as I am a massive Manchester United fan. The atmosphere was really great and I was excited to be there. It was lots of fun and they were great seats.”*

**Owen Murray**  
**Y8**



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# Enrichment

## Adidas Ticket Winners 22/23 Season (Term Two & Three)

Ted Foster was given the Real Betis tickets after being selected by his head of year team due to his incredible ability to overcome the mental health issues he has suffered with.

*“Ted really struggles with anxiety. He has received counselling for this and he has done brilliantly well with managing his anxiety and being so resilient. Ted unfortunately lost a grandparent very close to him, but he has allowed himself to grieve and got on with school admirably.”*

**Miss Graham**  
**Head of Year 9**



*“I had a really good view of the full pitch and I really enjoyed watching them play. The experience was made even better when they won 4-1.”*

**Ted Foster**  
**Y9**



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# Enrichment

## Soccer Aid Tickets 2023

(Term Three)

- Werneth School received **10** tickets to the Soccer Aid 2023 match held at Old Trafford. One deserving student from each year group was selected based off their incredible attendance, effort and behaviour around school.
- Toby Nyland in Y10 received tickets to the match for his continued efforts in school and as a congratulations on his Senior Student appointment.



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# Enrichment

## Soccer Aid Tickets 2023 – Student Testimony

(Term Three)

*“I was given tickets to see Soccer Aid at Old Trafford. I saw Usain Bolt with the 9.85 number on his shirt, like his world record sprint time. I saw Paddy McGuinness who isn’t the greatest goalkeeper. Also saw Tom Grennan’s live performance at half time. The seats were very good, and we could see everything. It was a very good experience which I will always remember.”*

**Toby Nyland**  
**Y10**



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# Enrichment

## Environmental Sustainability

The SPO has worked closely with the academy around environmental sustainability. A group of 'Green Ambassadors' was established and the students who form this group have worked very hard with the SPO on several ideas and projects with an aim to help make the school and the local community more environmentally friendly. The first activity that the group took part in was 'The Great Big Green Week' in September. The challenge was to write a letter to the future of how they would like the planet to look. The students from Werneth created a fantastic piece of work and this won first prize at the competition. This was a huge achievement for all those involved. Throughout the year and going forward the students will look at ways of shaping a greener place to learn.



# Enrichment

## Army STEM Event

In October, a group of fifty year ten students attended an Army STEM day at Fulwood Barracks. Students took part in various activities around STEM including rocket design and launching, building an electronic circuit and team building and resilience activities. This day gave students an insight into careers available in the Army and how STEM can build into career options for the future.





# Enrichment

## Greatest School Day Ever

December saw the first of this event take place. Old Trafford was converted into a school for the day and a group of Werneth students took part in lessons themed around IT for the day. The activities included app design with Manchester United partner DXC Technology, MU Media and MUTV production. Students also attended an assembly along with students from all other MU Foundation Partner High Schools. Students were given an insight into possible next steps following school in these areas.





# Enrichment

## Year 7 Christmas Party

In December a group of year seven students were selected to attend the annual MU Foundation Christmas Party. This year the event took place at Chill Factore where they took part in activities on the snow park followed by a ski lesson. This was a whole new experience for these students who due various reasons outside of school they may not have a fortunate Christmas.





# Enrichment

## Manchester United v Leeds United Hospitality Suite Experience

(Term Two)

In February, the SPO was given the opportunity to invite six deserving students to watch the Manchester United v Leeds United game, in a hospitality suite. Something none of the students had experienced before.

Each student has overcome many challenges in recent years such as close family bereavements or more personal battles with mental health.

This was an amazing experience for all involved and put a huge smile on all students faces, particularly when they were given the opportunity to meet Manchester United legends and ask them questions about their career and beyond.



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# Enrichment

## Manchester United v Leeds United Hospitality Experience - Student Testimony (Term Two)

*"I loved the United hospitality box it's one of my biggest highlights during school life and I had such a good night and aftermath informing others (bragging) the food was great the hospitality was even better and the atmosphere made the game that much better! We were in the Warwick box and were even given complimentary gifts. I was even More impressed by the game itself being the first football match I had ever attend and the view from the box made it even more of a good first impression to watching a match in a stadium!"*

**Libby Hough**  
**Y7**



**Foundation**



# Enrichment

## Student Voice Captain Conference

(Term Two)

Our Manchester United Foundation student voice captains took part in a virtual conference whereby the MU Foundation management will present feedback from November's calls.

Our student voice captains have worked with other captains across our partner schools to help design change to our work for 2023/24.



*"I enjoyed the conference call, I felt it was helpful to hear other schools input and how they are affected by similar problems."*

**Olivia Barton**  
**Y10**

*"I liked the conference call and how I could hear other students opinions."*

**Noah Clarke**  
**Y9**



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# Enrichment

## Show Racism The Red Card x International Women's Day Event

(Term Two)

In March, the SPO took ten year nine students to the Show Racism The Red Card event, hosted by the Manchester United Foundation. The event took place at Old Trafford where they took part in activities and workshops surrounding the issue of racism and prejudice towards females. The students performed a business style pitch to promote their strategy to tackle racism in their school, community and the world. The students were largely engaged in the tasks and have learnt valuable information on this subject matter.





# Enrichment

## Show Racism The Red Card Event - Student Testimony

(Term Two)

*“Today was a good day. We learnt about racism and had to present a pitch on how we can deal with it within school. Me and faith came runners up and it was good.”*

**Sophie Wilkinson**  
**Y9**

*“Today was a fun day. We learnt about racism and the affect it has on people. They taught us how to react in a situation and what we should do when people are racist.”*

**Olivia Lumsdon**  
**Y9**



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# Enrichment

## Fred's Mile Walk

(Term Three)

In May, the SPO and Y10 sports leaders ran a walk to school week event with Y6's from Bredbury Green. The sports leaders and students from Bredbury Green made the walk from Bredbury Green to Werneth School assisted by the iconic Fred The Red.

When we arrived at Werneth School, the students from Bredbury Green were given a number of activities to take part in. The event finished up with a bench ball tournament, prize giving and medals.



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# Enrichment

## Fred's Mile Walk - Student Testimony

(Term Three)

*"Today was an enjoyable day where we walked to Bredbury Green and brought year six students back to Werneth for them to take part in sporting activities, with a leaderboard for the competitive side and prizes to be won and medals to be given but the main aim was fun. I was a sports leader leading the activities making sure all the kids are safe and enjoying themselves. I was pulled aside by one of the Manchester United Foundation Communications team, to take part in an interview about what we are doing and why its important. Overall, it was a brilliant day which all the students from Bredbury Green all really enjoyed."*

**Charlie Hough – Y10 Sports Leader**



# Enrichment

## Global Underwater Hub STEM Competition (Term Three)

The Manchester United Foundation offered Werneth and nine other schools the opportunity to participate in the 'Global Underwater Hub STEM Competition'. Six of our students were given the task of creating a remotely operated vehicle, to be operated underwater.

"Using Lego® Mindstorms™ the students will work together and develop their team building skills to create their own underwater robot or Remote Operated Vehicles from scratch." This gave our students insight into the work being done within the STEM sector.



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# Enrichment

## Global Underwater Hub STEM Competition - Student Testimony

(Term Three)

*“We built a remotely operated vehicle made of Lego Mindstorms and we were able to programme the sensors and make the remotely operate vehicle move. Initially we struggled but the challenge was really fun.”*

**Macey Rose Adams**  
**Y9**



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# Enrichment

## Girls Adidas Old Trafford Pitch Day

(Term Three)

During the May half term, in partnership with Adidas, Manchester United Foundation ran a girl's football festival on the Old Trafford pitch. The football festival included workshops themed around the Women's World Cup.

Katie Brockett in Y7 was selected by the SPO and invited to the Theatre of Dreams as a reward for her continued hard work, impeccable behaviour and participation and engagement with the Foundation.



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# Enrichment

## Girls Adidas Old Trafford Pitch Day - Student Testimony

(Term Three)

*“First, we got to do some workshops with the Manchester united and adidas foundation. Then we got to walk out of the tunnel as are names were read out and shown on advertisement boards. We then got to play a tournament on the pitch of old Trafford which was an amazing experience.at the end we got introduced to a youth player called Layla and we got to take pictures on the pitch and in the tunnel.*

*I really enjoyed this experience and would love to do it again.”*

**Katie Brockett**

**Y7**



**Foundation**



# Enrichment

## Manchester United Foundation Primary Red Days

(Term Three)

In July, our sports leaders from Werneth volunteered to help at Manchester United Foundations **Primary Reds Days**. Our sports leaders spent the day at Arden Primary School.

**Primary Red Days** are run by the school partnership officer in each primary school and aim to raise funds for the school and celebrate the years delivery within the school. It also gives our sports leaders opportunity to demonstrate the key skills necessary to succeed as a leader.

Our sports leaders represented Werneth incredibly well and the feedback received regarding their help was outstanding.





# Enrichment

## Manchester United Stadium Tour – Raising Boys Achievement Project

(Term Three)

Werneth School's partnership with Manchester United Foundation gave the school access to complimentary Old Trafford stadium tours. The students on the 'Raising Boys Achievement' project attended Old Trafford's stadium tours as a reward for all they have achieved this academic year. The boys also had access to Old Trafford's astroturf pitch after the tour.



# Enrichment

## Manchester United Stadium Tour – Student Testimony

(Term Three)

*“I have had a really good day out today at the stadium tour and playing football on the apollo pitch next to Old Trafford. It was even better than I expected. My favourite part about the day was getting to sit in the dugouts where the players sit. It felt like a surreal experience and a real dream come true.”*

**Sam Walker**

**Y8**



**Foundation**

# Enrichment

## Manchester United Foundation Adidas Work Experience Opportunity

(Term Three)

Two students at Werneth have been given the opportunity to gain some work experience at Adidas' Hazel Grove site over the summer holidays.

Students applied via Adidas' official job application site, giving the students real world experience of the world of employment. Six places were on offer with twelve applicants in total.

The application process required students to create a poster answering the following questions...

*What does Adidas mean to you?*

*Why do you want to take part in brand experience week?*

**Charlie Hough** and **Annie Atherton** were identified as suitable candidates. Both students were successful in the application process. They will spend one week of their summer gaining experience in numerous departments within Adidas.



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# Enrichment

## Manchester United Foundation Adidas Work Experience Opportunity

(Term Three)

### What does Adidas mean to me?

*To me adidas is the face of the sporting and clothing industry. Leading the race in sports team's kits and clothing but then also providing luxury clothing for everyday life.*

*They have a community approach offering hundreds of thousands of jobs across the country and offering young people opportunities to make a kickstart in working life weather that be fresh out of education or work experience like this opportunity.*

**Charlie Hough**

**Y10**



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# Extracurricular



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# Extracurricular

## Lunch Football

- The lunch football provision was created between the SPO and the lunch duty staff at Werneth school.
- The club runs everyday with **Y7, Y8** and **Y9** accessing the provision and playing inter-year football games.
- The aim of the lunch football provision is to allow students to remain engaged in daily physical activity and ensuring the wellbeing of both their physical and mental health.



# Extracurricular

## Girls Football

During term one and two **35** students registered for the sessions each week. The sessions included girls from years 7-11. Each week students took part in the sessions which are based on participation and fun. All students irrelevant of ability are welcome and these sessions allow students to build new friendships whilst improving their football skills.

Over term one and two a year eleven student Sophie is taking part in the Academy Duke of Edinburgh qualification. She has been volunteering at the sessions as part of the qualification process and has developed well on her coaching and delivery skills.



# Extracurricular

## Girls Football - Student Testimony

*“I really like girls' football because it is fun, and I like playing matches and doing drills. I also got given football tickets to watch the women at Old Trafford for coming to training weekly.”*

**Katie Brockett**  
**Y7**

*“I love playing football and the opportunities Manchester United have brought to Werneth by allowing girls to play as part of a team. They've brought girls the feeling that they can play football just as good as the boys, if not better. Football makes people a part of something bigger than themselves, part of a community.”*

**Ruby Walsh**  
**Y10**



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# Extracurricular

## October Holiday Club

During term one a holiday club was ran at the academy at October Half Term. The holiday club was attended by **21** year seven and eight students from the academy where multi sports were delivered. Students took part in activities including football, basketball, badminton, handball and many more.

This holiday club gave students the opportunity to make new friends and have a healthier half term by taking part in physical activity whilst socialising with students in a fun and informal environment. There were also year ten and eleven students who are sports leaders who attended and assisted with the activities, this gave these students the opportunity to put their coaching and leadership skills into practice.



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# Extracurricular

## Inclusive Sports Event – Seashell Trust

In November, a group of students attended an inclusive sports event at Seashell Trust. The event included activities such as baseball, cricket, fitness and cycling. All the activities were fully inclusive to all those participating and so as a result students were able to take part in activities that they may not always have the option to do.

Students from Werneth were placed in groups with those from other partner high schools including SEN schools. This enabled the students to be able to work with and take part in activities with new people with additional needs.





# Curriculum Delivery



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# Curriculum Delivery

## Growth Company Alternative Provision

**20** students from the academy engaged in alternative provision provided by The Growth Company in partnership with the MU Foundation.

**12** students attend weekly alternative provision at The Growth Company Stockport Skills Centre.

**8** students attend 2 hours of in-school delivery per week.

These students take part in alternative qualifications including employability skills, customer service, retail and functional Maths and English lessons. These students were identified by the SPO and year team as those that would benefit from the alternative provision as a pathway to work alongside their year 11 curriculum.



# Curriculum Delivery

## Growth Company Alternative Provision – Testimony

*We have noticed a real increase in engagement from many of the students who attend Growth Company for external provision on Mondays as well as those who attend internal Growth Company provision at school on Wednesdays. Many of them are demonstrating improved relationships with staff and better attendance to lessons.*

*In particular students in the 'internal' Wednesday cohort are showing improved punctuality to lessons and are spending less time on the corridors.*

*Students attending Growth company at the site in Stockport have said that they are enjoying what they are learning and that they get on well with staff.*

**Hannah Massey – Head of Year 11**



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# Curriculum Delivery

## Growth Company Alternative Provision – Student Testimony

*“During my time with the Growth Company, I have learnt health and safety skills, health and safety in the workplace, employment skills and much more. I have really enjoyed my time with them and have learnt many new skills.”*

**Sienna Ricci**  
**Y11**



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# Careers & Pathways



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# Careers & Pathways

## Delivery Headlines

During term one

Across **2** session, **21** students engaged in Manchester United Foundation careers and pathways opportunities.

**100%** of students to participate reported enjoyment of this opportunity.

**75%** of students to participate reported greater knowledge and awareness of career opportunities as a result of participation.

**84%** of students reported improved aspiration as a result of participation.



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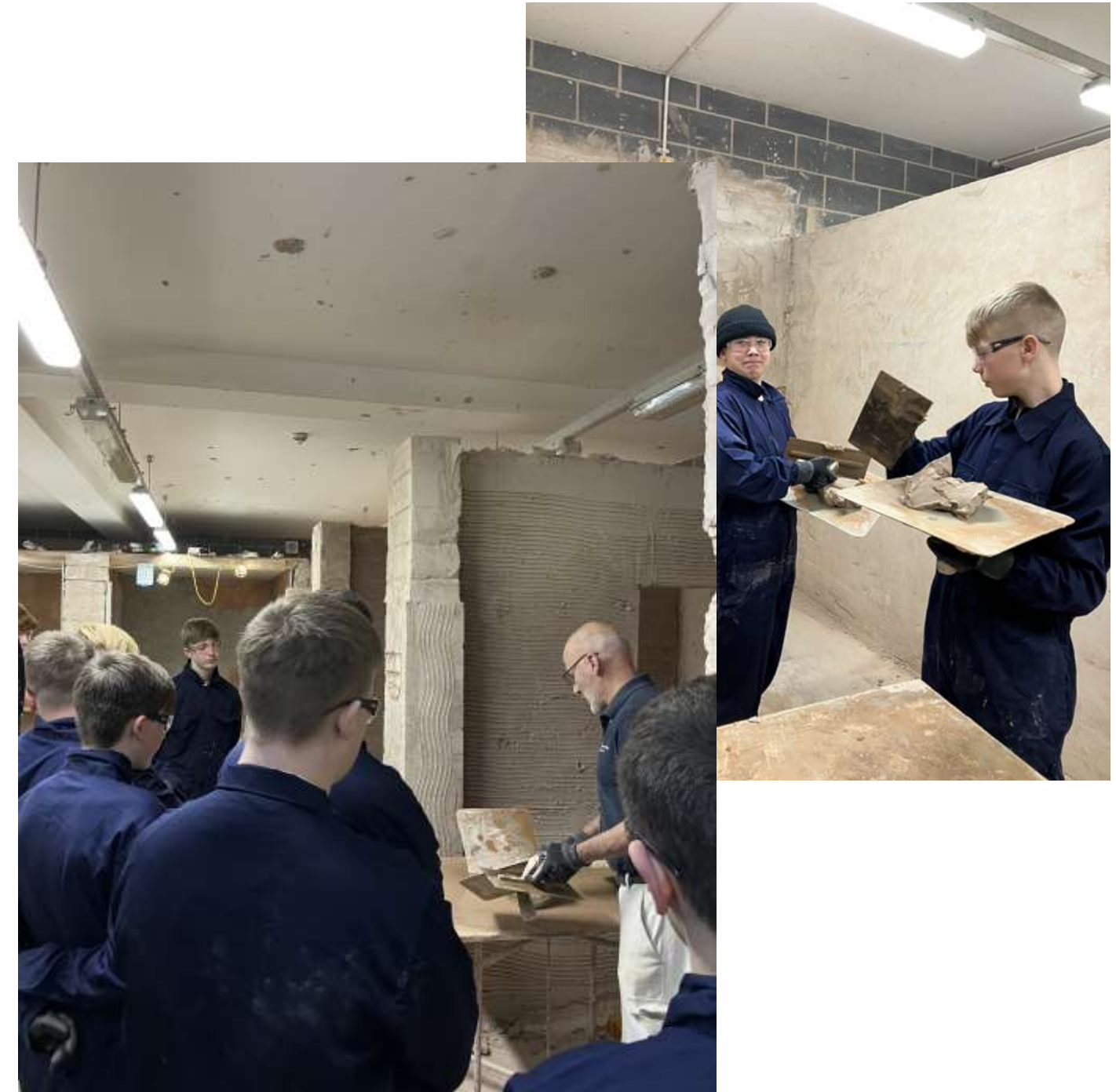
# Careers and Pathways

## Growth Company Have a Go Day – Plastering

In November, a group of year ten students attended a 'Have a Go Day' at The Growth Company's Trafford Park campus. Students spent the day having a taster of the plastering course.

As part of the day students were taught how to mix plaster then how start plastering a wall. This day gave students the opportunity to see college life and practically take part in a trade. The tutors at the college spoke with students about the career options and pathways from having a plastering qualification.

This day gave students the opportunity to see a college which offers several trades based courses which in turn created an option for them post high school.



# Careers and Pathways

## Growth Company Have a Go Day – Plastering

*I went plastering for the day at Growth Company and I learnt that you need a lot of patience for this type of job. It was hard work because the equipment is heavy, but I enjoyed it.*

*Rather than doing schoolwork I prefer doing practical jobs because it is something I'd like to do when I'm older.*

*Now I've tried it I don't want to be plasterer, but I'd like to do a trade.*

**Dylan Davies – Year 10**



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# Careers and Pathways

## Stadium Careers Session – Retail

In November, **8** year ten students attended Stadium Careers Session at Old Trafford. The session began with a talk regarding all the careers available at Manchester United with a focus around retail. Students were advised around career pathways and the qualifications required. Students then received a stadium tour and concluded the event with a talk from the Manager of the Megastore who spoke about the retail careers available at Old Trafford.



# Manchester United Football Club Engagement



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# Manchester United Football Club Engagement

## Ball Assistant

Each season all partner schools are offered the opportunity to appoint a Ball Assistant. All year ten students were offered the opportunity to apply for the role and following an application and interview process the successful applicant for this season was Josh Wild in year ten. Josh completed an outstanding application and interview for the role and was the successful candidate.

Josh is now representing Werneth as Ball Assistant for the 2022/23 season at Old Trafford and other Manchester United sites for first team, youth and Womens team games.



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# Manchester United Football Club Engagement

## Ball Assistant – Student Testimony – Josh Wild

*Becoming a ball assistant has been a roller coaster of emotions. My journey started at the interview where I was very nervous because I knew what it would mean to my family and myself to become a ball assistant at Manchester United with my family being loyal supporters of the club. The feeling after being told I had got the job was fantastic and even better when I heard how happy my family was when we rang them. Being at old Trafford has been a dream of mine and to be able to do that with one of my hero's, my grandad, nearly every week has been amazing. I have learnt how to deal with things when under pressure and I am pleased I have because in the future these are the situations I will encounter [hopefully in the football world]. Me and my family would like to thank the Manchester United foundation for this opportunity, and I am very grateful as I have made more friends and had such a wonderful experience.*



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# Manchester United Football Club Engagement

## Ball Assistant

(Term Three)

Manchester United Foundation partner schools are offered the opportunity to appoint a Ball Assistant for each football season. Each year nine 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 Daizy Starkes in year nine. Daizy produced an incredible application and presented herself in a mature and responsible fashion in her interview.

Daizy will be representing Werneth as Ball Assistant for the 2023/24 season at Old Trafford and other Manchester United sites for first team, youth and women's team games.

WERNETH  
SCHOOL

19th May 2023

## Parental Update

AMBITION, RESPECT, RESILIENCE

Issue 20



**Manchester United Ball Assistant 23/24 Season**

Over the past few weeks, a number of Year 9 students applied for the role of ball assistant for Manchester United for the 23/24 season. Both the written applications and interviews were of an incredibly high standard, making the job of selecting just one student extremely difficult. The role requires a high level of commitment due to performing the role of ball assistant for the vast majority of under 21 games, women's games and first team games. Daizy, pictured above, is our successful applicant and will represent Werneth amazingly in this role. Well done Daizy!

MU Ball Assistant; Art winners; Food Bank; Year 10 Cup Final; E-safety; Transition group; GCSE Art Work;

**The Winners of the Summer 2023 Exceptional Art & Creativity**

Year 7 Kai Carp Watercolour  
Isabella Joy  
Year 8 Tucan Mixed Media Roe Wynter  
Year 9 Crusta Deville  
Observational drawings: Becky Khinman



Well done to the Year 7 transition group, who made amazing pizzas this week with Mr Crane and Miss Smith.



# Manchester United Football Club Engagement

## Gift Tins

In December, all **1109** students from Werneth were donated a gift tin. These were given out at the academy on the final day before Christmas, so every young person received a present from school and Manchester United.

The tins contained a phone charger, pen, and gloves. All of these were gratefully received, and the contents will be very useful to students of the academy.



# Workforce Development & Continuing Professional Development (CPD)





# Workforce Development & CPD

## Education Learning Trust Training Day

In October the Education Learning Trust held a CPD day at Old Trafford. The day gave an insight of the schools that form the trust along with a CPD session in the afternoon. As part of the day the SPO was asked to deliver a talk on how the work of the MU Foundation instils the values required for development as part of the work we do with young people. The SPO delivered the talk to nearly 500 staff from the trust.



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# Ofsted Framework



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## **Behaviour and Attitudes**

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination is not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

## **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**

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