

Mulberry Academy Shoreditch School- Improvement Plan 2020 – 2021

Context

Mulberry Academy Shoreditch is a confident, happy, successful and mixed Secondary comprehensive school (11-18) serving the communities of Bethnal Green and Shoreditch. The School is part of The Mulberry Schools Trust, alongside two other schools; Mulberry School for Girls and Mulberry UTC. Teaching and Learning, Curriculum, Outcomes and Safeguarding drive the School.

The school is located in the Weavers Ward of Tower Hamlets. Mulberry Academy Shoreditch is a comprehensive school; diverse in terms of race, ethnicity, gender, SEND and social class.

- The school has 1120 students on roll (September 2020)
- Girls - 43% Boys - 57%
- The school population includes the following ethnic groups; Asian/British Asian – Bangladeshi (58.37%) followed by Black African (2.78%), Black Somalian (11.38%), White British (5.00%) and Black Caribbean (2.68%). The students speak in excess of 40 languages between them and the first language for 67.47% of the students on roll is not English.
- Deprivation Index – 5
- The ability of each year's intake is broadly average
- 70% of students are Pupil Premium students
- 13.97% (150 students) are SEND students
- 3% students have Education, Health and Care plans. (35)
- 2 Looked After Child
- 95% of Year 13 students went to University last year and 5% into employment.
- 182 students in Year 12 – an increase from 135 (2019) and 56 (2018)
- Attendance – 96.5% (2018), 96.6% (2019) 96.9% (Up until closure)
- 0 Exclusions (September 2019/2020)
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The school is inclusive and holds safeguarding, child protection, prevent and E-Safety as the highest of priorities and prides itself on the fact that procedures are in place to keep children safe. Mulberry Academy Shoreditch is an extremely student focused environment with an ethos of self-reflection and evaluation, constantly striving to improving the life chances of its students.

Mulberry Academy Shoreditch

These are unprecedented times. Our overarching aim is for all of our students to return to school, safe and well. We will, as always, do everything we can to support our students, ensuring that they are not disadvantaged in any way and have the tools, skills and academic qualifications to fulfil their dreams and ambitions. Our objectives for 2020-2021 underpin the wellbeing and happiness of our students.

Key Priorities 2020 - 2021

- To promote the safety and well-being of students and staff on their return to school following the coronavirus pandemic
- To ensure that no students are disadvantaged due to coronavirus pandemic
- Fully embed Microsoft Teams into schemes of work to facilitate home learning
- Stretch and challenge for all learners, is embedded in Curriculum intent and implementation, resulting in high levels of student engagement and progress
- Further promote and develop partnerships with other organisations
- To further develop and implement our No External Exclusion Policy
- To launch the Mulberry School Charter
- To involve and engage parents in the House System

Objectives 2020-2021 – An outstanding school at all levels

Curriculum Intent	Curriculum Implementation	Curriculum Impact	Behaviour and Attitudes	Personal Development	Sixth Form	Leadership and Management
<p>To ensure that following the Covid-19 pandemic, gaps in students learning is addressed</p> <p>The Curriculum aims and intent at school and subject level, are clearly and coherently set out and understood by all – staff, students and parents/carers</p> <p>Curriculum is broad, ambitious and inclusive</p> <p>Curriculum builds on what students already know with clearly defined end points that you are expecting students to achieve (knowledge and skills)</p> <p>Depth of breath Curriculum and deep conceptual knowledge is achieved through effectively planned and sequenced Curriculum</p>	<p>To embed remote learning in the delivery of homework, classroom and independent learning to ensure students know more and learn more overtime</p> <p>Stretch and challenge for all learners is embedded in Curriculum intent and implementation and results in high levels of student engagement and progress</p> <p>All staff have excellent subject knowledge and subject specific pedagogy to deliver outstanding learning which closes the gaps (including of cultural capital) in student attainment</p> <p>Assessment for learning and feedback to students supports their progress and results in students knowing more and learning more over time</p>	<p>To ensure that following the Covid-19 pandemic, student well- being and gaps in learning are addressed</p> <p>To sustain and further improve attainment and progress for all</p> <p>Raise achievement of higher attaining students</p> <p>To reduce the attainment/progress gap between disadvantaged students and their non-disadvantaged counterparts</p>	<p>To promote the safety and well-being of students and staff on their return to school following the Covid-19 pandemic</p> <p>To further develop and implement our 'No External Exclusion Policy</p> <p>To assess the quality of learning and teaching in the Inclusion department</p> <p>To disseminate, share and influence good inclusive practice between schools and/or other organisations</p>	<p>To ensure the safety and wellbeing of students on their return following the Covid-19 pandemic</p> <p>To ensure that CEIAG is delivered across the school, students are fully informed about the opportunities open to them and are prepared for the next stage of their education, training or employment</p> <p>To introduce and implement the Mulberry Academy Shoreditch Charter alongside the introduction of MAS Character Values</p> <p>To involve parents/carers in the House system</p>	<p>To ensure that following the Covid-19 pandemic, gaps in learning are addressed and top destinations are secure</p> <p>To improve the outcomes for middle and higher attainers</p> <p>To successfully manage the transition into a larger Sixth Form</p> <p>To improve outcomes in A Level Psychology, Maths, Politics, Biology and Chemistry</p> <p>To develop and sustain a personal development programme which prepares students for the next stages of learning; student safety and as active citizens of a global community</p>	<p>To promote the safety and well-being of students and staff on their return to school following the Covid-19 pandemic</p> <p>Sustain and further improve attainment and progress for all students</p> <p>Teaching and learning has high ambitions and expectations for all students in lessons & the Curriculum</p> <p>Governance – all Governors are proactive, linked to specific areas of the school and partake in a variety of training</p> <p>All Leaders to ensure that the ethos of the school and the wider Trust is promoted at all times</p> <p>To develop our partnerships with other schools/hubs and organisations</p>

The Quality of Education – Curriculum Intent						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To ensure that following the Covid-19 pandemic, gaps in students learning is addressed	<ul style="list-style-type: none"> All groups make progress in line with expectations for the year group Student and parental confidence in student 	<ul style="list-style-type: none"> Student assessment designed, carried out and analysed to inform appropriate changes in Curriculum Curriculum plans and end points are re-adjusted to ensure key learning milestones are still reached Development of online resources and student ability to engage in online resources through student training sessions 	May 2020 – July 2021		AWa TSc	
The Curriculum aims and intent at school and subject level, are clearly and coherently set out and understood by all – staff, students and parents/carers	<ul style="list-style-type: none"> All members of staff can articulate the school and subject Curriculum intent Implementation of these aims is evident in all schemes of learning, classroom practice and enrichment across the school Feedback from students and parents/carers shows a secure awareness of the Curriculum and its aims Clearly defined and understood character attributes of a Mulberry Academy Shoreditch student 	<ul style="list-style-type: none"> Decisions about Curriculum changes made in relation to the Curriculum intent Parental questionnaires and focus groups – parents' evenings and meetings Student reflection sheets and focus groups at the end of unit of study Staff share whole school Curriculum intent in assemblies and parent/carer events Subject areas convey subject intent through lesson time 	September 2020- August 2021		AWa TSc	
Curriculum is broad, ambitious and inclusive	<ul style="list-style-type: none"> 80 of students study EBACC All students have participated in enrichment activities including SEND All subjects to offer enrichment with a bespoke programme to nurture and develop talent Regularly reviewing SMSC and careers in the Curriculum Subject Curriculum content develops cultural capital by teaching the best of what has been taught and said 	<ul style="list-style-type: none"> Curriculum offer in KS3 - all students to try a number of languages, access to Latin Department reviews to quality assure the implementation and impact of the Curriculum at subject level Best practice from Department reviews shared Writing of the Curriculum which promotes the characteristics of a Mulberry Academy Shoreditch student An Academy systematic approach to teaching of reading, vocabulary, strategies for all. 	September 2020- August 2021		AWa TSc	

<p>Curriculum builds on what students already know with clearly defined end points that students are expected to achieve (knowledge and skills)</p> <p>Depth of breath Curriculum and deep conceptual knowledge is achieved through effectively planned and sequenced Curriculum</p>	<ul style="list-style-type: none"> • Student and staff articulation of objectives key knowledge and skill in their learning • Gaps between learners' overtime decrease • Evidence of interleaving/spaced practice and cumulative assessment in schemes of learning • Students do more and know more overtime 	<ul style="list-style-type: none"> • Whole school training and sharing of research-based learning including spaced practice and retrieval activity. Including: • Integrating Rosenshines' principles of instruction into department practice • Schemes of learning have clearly defined end points which are regularly evaluated by the department • Departments work with primary partners to develop a Year 7 Curriculum that accounts for student's prior learning • Assessment which identifies student's prior learning is mapped into the Curriculum. • Leaders of department carry out regular reviews of their Curriculum (survey, staff and student focus groups, review of students' outcomes) and amend Curriculum accordingly • Leaders identify gaps in students learning and amend the Curriculum accordingly • Sequencing of Curriculum designed to support mental wellbeing of staff and students with spaced assessments which assess what students have learnt • Best practice from Department reviews shared 	<p>September 2020 – August 2021</p>		<p>AWa TSc</p>	
<p>Challenge is thoroughly and explicitly planned into all schemes of learning, for all abilities and all subjects with a particular focus on high level challenge for higher attaining students</p>	<ul style="list-style-type: none"> • All schemes of learning make explicit reference to challenge • Observations and learning walks of high ability groups are always good or better, with 50% outstanding • Gaps between learners' overtime decrease • Comparable P8/VA scores for all regardless of prior ability 	<ul style="list-style-type: none"> • Developing teacher subject knowledge through department meetings, training and BT sessions • Department exploration of what skills/knowledge grade 9/A* students display and map this backwards in Curriculum and classroom delivery • AfL strategies including challenge questions and learning objectives are planned into schemes of learning • Middle leaders stretch programme with Gulshan Kayambe – key learning shared with team and implemented in Curriculum design 	<p>September 2020 - August 2021</p>		<p>AWa ORa</p>	

The Quality of Education – Curriculum Implementation – see additional action plan on Remote Learning						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To embed remote learning in the delivery of homework, classroom and independent learning to ensure students know more and learn more overtime	<ul style="list-style-type: none"> All students and staff use Microsoft Teams on a regular basis All departments incorporate remote learning in their scheme of learning 	<ul style="list-style-type: none"> Remote learning packages embedded in schemes of learning including Seneca Working party/TLC established with involvement of student body and parents/carers to develop remote platforms IT workshops for parents/carers Working party/TLC to explore other schools remote learning platforms Parent/carer evenings to have ICT training as standard Evaluation of remote learning to form part of student questioning and Curriculum review 	September 2020- August 2021		AWa ORa	
Stretch and challenge for all learners is embedded in Curriculum intent and implementation and results in high levels of student engagement and progress	<ul style="list-style-type: none"> Improved attainment scores in all subjects Student voice shows students feel challenged in all lessons AFL routinely observed in lessons and teachers responding to provide appropriate challenge-questioning and task assignment 	<ul style="list-style-type: none"> Teaching and learning community developed with a focus on best practice of stretch and challenge which will be routinely fed back to all staff Middle leader participation on Gulshan Kayembe project- this to feed into department development work and classroom practice Student focus group develop to gain insight into what challenges them Professional development and PM targets linked to AFL 	September 2020- August 2021		AWa ORa	
All staff have excellent subject knowledge and subject specific pedagogy to deliver outstanding learning which closes the gaps (including of cultural capital) in student attainment	<ul style="list-style-type: none"> Teachers have expert knowledge of the subjects they teach Curriculum reviews show consistency in approach to subject delivery and subject pedagogy Professional development programme addresses needs of audit and whole school priorities Department meeting target for each member of staff reflects professional development 	<ul style="list-style-type: none"> Subject audits to take place and department action plans to occur in light of these Heads of department to define specific pedagogy for subject and develop training through department meeting and learning studies Moderation and sharing of pedagogical practice as an aspect of every department meeting Performance management targets to reflect professional development needs 2019/20 BT programme gives opportunities NQT year to support development of subject knowledge and subject pedagogy 	September 2020- August 2021		AWa ORa	

		<ul style="list-style-type: none"> • Robust peer to peer observation timetable 				
Assessment for learning and feedback to students supports their progress and results in students knowing more and learning more over time	<ul style="list-style-type: none"> • Increase in attainment and progress measures • Assessment for learning and feedback are a strength of lesson observations • Work scrutiny demonstrates clear sequencing of learning and shows that students are remembering more over time 	<ul style="list-style-type: none"> • Work scrutiny routinely included in Curriculum reviews how subjects explore sequencing and student knowledge over time • School training on what feedback makes the most impact • School marking policy rewritten to encompass the focus on feedback and what feedback makes most impact • Learning studies to be integrated into the learning and teaching cycle-allowing for staff to observe and reflect on AfL and feedback practice • Student focus group and questionnaires on impact of teacher feedback • Gather insight from students. Share through department/PLB 	September 2020- August 2021		AWa ORa	

The Quality of Education – Curriculum Impact						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To ensure that following the Covid-19 pandemic, student well-being and gaps in learning are addressed	<p>Students in Year 11 and 13 achieve in line with peers from previous years with the same KS2 baseline</p> <p>Gaps in learning have been bridged to allow all students to be on track to make better progress than students in previous years</p>	<ul style="list-style-type: none"> • Baseline assessment for all learners • Intervention groups identified • Intervention sessions where gaps can't be bridged through quality first teaching • Schemes of work develop extensive and available background knowledge to allow students to build coherent schema • Assessment schedules that allow students to extensively practice content to develop their schema in long term memory • Missed learning is delivered in small steps with plenty of opportunity for practice and independent work 	September 2020 – August 2021		TSc	
To sustain and further improve attainment and progress for all	<p>KS4: 9-4 in English and maths (TBC) 9-5 in English and maths (TBC) 9-5 EBACC (TBC)</p> <p>Attainment 8: (TBC) Progress 8: (TBC)</p> <p>Progress 8 figures for all groups to be comparable</p> <p>Improved attainment/progress in French, History, Spanish and Biology</p> <p>A Level Overall value added: TBC Value added in every subject to be greater than 0.0 Average Grade: TBC</p> <p>BTEC L3 Overall value added: TBC</p> <p>Value added for all groups to be comparable</p> <p>Improve attainment/value added in Physics, Maths and Politics</p>	<ul style="list-style-type: none"> • Forensic analysis of 2020 outcomes and the Year 10/12 Summer 2 data drop to identify in-school variation • FIPs/YIPs to identify appropriate action to achieve targets including gap analysis and intervention to counter act the gap in learning due to the Covid-19 pandemic • Use of one-to-one mentoring to identify and address individuals' barriers to learning • Leadership support • After each data drop, DOL's/HOY's to identify action needed to improve progress of underachieving groups • Monitor impact of action at next data drop • Three weekly basics meetings • Regular tracking of SEN, WBRI, and HAPs in all year groups at each data drop, conclusions and specific strategies for individual underachievers to be circulated to all staff, with ongoing monitoring. • Regular monitoring of SEN students by the Inclusion team • Celebrate students exceeding targets after each data drop, and inform parents/carers; specific parental engagement meetings • Weekly rewards assemblies for Year 11 & 13 	September 2020 – August 2021		TSc	

The Quality of Education – Curriculum Impact						
		<ul style="list-style-type: none"> Develop and implement Year 11 and 13 strategy, to be reviewed each half term Increased opportunities for academic reading and writing 				
Raise achievement of higher attaining students	<p>Progress of higher-attaining students is in line with progress of the other two bands</p> <p>Improve all elements of P8, particularly Maths and EBacc</p>	<ul style="list-style-type: none"> Challenge is planned in all schemes of learning 20-minute lesson observations focusing on challenge/HAPs HAPs routinely identified and tracked at whole-school and faculty level, with RAGging, to inform, monitor and evaluate intervention strategies Seating plans annotated with HAPs Targeted parent/carer evenings Professional learning focused on challenge at the high end Literacy focus on academic reading and writing Challenge Partners peer review/best practice sharing for HAPs Bespoke challenge CPD with Middle Leaders run by an external consultant 	September 2020 – August 2021		TSc	
To reduce the attainment/progress gap between disadvantaged students and their non-disadvantaged counterparts	<p>Narrowing of the disadvantage gap in 2021 attainment 8 figures</p> <p>Narrowing of the disadvantage gap in 2021 progress 8 figures</p> <p>Comparable value added and attainment scores for disadvantaged students and their non-disadvantaged counterparts</p>	<ul style="list-style-type: none"> Robust tracking of students on a half termly basis Identifying the barriers to learning and addressing them Impact analysis of intervention strategies Whole school focus on developing vocabulary, specifically tier 2 and 3 vocabulary Raise the profile of the library and love of reading in school Literacy/Reading specific House competitions Improve cultural capital (see personal development sections) 	September 2020 – August 2021		TSc	

Behaviour and Attitudes						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To promote the safety and well-being of students and staff on their return to school following the Covid-19 pandemic	98% attendance	<ul style="list-style-type: none"> Implement appropriate actions to ensure that all students are supported in their return to school To track the absence/persistent absence rates for all students who do not attend. Complete home visits for any students who are absent To promote the use of remote learning for students who cannot attend Safeguarding all students (one-to-one interviews with all students) Referral of any concerns to outside agencies Put in the appropriate support for students who have been affected by Covid-19 	TBC		RHo JMo DCo	
To further develop and implement our No External Exclusion Policy	0 Exclusions	<ul style="list-style-type: none"> Review, evaluate and share our approach to promoting exceptional behaviour and attitudes with staff and students (via INSET, questionnaires, working groups and student voice) Routines, rules, sanctions and rewards are understood by all Everyone is responsible for behaviour All teachers are teachers of Inclusion We reward and model the best behaviour, focusing on and promoting good behaviour We do not externally exclude We have a bespoke approach to each individual student's needs and manage these challenges in an inclusive way Staff will need to be mindful of the fact that some students' behaviour may be more challenging due to Covid-19 and as a result, it will be even more important not to exclude students externally Analyse data and strategies to support a no-exclusion policy All behaviour to be logged and monitored on SIMS Analysis of student behaviour overtime HOY to analyse data re their year group 	September 2020 – August 2021		DCo JMo	

Behaviour and Attitudes						
		<ul style="list-style-type: none"> Analysis of the use of internal exclusion and other strategies to support students at risk of exclusion Compare data to 2019-2020 To review the Behaviour Policy and update our Behaviour Policy 			JMo	
To assess the quality of learning and teaching in the Inclusion department	<p>All students are provided with high quality learning and teaching</p> <p>Higher Level Teaching Assistants and Teaching Assistants provide students with a high-quality education (all teaching/support is good or better)</p> <p>Students not in mainstream lessons do not miss out on learning and every effort is made to ensure that all students catch up on any work missed</p>	<ul style="list-style-type: none"> Lesson observations to take place of all HLTA's/TA's All Inclusion staff to complete weekly records relating to what students are learning (GH/SB/LA/HLTA's and TA's) Regular learning walks of the IEU, LSU and PSC/Analysis of the quality of work provided Regular book looks to assess the quality of work Work to be collected from Heads of Department and for HOD's to ensure that students missing from lessons are given work to catch up Student questionnaires to be completed every half term – what have you learnt Half termly meetings with parents/carers of students in the LSU and PSC and reports sent home Professional learning programme to be in place for all staff in the Inclusion department 	September 2020 – August 2021		AFa SA	
To disseminate, share and influence good inclusive practice between schools and/or other organisations	<p>To be awarded Inclusive Quality Mark and Inclusive Centre for Excellence</p> <p>To share best practice by working with other schools/hubs and organisations</p>	<ul style="list-style-type: none"> To identify best practice at Mulberry Academy Shoreditch and to implement the IQM (COE) action plan To establish a working party to identify best practice and areas of strength/development Middle Leaders to identify strategies that support all students (including disadvantaged and students on the SEN register) To collate and disseminate this information with staff (Teaching and supports staff) To provide staff with professional development and links to articles/on-line training and research materials In-house research (produce a set of case studies to support our school research) 			RHo JMo DCo	

Behaviour and Attitudes						
		<ul style="list-style-type: none"> • Sharing best practice and learning from one another • To work across the Trust to identify what we have learnt during Covid-19 • To continue to develop the work with Mulberry Complementary Education Centre and the LA • To identify other partners to work with during the year • To attend and present at two national conferences • To host an annual conference where other schools share and we learn from each other. 				

Personal Development						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To ensure the safety and wellbeing of students on return from the Covid-19 pandemic	All students return to school and are safe and well	<ul style="list-style-type: none"> To review the strategic plan (PSHE, RSE, Citizenship, FBV, SMSC) in place for 2020-21, addressing students need following return to school One-to-one meetings with students To address students' needs and modify plan as needed Assign key topics to HOY/HOH for resource planning To assign key topics for Drop Days and year group focus mornings etc To map the assembly programme as part of the PSHE strategic plan, and to continue to promote equality and diversity through continued awareness – raising initiative, events and campaigns, increasingly led by students To map the MAS Character values into the Personal Development and Wellbeing programme (assembly, HOY/HOH tutor programme, Drop Days) To embed assessment plan and Student Voice (learning walks, surveys, student feedback – regular student samples) Calendar meeting time for HOY/HOH to share expectations re delivery of material Learning walks - monitor quality of delivery of both HOY/HOH weeks HOY/HOH half termly report on PSHE /Citizenship/RSE 	May 2020 – July 2021		TMi LBo HOY HOH	
To ensure that CEIAG is delivered across the school, students are fully informed about the opportunities open to them and are prepared for the next stage of their education, training or employment	<p>80% retention into the Sixth Form</p> <p>100% destinations secured for all KS4 and KS5 students</p> <p>40% of students securing employment and training with prestigious organisations</p> <p>15 meaningful alumni engagements across the academic year</p>	<ul style="list-style-type: none"> Renew and re-deliver the school CEIAG pledge through September Inset Launch Department Careers Champions in HT3 to develop and embed shared language of employability competencies Career team lead on half term of T and L briefings in the run up to National Careers Week (Spring 1) Careers themed lessons are delivered in every subject/year group over careers week including use of LMI Share career success stories in weekly newsletter, web etc 	May 2020 – August 2021		AEa TMi	

Personal Development						
	Benchmark 2 and 4 at 100%	<ul style="list-style-type: none"> • Further embed use of Gatsby tracker to track and target interventions and ensure full coverage • Resourced stall at parents' evenings to develop awareness of CEIAG for parents/carers (rotation) • Renew contract for one-to-one IAG • To renew WEX agreement enabling all Year 10 and Year 12 vocational students to complete WEX (continue to explore capacity for missed Y11 places) • Expand alumni programme so every student has two staff contacts and engage alumni in reunion, reading, event support, talks and tuition with MAS students • To analyse destinations for Year 11 and Year 13, create an action plan for target groups, under represented pathways and stereotypical choices • Establish Oxbridge, Medicine and Elite Apprenticeship enrichment groups in Year 12 from HT2 • Review CEIAG programme to better address networking, action planning, personal development, applications and marketing yourself • To continue to maintain and develop links with a wide range of organisations such as KPMG and Nuffield Trust to secure Summer placements 				
To introduce and implement the Mulberry Academy Shoreditch Charter alongside the introduction of MAS Character Values	100% of students engage with the Mulberry Academy Shoreditch Charter	<p>Mulberry Academy Shoreditch Charter – September 2020</p> <ul style="list-style-type: none"> • To establish a working party to define what the Mulberry Academy Shoreditch Charter is and what the activities/experiences are that students need • Students will be awarded points as a result of completing activities (Bronze, Silver and Gold) during Years 7 – 10. This will include different activities/experiences in the following areas: Across the Curriculum, participating in House activities, being involved in citizenship related activities, taking part in sports opportunities, attending trips and 	September 2020-August 2021		RHo JS	

Personal Development						
		residential and taking part in Music, Drama and Social Action and community activities (Beyond MAS) <ul style="list-style-type: none"> • Explain to all stakeholders as to what the Mulberry Academy Shoreditch Charter is • Include the Mulberry Academy Shoreditch Charter in the school planner • Launch this with staff and students in September 2020 • Record students' participation half termly so that any students not participating in activities/experiences can be identified. • Review and evaluate on a termly basis 				
To involve parents/carers in the House System	75 % of parents/carers to engage in the House System in the first year (Aspirational targets will be set following the review of the achievements from year 1)	<ul style="list-style-type: none"> • Review and evaluated the current House System (what went well/even better if) • The review should include the types and uptake of activities, participation rates of all groups of students including PP • It should consider any external reviews or references to the House System • Following this, to identify how parents/carers can be part of the House System for 2020-2021 and to include the use of Student Voice • To communicate with parents/carers about the House System (what it is and how they can be involved). • Allocate parents/carers to a House • Heads of House to work together to formulate a programme for parents/carers to be involved in and to decide whether parents/carers should be given a badge or something similar • Review and evaluate the uptake of events 	September 2020- -August 2021		LBo Heads of House	

Sixth Form						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To ensure that following the Covid-19 pandemic, gaps in learning are addressed and top destinations are secure	<p>Top destinations are secured for all leavers class 2019/20 and 2020/21</p> <p>All groups make value added in line with expectations for year group</p>	<ul style="list-style-type: none"> Identifying gaps in student's knowledge through teacher assessment and student one-to-ones Creating a robust adjustment in Curriculum to account for missed Curriculum time Use of intervention, tutors and independent learning times to support groups of students One-to-one career sessions and UCAS applications UCAS sessions with Into University Head of Sixth Form tracking of student University choices School support for students wishing to take examinations 				
To improve the outcomes for middle and higher attainers	Value added score of HAPs and MAPs is above national average	<ul style="list-style-type: none"> To work with the teaching and learning team so that the Sixth Form is incorporated into the whole school approach Standardised approaches to academic writing are adopted by all Sixth Form teachers Shared best practice in learning and teaching group of use of discussion and debate to develop students critical thinking skills To ensure that challenge of HAPS is reflected in the Curriculum of each Sixth Form subject All Sixth Form subjects to develop resources that are specific to stretch and challenge HAPs in their lessons and independent study times such as reading lists and questions Learning studies to take place for Sixth Form teachers to develop Best practice from Gulshan Kayembe to be implemented in Sixth Form lesson planning Sixth Form teachers to visit top performing Sixth Forms to observe and develop teaching practice Sixth Form Teaching and Learning Group to continue with a focus on challenge 	September 2019-August 2020		KFr PMa	

Sixth Form						
To successfully manage the transition into a larger Sixth Form	<ul style="list-style-type: none"> Number of 140 - % increase in externals and internals Increase outcome for all learners Appointment of an expanded Sixth Form team with clearly defined roles 	<ul style="list-style-type: none"> To review the Sixth Form Curriculum for 2020/21 to build on areas of success and student interest/uptake To embed a strong independent learning structure- timetabled rooms Visit schools' fairs of schools with no Sixth Form Newham, Tower Hamlets and Waltham Forest Enrichment programme for Year 12 and Year 13 careers, post 18 prepared and study skills focused 				
To improve outcomes in A Level Psychology, Maths, Politics, Biology and Chemistry	<p>Improved value added to targets</p> <p>Improved average grade to targets</p>	<ul style="list-style-type: none"> Analysis of 2020 outcomes to identify in-school variation Departments to identify appropriate action to achieve targets Leadership support for underperforming subjects After each data drop, DOL's/HOY's to identify action needed to improve progress of underachieving groups and monitor the impact of action at the next data drop Student progress to be monitored in LM meetings Teaching and Learning walks with a key focus in these areas to happen half termly Use of mentoring programme to support students from entry in Year 12 Use of virtual platform to increase Curriculum and assessment plans in Biology addressed to cover course content in a quicker time allowing for more revision Support for new Psychology teacher including visits to other Sixth Forms and LM support in developing schemes of learning 	September 2019 - August 2020		AWa PMa	
To develop and sustain a personal development programme which prepares students for the next stages of learning; student safety and as active citizens of a global community		<ul style="list-style-type: none"> To develop the enrichment afternoon in Year 13 which supports students in apprenticeships interviews and applications, UCAS application support and financial management for post 18 PSHE Curriculum and form time Curriculum re- written and resourced to address safeguarding issues for post 16 (healthy relationships, prevent, online safety, gang prevention) All Sixth Form students to be a part of the House System and to contribute to all activities 	September 2020 - August 2021		AWa PMa	

Sixth Form

- To effectively track the enrichment opportunities for all students
- To ensure that every student has one-to-one interviews about destinations
- All Year 12 vocational students to complete work experience
- To introduce an annual Careers week
- To develop links with a wide range of organisations such as KPMG and Nuffield Trust to secure summer placements
- To develop a series of pathway support underrepresented groups to attend Oxbridge, Medicine, Russell group University, top end apprenticeships, Law and Dentistry

Leadership and management						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
<p>To promote the safety and well-being of students and staff on their return to school following the Covid-19 pandemic</p> <p>To ensure that no student is disadvantaged due to the Covid-19 pandemic</p>	<p>All leaders and students are supported in their return to school following the Covid-19 pandemic</p> <p>No student is disadvantaged</p> <p>Sustain and further improve attainment and progress for all students</p> <p>Reduction of any in-school variation across key groups, subjects and departments</p>	<ul style="list-style-type: none"> All leaders to be supported to ensure that they continue to provide high quality and inclusive education for all students To review and evaluate the impact of Covid-19 and to put appropriate measures in place to support staff and students 	2020-2021		RHo	
<p>Teaching and learning has high ambitions and expectations for all students in lessons & the Curriculum</p>	<p>Teaching and learning is outstanding</p>	<ul style="list-style-type: none"> SLT to drive Learning and Teaching at all levels All leaders to drive and contribute to the learning and teaching agenda at leadership meetings Review and evaluate remote learning – what have we learnt and what can we do to move forward. (WWW/EBI) Middle Leaders to ensure that teachers identify any gaps in learning All levels of leadership ensure that all students are challenged, including those who are harder to reach Produce a series of case studies sharing best practice – Learning and Teaching at Mulberry Academy Shoreditch Work with the other schools in the Trust to organise an annual conference on Learning and Teaching. 	September 2020 - 2021		AWa ORa	
<p>Governance – all Governors are proactive, linked to specific areas of the school and partake in a variety of training</p>	<p>All Governors to be fully trained and active in teaching and learning, safeguarding and data for learning</p> <p>All Governors to visit the school at least once a term</p> <p>All Governors to be Ofsted ready and to be able to articulate the vision, ethos and strategic vision of the school</p>	<ul style="list-style-type: none"> RHo to arrange sessions for Governors covering <ul style="list-style-type: none"> Vision, ethos and strategic vision Impact of the Covid-19 pandemic School Evaluation Form (SEF) and School Improvement Plan (SIP) Lesson learnt from Covid-19 Teaching and Learning Data for learning Safeguarding 	September 2020 – July 2021		RHo	

Leadership and management						
		<ul style="list-style-type: none"> - Ofsted • All Governors understand their role and carry this out effectively • Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, 'Prevent' strategy and safeguarding • Governors engage with students and others in the community by attending events and speaking to students and staff • All Governors to visit the school at least once a term • RHo to invite Governors to attend a Senior Leadership Meeting 				
<p>All Leaders to ensure that the ethos of the school and the wider Trust is promoted at all times</p> <p>To develop our partnerships with other schools/hubs and organisations</p>	<p>All leaders are able to articulate a clear and ambitious vision for providing high quality, inclusive education for all students that is in-line with the Trust's Vision for the Multi-School Trust</p> <p>A minimum of five partnerships are established with other schools/organisations</p> <p>All members of the SLT to work on one project across the Trust.</p> <p>Challenge Partners – Centre of Excellence – Middle Leadership</p>	<ul style="list-style-type: none"> • RHo to attend regular meetings with the CEO and other Head Teachers within the Trust • RHo to negotiate and establish five new partnerships with other schools and organisations • Senior Leaders contribute projects across the Trust and can evidence the impact of this • Other leaders to take up opportunities to work across the Trust • Mulberry Academy Shoreditch shares best practice with other schools within the Trust. The other schools in the Trust share best practice with Mulberry Academy Shoreditch 	September 2020 – August 2021		RHo	JMo