



# Foundation

## Dean Trust Rose Bridge 2021/22 Impact Report Term 3

Dan Eckersall

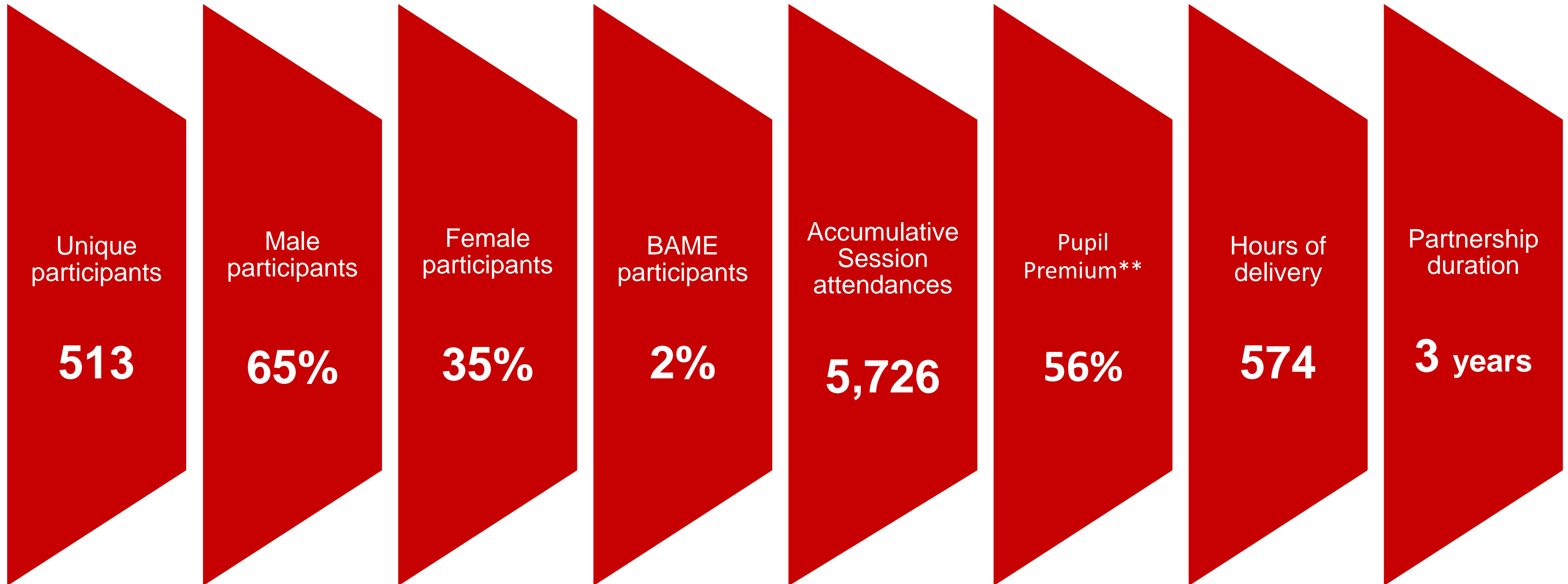
Manchester United Foundation uses football to **engage** and **inspire** young people to build a better life for themselves and **unite** the communities in which they live.



Foundation

# Delivery Statistics

## Term 1 - 3 Totals



# Pupil Premium Engagement

## Delivery Headlines

Throughout Terms 1 - 3:

Across this school year **178** Pupil Premium students (**56% of all PP pupils within DTRB**) were engaged in Manchester United Foundation activities or support which include; mentoring, targeted intervention and personal development programmes, rewards, trips, extra curricular and other activities.

Below is a further breakdown of the types of activities and delivery these pupils have engaged with within school;

**13% - Match day tickets; First team and women's fixtures.**

**40% - extra curricular and football competitions.**

**16% - PE support and Core PE lessons.**

**57% - Trips through Manchester United Foundation**

**30% - Turn around lifestyle program, mentoring and wellbeing center support.**

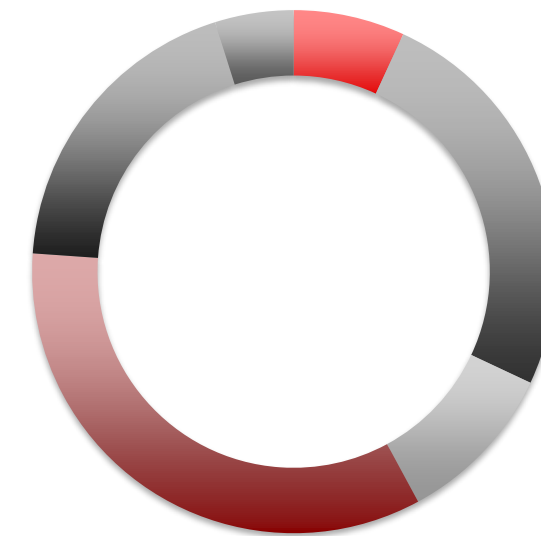
**7% - Other; leadership, qualifications, ball assistant etc.**

**Engaged in 2 or more: 37%**

**Engaged in 3 or more: 12%**

**Engaged in 4 or more: 5%**

Breakdown



■ Tickets ■ Football ■ PE/Class support ■ Trips ■ Mentoring/Turnaround ■ Other

# Targeted Intervention & Personal Development





# Mentoring, Targeted Intervention & Personal Development

## Delivery Headlines

During term three:

Across **24** sessions, **28** students were engaged in Manchester United Foundation mentoring, targeted intervention and personal development programmes aimed at engaging pupils identified as benefitting from increased practical learning and development.

**100%** of pupils said they had learnt a new skill.

**100%** of pupils said they enjoyed taking part in the sessions.

**100%** of pupils said they would use the skills learnt outside of school and at home.

**100%** of pupils said the sessions have improved their attitude towards school.

# Personal Development

## Life Skills

Life skills sessions have continued to go from strength to strength and has continued throughout this school term. Sessions have taken more structure to increase the impact on the pupils across **6 weekly sessions with 8 pupils** from the 'Turn Around' inclusion group totalling a **collective 32 pupils** who have taken part in the life skills program across the school year.

These sessions were designed with the idea of providing pupils with easy to make **substantial meals on a small budget**. During the time supporting within inclusion the SPO developed an understanding of pupils diets outside of school, as pupils discussed their lack of meals and variety of food consumed outside of school.

Life Skills sessions provide students with recipes that cost no more than £4 and can comfortably feed up to 4 people. Feedback from pupils has shown this intervention to be an **enlightening and interesting experience** which has seen an increase in pupils feeding back that they have then taken these recipes home and encouraged families to recreate them during meal time.



# How does this work?

## Life Skills Format

6 Week program as following;

Week 1: Learning the basics – ingredients and cooking provided and led by SPO.

Week 2: Continuing learning the basics – ingredients and cooking provided and led by SPO.

Week 3: Developing skills – more complicated recipe, ingredients and cooking provided by SPO.

Week 4: Planning and cooking your own recipe – Pupils to plan their own recipe and follow a method independently with some support.

Week 5: Planning and cooking your own recipe - Pupils to plan their own recipe and follow a method independently with some support.

Week 6: Purchasing and creating your own meal – Pupils to visit supermarket and shop for own ingredients before returning to school and cooking their own meals independently.





# Personal Development

## Life Skills – Case Study

One stand out pupil who has **shown improvement** throughout the Life Skills program is Mia P.

Mia was reluctant to participate during the first session and struggled to engage with the practical session and the discussions around budgeting and recipes. Since then Mia has openly been involved in all 6 sessions and contributes highly within lessons and planning.

Mia was placed within the inclusion centre in school due to her poor attendance and attitude to learning. Since the Life Skills sessions have taken place Mia's attendance on a Monday (the day of the life skills sessions) has **increased to 80%** whilst the remaining days of the week show a much lower % with Thursday's and Friday's at 20% attendance.



Week Beginning	Mon AM	Mon PM	Tue AM	Tue PM	Wed AM	Wed PM	Thu AM	Thu PM	Fri AM	Fri PM
01/05/2022	#	#	/	\	/	\	o	o	#	#
08/05/2022	/	\	/	\	/	\	/	\	/	\
15/05/2022	/	\	=	=	=	=	/	\	o	o
22/05/2022	=	=	/	\	=	\	/	\	#	#
29/05/2022	#	#	#	#	#	#	#	#	#	#
05/06/2022	=	\	/	\	/	\	/	\	/	\
12/06/2022	/	\	o	o	I	I	/	\	I	I
19/06/2022	/	\	/	\	#	#	/	\	#	#
26/06/2022	/	\	/	\	/	\	I	I	I	I
03/07/2022	/	\	/	\	I	I	I	I	#	#
10/07/2022	/	\	/	\	o	o	/	\	#	#
17/07/2022	o	o	o	o	G	G	G	G	#	#

Life skills



# Personal Development

## Life Skills

The following feedback has been collected from staff involved with supporting the Life Skills sessions;

*The pupils have had a fabulous time in their life skills lesson, they have enjoyed learning new skills in the kitchen, cooking for their families..*

*The life skills sessions have improved attendance for the pupils involved as they want to attend school on a Monday so they don't miss out..*

*The pupils really enjoy taking part and improve their behaviour so that they are allowed to participate in the lesson..*

*Staff and pupils relationships improve during these sessions..*

*The pupils increase their willingness to try new food/dishes..*



# Targeted Intervention

## Wellbeing support

The SPO has continued supporting within the schools wellbeing centre, this is an area within school which supports students wellbeing and mental health and the SPO provides support each morning during lesson 1 and 2 equating to **10 hours of support per week**.

These are some of **most vulnerable pupils** within school, pupils referred to the WBC range from pupils suffering with their mental health, anxiety, self harm, previous non attenders or social issues.

Lesson one and two each day the SPO supports pupils through a variety of ways such as; group discussions, 1-1 interventions, classwork support and sports sessions.

Support has enabled pupils to feel safe within an environment they are not comfortable within and working together with pastoral staff has led to successful **reintegration of pupils into school and significantly improved attendance**.



# Targeted Intervention

## Y7 pushing potential

**6 pupils** from year 7 were identified by their head of year as being **low in confidence, lacking resilience and in need of emotional support.**

The SPO worked with this core group across **11** sessions throughout half term 5 and 6 with a weekly focus on different topics and strategies to help develop their ability to deal with everyday feelings and difficulties they may be facing.

A mix of structured sessions within a class room environment and walking and talking sessions, the boys saw an **improvement with their resilience, understanding of emotion and how to deal with their feelings, confidence and the ability to support one another.**





# Enrichment



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# Enrichment

## Rise

Leading on from Term 1, the Year 11 pupils who had completed stage 1 of the RISE program were then challenged to demonstrate their ideas and thoughts on how they can **develop and change their local community for the better.**

3 pupils; Alistair, Ellis and Jordan all completed stage 2 which consisted of producing short video clips describing and showing how their project can benefit and explaining their passion behind the project.

Stage 3 was completed and submitted by Alistair but they were unfortunate not to get selected to represent the RISE challenge at their global final.

Alistair will be **planning and developing their LGBTQ+ project** in the coming months and hopes to **make a difference and spread awareness** within the local society in Wigan.



# Enrichment

## Ball Assistant

Sharlize has continued to support Manchester United within her Ball Assistant role and is keen to continue this support throughout next season too as this one comes to a close. Sharlize has been an **exceptional representative** from Dean Trust Wigan and her enthusiasm has been brilliant.

Applicants from Year 10 who were unsuccessful in the Ball Assistant interview process were given the opportunity to assist with Manchester United U23 and Women's Team matches hosted at Leigh Sports Village.

Kaiden has been an **excellent asset and has been extremely reliable** for the teams playing at Leigh Sports village with feedback from Manchester United praising his attitude and efforts throughout the season.

Kaiden was rewarded match day tickets to attend a First Team fixture due to **his dedication and professionalism on the side lines.**





# Enrichment

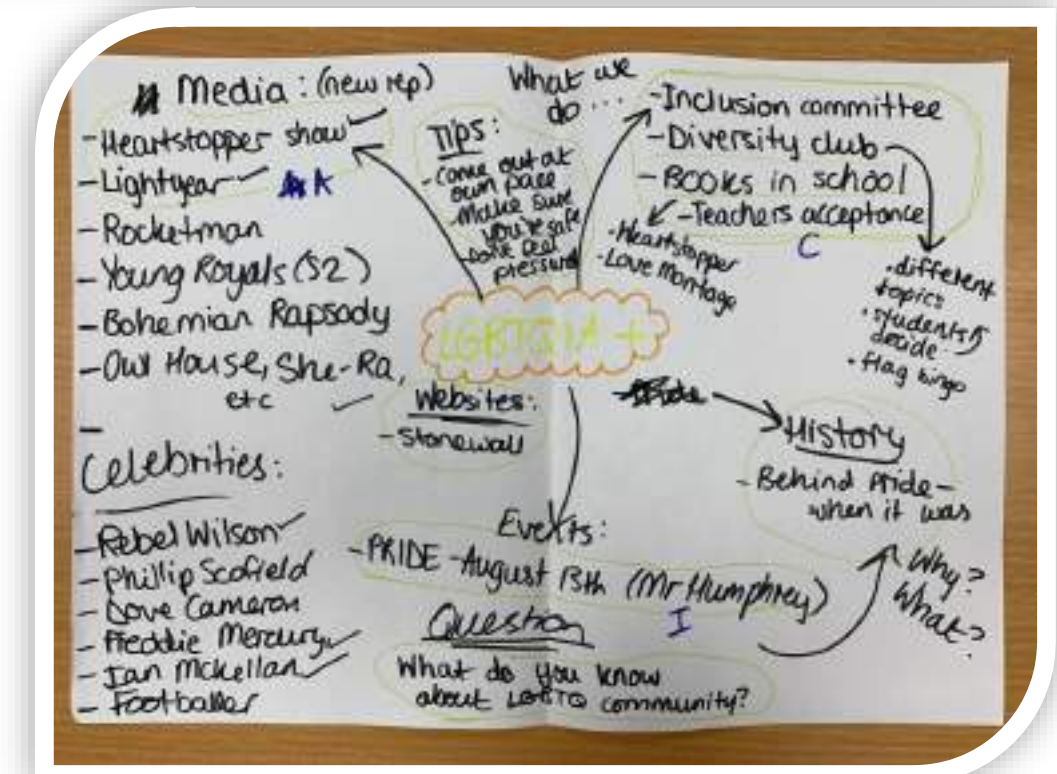
## My Brain and I Podcast – HT6

The My Brain and I podcast was introduced towards the end of the school year with the pilot episode released to pupils during half term 6.

The Podcast is hosted by a group of newly appointed Senior Prefects and focuses on **key messages and topics that are relevant to the pupils, staff and schools wider community.**

The podcast features our Y10 pupils; Claudia, Issac and Amy giving their take on the matters at hand and having open discussions about current issues. Each week there will be guest speakers on the podcasts, either from other year groups, staff or external visitors.

The podcasts are being played on Friday mornings during form time as part of our **Personal Development** Curriculum touching on PSHE topics and so far our pupils have loved them!



# Enrichment

## Wheelchair Rugby

As a reward for their hard work throughout the school year pupils took part in a rewards day at the end of the school year where they got chance to take part in a variety of activities

The SPO took charge of running and facilitating a wheel chair rugby session alongside a qualified wheelchair rugby coach.

Across the day **60 pupils from KS3 and 4** took part in wheelchair rugby tournaments against their peers.

This was an **excellent experience for pupils to take part in an adapted version of a popular sport** within DTRB and experience the skill level required by athletes who take part in wheelchair sports.





# Enrichment

## Y11 Inflatable

As part of a positive reward incentive the SPO provided the Manchester United penalty shoot out and other activities to give the pupils the opportunity to take part in a penalty shoot out to give them some respite from the stress of the exam period. This was a part of a reward to mark the end of the exam seasons and to reward them for their commitment to their GCSE exams, revision and extra lessons that they have committed to throughout the last few months.

Across two periods approximately 50 pupils took part in these activities with feedback from pupils all being positive.

***'It was nice to have some time to have a kick around and have some fun with the shootout with my mates after the exams.'***  
***Liam Year 11.***





# Extracurricular



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# Extracurricular

## Lunch time activity

Across the school year an average of **65** pupils each day have engaged in **40** minutes of extra curricular lunch or break time activity totalling a collective of around **126** hours of extracurricular sport through the school year.

**Throughout terms 1 to 3 the SPO has continued break and lunch time activity each day in the form of organised football** using the newly built 4G AstroTurf pitch, each year group has their own designated goal and football which they are responsible for during that time. The SPO has set clear guidelines and rules for each year which they must adhere to whilst giving them responsibility and freedom to play and enjoy their free time.

This has greatly impacted pupils behaviour around unstructured time at break and lunch and as a result has led to a **decrease in negative behaviour during unstructured time** particularly within the KS3 year groups. Pupils could only access the facilities if they showed the right attitude and respect towards staff during these break and lunch time periods, this gave them **more responsibility for there actions** whilst also having the chance to use sport as a way to socialise and burn off excess energy to prepare them for their following lessons.



# Extracurricular

## KS3 Football Club

Extra Curricular football has continued to be a popular extra curricular option amongst key stage 3 pupils again this term. Across Term 1 and 2 there has been an increase in attendance with **106 unique participants** attending across the term compared to **last Term's number of 86** with a high of up to **66 pupils attending** each Thursday after school.

Across the term this has led to **30 female** and **76 male** participants taking part in **32 sessions** from the start of the school year collectively completing **2,544 hours of physical activity.**

Pupils who have attend extra curricular sports clubs have now become part of the **sports leadership** pathway being implemented by the SPO and **rewarded for their attendance and attitude** to learning around school.





# Extracurricular

## Fixtures

School fixtures have continued to take place after school throughout Term 2 with the SPO alongside PE teaching staff has organised games to take place against other local Secondary schools.

Pupils from year 7 and 8 have been extremely keen to take part in these fixtures and have shown a **great attitude and team effort** throughout the term when competing against very well drilled and competitive teams.

Fixtures will continue throughout the school year alongside upcoming small sided football tournaments.



# Transition



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# Transition

## Delivery Headlines

During terms 1 - 3:

Across **39** sessions, **42** local primary school students engaged in Manchester United Foundation transition activity

Collectively, Manchester United Foundation transition activity generated and accumulative **1,638** hours of primary school student engagement since the beginning of the school year.

Britannia Bridge continued to facilitate the support offered and the SPO delivered sports and team building sessions to a class of **30** pupils throughout the term.

Canon Sharples were also excited to continue with the multi sports and confidence building sessions which were taking place last Term and the SPO has now started with another new Year 5 cohort. The SPO provides weekly sessions throughout the term with a focus to **promote and support the development of confidence within a select group of 12 pupils** identified by their class teacher.

# Transition

## Britannia Bridge and Canon Sharples

Britannia Bridge and Canon Sharples have welcomed the SPO back to deliver multi sports and team building sessions to pupils from year 5 and 6 across the two schools.

Each week the SPO continues delivers to deliver **one hour of sport per week during the school day** as part of Dean Trust Rose Bridges transition offering, this has been an **excellent opportunity to continue developing meaningful relationships** with partner primary schools in the local area.

Pupils have displayed improvements in communication, confidence, resilience and team work throughout this term. Feedback from staff and pupils has been extremely positive as pupils have voiced their excitement to take part in these sessions and has become a highlight of the week for some.

***‘ I enjoy sessions with Dan because he doesn’t leave anyone out, treats us all the same and makes sure we all join in and have fun.’***

***Leah***

***Year 5 Britannia Bridge.***





# Transition

## Year 5 & 6 Primary competitions

Throughout Term 2 the SPO has worked closely with Cathy (Wigan school games coordinator) to organise primary school football competitions held at DTRB for local year 5 and 6 pupils to attend through being selected by their school and compete against other primary schools within their cluster.

The 3 competitions have consisted of; boys year 5&6 competitive, boys year 5&6 participation and girls year 5&6 competitive.

In total across the 3 competitions **140 pupils** have attended these events and competed against one another with the **Girls year 5/6 competitive competition being the most attended with 5 schools entering teams to compete.**

These tournaments have engaged schools which in the past had not entered into events or visited DTRB and feedback from Cathy has been that they are now **entering into more events across the year due to taking part in these competitions.**



# Transition

## Britannia Bridge Stadium Tour

During HT 6, pupils from Britannia Bridge were invited by the SPO to take part in a stadium and **a reward for their excellent behaviour and attitude throughout the school year** during their weekly sports sessions.

**30 pupils** from Year 5 accompanied by 2 of their teaching staff spent the morning exploring the museum before enjoying the tour around the stadium.

***‘Our kids loved it even the ones who aren’t interested in football.’***

***Our guide was excellent and really engaged with the pupils making the day extremely enjoyable for all involved, Thank you!’***

***Mr Alty – Year 5 Class Teacher***

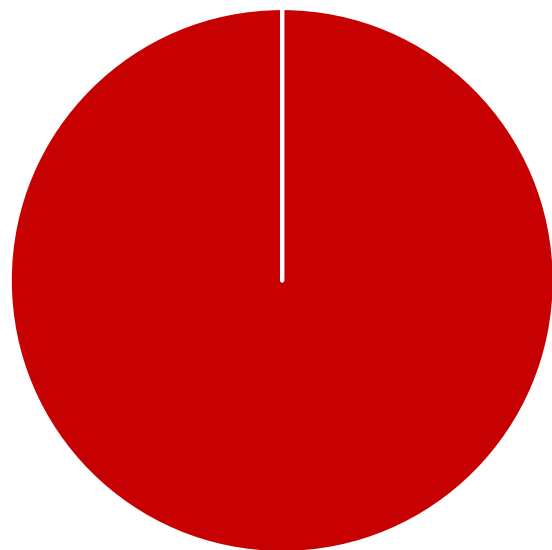




# Transition

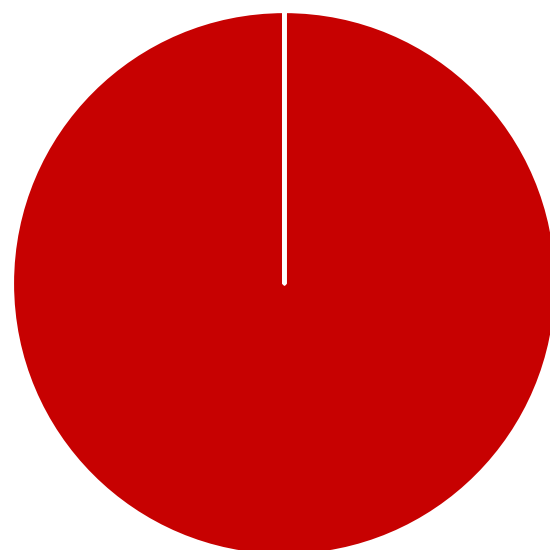
## Britannia Bridge and Canon Sharples Feedback

Enjoyed sessions



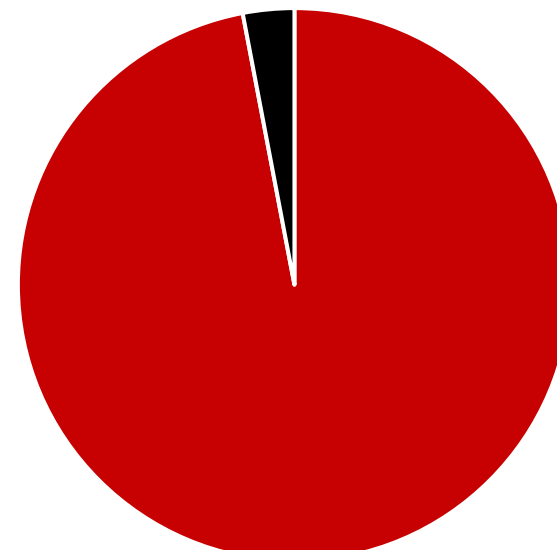
■ Yes ■ No ■ ■

Improved confidence



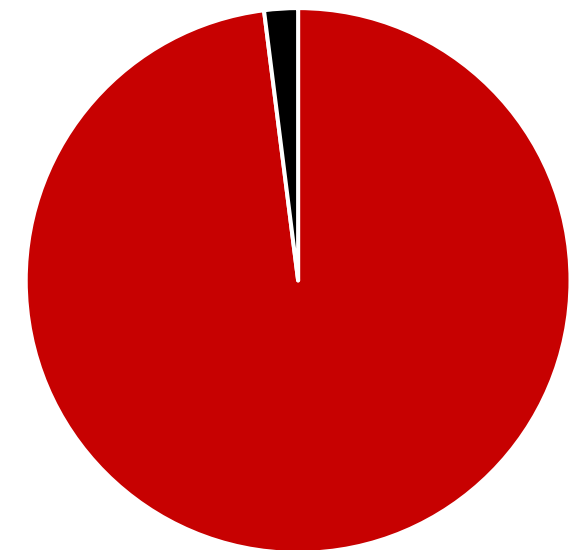
■ yes ■ no

Improved Resilience



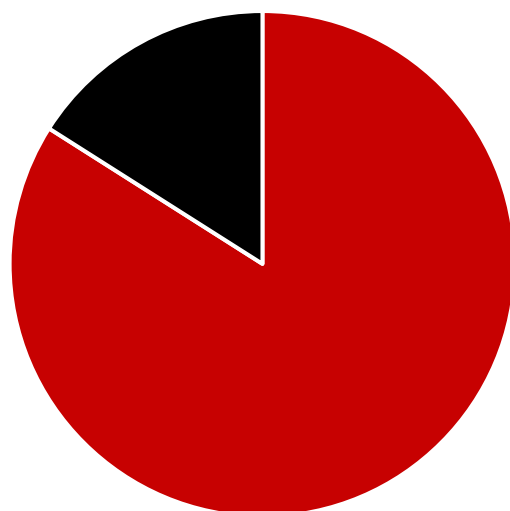
■ Yes ■ No ■ ■

Improved core skills



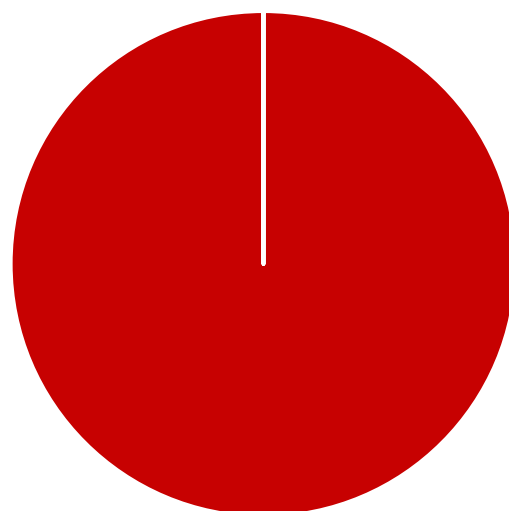
■ Yes ■ No ■ ■

Would attend DTRB



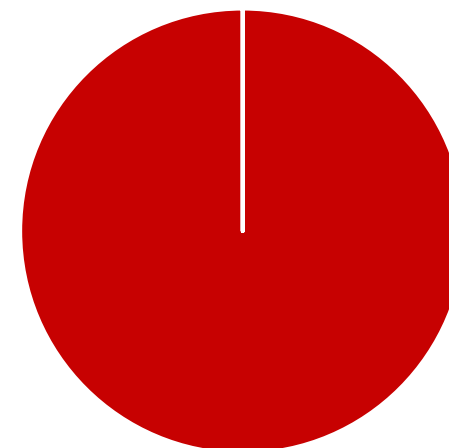
■ Yes ■ No ■ ■

Increased team work



■ Yes ■ No ■ ■

Would attend MU Foundation session again



■ Yes ■ No

Results taken from Britannia Bridge year 5 (30 pupils) and Canon Sharples year 6 (12 pupils) Term 3.

**Increase of 6-10%** across all areas between Term 1 and Term 3.

# Curriculum Delivery & Support





# Curriculum Delivery and Support

## Delivery Headlines

During term two and three:

The SPO has continued their **support during curriculum time** within different subject classes and year groups. Year 11 sports studies and core PE with year 10 and 11 was supported each week by the SPO amounting to a collective of **9 hours minimum of total support per week** throughout term 1.

Across **48** sessions, **58** students engaged in Manchester United Foundation curriculum delivery or support during Core PE or sports studies lessons.

Continuing from term 2 into term 3 the SPO has picked up a regular year 7 PE class, the **SPO teaches a group of 18 year 7 pupils** during their allocated PE lesson which takes place **twice a week across one single lesson and one double lesson** totaling 3 hours. Collectively the pupils have taken part in **1,404 hours** of PE delivered by the SPO.





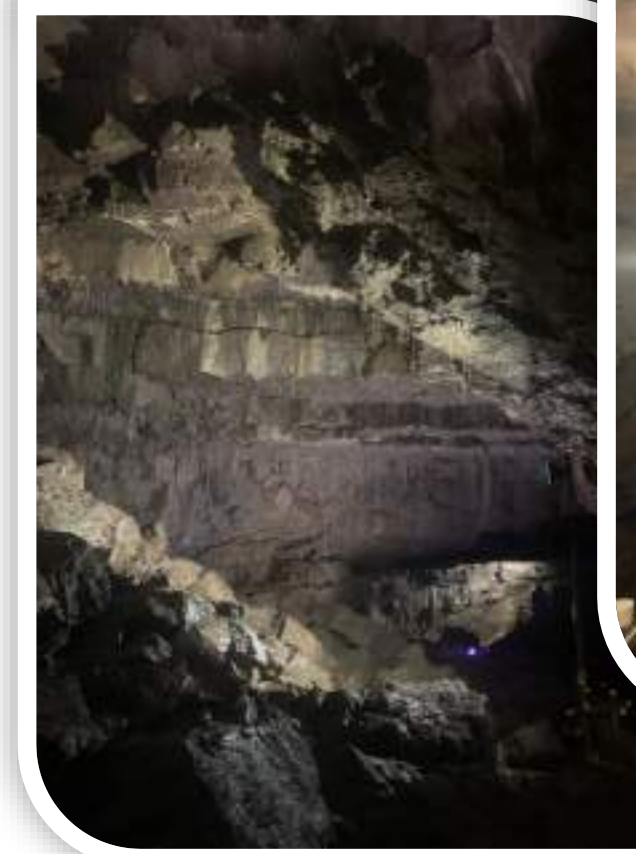
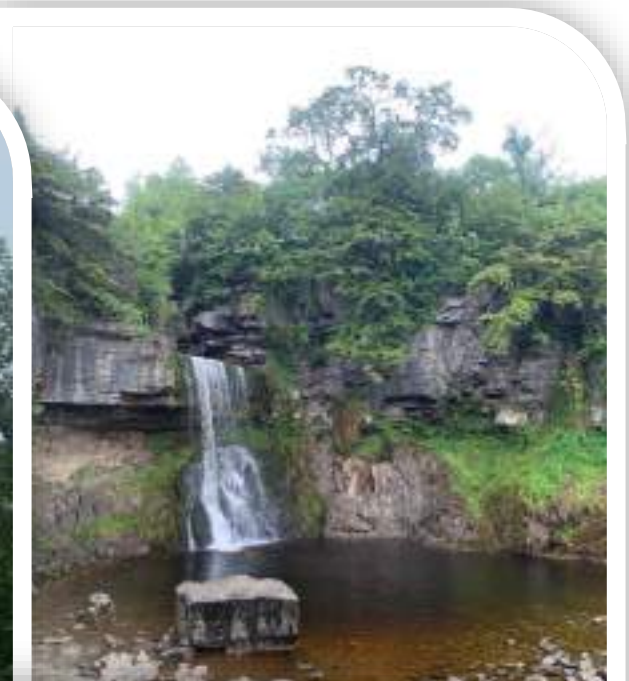
# Curriculum Delivery and Support

## Geography trip support

Across two days the SPO helped support with a year 8 trip to Ingleton Falls and Caves during half term 6.

**90 pupils** across two separate days spent time investigating the impact of the falls on the natural area through recording and comparing different elements of the falls and streams and recording their results.

Overall it was a productive day with pupils able to experience the water falls and cave systems and test their resilience with long walks through the hill sides and tight spaces within the caves.





# Curriculum Delivery and Support

## Man Met textiles Y9

**12 pupils** from year 9 were invited to take part in a workshop hosted by Manchester Met University based around fast fashion, recycling and sustainability within the fashion industry.

Pupils took part in a carousel style workshop where they spent the day exploring different aspects within the fashion industry and were **challenged to create their own styles and solutions to non recyclable products.**

Pupils were taught about the benefits of 3D printing, upcycling clothing, the pros and cons on creating clothing with certain materials and were challenged to identify their own ways of combatting fast fashion and single use materials.

***'It was really interesting learning about what things can actually be 3D printed and how many jobs use it'***

***Dominic Year 10***



# Rewards





# Rewards

## Match Day Tickets

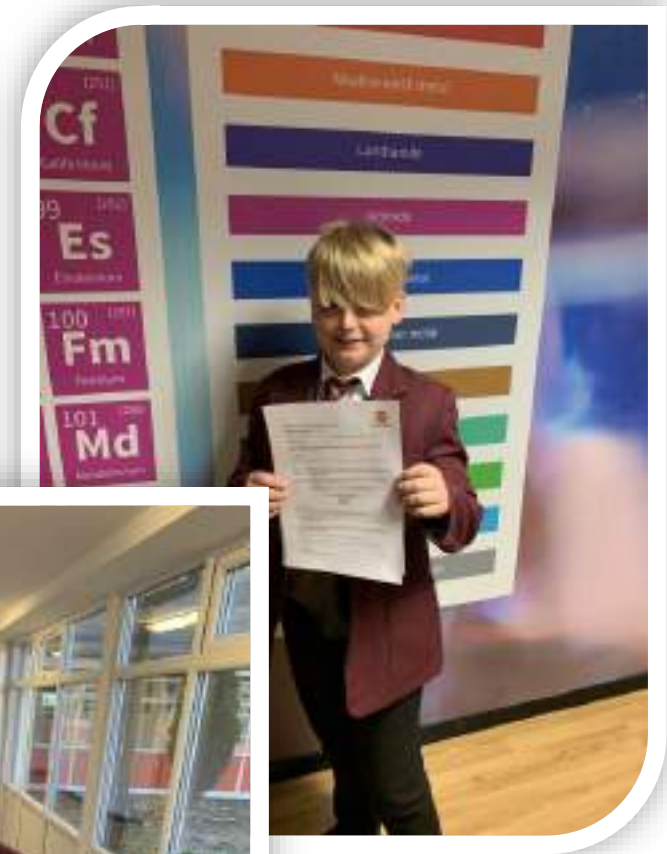
Following on from Term 1 the SPO has been able to give even more pupils the opportunity to visit Old Trafford through receiving match day tickets for Manchester United teams as a reward for their attitude around school.

During Term 1 the SPO gave out **41 tickets** to individuals and organised group trips to attend these fixtures.

Throughout Term 2 the SPO has been able to increase this number, **12 more tickets** were given as rewards to pupils from DTRB to attend first team fixtures.

Term 3 the SPO was able to provide an additional **18 tickets** for a variety of matches including **12 tickets for Man U and Liverpool legends game held at Old Trafford.**

In total **71** tickets were given to pupils of DTRB to attend a first team fixture across the school year through terms 1 - 3.



# Rewards

## Match Day Tickets

Along side this we celebrated the Manchester United Women's team playing against Everton at Old Trafford by rewarding pupils with tickets to also attend this event with the aim to **break the record attendance for the Women's team.**

In total the SPO delivered **50 tickets to DTRB pupils**, pupils were selected from their attendance at girls football extracurricular and their attitude during PE lessons as a reward.

The SPO was also able to deliver a further **30 tickets for local primary school Britannia Bridge and another 30 for Canon Sharples** as part of their transition partnership with DTRB.

In total the SPO provided **110 tickets for pupils** to attend this brilliant event and watch football at Old Trafford.





# Rewards

## Adidas rewards

During term 3 Adidas kindly donated items to reward some of our pupils within school. In total **10 items were handed out to pupils** for various reasons such as excelling within school, helping and supporting new pupils to settle in and also supporting with extracurricular events.

Most notable from the 10 pupils were Jordan B and Millie McG (Year 11) who were with friends, when a member of the public was on a rope swing on the local park. The rope swing snapped leaving the member of the public impaled on the top of a steel fence. After hearing cries for help Jordan and Millie saw this and were the first on the scene to support. Not only did they get the member of the public down from fence but used first aid skills to stem the bleeding, called an ambulance and kept them calm until it arrived.

***' I heard the shout for help and went straight over, I helped take his leg off the fence and used a bandana to wrap his leg to try and stop the bleeding.***

***Thank you for rewarding me with a Manchester United jacket I love it! '***

***Jordan B***





# Rewards

## iClass Stadium Tour

Throughout the school year pupils that access support in the iClass area of school have **shown a great attitude to learning and have been working hard to improve their academic capabilities.**

Due to this **continued effort and hard work** the SPO arranged for those pupils to take part in a stadium tour of Old Trafford.

**14 pupils** were selected to attend this event, they had opportunity to visit the museum before had learn about the history of the club before taking part in the tour of the stadium where they saw behind the scenes, went pitch side and had the chance to sit in the managers chair in the dugout.

***' This was a great event for the pupils as they deserved a reward and all had a fantastic time especially getting to take pictures with the players shirts, the smiles on their faces were brilliant to see!'***  
***Mr Lowe.***





# Rewards

## Army PDA Y10

**30** pupils from year 10 were selected to take part in an Army personal development activity day at Fulwood Army Barracks in Preston.

On the day pupils competed against other year 10 pupils from Dean Trust Wigan in a variety of **STEM, team problem solving and physical activities** aimed at **promoting communication, team work and resilience.**

The day provided a great insight to pupils about what sorts of skills are required to be successful within the Army and also within the school or future workplace.

***‘I learnt things about myself that I didn’t know before today’***

**Kyle G  
Year 10**





# Rewards

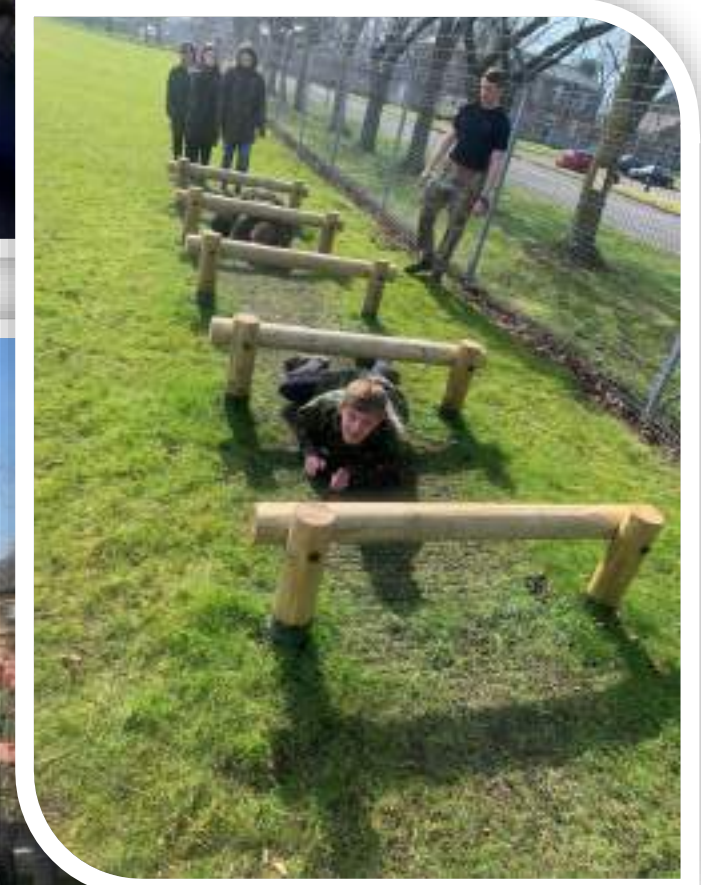
## Army PDA Y9

Following on from year 10 trip, year 9 pupils were also given the opportunity to take part in another Army Personal Development Activity day at Fulwood Barracks.

**30 pupil premium** pupils were selected to take part in the day with a focus on **problem solving, team work and STEM**. The day replicated the year 10 activity day where they enjoyed competing against Dean Trust Broadoak and was found equally enjoyable by all involved.

***‘ It was really fun and I really want to go on another trip again!’***

**Romy H  
Year 9**





# Leadership



Foundation

# Leadership development

## Referee Qualification

As part of the DTRB and Manchester United leadership pathway 3 pupils from year 10 were selected to complete a FA Referee qualification which qualifies them to officiate matches and progress along the refereeing pathway in the future with **potential for career opportunities**.

Over a 2 day period the 3 pupils took part in a mix of theory and practical assessments and learning led by FA tutors. Daniel, Kaiden and Mia all passed the requirements including completing a short online rules course alongside the 'Safeguarding for all' certificate.

Mia, Daniel and Kaiden have used their new knowledge of the game to officiate and support competitions held at DTRB and also the year 5 and 6 after school competitions where they continue **to improve their confidence** throughout each game.





# Leadership development

## Referee Development

During terms 1 and 2 Ethan has been supporting the PE department and the SPO in the form of refereeing after school fixtures involving year 7 and 8 pupils.

Ethan is currently in year 11 and studying sports studies which has a leadership module involved within the course. This has helped Ethan understand the laws of the game and develop his knowledge enough to give him the confidence to referee a school fixture. Ethan has used the evidence and experience to help support his coursework.

Ethan hopes to carry on refereeing outside of school and has commented on how these opportunities help to build his confidence.

***'I enjoyed refereeing because it was a really good experience and helped me with my sports studies.'***



# Leadership development

## Sports Leaders extra curricular support/Leadership

Sports leaders support has been extremely beneficial throughout term 1 and 2, pupils from a mix of year 9 and 10 have helped the SPO throughout this school years event alongside hosting some of there supported by PE and the Wigan School games organiser.

Sharlize, Dan, Kaiden, Ruo Wen, Mia and Nikola have been extremely helpful during this term, most noticeably during the primary football competitions where they helped **support each team, officiate, organise and score the competition**. This enabled all games to run extremely smoothly and ensured that all pupils could play in a **safe and fun environment**.

Collectively these pupils have volunteered a collective of **48 hours** between them through after school support.





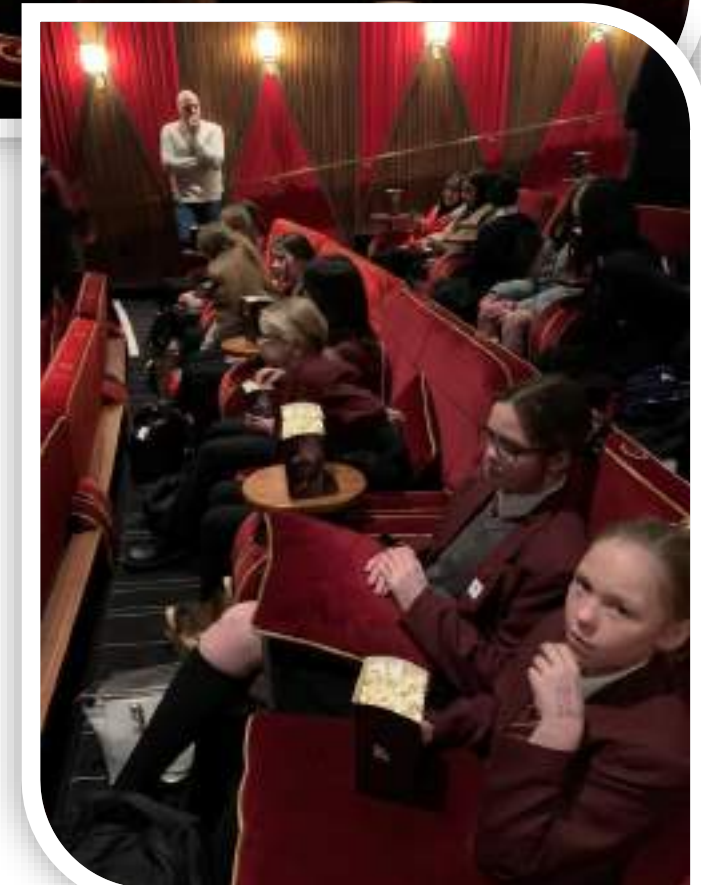
# Leadership development

## Girls Cinema King Richard

As part of Manchester United Foundations girls leadership **8 pupils** from DTRB along with other partner schools were invited to attend a private screening of the film King Richard at the Everyman Cinema.

King Richard is a film about Venus and Serena Williams based on leadership, reaching your potential and working hard to reach your dream goal and was inspirational for the pupils who attended as they were selected based on their **dedication to sport within school and also teams in which they represent outside of school.**

The film was followed by a Q&A session with England deaf football player Rebecca Kemp who **spoke about overcoming adversity, pursuing your interests and working hard towards your goals to fully reach your potential.**



# Social Action / Community Projects



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# Social Action

## Sponsored Walk

The SPO partnered up to support with a project run by Wigan Athletic in the community based around pupils **creating their own social action project** and carrying it out during the school day to raise awareness about a project of their choice.

Year 8 pupils from DTRB organised a sponsored walk which was a 10km circular walk up the canal route to Haigh hall and back down to school.

**9 pupils** took part in the walk to help promote healthy living and mental health as part of their social action project.

The SPO helped to organise the route and plan the activity whilst supporting Wigan Athletic staff.



# Street Reds

Street reds is a community football project designed to provide free football sessions to the local community for anybody between the ages of 8 and 18.

DTRB hosted taster sessions for the upcoming season and will be starting up as the latest HUB to provide Street Reds sessions in Wigan.

During the first taster session we had **57 young people** in attendance across the evening with a total of **74 registered** for the upcoming sessions starting September.

This will be a fantastic opportunity to showcase the school facilities to pupils who do not attend DTRB and will continue to benefit transition.





# 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.

- ✓ ***Mentoring, intervention and personal development***  
***Slides 6-10***
- ✓ ***Enrichment***  
***Slide 12-13***
- ✓ ***Extra Curricular activities***  
***Slide 15-17***
- ✓ ***Curriculum support***  
***Slides 24***

## **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.

- ✓ ***Mentoring, intervention and personal development***  
***Slides 6-10***
- ✓ ***Enrichment***  
***Slide 12-13***
- ✓ ***Extra Curricular activities***  
***Slide 15-17***
- ✓ ***Transition***  
***Slides 19-22***
- ✓ ***Competitions***  
***Slide 17***
- ✓ ***Leadership***  
***Slide 32-35***
- ✓ ***Volunteering/social action***  
***Slides 37***
- ✓ ***Rewards***  
***Slides 26-30***





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**Thank you**

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