



**Foundation**

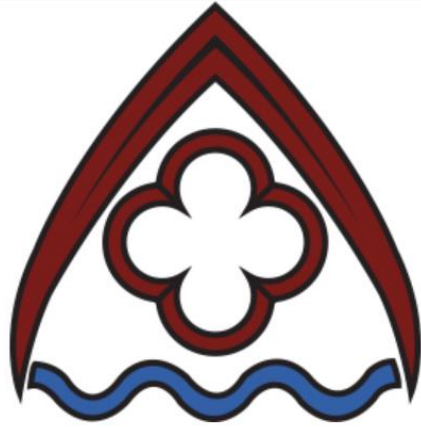
**Brook Street Primary School**

**Term 2 (23/24) Impact Report**

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.

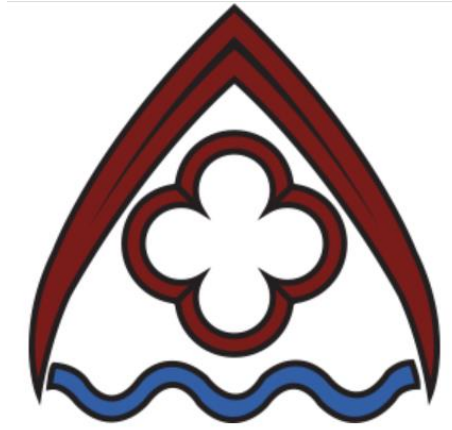


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# Partner Primary School

## Brook Street Primary School



As of January 2023, Brook Street Primary School is now an official **Partner Primary School** with the **Manchester United Foundation** via the foundations partnership with Richard Rose Central Academy. The school is based in **Carlisle** with cohorts from **Nursery to Year 6**.

**The school's vision is as follows:**

'We want Brook Street to be a community where everyone feels safe and happy, so that we may all grow in confidence, embrace opportunities and reach our full potential'.

Confidence, Opportunities and Potential



**Central Academy**

The best in everyone™

Part of United Learning



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# Contents:

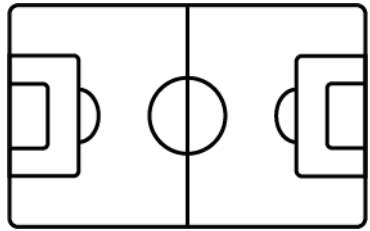
Chapter:	Area:	Page:
1	Statistics	5
2	Delivery Update	7
3	Assessments	12
4	Impact of Wider Foundation Initiatives	17
5	Feedback & Quotes	22
6	Additional Opportunities Offered	24
7	Quality Assurance and Outcomes	31
8	Foundation Outcomes	33

# Statistics



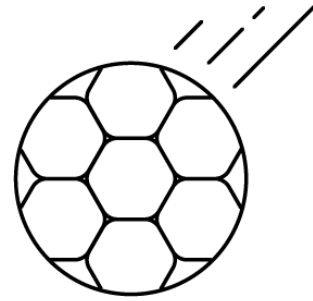
# Statistics

The below statistics showcase the work carried out between January and April 2024.



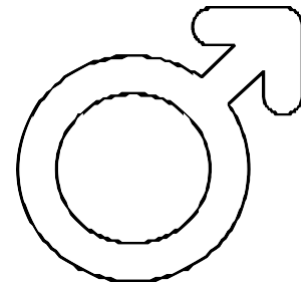
**134**

Participants engaged



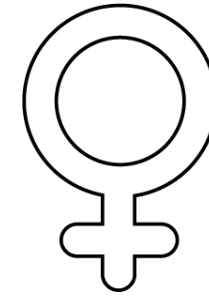
**53**

Sessions Delivered



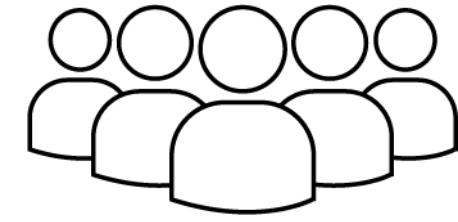
**547**

Male Participants count per session



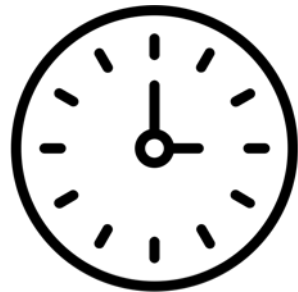
**635**

Female Participants count per session



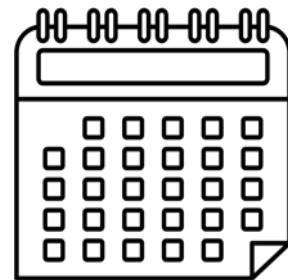
**1182**

Aggregate attendance



**50:25**

Hours of Delivery



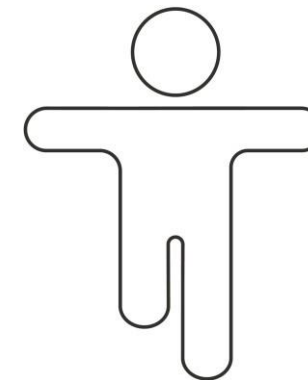
**Tuesday**

Day



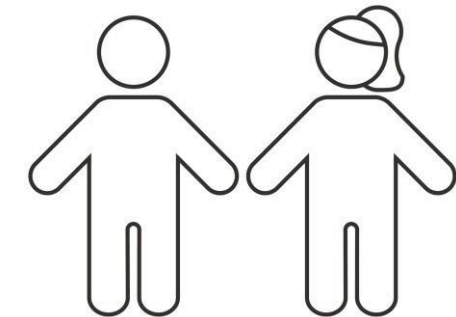
**Brook Street**

Venue



**212**

Disability count per session



**592**

BAME count per session

# Delivery Update



# P.E Delivery: Half Term 1

## Year 4: 9:20 – 10:20: Invasion Games

In term 2, I started to work with year 4. Mrs Alexander asked if we could work on 'Invasion Games'. Week to week we worked on a different invasion game. Year 4 were able to understand what an invasion game is and which different sports were classed as invasion games. We worked on Netball, basketball, handball, Tag Rugby and Football over the half term with a range of other sports being recognised as invasion games. As well as focusing on what an invasion game is, we focused on attacking and defending skills with the focus in all sports looked at being on how space can be utilised (alongside technical skills) to gain entry into an opposition teams area to score points/goals etc. Defending and closing space quickly etc was a focus on the defending element of invasion games.

## Year 5: 11:20 – 12:20 : Football

Year 5 worked with me during half term 1 in a morning. Football was the focus with a variety of different skills associated with Football being focused on as we progressed through the half term. The main objective was to improve control skills in terms of being able to trap a football as well as keeping control when moving with a football. A main focus was also on positional sense and looking at how space can be used during a game of football. Children understood why we did this as spatial awareness within sport was worked on when netball was the focus in the previous term.

### Values:

In P.E across all year groups I worked with, we continued to work on our Premier League Values. 'Be ambitious', 'Be Inspiring', 'be connected' and 'Be fair'. Children would work on specific values during a p.e lesson with the aim to receive a tick in each value chart. If they achieved 5 ticks in a value, they received a certificate. Kiya (In year 3) received certificated in all for values meaning within the 1st term, she has already completed the set. She received her prize in term 2! Fantastic work Kiya!



## Reception: 1:10 – 2:10: Spatial awareness

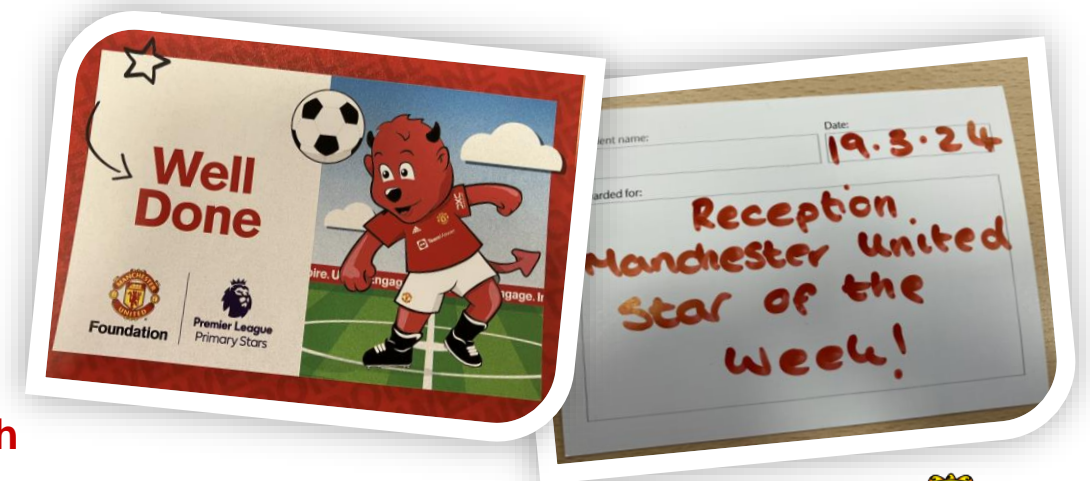
I met Brook Streets new reception class at the beginning of Term 2. To start the new term I decided to work on spatial awareness skills in half term to see what they were capable of before working on fundamental skills going into half term 2. Reception took part in sessions involving games where they had to find space for themselves and find space for equipment such as tennis balls and beanbags. Reception did really well as we managed to move onto a few sessions that would involve children taking turns which can be hard to grasp but reception were fantastic and adapted well to all games, improving massively over the 5 week half term period in all aspects.

## Year 2: 2:10 – 3: Games

Year 2 and Miss Cartwright continued to work with me for the first half term in Term 2. Below are the targets that Miss Cartwright asked if I could focus on for the half term (5 weeks).

- Stop/catch/strike a ball with control and accuracy.
- Pass a ball to someone else and receive a ball when moving.
- Take part in conditioned games with opponents.
- Understand about exercising, being safe and the short term effects of exercise.

All year groups enjoyed there sessions along with trying to win my 'Manchester United Star of the week' throughout the term where the winner each week would win a certificate to keep.



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# P.E Delivery: Half Term 2

## Year 6: 9:20 – 10:20: Netball

Year 6 worked with me during half term 2 in the morning. Netball was the focus with a variety of different skills associated with netball being focused on as we progressed through the half term. The main objective with year 6 was to implement and improve tactical knowledge within invasion games (via netball) so children could use these skills in game situations as we have had a heavy focus on playing netball games throughout the half term. Another main focus was also on positions and looking at how space can be used during a game of netball. Children understood the different positions associated with netball and were able to get themselves into those positions when in match situations as well as gain a better understanding of tactical skills that would help them in a game situation.

## Year 4: 11:20 – 12:20 : Netball

Year 4 continued to work with me during half term 2. Netball was the focus with a variety of different skills associated with netball being focused on as we progressed through the half term. The main objective was to improve fundamental skills such as throwing and catching and use those skills to improve technical skills such as different styles of netball passes (chest, bounce, shoulder) and shooting techniques. A main focus was also on positions and looking at how space can be used during a game of netball. Children understood the different positions associated with netball and were able to get themselves into those positions when in match situations.



## Reception: 1:10 – 2:10: 'Move With' – Fundamental Movement Skills:

During half term 2, Reception were introduced to our 'Move With' programme. The 'move with' programme works on the fundamental movements children need as they grow and become more and more involved in different sports. From basic, fundamental movements to throwing and catching skills and teamwork skills, Reception started and worked through the beginner programme with me every Tuesday Afternoon. Reception worked on skills such as co-ordination, movement skills such as jumping and hopping as well as balance. The children enjoyed all the lessons and improved massively as the half term progressed!



## Year 1: 2:10 – 3: 'Move With' – Fundamental Movement Skills

During half term 2, in KS1 I worked with Year 1 again. In term 1, half term 1, year 1 worked through our 'Move With' beginner programme that primarily focuses on fundamental movements and skills through a variety of different games and session plans. Year 1 (as reception children) had touched on parts of the programme previously so during half term 2 of term 2, year 1 continued where we left off in term 1. Primarily, the focus was mainly on co-ordination skills through ladder work. Movement and balancing skills were worked on with the year 1 children doing fantastically well as H/T 2 carried on.

## Term 2 After School Clubs:

**Half Term 1:** Year 5/6 Sports hall athletics  
(In preparation for competition)

**Half Term 1:** Year 3/4 Sports hall athletics  
(In preparation for competition)

**Half Term 2:** Year 3/4 Games club



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# Special Guest



# Assemblies



During the Spring term, half term 2, we started our 'RRCA Assembly Roadshow'. In both Norman Street and Brook Street we invited in staff and teachers from Richard Rose Central Academy to come and present an assembly. The assemblies allowed the staff from RRCA to show the children of each school what different departments in RRCA get up to, what they deliver in lessons etc and what the primary school children (if they choose to go to RRCA) could experience when they move into secondary school life.



## An Assembly with Mr Sisterson:

Our first RRCA assembly with Brook Street came from Mr Sisterson who came in to talk about his department, **Performing Arts**. Mr Sisterson informed the children of what performing arts could offer as a subject as well as different activities/clubs/projects etc that children could get involved in if they were to choose RRCA as the secondary school they'd like to attend. The sound of School productions, clubs or shows was very appealing to children who had loads of questions to ask Mr Sisterson!



## An Assembly with Mr Maughan:

Our second RRCA assembly with Brook Street came from Mr Maughan who came in to talk about his department, **P.E.** Mr Maughan informed the children of what P.E could offer as a subject in terms of what sports would be focused on in P.E, how children could represent the school in different sports and any extra curricular clubs that would be on offer to the children if they were to choose RRCA as the secondary school they'd like to attend. Mr Maughan got the children involved in some physical activity as well as introducing the P.E Department.



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# Assemblies with Adam

During the Spring term, mainly in half term 1 due to special guest assemblies in half term 2, I continued with a regular assembly slot every 2 weeks. I used this time to talk about many different subjects with each assembly having a different theme. Childrens mental health week was the focus of one week. With the tag line 'Your voice matters' I used this week to chat about mental health, why it's important we look after our mental health and how we as people and more specifically, children, can improve their mental health and help each others mental health too.



I continued to deliver assemblies that aimed at inspiring and motivating the children. For example, one assembly focused on aspirations, what having aspirations means and why we should all have aspirations in life. Children especially as they make their way through their school years. Another focused on fun and enjoyment and why that's important. I also used assemblies as a chance for our Leadership academy children to show what they had been up to. Whether that was their LA day at Old Trafford or introducing challenges etc.



**Green Football Weekend:** In early February, Green football weekend was a focus in assembly as the important issue of climate change became a focus in the world of football for a few days. We chatted about how football helps raise awareness surrounding and tackles climate change and what the children themselves could do to help tackle climate change in their own way, whether at home or at school. The children gave out some great ideas.



'Chance to win Tuesday' continued to be a highlight of the week for children when it was my assembly day. 'Chance to win Tuesday' gives a chance for a child in any year group to win a Manchester United Wallet that they can keep and use how they wish. I use a random wheel spinner online to choose which year group will play for a wallet before all of that year group stand up and play 'Rock, paper, scissors' with each other. If they lose, they sit down. If they win, they carry on playing against someone new in their year group. The last child left in the game wins a wallet. Always a very popular and enjoyed part of the assembly!



# Assessments



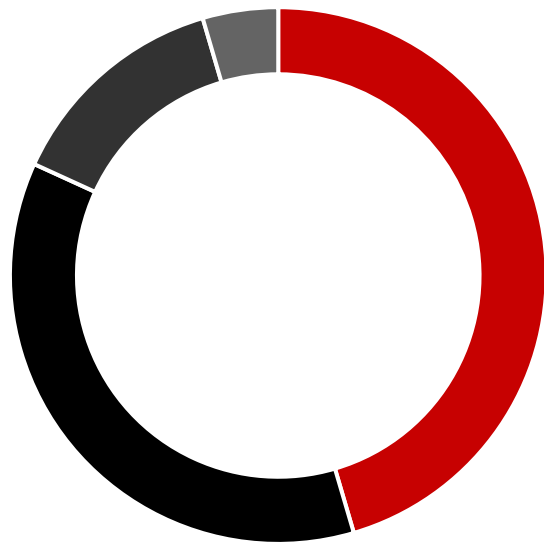
Foundation

# Assessments: KS1 (Spring Term 1)

## Reception: Spatial Awareness (H/T 1)

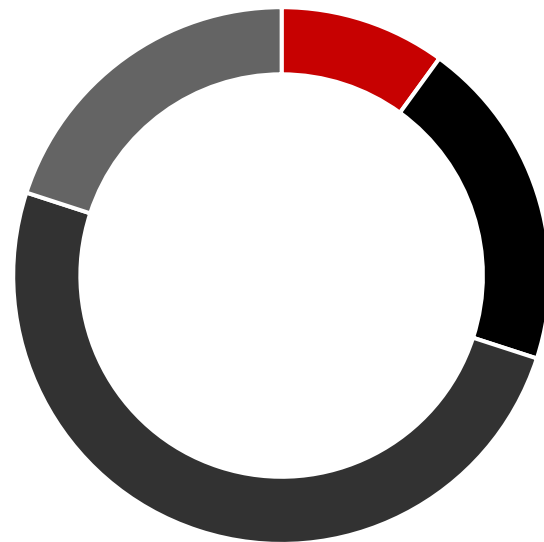
Reception students were assessed at the start and end of a half term of work to see where they are currently at in relation to the medium-term plan working on spatial awareness skills. This is conducted via a tracking colour chart system process, where the children are assessed to see how students perform in their relation to the medium term plan. Reception took part in sessions involving games where they had to find space for themselves and find space for equipment such as tennis balls and beanbags and were assessed on their ability to find space consistently, whether that was for themselves away from others (standing still and on the move) or for various pieces of equipment through various games and sessions. There was amazing improvement in spatial awareness which I hope carries on to be just as consistent with this class. A very capable class in terms of P.E.

Start Of Spring Term 1



- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery

End Of Spring Term 1



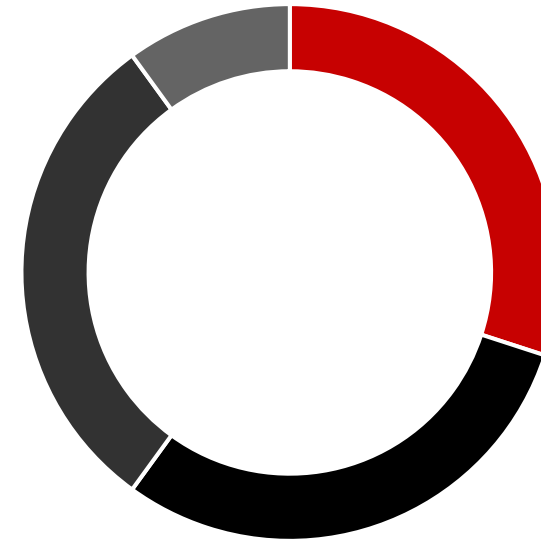
- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery

## Year 2: 'Games'

Year 2 students were assessed at the start and end of a half term of work to see where they are currently at in relation to the medium-term plan working on their 'games' unit. This is conducted via a tracking colour chart system process, where the children are assessed to see how students perform in their relation to the medium term plan. Objectives the children were assessed on as an average are stated below.

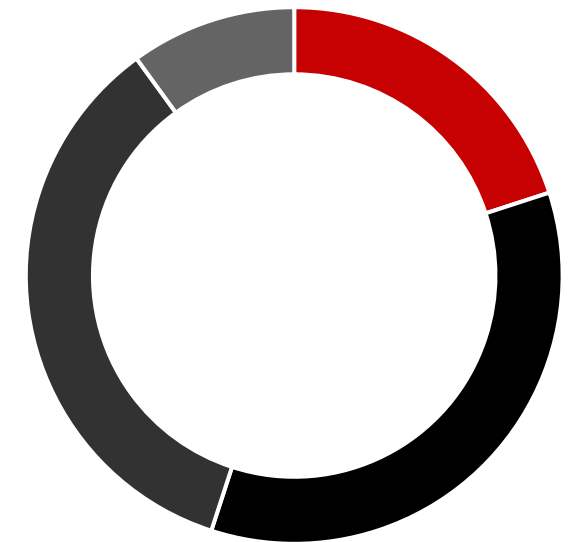
- Stop/catch/strike a ball with control and accuracy.
- Pass a ball to someone else and receive a ball when moving.
- Take part in conditioned games with opponents.
- Understand about exercising, being safe and the short term effects of exercise.

Start Of Spring Term 1



- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery

End Of Spring Term 1



- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery



# Assessments: KS2 (Spring Term 1)

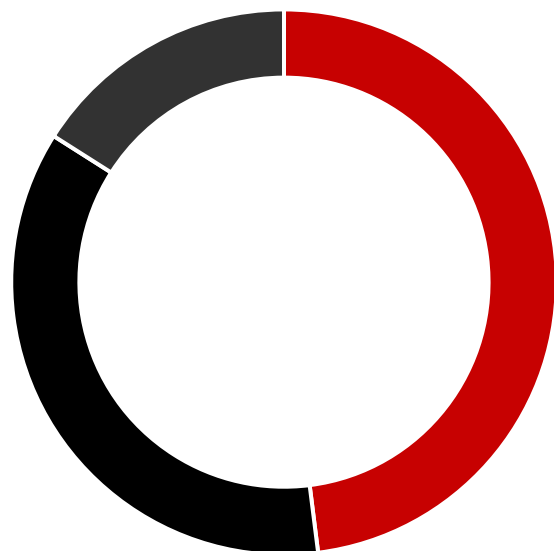
**Year 4 - Invasion Games:** Throughout the first half term, Year 4 students self assessed at the start and end of the 5 week block of work to see where they are currently at in relation to the medium-term plan.

This was conducted via a bronze (Can't do), Silver (Can do sometimes), gold (on way to mastery) and gold plus (mastery – an extra option if child thought they exceeded themselves) process, where students had the opportunity to self access, (or the coach assessed) where they are at in relation to each criteria.

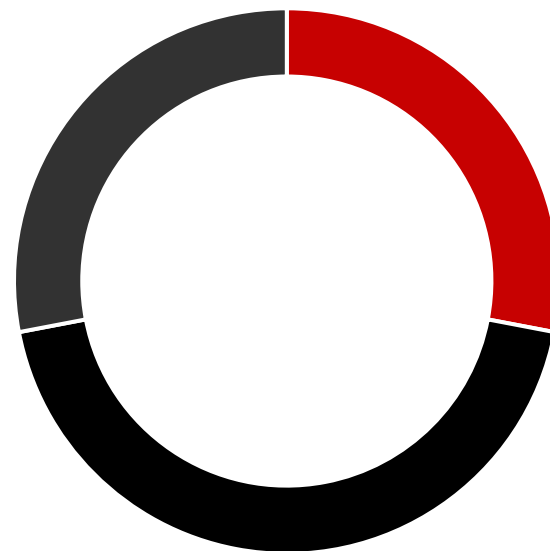
As well as focusing on what an invasion game is, we focused on attacking and defending skills with the focus in all sports looked at being on how space can be utilised (alongside technical skills) to gain entry into an opposition teams area to score points/goals etc. Defending and closing space quickly etc was a focus on the defending element of invasion games.

Children assessed themselves on those focuses. Results are shown below.

Start Of Spring Term 1



End Of Spring Term 1



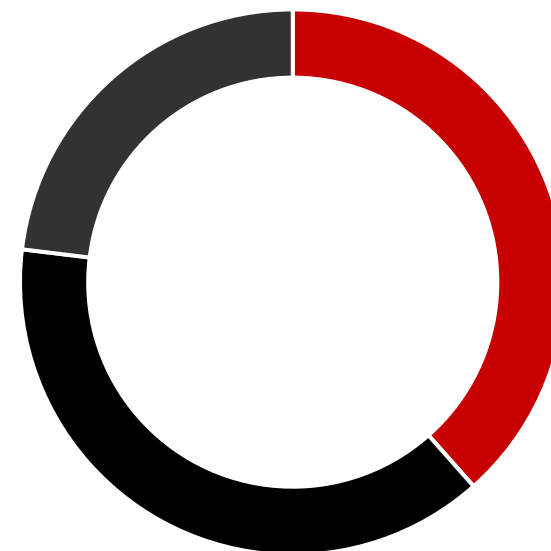
■ Bronze ■ Silver ■ Gold ■ Gold Plus

**Year 5 - Football:** Throughout the first half term, Year 5 students self assessed at the start and end of the 5 week block of work to see where they are currently at in relation to the medium-term plan.

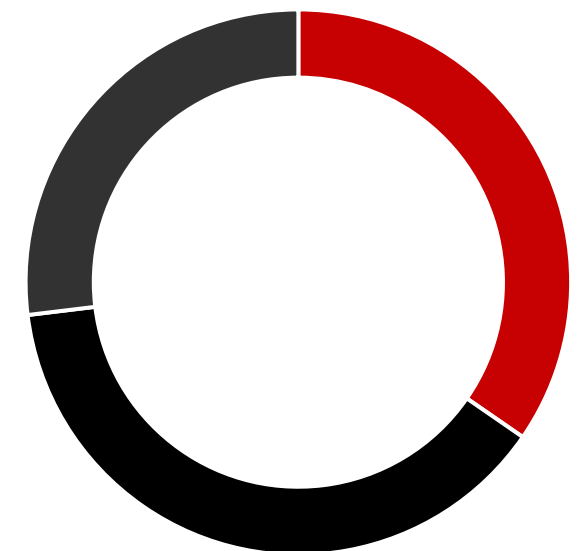
This was conducted via a bronze (Can't do), Silver (Can do sometimes), gold (on way to mastery) and gold plus (mastery – an extra option if child thought they exceeded themselves) process, where students had the opportunity to self access, (or the coach assessed) where they are at in relation to each criteria.

The main objective was to improve control skills in terms of being able to trap a football as well as keeping control when moving with a football. A main focus was also on positional sense and looking at how space can be used during a game of football. Children understood why we did this as spatial awareness within sport was worked on when netball was the focus in the previous term. Children assessed themselves on those focuses. Results are shown below.

Start Of Spring Term 1



End Of Spring Term 1



■ Bronze ■ Silver ■ Gold ■ Gold Plus



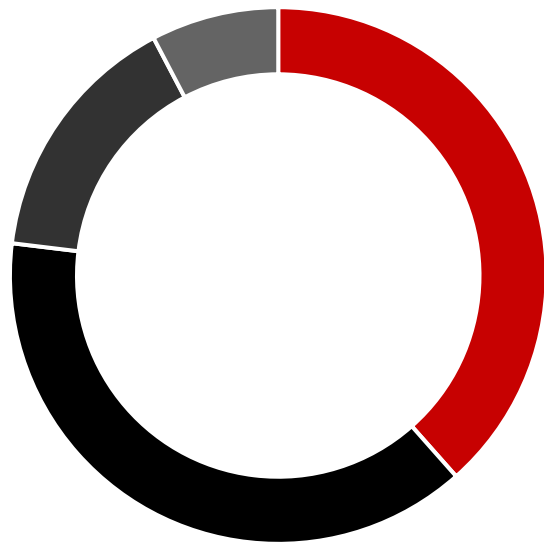
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# Assessments: KS1 (Spring Term 2)

## Reception: 'Move With' (H/T 2)

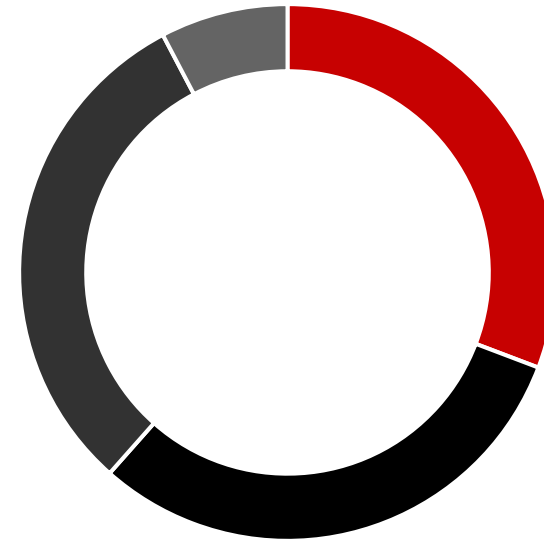
Reception students were assessed at the start and end of a half term of work to see where they are currently at in relation to the medium-term plan through the use of the 'Move With – Beginners' programme that works on basic, fundamental skills. This is conducted via a tracking colour chart system process, where the children are assessed to see how students perform in their relation to agility, balance and coordination skills. Main Skills focused on were co-ordination skills – Jumping, hopping and balance. As an average, these are the skills the children were assessed on. Reception continued to improve their basic fundamental skills week upon week. It was brilliant to see the progression they made week after week. A very capable reception class in P.E.

Start Of Spring Term 2



- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery

End Of Spring Term 2

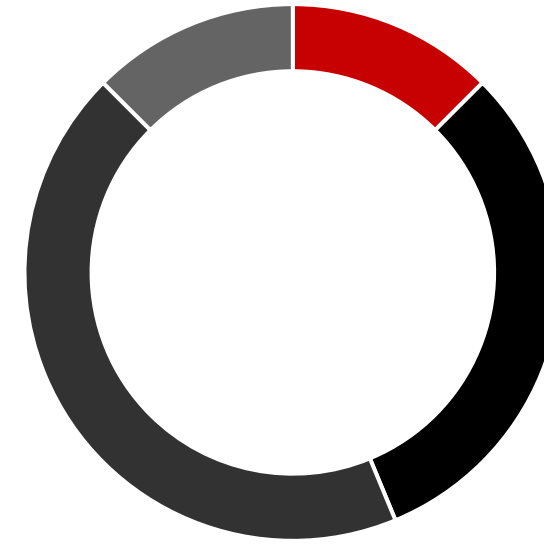


- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery

## Year 1: 'Move With' (H/T 2)

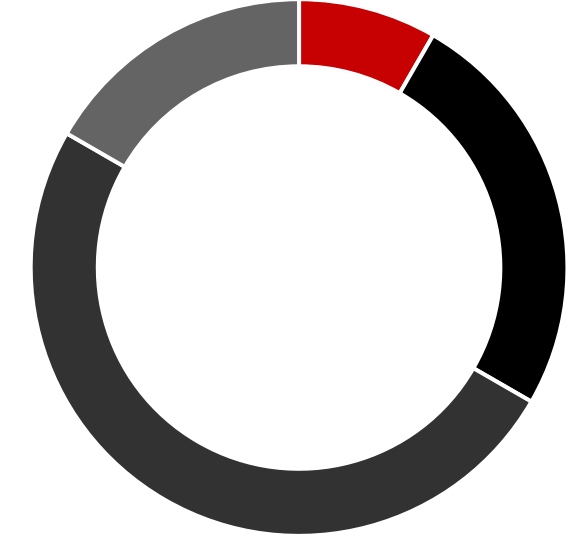
Year 1 students were assessed at the start and end of a half term of work to see where they are currently at in relation to the medium-term plan through the use of the 'Move With – Beginners' programme that works on basic, fundamental skills. This is conducted via a tracking colour chart system process, where the children are assessed to see how students perform in their relation to agility, balance and coordination skills. Year 1 had already worked on the programme in the school year so had a good platform to work from when continuing to work on fundamental skills. Main Skills focused on were co-ordination skills – Jumping, hopping and balance. As an average, these are the skills the children were assessed on. Year 1 continued to improve their basic fundamental skills as a class a whole and as with Reception, it was brilliant to see the progression they made week after week.

Start Of Spring Term 2



- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery

End Of Spring Term 2



- Can't Do
- Can Do Sometimes (With Help)
- On The Way To Mastery
- Mastery



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# Assessments: KS2 (Spring Term 2)

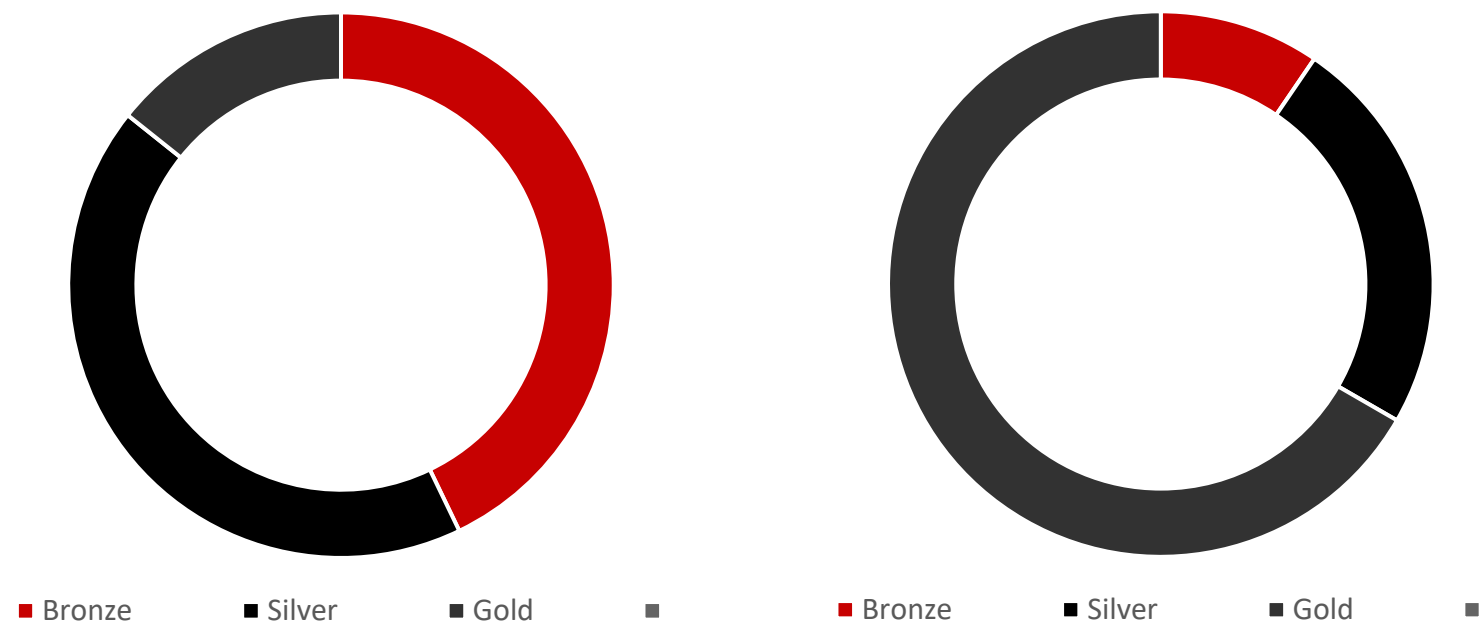
**Year 6 - Netball:** Throughout the first half term, Year 6 students self assessed at the start and end of the 6 week block of work to see where they are currently at in relation to the medium-term plan.

This was conducted via a bronze (Can't do), Silver (Can do sometimes), gold (on way to mastery) and gold plus (mastery – an extra option if child thought they exceeded themselves) process, where students had the opportunity to self access, (or the coach assessed) where they are at in relation to each criteria.

The main objective with year 6 was to implement and improve tactical knowledge within invasion games (via netball). Another main focus was also on positions and looking at how space can be used during a game of netball. Children understood the different positions associated with netball and were able to get themselves into those positions when in match situations as well as gain a better understanding of tactical skills that would help them in a game situation. Children assessed themselves on those focuses. Results are shown below.

Start Of Spring Term 2

End Of Spring Term 2



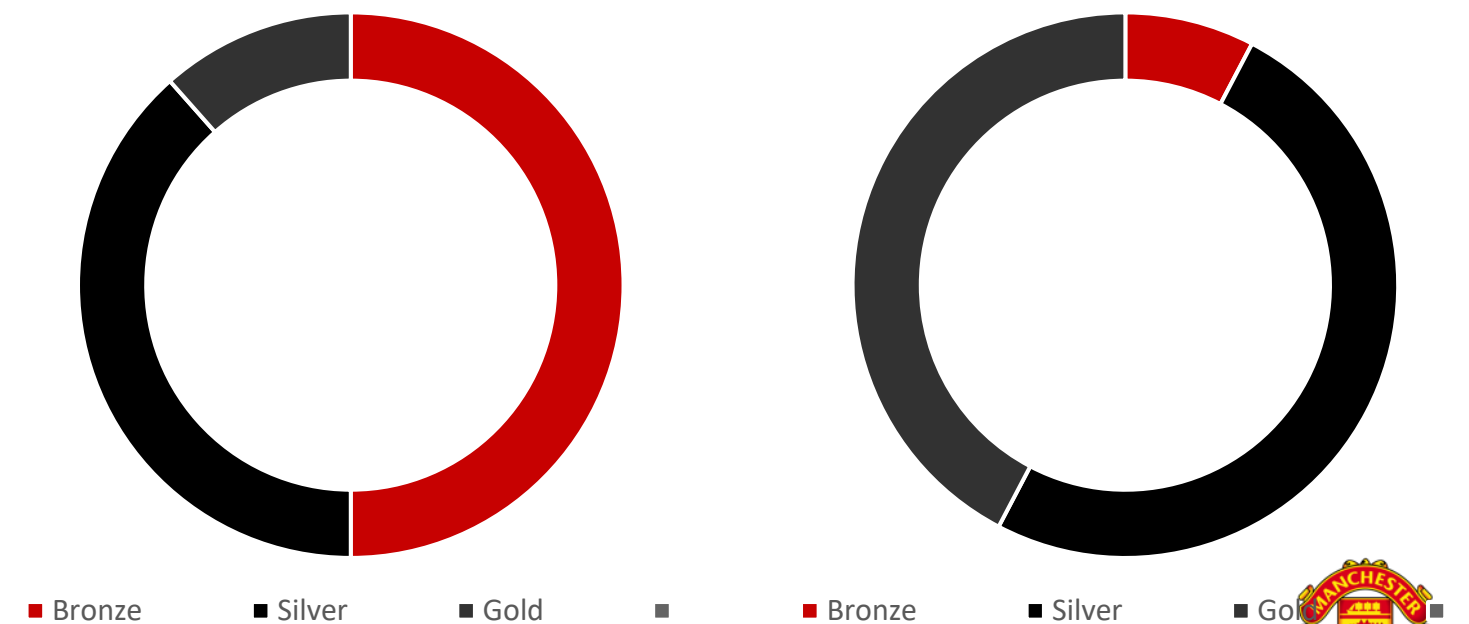
**Year 4 - Netball:** Throughout the first half term, Year 4 students self assessed at the start and end of the 6 week block of work to see where they are currently at in relation to the medium-term plan.

This was conducted via a bronze (Can't do), Silver (Can do sometimes), gold (on way to mastery) and gold plus (mastery – an extra option if child thought they exceeded themselves) process, where students had the opportunity to self access, (or the coach assessed) where they are at in relation to each criteria.

The main objective was to improve fundamental skills such as throwing and catching and use those skills to improve technical skills such as different styles of netball passes and shooting techniques. A main focus was also on positions and looking at how space can be used during a game of netball. Children understood the different positions associated with netball and were able to get themselves into those positions when in match situations. Children assessed themselves on those focuses. Results are shown below.

Start Of Spring Term 2

End Of Spring Term 2



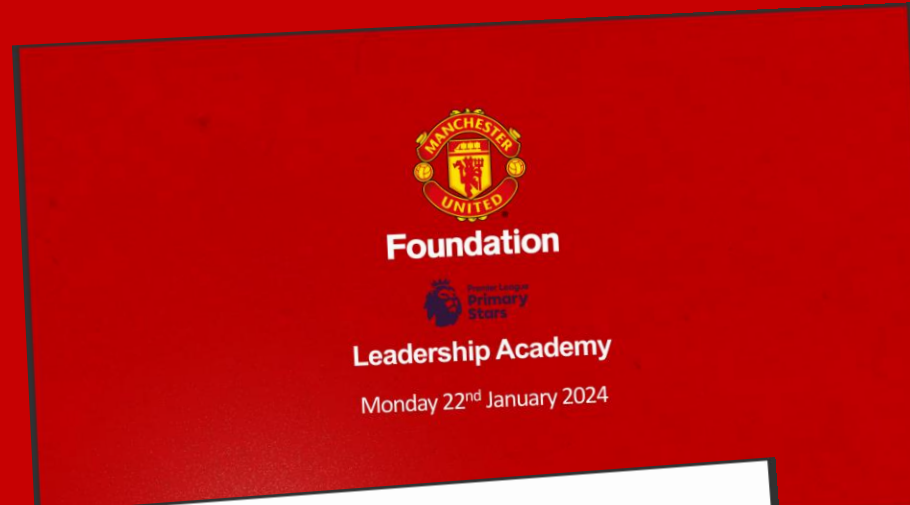
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# Impact of wider Foundation Initiatives



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# Leadership Academy day at Old Trafford – 22/1/24



On Monday the 22<sup>nd</sup> of January, our Leadership Academy children were invited to Old Trafford for the day to take part in a day of workshops focused on giving the children skills they could take back to their schools and use within their role as part of the Manchester United Leadership Academy. 14 of our Carlisle based children joined a number of Manchester based primary schools to take part in a fantastic, insightful day for all children.

The children took part in 3 work shops throughout the day before boarding the bus and returning to Carlisle. The 3 workshops focused on First aid and gave an introduction to The foundations ‘Mini Medics’ programme, ‘What does a good leader look like’ and the 3<sup>rd</sup> session focused on games ideas that the children could use to take back to their school to help deliver their own practical sessions in their schools as leaders!



**Itinerary for Day**

- ☐ 10:00am: Arrive.
- ☐ 10:30am: Introduction.
- ☐ 11:00 – 11:45am: First session.
- ☐ 11:45 - 12:30pm: Lunch / Photo.
- ☐ 12:30 - 1:15pm: Second session.
- ☐ 1:15 - 2:30pm: Third session.
- ☐ 2:30 - 2:45pm: Depart.

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**Welcome**

Welcome to Old Trafford, The ‘Theatre of Dreams’, where we will look at the **STEPS** to becoming a Sports Leader through taking part in the Manchester United Foundation, Leadership Academy .

Today’s workshop will see you rotate in groups taking part in the following:

- ☐ Role and Characteristics of a Leader
- ☐ Mini Medics
- ☐ Practical activities to deliver and assess

Once the day is over, you will then go back to your school, where as a group of four you will work through your booklet and complete the tasks throughout the school year.

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# Leadership Academy day

@ Old Trafford – 22/1/24

After a very early start to the day and a delay on route due to motorway closures, we got on our way down to Manchester for our Leadership Academy day. The children took part in a quiz on the way down to occupy some of the time!

The practical session gave the children a chance to gather unique ideas of different games and sessions they could run at break time or lunch time back at school. They could use these games in P.E slots for warm ups or full sessions. The children interacted so well with other children from different schools which was fantastic to see!



'What does it mean to be a good leader' gave the children a chance to discuss ideas on what a good leader looks like, how they act and how they run a session etc. The children had lots of good ideas and were brilliant at discussing these with each other and children from different schools!

The first aid session allowed the children to practice important life saving skills that they may need in future life. The children practised DR ABC along with 'C' for 'CPR' and practised putting each other in the recovery position. The children took part in a shortened version of the foundation's 'Mini Medics' programme to see what the foundation can complete within our partner primary schools.

# The work of the Leadership Academy

During term 2, the leadership academy got fully stuck into their role by working their way through their task books by starting and completing many of the challenges required as part of their role as part of the leadership academy. The LA produced many session plans that they have gone on to use in many situations, whether that was in P.E lessons by leading warm ups and full sessions with different year groups or by leading games and activities at break and/or lunch time on the MUGA area.

**Setting challenges:**  
In February/March, the LA set a challenge in school that's theme was open to the imagination. The LA set the challenge (open to all children across all year groups in the school) to create a piece of Artwork that had to have colour but could be anything at all. The LA designed a poster promoting the competition that they stuck around classrooms in school. They also promoted in assemblies. The leaders then chose a number of winners from lots of entries across all year groups.



**Assemblies with the Leadership Academy:**  
The LA led and were involved in many assemblies throughout the term. Whether that was helping myself, introducing challenges they were setting in school or delivering assemblies themselves. They led assembly on the LA day at Old Trafford that all 4 members of the leadership academy attended in January! Jesse, Nicky, Taylor and Lena told the whole school what they learned and how they would use what they learned to have further impact in school!



# Greatest School Day! – 7<sup>th</sup> of March

## @ Old Trafford

On Thursday the 7<sup>th</sup> of March, Old Trafford and the Manchester United Foundation hosted 'The Greatest School Day' for which children in year 4 were invited to Manchester to take part in a day full of brilliant activities! Children from Brook Street, Norman Street and St Margaret Mary's ventured down early in the day for a brilliant day that was very much enjoyed by all of our children!

Another activity gave the children a chance to prepare food with Manchester United's head chef! The children prepared wraps with fillings of their choice and of course, were able to take them home or eat...of course our children chose to eat them more or less straight away. Chef's of the future.

Coding with sponsors DXC allowed the children to programme a mouse that would move on a track that they would design and built. The aim was for the children to complete a variety of tasks using the coding procedure and the mouse!



One of the activities took part in was 'Story writing with Fred the Red'. The children had to create a story and story board with illustrations that they could then read out to the fellow children there on the day. The children were very creative and came up with some fantastic stories and illustrations!



The children weren't just able to see the inside of the stadium as the children took part in orienteering around the outside of Old Trafford. The children had to find clues around the stadium to fill in questions to reveal code letters to reveal a code work. The word they were looking for was 'INSPIRE'!

'What an amazing day you have all had - smiles all round. I really can't thank you enough for the additional opportunities you are able to offer the children, supported by the foundation. I am sure memories have been made today to last a lifetime.' – Lucy Meyers (Deputy Head Teacher)

# Feedback and Quotes



# Feedback and Quotes

**‘We love having Adam at our school. He has fantastic relationships with both pupils and staff and adds huge value to our PE curriculum and to the wider personal and social development of the children.’**

**- Head Teacher, Mr Jonathan Bursnall**

**‘The greatest school day was the best day I’ve ever had. I loved going on the bus and going to Old Trafford’**

**- Year 4 child**

**‘Being in the leadership academy has shown me new skills and I loved the leadership day at Old Trafford. I learned a lot’**

**- Year 5, Jesse**

**‘I enjoy Adam’s P.E a lot and I learn new skills. P.E is really fun and I like it when it’s our turn to do P.E with Adam a lot’**

**- Year 6 child**

# Additional Opportunities Offered



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# Christmas Holiday Camp 2023

During the Christmas holidays, children (from each of our 4 partner primary schools) were invited (free of charge) to attend our 2 day Christmas camp held at our partner secondary school, Richard Rose Central Academy (10 am – 2 pm).

The 2 days consisted of various activities including sessions ran by teachers and staff members of RRCA (this gave our primary children a chance to meet and interact with teachers/staff members they will come across if they chose to attend, or are starting, RRCA in the near future).

As the camp was also open to children from RRCA, it gave our primary children an opportunity to interact with those children (as well as primary children from other schools) within those 2 days.



The 2 days consisted of activities ran by RRCA teachers and staff. Each day had 2 sessions. On the first day, the children were involved in a craft session followed by an afternoon in the food tech department making brownies that the children could take home! The 2<sup>nd</sup> day the children enjoyed a team games and challenges session followed by a different craft session. All the children in attendance thoroughly enjoyed their 2 days with us and all said they'd love to come back for camps in the easter holidays and the summer holidays too!

**10 Children from Brook Street were offered a place on our camp, with 6 in attendance.**



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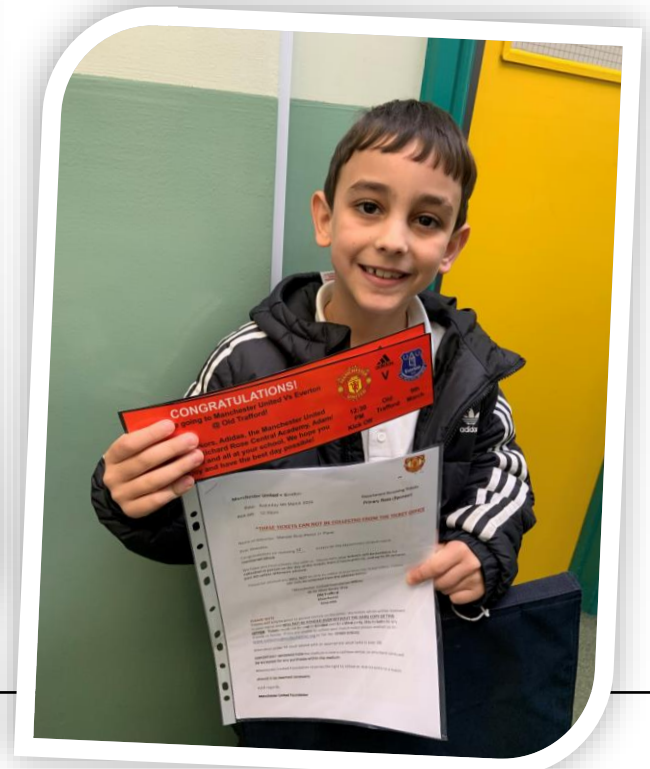
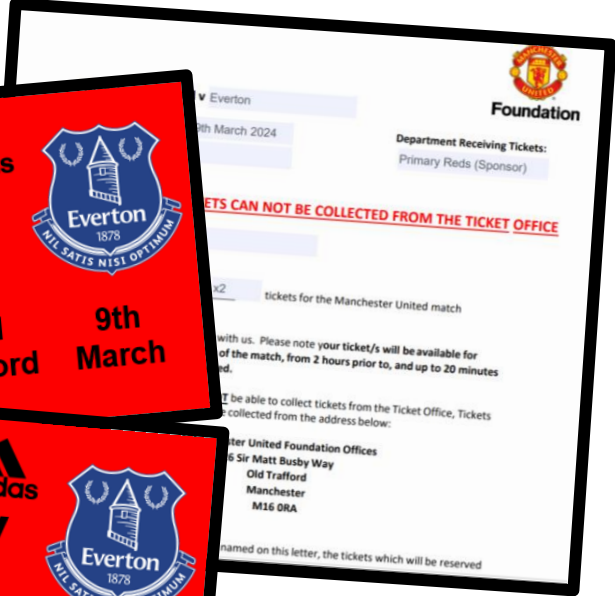
# Additional Opportunities: Manchester United vs Everton Match Tickets Saturday the 9<sup>th</sup> of March



During Term 2, Brook Street received 3 pair's of tickets to the Manchester United vs Everton Premier league game on Saturday the 9<sup>th</sup> of March. These tickets were provided by sponsors, Adidas via the Manchester United Foundation for our partner primary schools. The tickets were given to 3 children who would use one ticket for the game for themselves and then the other would be for an accompanying adult.

The children chosen were Tinas, Manuel and Hazhin!

All the children enjoyed their day so much and were very thankful and grateful to receive the opportunity to go and watch a game courtesy of sponsors Adidas the Manchester United Foundation and of course, their school.



# #Letgirlsplay event – 8/3/24 @ RRCA

On Friday the 8<sup>th</sup> of March, we hosted a football event for #Letgirlsplay day 2024. The aim of the day was to get as many girls playing football in one session as possible. We invited our 4 partner primary schools to join us at Richard Rose Central academy along with a couple of extra guest schools in St Cuthberts and Inglewood to the morning. Over 110 girls making up 10 teams attended for what was a fantastic morning of football. The session was a tournament with a twist as each team played 4 fixtures along with trying different challenges on another pitch to score points to add towards a final total. Challenges were based on different skills along with the theme of Manchester United women's players. Each team was helped by a RRCA Leader who managed them through the morning! The overall winners who scored the most points was Norman Street! They took back our partner schools trophy ready to defend at our next event! Other prizes were given out to girls who stood out to their team leaders. A brilliant morning with smiles all round!



*'Just wanted to say a big thank you for today from Inglewood Junior School! The event was really well organised and thought out. The girls thoroughly enjoyed their day and are looking forward to next time.*

*Also a big thank you to the RRCA leaders who were amazing with the girls, explaining activities and giving them lots of encouragement and coaching throughout.'*

# #Letgirlsplay event – 8/3/24



# Art Workshop at RRCA: Art Attack!

On Friday the 15<sup>th</sup> of March, we invited children from our partner primary schools to Richard Rose Central Academy to take part in another RRCA teacher led, department experience! Following our very successful and very much enjoyed by all, Harry Potter themed afternoon with the science department in Term 1, Art was the next department to show what they could offer with our 'Art Attack' afternoon with Mrs Trevorrow! 27 children from our partner primaries joined us for the afternoon as they came in to create a unique piece of art work that would represent their own primary schools (their values, what they liked the most about their own individual schools etc) on a canvas style sheet. Each of our 4 primary schools piece of artwork would be sown together to form a bigger banner that would go on display at Richard Rose Central Academy! This would enable all who visit to see who our partner primary schools are and what they stand for! It was another brilliant afternoon with lots of great ideas and creativity from all the children!



# Brook Street gets Artistic!



Firstly, the children had a brainstorm on what they wanted to put on to their canvas sheet. There was so many creative ideas that included ideas centred around school values, physical features of their school, staff members, house names, uniform colours, countries represented by pupils in the school etc! Each of our 4 primary schools piece of artwork would be sown together to form a bigger banner that would go on display at Richard Rose Central Academy! This would enable all who visit to see who our partner primary schools are and what they stand for! It was another brilliant afternoon with lots of great ideas and creativity from all the children!



The children used a tracing technique to draw designs on a piece of polystyrene like material that would then be painted on with a roller. The children then printed these on their canvas sheet. The children also made hand prints on the sheet using paint as well as using paint pens to fill in all the gaps that were still on the canvas piece of art!



# Quality Assurance and Outcomes



# Quality Assurance

As part of our ongoing development of the programme we offer and staff CPD, every term our staff are quality assured to make sure we are all aligned to our processes of delivery making sure a quality learning environment is created for students and teachers alike.

- ❑ Each term a **quality assurance** is **conducted**, **unannounced**, with each of our **delivery staff**, where they are marked against our **delivery expectations** criteria in line with our **programme of delivery**.
- ❑ Staff receive a **detailed observation** from a physical **visit** followed by a **report**, then a follow up **phone call** to discuss their **QA**.
- ❑ Staff also receive **support sessions** and **catch up** meetings to **assist in their development** and any area's they want to **develop** within their role.
- ❑ Staff will **receive** a minimum of **3 quality assurances** over a school year, sometimes more and are **marked out of 21** key areas.
- ❑ **During Term 2**, your **delivery officer** received a **good** rating.

# Foundation Outcomes



# Outcomes throughout the Year

## Key Outcomes through the Foundation:

MUF HEADLINE OUTCOME	MUF INTERMEDIATE OUTCOME
1. Healthy	1.1 Improved physical activity levels
1. Healthy	1.2 Improved physical and health literacy
2. Happy	2.1 Improved confidence / self esteem
2. Happy	2.3 Increased resilience / mental wellbeing
3. Connected	3.1 Improved social behaviour
3. Connected	3.2 Improved social engagement
3. Connected	3.3 Improved feelings of community pride
4. Skilled	4.1 Improved educational behaviour and attitude to learning
4. Skilled	4.4 Improved aspirations
4. Skilled	4.5 Improved knowledge/skills

# A word from Adam...

**'Following on from the autumn term, it's been another great term at Brook Street school.**

**Debbie, Jonathan, Lucy and all staff and children alike continue to make me feel very welcome and part of the furniture within school and I echo this for all our partner primaries when I say I thoroughly enjoy coming into school and working with both staff and all the children.**

**It's been really nice to bring opportunities to children at Brook Street that they may never have the opportunity to do again such as the Leadership Academy day at Old Trafford, tickets for Manchester United games and the greatest school day at Old Trafford in March etc.**

**The children have always been brilliant when attending events at Richard Rose Central Academy and have always shown great enthusiasm. Whether at our Art Attack event or our #Letgirlsplay football events at RRCA, they're always a credit to their school!**

**I'm very much looking forward to working in Brook Street in the summer term and hopefully beyond!**

**Thank you all, again.**

**Adam'**



**Foundation**

**Thank you**

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