

# **Mulberry Academy Shoreditch School- Improvement Plan 2021 – 2022**

## Outstanding Achievement for All

### 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 1123 students on roll (May 2021)
- 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
- 64% of students are Pupil Premium students
- 13.97% (150 students) are SEND students
- 3% students have Education, Health and Care plans. (35)
- 3 Looked After Children
- 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% (2020) 96.4%
- 0 Exclusions (September 2019 to May 2021)

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.

## Summary of Mulberry Schools Trust Aims and Key Areas of Provision (2017 – 2022)

At Mulberry Academy Shoreditch, we will support, endorse and promote The Mulberry Schools Trust's Aims, Priorities and Key Areas of Provision (2017 – 2022)

### Aims

Each student will be given an education that has **three key aims**:

1. To engender high levels of academic and technical education
2. To provide rich personal development (character education)
3. To enable the development of student's high aspirations and self-determination

### Key areas of provision

1 Provide the highest quality academic and technical learning that lead to excellent progress for all pupils

- Learning & curriculum
- Standards, progress & assessment
- Extended learning & enrichment
- Support for learning including prep, academic mentoring & intervention

2 Provide the highest quality personal development and safeguarding so that pupils come to classes confident, secure, happy & ready to learn

- Pastoral care
- Ethos & voice
- Safeguarding & child protection
- Personal development education (careers advice, PSHE etc)

3 Provide a rich professional learning environment for all staff and contribute to the work of the Trust's Teaching School

- Professional learning for teaching & support staff including ITT, NQT Induction, Business, Finance, HR, Admin & Resources, Leadership Development & Subject Teaching development programmes
- Career progression & talent management for teaching & support staff
- School to school support within & beyond the Trust through the Teaching School's work
- Research-informed practice

4 Maintain and develop a reciprocal, enriched relationship with stakeholders

- Community & family learning
- Governance
- Partners such as employers, third sector organisations etc

5 Maintain outstanding provision of business, finance, ICT and premises services for schools in the Trust

- Finance & resources including HR and Premises
- Premises including health & safety, site management & risk
- ICT

## **Mulberry Academy Shoreditch**

### **Key Priorities 2021 - 2022**

To support, endorse and promote The Mulberry Schools Trust's Aims, Priorities and Key Areas of Provision (2017 – 2022)

To ensure that the school is Outstanding in all areas and that the Outcomes (Key Performance Indicators) reflect this in line with the current Ofsted Criteria and National Outcomes

To ensure the school meets all the criteria for an outstanding quality of education securely and consistently, and further that the quality of education provided is exceptional.

To ensure that no students are disadvantaged due to the coronavirus pandemic. Transition at each Key Stage is reviewed, carefully planned and supported.

To review continuously the curriculum across the whole school so that it meets the needs of all students

To ensure that the curriculum across Key Stage 3, 4 and 5 is carefully planned and sequenced, taking into account students' starting points, and working towards clearly defined end points

To embed Microsoft Teams as a functional VLE to share class materials, homework, independent learning and enrichment activities as well as build learning communities to ensure students know more and remember more over time

To ensure and promote equity and equality of opportunity at all levels.

To ensure that all students are safe and happy at school and that safeguarding is effective.

To ensure effective recruitment of students in Year 6 and 12 so that the school is oversubscribed

To further promote and develop partnerships with other organisations, primary schools, community groups and stakeholders

To launch the Mulberry School Charter

To promote and enhance student voice

To involve and engage parents in the House System

The Quality of Education – Curriculum Intent						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
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"> <li>All members of staff can articulate the school and subject curriculum intent</li> <li>Implementation of these aims is evident in all schemes of learning, classroom practice and enrichment across the school</li> <li>Feedback from students and parents/carers shows a secure awareness of the curriculum and its aims</li> <li>Clearly defined and understood character attributes of a Mulberry Academy Shoreditch student</li> </ul>	<ul style="list-style-type: none"> <li>Decisions about curriculum changes informed by the overarching curriculum intent/vision</li> <li>Parental questionnaires and focus groups – parents' evenings and meetings</li> <li>Student reflection sheets and focus groups at the end of unit of study</li> <li>Staff share whole school curriculum intent in assemblies and parent/carer events</li> <li>Subject areas convey subject intent through lesson time</li> </ul>	September 2021 – August 2022		ERa MGi TSc	
To ensure that following the Covid-19 pandemic, gaps in students learning are addressed	<ul style="list-style-type: none"> <li>All groups make progress in line with expectations for the year group</li> <li>Student and parental confidence in student</li> </ul>	<ul style="list-style-type: none"> <li>Student assessment designed, carried out and analysed to inform appropriate changes in curriculum</li> <li>Curriculum plans and end points are re-adjusted to ensure key learning milestones are still reached</li> <li>Development of online resources and student ability to engage in online resources through student training sessions</li> </ul>	September 2021 – August 2022		ERa MGi TSc	
Curriculum is broad, ambitious and inclusive <b>at every key stage</b>  (Transition at each key stage is reviewed, carefully planned and supported)	<ul style="list-style-type: none"> <li>80% of students study EBACC</li> <li>All students have participated in enrichment activities including SEND</li> <li>All subjects to offer enrichment with a bespoke programme to nurture and develop talent</li> <li>Regularly reviewing SMSC, careers in the curriculum and how the curriculum ensures and promotes equity and equality of opportunity for all</li> <li>Subject curriculum content develops cultural capital by</li> </ul>	<ul style="list-style-type: none"> <li>Increase in the length of KS3 to make our offer even broader</li> <li>All students to gain experience of a number of languages at KS3, access to Latin</li> <li>Department reviews to quality assure the implementation and impact of the curriculum at subject level</li> <li>Middle Leader peer to peer curriculum reviews to determine whether the curriculum is being implemented as intended and its impact.</li> <li>Best practice from department reviews shared</li> </ul>	September 2021 – August 2022		ERa MGi TSc	

	teaching the best of what has been taught and said	<ul style="list-style-type: none"> <li>• Writing of the curriculum which promotes the characteristics of a Mulberry Academy Shoreditch student</li> <li>• An Academy systematic approach to teaching of reading, vocabulary, strategies for all.</li> </ul>				
<p>Curriculum builds on what students already know with clearly defined end points that students are expected to achieve</p> <p>A deep conceptual knowledge is achieved through an effectively planned and sequenced</p> <p><b>(To ensure that the curriculum across Key Stage 3, 4 and 5 is carefully planned and sequenced, taking into account students' starting points, and working towards clearly defined end points.)</b></p>	<ul style="list-style-type: none"> <li>• Student and staff articulation of objectives key knowledge and skill in their learning</li> <li>• Gaps between learners' overtime decrease</li> <li>• Evidence of interleaving/spaced practice and cumulative assessment in schemes of learning</li> <li>• Students can do more and know and remember more overtime</li> <li>• <b>Schemes of work are planned to build on previous learning at the relevant key stage</b></li> </ul>	<ul style="list-style-type: none"> <li>• Whole school training and sharing of research-based learning including spaced practice and retrieval activity. Including:</li> <li>• Schemes of learning have clearly defined end points which are regularly evaluated by the department</li> <li>• Departments work with primary partners to develop a Year 7 curriculum that accounts for students' prior learning</li> <li>• Assessment which identifies students' prior learning is mapped into the Curriculum.</li> <li>• Leaders of departments carry out regular reviews of their curriculum (survey, staff and student focus groups, review of students' outcomes) and amend curriculum accordingly</li> <li>• Leaders identify gaps in students learning and amend the curriculum accordingly</li> <li>• Sequencing of curriculum designed to support mental wellbeing of staff and students with spaced assessments which assess what students have learnt</li> <li>• Best practice from department reviews shared</li> </ul>	September 2021 – August 2022		ERa MGi TSc	
<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"> <li>• All schemes of learning make explicit reference to challenge and all MAS star is embedded in all lessons</li> <li>• Observations and learning walks of high ability groups are always good or better, with 50% outstanding</li> <li>• Gaps between learners' overtime decrease</li> <li>• Comparable P8/VA scores for all regardless of prior ability</li> </ul>	<ul style="list-style-type: none"> <li>• Developing teacher subject knowledge through department meetings, training and BT sessions</li> <li>• Department exploration of what skills/knowledge grade 9/A* students display and map this backwards in curriculum and classroom delivery</li> <li>• AfL strategies including challenge questions and learning objectives are planned into schemes of learning</li> <li>• Middle leaders stretch programme with Gulshan Kayambe – key learning shared with team and implemented in curriculum design</li> </ul>	September 2021 – August 2022		ERa MGi	

The Quality of Education – Curriculum Implementation						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To embed Microsoft Teams as a functional VLE to share class materials, homework, independent learning and enrichment activities as well as build learning communities to ensure students know more and remember more over time	<ul style="list-style-type: none"> <li>All students and staff use Microsoft Teams on a regular basis</li> <li>All departments incorporate use of Teams in their schemes of learning</li> </ul>	<ul style="list-style-type: none"> <li>Remote learning packages embedded in schemes of learning including Seneca</li> <li>Working party/TLC established with involvement of student body and parents/carers to develop remote platforms</li> <li>IT workshops for parents/carers</li> <li>Working party/TLC to explore other schools remote learning platforms</li> <li>Parent/carer evenings to have ICT training as standard</li> <li>Evaluation of remote learning to form part of student questioning and curriculum review</li> </ul>	September 2021 – August 2022		ERA MGI TSC	
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"> <li>Improved attainment scores in all subjects</li> <li>Student voice shows students feel challenged in all lessons</li> <li>AFL routinely observed in lessons and teachers responding to provide appropriate challenge-questioning and task assignment</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning community developed with a focus on best practice of stretch and challenge which will be routinely fed back to all staff</li> <li>Middle leader participation on Gulshan Kayembe project- this to feed into department development work and classroom practice</li> <li>Student focus group develop to gain insight into what challenges them</li> <li>Professional development and PM targets linked to AFL</li> </ul>	September 2021 – August 2022		ERA MGI TSC JLA GMC	
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"> <li>Teachers have expert knowledge of the subjects they teach</li> <li>Curriculum reviews show consistency in approach to subject delivery and subject pedagogy</li> <li>Professional development programme addresses needs of audit and whole school priorities</li> <li>Department meeting target for each member of staff reflects professional development</li> </ul>	<ul style="list-style-type: none"> <li>Subject audits to take place and department action plans to occur in light of these</li> <li>Heads of department to define specific pedagogy for subject and develop training through department meeting and learning studies</li> <li>Moderation and sharing of pedagogical practice as an aspect of every department meeting</li> <li>Performance management targets to reflect professional development needs</li> <li>2019/20 BT programme gives opportunities</li> </ul>	September 2021 – August 2022		ERA MGI TSC	

		<ul style="list-style-type: none"> <li>• NQT year to support development of subject knowledge and subject pedagogy</li> <li>• Robust peer to peer observation timetable</li> </ul>				
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"> <li>• Increase in attainment and progress measures</li> <li>• Assessment for learning and feedback are a strength of lesson observations</li> <li>• Work scrutiny demonstrates clear sequencing of learning and shows that students are remembering more over time</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny routinely included in curriculum reviews and how subjects explore sequencing and students' acquisition of knowledge over time</li> <li>• Greater involvement for Heads of Year in work scrutinies.</li> <li>• School training on what feedback makes the most impact</li> <li>• School marking policy rewritten to encompass the focus on feedback and what feedback makes most impact</li> <li>• Learning studies to be integrated into the learning and teaching cycle-allowing for staff to observe and reflect on AfL and feedback practice</li> <li>• Student focus group and questionnaires on impact of teacher feedback</li> <li>• Gather insight from students. Share through department/PLB</li> </ul>	September 2021 – August 2022		ERA MGI TSC	

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"> <li>• Baseline assessment for all learners</li> <li>• Intervention groups identified</li> <li>• Intervention sessions where gaps can't be bridged through quality first teaching</li> <li>• Schemes of work develop extensive and available background knowledge to allow students to build coherent schema</li> <li>• Assessment schedules that allow students to extensively practice content to develop their schema in long term memory</li> <li>• Missed learning is delivered in small steps with plenty of opportunity for practice and independent work</li> </ul>	September 2021 – August 2022		ERA MGI 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"> <li>• Forensic analysis of <b>2021</b> outcomes and the Year 10/12 Summer 2 data drop to identify in-school variation</li> <li>• 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</li> <li>• Use of one-to-one mentoring to identify and address individuals' barriers to learning</li> <li>• Leadership support</li> <li>• After each data drop, DOL's/HOY's to identify action needed to improve progress of underachieving groups</li> <li>• Monitor impact of action at next data drop</li> <li>• Three weekly basics meetings</li> <li>• 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.</li> <li>• Regular monitoring of SEN students by the Inclusion team</li> <li>• Celebrate students exceeding targets after each data drop, and inform parents/carers; specific parental engagement meetings</li> <li>• Weekly rewards assemblies for Year 11 &amp; 13</li> </ul>	September 2021 – August 2022		<b>All</b>	

The Quality of Education – Curriculum Impact						
		<ul style="list-style-type: none"> <li>Develop and implement Year 11 and 13 strategy, to be reviewed each half term</li> <li>Increased opportunities for academic reading and writing</li> </ul>				
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"> <li>Challenge is planned in all schemes of learning</li> <li>20-minute lesson observations focusing on challenge/HAPs</li> <li>HAPs routinely identified and tracked at whole-school and faculty level, with RAGging, to inform, monitor and evaluate intervention strategies</li> <li>Seating plans annotated with HAPs</li> <li>Targeted parent/carer evenings</li> <li>Professional learning focused on challenge at the high end</li> <li>Challenge Partners peer review/best practice sharing for HAPs</li> <li>Bespoke challenge CPD with Middle Leaders run by an external consultant</li> <li><b>Launch of More Able enrichment programme in years 7 - 13</b></li> </ul>	September 2021 – August 2022		ERA MGI TSC JLA GMC	
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"> <li>Robust tracking of students on a half termly basis</li> <li>Identifying the barriers to learning and addressing them</li> <li>Impact analysis of intervention strategies</li> <li>Whole school focus on developing vocabulary, specifically tier 2 and 3 vocabulary</li> <li>Raise the profile of the library and love of reading in school</li> <li>Literacy/Reading specific House competitions</li> <li>Improve cultural capital (see personal development sections)</li> </ul>	September 2021 – August 2022		ERA MGI TSC	

Behaviour and Attitudes						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
The school meets all the criteria for good in behaviour and attitudes securely and consistently	Behaviour and attitudes are judged to be outstanding in line with the Ofsted Framework  <b>Behaviour and attitudes are exceptional</b>  Exclusions – 0	<ul style="list-style-type: none"> <li>Review, evaluate and share our approach to promoting exceptional behaviour, attitudes and attendance with staff and students (via INSET, questionnaires, working groups and student voice)</li> <li>Routines, rules, sanctions and rewards are understood by all</li> <li>To ensure that everyone is responsible for promoting and managing</li> <li>Reward and model the best behaviour, focusing on and promoting good behaviour</li> <li>To audit the provision in place supporting students whose behaviour is of concern</li> <li>To document the different strategies supporting students at risk of exclusion</li> <li>To produce a series of case studies demonstrating how these strategies work</li> <li>Analyse data and strategies to support a no-exclusion policy</li> <li>All behaviour to be logged and monitored on SIMS</li> <li>Analysis of student behaviour overtime</li> <li>HOY to analyse data re their year group</li> <li>HOY to meet parents of any student who is not meeting the school's expectations</li> <li>Analysis of the use of internal exclusion and other strategies to support students at risk of exclusion</li> <li>To review the Behaviour Policy and update our Behaviour Policy</li> </ul>	September 2021 – August 2022		DCo JMo	(Pages 40 – 44 – School Inspection Handbook – Updated April 2021)
The school meets all the criteria for good in behaviour and attitudes securely and consistently	Attendance – 98% for all year groups  Punctuality – All students on time to school (with a few exceptions for students who may have a valid reason)	<ul style="list-style-type: none"> <li>Whole school drive on attendance and punctuality</li> <li>To promote attendance throughout the school and in assemblies</li> <li>To reward students with exceptional attendance (Assemblies, certificates, letters home, reward trips)</li> <li>Review our attendance and punctuality policy</li> </ul>	September 2021 – August 2022		DCo JMo	

Behaviour and Attitudes						
		<ul style="list-style-type: none"> <li>Review systems and structures promoting outstanding attendance and punctuality</li> <li>Analyse absence and persistent absence rates for all students, and for different groups compared with national averages for all students to include the extent to which low attenders are improving their attendance over time and whether attendance is consistently low</li> <li>Attendance team to send weekly updates to HOY</li> <li>Attendance team and the HOY to hold attendance surgeries for all students who have hit the trigger threshold (Absence of three days)</li> <li>Attendance team and HOY to produce half termly reports analysing the attendance of their Year group</li> <li>Attendance team and HOY to include a summary of what strategies are in place to support students who have low attendance rates</li> <li>To work with the AWA and other external agencies to support students with low attendance rates</li> </ul>			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"> <li>Lesson observations to take place of all HLTA's/TA's</li> <li>Professional learning programme to be in place for all staff in the Inclusion department</li> <li>All Inclusion staff to complete weekly records relating to what students are learning (GH/SB/LA/HLTA's and TA's)</li> <li>Regular learning walks of the IEU, LSU and PSC/Analysis of the quality of work provided</li> <li>Regular book looks to assess the quality of work</li> <li>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</li> <li>Student questionnaires to be completed every half term – what have you learnt and how has your HLT/TA supported you</li> </ul>	September 2021 – August 2022		AFa DCo	

Behaviour and Attitudes						
		<ul style="list-style-type: none"> <li>• Student questionnaires to be completed every half term for any students not in mainstream lessons</li> </ul>				
To review and audit current provision in place to support students to include any new provision	<p>Alternative Provision for Girls to be securely in place by the end August 2021 (12 Girls)</p> <p>SEND Provision for Key Stage 5 in place by the end of August</p>	<ul style="list-style-type: none"> <li>• Review and evaluate current provision</li> <li>• To continue to develop the work Mulberry Complementary Education Centre that has been on hold due to Covid 19</li> <li>• To write a proposal for the Trust on developing the Key Stage 5 Provision for SENS students</li> <li>• To update the Trust with the next steps regarding the Girls Alternative Provision</li> <li>• To design and promote a Key Stage 5 Course for SEND students with an ECHP working with the LA</li> <li>• To identify other partners to work with during the year</li> <li>• Produce a Handbook outlining all provision in place</li> </ul>	September 2021 to August 2022		RHo JMo DCo	

Personal Development						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To review the Personal Development curriculum termly, to ensure a rich personal development / character education programme is in place	<p>Students are able to articulate how they embody the MAS Values</p> <p>Students are able to speak confidently about their learning across all strands of the Personal Development curriculum</p>	<ul style="list-style-type: none"> <li>To review the strategic plan (PSHE, RSE, Citizenship, FBV) in place for 2021-22</li> <li>Assign key topics to HOY/HOH for resource planning</li> <li>To assign key topics for Drop Days and year group focus mornings etc</li> <li>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</li> <li>Teachers highlight the MAS Character values in both lesson and tutor time according to the termly focus.</li> <li>To embed assessment plan and Student Voice (learning walks, surveys, student feedback – regular student samples)</li> <li>Calendar meeting time for HOY/HOH to share expectations re delivery of material</li> <li>Learning walks - monitor quality of delivery of both HOY/HOH weeks</li> <li>HOY/HOH half termly report on PSHE /Citizenship/RSE</li> </ul>	September 2021 – August 2022		TMi LBo HOY HOH	
To ensure and promote equity and equality of opportunity within the Personal Development programme of learning (PSHE/RSE/Citizenship/Careers /FBV)	Student surveys evidence that they feel represented positively across the programme of learning	<ul style="list-style-type: none"> <li>As part of the review of the strategic plan to focus on representation of protected characteristics and the ethnicities within our school community.</li> <li>Student voice curriculum plan review focused on representation. Results to support ongoing improvement.</li> </ul>			AEa and TMi	
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>	<ul style="list-style-type: none"> <li>Deliver strategic recruitment programme</li> <li>Ongoing careers training at all levels</li> <li>Middle leaders provide 1 employer engagement to an assigned year group</li> <li>Career team lead on half term of T and L briefings in the run up to National Careers Week (Spring 1)</li> <li>Careers themed lessons are delivered in every subject/year group over careers week including use of LMI</li> </ul>	September 2021 – August 2022		AEa TMi	

Personal Development						
	<p>15 meaningful alumni engagements across the academic year</p> <p>Benchmark 2 and 4 at 100%</p> <p>80% of early entry pathway students submit Oxbridge or Russell Group UCAS applications in October.</p> <p>100% of Oxbridge and Medical applicants to attend interviews</p> <p>To increase the number of students progressing into medical courses (2+) and Oxbridge (1+)</p>	<ul style="list-style-type: none"> <li>• Share career success stories in weekly newsletter, web etc</li> <li>• Further embed use of Gatsby tracker to track and target interventions and ensure full coverage</li> <li>• Resourced stall at parents' evenings to develop awareness of CEIAG for parents/carers (rotation)</li> <li>• Renew contract for one-to-one IAG</li> <li>• To renew WEX agreement enabling all Year 10 and Year 12 vocational students to complete WEX (continue to explore capacity for missed Y11 places)</li> <li>• To analyse destinations for Year 11 and Year 13, create an action plan for target groups, under represented pathways and stereotypical choices</li> <li>• Review the impact of the Early Entry Programme and the Medical Pathways Programme in Year 12</li> <li>• Review CEIAG programme to better address networking, action planning, personal development, applications and marketing yourself</li> </ul>				
To introduce and implement the Mulberry Academy Shoreditch Charter	100% of students engage with the Mulberry Academy Shoreditch Charter	<p>Mulberry Academy Shoreditch Charter – September 2020</p> <ul style="list-style-type: none"> <li>• To establish a working party to define what the Mulberry Academy Shoreditch Charter is and what the activities/experiences are that students need</li> <li>• 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 residentials and taking part in Music, Drama and Social Action and community activities (Beyond MAS)</li> <li>• Explain to all stakeholders as to what the Mulberry Academy Shoreditch Charter is</li> </ul>	September 2021 – August 2022		RHo JS	

Personal Development						
		<ul style="list-style-type: none"> <li>• Include the Mulberry Academy Shoreditch Charter in the school planner</li> <li>• Launch this with staff and students in September 2020</li> <li>• Record students' participation half termly so that any students not participating in activities/experiences can be identified.</li> <li>• Review and evaluate on a termly basis</li> </ul>				
To involve parents/carers in the House System	<p>Percentage of parents/carers to engage in the House System in the first year will be confirmed in September.</p> <p>(Aspirational targets will be set following the review of the achievements from year 1)</p>	<ul style="list-style-type: none"> <li>• Review and evaluated the current House System (what went well/even better if)</li> <li>• The review should include the types and uptake of activities, participation rates of all groups of students including PP</li> <li>• It should consider any external reviews or references to the House System</li> <li>• Following this, to identify how parents/carers can be part of the House System for 2021-2022 and to include the use of Student Voice</li> <li>• To communicate with parents/carers about the House System (what it is and how they can be involved).</li> <li>• Allocate parents/carers to a House</li> <li>• 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</li> <li>• Review and evaluate the uptake of events</li> </ul>	September 2021 – August 2022		LBo Heads of House	
To promote and enhance student voice	50% of students take part in a student voice activity	<ul style="list-style-type: none"> <li>• To continue to use student voice activities (student surveys, student focus groups) to inform the planning of house events, competitions and enrichment opportunities, and increase student uptake</li> <li>• To continue to promote the termly student voice newsletter, providing further opportunity for student contribution</li> <li>• To continue to promote opportunities for student leadership (Student Council, House Leadership programme, Year 10 Prefects)</li> <li>• To ensure greater visibility and whole school impact of the Student Council</li> </ul>	September 2021 – August 2022		LBo, Heads of House and student council lead	

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 2020/21</p> <p>All groups make value added in line with expectations for year group</p>	<ul style="list-style-type: none"> <li>Deputy Principal (MGI) to lead on the catch up programme for year 12.</li> <li>Identifying gaps in student's knowledge through teacher assessment and student one-to-ones</li> <li>Creating a robust adjustment in Curriculum to account for missed Curriculum time</li> <li>Use of intervention, tutors and independent learning times to support groups of students</li> <li>One-to-one career sessions and UCAS applications</li> <li>UCAS sessions with Into University</li> <li>Head of Sixth Form tracking of student University choices</li> <li>School support for students wishing to take examinations</li> <li>To establish and run targeted groups for prospective medics, Oxbridge and Russell Group applicants</li> </ul>			KFr MGi, PMa, Swi, AEa	
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"> <li>To work with the teaching and learning team so that the Sixth Form is incorporated into the whole school approach</li> <li>To introduce and implement an academic writing programme in the Sixth Form</li> <li>Standardised approaches to academic writing are adopted by all Sixth Form teachers</li> <li>Shared best practice in learning and teaching group of use of discussion and debate to develop students critical thinking skills</li> <li>To ensure that challenge of HAPS is reflected in the Curriculum of each Sixth Form subject</li> <li>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</li> <li>Learning studies to take place for Sixth Form teachers to develop</li> </ul>	September 2021 – August 2022		KFr PMa	

Sixth Form						
		<ul style="list-style-type: none"> <li>• Best practice from Gulshan Kayembe to be implemented in Sixth Form lesson planning</li> <li>• Sixth Form teachers to visit top performing Sixth Forms to observe and develop teaching practice</li> <li>• Sixth Form Teaching and Learning Group to continue with a focus on challenge</li> </ul>				
To successfully manage the transition into a larger Sixth Form	<ul style="list-style-type: none"> <li>• Number of 200 with 60 externals</li> <li>• Increase outcome for all learners</li> <li>• Appointment of an expanded Sixth Form team with clearly defined roles</li> </ul>	<ul style="list-style-type: none"> <li>• To review the Sixth Form Curriculum for 2022/23 to build on areas of success and student interest/uptake</li> <li>• To embed a strong independent learning structure- timetabled rooms</li> <li>• Visit schools' fairs of schools with no Sixth Form Newham, Tower Hamlets and Waltham Forest</li> <li>• Enrichment programme for Year 12 and Year 13 careers, post 18 prepared and study skills focused</li> <li>• To successfully introduce a level 2 course for year 12 students</li> </ul>				
To improve outcomes in A Level Art, History and IT BTEC.	<p>Improved value added to targets</p> <p>Improved average grade to targets</p>	<ul style="list-style-type: none"> <li>• Analysis of 2021 outcomes to identify in-school variation</li> <li>• Departments to identify appropriate action to achieve targets</li> <li>• Leadership support for underperforming subjects</li> <li>• 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</li> <li>• Student progress to be monitored in LM meetings</li> <li>• Teaching and Learning walks with a key focus in these areas to happen half termly</li> <li>• Use of mentoring programme to support students from entry in Year 12</li> <li>• Use of virtual platform to increase</li> <li>• Curriculum and assessment plans in Biology addressed to cover course content in a quicker time allowing for more revision</li> <li>• Support for new Sixth Form teachers including visits to other Sixth Forms and LM support in developing schemes of learning</li> </ul>	September 2021 – August 2022		KFr PMa	

Sixth Form						
<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>		<ul style="list-style-type: none"> <li>• 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</li> <li>• PSHE Curriculum and form time Curriculum re- written and resourced to address safeguarding issues for post 16 (healthy relationships, prevent, online safety, gang prevention)</li> <li>• All Sixth Form students to be a part of the House System and to contribute to all activities</li> <li>• To effectively track the enrichment opportunities for all students</li> <li>• To ensure that every student has one-to-one interviews about destinations</li> <li>• All Year 12 vocational students to complete work experience</li> <li>• To introduce an annual Careers week</li> <li>• To develop links with a wide range of organisations such as KPMG and Nuffield Trust to secure summer placements</li> <li>• To develop a series of pathway support underrepresented groups to attend Oxbridge, Medicine, Russell group University, top end apprenticeships, Law and Dentistry</li> </ul>	<p>September 2021 – August 2022</p>		<p>KFr PMa</p>	

Leadership and management						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To support, endorse and promote The Mulberry Trust's Aims, Priorities and Key Areas of Provision (2017 -2022)	<p>Key performance indicators (KPI's) are outstanding.</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>Embedding and promoting The Mulberry School's Trust Aims, Key Priorities and Key Areas of Provision at all levels through</p> <ul style="list-style-type: none"> <li>• Having the key areas of provision on the SLT agenda</li> <li>• Sharing the document with all ML</li> <li>• INSET with all the staff</li> <li>• Incorporating the Key Areas of Provision into the SEF (September 2021)</li> <li>• Provide KPI's for the Trust</li> </ul>	September 2021 – August 2022		RH	
<p>To ensure that the School meets all the criteria for good (outstanding) leadership and management securely and consistently</p> <p>Leadership and management are exceptional</p>	<p>All leaders are able to discuss how well they know the school and the quality of education it provides</p> <p>Governors' are able to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act in relation to Safeguarding.</p> <p>The SEF demonstrates the effectiveness of the school's provision</p> <p>Student and staff surveys and questionnaires reflect the positive culture of the school.</p> <p>Area of excellence (Challenge Partners) awarded for outstanding Middle Leadership.</p>	<p>To provide highly effective professional development to ensure that</p> <p>In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.</p> <p>Good (2)</p> <ul style="list-style-type: none"> <li>• Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained through the pandemic.</li> <li>• Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time/ this includes building teachers' expertise in remote education.</li> <li>• Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</li> </ul>	September 2021 – August 2022		RHo	

**Leadership and management**

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example, under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Leadership and management						
<p>Further promote and develop partnerships with other organisations, primary schools, community groups and stakeholders</p> <p>To build on the work that has already been done in relation to recruiting students in Years 6 and 12</p>	<p>A minimum of 10 partnerships are established with other organisations, primary schools, community groups and stakeholders</p> <p>Year 6</p> <p>Year 12 (180)</p>	<ul style="list-style-type: none"> <li>RHo to attend regular meetings with the CEO and other Head Teachers within the Trust</li> <li>RHo to negotiate and establish five new partnerships with other schools and organisations</li> <li>Senior Leaders contribute projects across the Trust and can evidence the impact of this</li> <li>Other leaders to take up opportunities to work across the Trust</li> </ul> <p>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</p>				
<p>To ensure and promote equity and equality of opportunity at all levels</p>	<p>Achieve the Fig Tree Race Charter Mark</p> <p>Student trackers reflect that students have equal access to careers and enrichment opportunities and leadership roles (Gender, ethnicity, FSM)</p> <p>Curriculum review reports illustrate how the curriculum is crafted to celebrate the success of minority and disadvantaged groups and to positively represent the identities of students in our community</p> <p>Student surveys reflect that students are aware of the opportunities available to them and feel that the curriculum reflects their identity in a positive way</p> <p>Staff (all levels)</p>	<p>AEa to develop 1-year RACE mark action plan with Rho. Middle leaders and governors to access Race Mark training</p> <p>Termly check ins with HOYs to review trackers and actions</p> <p>Complete 2021 review report and share department targets for 2022 with curriculum leads</p> <p>Continue to run staff, student and governors' diversity working party groups. Continue to act on community voice.</p> <p>Progression CPD for staff</p>	<p>June-Sept 2021</p> <p>October, February, May</p> <p>July 2021</p> <p>May 2021-July 2022</p>		<p>Rho?</p> <p>AEA</p>	