

Mulberry Academy Shoreditch Self-Evaluation Form October 2022

Mulberry Academy Shoreditch is a Good School

The Quality of Education	Good
Behaviour and Attitudes	Outstanding
Personal Development	Outstanding
Leadership and Management	Outstanding
Sixth – Form Provision	Good

The school had a full Ofsted Inspection (13th – 15th September 2022). We were very pleased with the outcome of the Inspection but we are still awaiting the full inspection report.

We have used the SEF (Self- evaluation form) to evaluate ourselves against last year's targets. We will evaluate ourselves against the current SIP in January/March/July and September 2023

Context

Mulberry Academy Shoreditch (MAS) 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 (MAT).

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 1358 students on roll
- Girls - 45% and Boys - 55%
- The school population includes the following ethnic groups; Asian/British Asian – Bangladeshi (59.1%) followed by Black African (4.6%), Black Somalian (9.9%), White British (4.9%) and Black Caribbean (1.8)
- The students speak in excess of 40 languages between them and the first language for 65.3% of the students on roll is not English. May 2022
- Deprivation Index – 5
- The ability of each year's intake is broadly average
- 55% of students are Pupil Premium students. May 2022
- 47 students have Education, Health and Care plans
- 0 looked after children
- 0 exclusions (September – October 2022)
- 142 staff (86 teaching, 56 associate staff)

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.

There is a strong ethos and set of values at the school which are alive in the school and in the community. Our aim is to ensure that all students are given equality of opportunity to achieve their full potential, spiritually, academically and socially. Racial harmony and relationships between all members of the school community continue to be visible and a particular strength. The school has excellent pastoral systems through the Form Tutors, Year Leaders, Special Education Needs Team, Learning and Behaviour Mentors, our Inclusion Department and staff and Senior Leaders.

The school has strong links with primary schools in Tower Hamlets and works well with the schools within the MAT and other local secondary schools and the Local Authority. Additionally, the school has numerous partnerships, including Challenge Partners, the Local Authority (THEP), Teach First, and with other ITT providers, Mercedes Benz (MST STEM Academy) and a number of other organisations.

The Quality of Education – Good

Key Priorities 2021-2022

- **Curriculum aims and intent at school and subject level, are clearly and coherently set out and understood by all staff, students and parents/carers**
- **Following the Covid-19 pandemic, gaps in students learning are addressed**
- **Curriculum is broad, ambitious and inclusive at every Key Stage - transition at each Key Stage is reviewed, carefully planned and supported**
- **Curriculum builds on what students already know with clearly defined end points that students are expected to achieve**
- **A deep conceptual knowledge is achieved through an effectively planned and sequenced curriculum**
- **Students' tier 2 and 3 vocabulary is explicitly taught through the use of a variety of strategies (vocabulary glossaries, oracy tasks)**
- **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**
- **Embed Microsoft Teams as a functional VLE to share class materials, homework, independent learning and enrichment activities as well as build learning communities**
- **All staff have excellent subject knowledge and subject specific pedagogy to deliver outstanding learning to close the gaps in student attainment (including cultural capital)**
- **Assessment for learning and feedback to students supports their progress and results in students knowing more and learning more over time**
- **Further improve attainment and progress for all and particularly of higher attaining students**
- **Reduce the attainment/progress gap between disadvantaged students and their non-disadvantaged peers**

Curriculum Intent and Implementation

The curriculum offers a broad and challenging learning experience and a wealth of opportunities for academic and applied learning and enrichment. Underpinning our curriculum is our whole-school curriculum intent statement. We want to instil in our students a love of learning through a curriculum that is challenging, coherent and enriching, highly ambitious and fundamentally inclusive of all students; a curriculum that ensures the following for our students:

- Highest academic achievement
- Encouragement of creative expression
- Commitment to social action and the community
- Best preparation for each next learning stage

The school has a culture of continuous improvement of the quality of education and the implementation of the curriculum. This has resulted in consistently strong outcomes for our disadvantaged students (the majority of our cohort). We achieve this through regular observation, peer-to-peer support, reviews, learning walks, book scrutiny and use of student voice to inform. Professional Learning is embedded at all levels across the school.

Internal and External Reviews

The school is part of the Challenge Partners programme and eight members of the Senior Team are trained to visit other schools. The school makes use of the local hub who support regular school to school department reviews to quality assure curriculum plans and implementation at other schools. We are the lead school in the Challenge Partners East London Hub. The school is part of the project, 'Growing the Top' and working with two partner schools on school-to-school support and challenge; including a review of the school.

Focus	Date	Areas of Strength	Areas of Development
Middle Leadership as an area of excellence	July 2021	Empowering Middle Leaders as agents of change Overall quality of education particularly in relation to challenge for all	To ensure that ambitious tasks in lessons are scaffolded to support the success of all learners
Mulberry Schools Trust Review	October 2021	Observers found high challenge and consistency in lessons. Middle Leaders came across as a particular strength	Further working on the consistency between some subject areas, particularly in a growing Sixth Form.
KS3 Review	November 2021	Strong evidence of challenge and use of glossaries. Excellent behaviour for learning	Developing students' understanding of curriculum sequencing
KS5 Review	February 2022	Consistency and quality of work and feedback in folders	Developing students' scholarship
Tower Hamlets peer-to-peer Review (HAPs)	March 2022	Implementation of strategy around HAPs	Developing students' independence and oracy
Challenge Partners	July 2022	Quality of provision and outcomes judged as "Leading".	All teachers embedded talk tactics that allow students with additional needs to develop their language before they write it

TLCS: are employed to develop aspects of practice identified in our SIP. This involves a literacy and numeracy group and a Sixth Form group and more latterly on the focus and a group with a focus on BTEC a vocational teaching.

Performance management in the school is rigorous and staff are held to account in regards to the targets that are set, which are based around the school priorities. Our HR department keeps a record of all performance meetings/reviews.

Quality Assurance

Professional Learning:

CPD 2021-22	Focus
Professional Learning briefings and whole school	Strategies to support all students to meet the challenging objectives set for them in lessons, the use of vocabulary glossaries to develop students' tier 2 and tier 3 vocabulary, strategies for success in the teaching of girls and strategies to improve students' oracy skills; amongst others.
Professional Learning Inset	Curriculum sequencing, structured talk, supporting academic literacy for students with SEND, careers – making lessons real, championing and celebrating diversity in the curriculum, language of diversity, supporting students' academic literacy (written and verbal) and effective modelling of responses, stretch and challenge best practice, safeguarding, Sixth Form recruitment, strategies and interventions to address gaps in learning and moderation time.
Middle Leadership Training	Character curriculum, curriculum design and sequencing, more able curriculum, challenge for all, literacy strategies and embedding SMSC and careers in the curriculum.
Sixth Form Group	Non-negotiables for Sixth form teaching including Rosenshine's principles of instruction, threshold concepts and cultural capital.
Department Training	Subject specific pedagogy, moderation, curriculum development, addressing gaps in learning related to Covid, curriculum sequencing, ensuring a shared understanding of the curriculum.
Teams Training	Use of Teams to effectively set homework, share resources, encourage independent learning.
RQTs	The RQTs have reflected on their practice from last year and have completed training on Good to Outstanding practice and Embedding Challenge within their lesson.
Trios	All staff in trios having peer to peer observations with a focus on challenge for all and the use of vocabulary glossaries.
External Consultant	Phase one leading observations in their areas in discussion with LM, phase two participate in observations for whole school review.
UPS Group	All staff on UPS are set a fourth performance management target in line with the SIP.

ITTs and ECTs

Our work with Beginning Teachers and ECTs is a real strength. We have worked with Teach First for over 15 Years and have excellent partnerships with other providers. We have 3 Beginning Teachers, 12 ECTs in Year 1 and 10 ECTs in Year 2. We continue to host PGCE placements from UCL IOE. In February 2022, we were part of an Ofsted Inspection for e-Qualitas and RE.

We offer a rich professional training programme of weekly sessions to our BTs, and our ECTs undertake their two-year Full Induction Programme (FIP) through the East London Teaching School Hub (ELTSH) and in partnership with UCL IOE. The programme, which is in accordance with the new DfE Early Careers Framework (ECF), includes a mixture of self-directed learning, virtual and in person sessions, and weekly or fortnightly meetings with their mentors, aiding their development as teachers in every aspect of school life. There is regular training for the mentor as part of the FIP, which also includes a mixture of self-directed learning, virtual and in person sessions.

All of our high-quality mentors receive mentoring training from their respective ITT providers and their impact has been significant, leading to consistently strong pass rates.

The leadership's approach to ITE is thorough with robust and rapid mechanisms in place to identify and follow up areas of development in classroom practice. Lara Boyer, Assistant Headteacher leading on ITT including the ECF induction programme, works with the East London TSH on the ECF FIP as a lead facilitator on the Year 2 programme. She is also the ITT Strategic Lead for the East London TSH and leads on the ITT enhanced training programme for trainee teachers in schools across Tower Hamlets, working in partnership with PCMs from across the borough.

Curriculum Impact

Key Stage 4 Headlines

	MAS 2022	MAS 2022 Disadvantaged	MAS 2021 TAG	MAS 2020 CAG	National 2019	MAS 2019
Progress 8	0.50	0.44	0.66	0.60	0.01 (0.13)	0.06
Attainment 8	52.11	50.41	53.87	55.97	44.5 (50.3)	46.01
English and Maths 9 – 5	58%	55%	55.4%	58%	47% (50%)	45%
English and Maths 9 – 4	75%	69%	77.7%	83%	63% (72%)	62%
EBacc 9 – 5	29%	26%	30.3%	30%	17% (20%)	18%
EBacc APS	4.83	4.64	5.05	5.11	4.07 (4.43)	4.56
Students entering EBacc	83%	78%	83.4%	82%	40%	90%

KS4 breakdown by Key Groups - 2022

Key groups	Cohort	Attainment 8	Progress 8	Basics		% achieving EBACC
				9-4	9-5	Strong pass
Overall	167	52.08	0.50	75%	56%	29%
Girls	71	52.20	0.60	73%	54%	31%
Boys	109	51.99	0.41	76%	60%	27%
EAL	76	48.97	0.48	63%	51%	28%
SEN-E	3	29.50	1.09	33%	33%	0
SEN-K	17	45.46	0.25	53%	35%	24%
No SEN	145	53.35	0.53	78%	61%	30%
Disadvantaged	111	50.36	0.44	69%	55%	26%
Non-disadvantaged	56	55.48	0.62	86%	63%	34%
Lower attaining students	28	28.42	-0.12	21%	0	0
Middle attaining students	86	52.52	0.69	86%	64%	23%
Higher attaining students	38	70.28	0.50	95%	87%	68%
Bengali	107	52.20	0.48	76%	56%	25%
White British	3	42.50	0.09	67%	33%	0
Black Caribbean	4	44.63	0.53	50%	50%	25%

Key Stage 5 Headlines

	MAS 2022	MAS 2022 Disadvantaged	MAS 2021 TAG	MAS 2020 CAG	National 2019	MAS 2019
Value added	-0.13	-0.04	0.68	1.01	0.00	-0.1
Average Point Score Per A Level Entry	30.20	30.00	34.37	39.49	33.77	28.17
Average Point Score Per A Level Entry expressed as a Grade	C	C	C+	B	C+	C-
% of students achieving A Levels AAB or higher in 2 facilitating subjects	3.3%	2.3%	13.4%	23.5	20.3	79.5
Average Point of entry for students best 3 A Levels	29.17	28.68	37.31	39.61	33.90	96.5
A*-E %	96.1	96.1	98.6	100	97.5	63.1
A*-C %	66.8	64.5	80.0	87.5	75.6	19.3
A*-B %	38.3	36.0	53.1	61.0	51.4	-0.1

Attainment Data Headlines – A Levels

	2022	2021 TAGS	2020 CAGS	2019	2018
Value added	-0.47	0.71	0.96	-0.22	-0.46
Average Point Score Per A Level Entry	29.23	37.00	40.10	26.45	29.77
Average Point Score Per A Level Entry expressed as a Grade	C	B-	B	C-	C
% of students achieving A Levels AAB or higher in 2 facilitating subjects	3.3	13.4	23.5	2.2	5.7
A*-E %	96.9	99.5	100	95.6	94.9
A*-C %	61.8	82.9	89.5	59.1	61.9
A*-B %	33.7	59.0	66.2	24.8	37.3

Attainment Data Headlines – BTEC

	2022	2021 TAGS	2020 CAGS	2019	2018
Value added	0.34	0.64	1.17	0.21	-1.41
Average Point Score Per A Level Equivalent Entry	31.55	30.81	37.65	29.04	19.71
Average Point Score Per A Level Equivalent Entry expressed as a Grade	D-	D-	D+	D-	P+
A*-E equiv %	100	96.3	100	98.6	97.7
A*-C equiv %	76.0	72.5	86.1	70.1	55.8
A*-B equiv %	40.0	37.5	44.4	6.9	0

Strategies Employed to Achieve 2021-22 Targets

- Attendance – 98% in all year groups
- Teaching and learning for Year 11/13 is a priority for SLT. All members of SLT and the Year 11/13 teams will continue to visit at least 5 lessons a week
- Safeguarding in all areas of the school
- Review changes to exams for 2021/22 and adapt schemes of learning to reflect the changes
- Encourage independent learning with suitable resources on subject's enrichment pages for remote learning
- Source devices for students who don't have access to them at home
- After school intervention
- Half term revision school/Saturday intervention
- Mock exams for Years 10 – 13.
- Mentoring of students – subject specific and holistic support
- Bespoke timetables for intervention sessions
- Information evenings for parents/carers on how to support their child
- Expansion of the Sixth Form team to support students pastorally and academically
- Supervision of independent learning time for Year 12 & 13
- Weekly intervention in subjects for targeted students
- A fortnightly KS5 teaching and learning team with representatives from all KS5 subjects

Areas of Strength

- Year 11 outcomes P8 of 0.50 (HAPs 0.48) and almost no gap between disadvantaged students and cohort as a whole
- The 2022 Year 13 cohort was more than double the size of 2019 and triple of 2018
- Year 13 outcomes show almost no gap between disadvantaged students and the cohort as a whole
- Year 13 attainment outcomes have increased at each measure and have almost doubled since 2019 at A*-B%
- Reviews have shown teachers and subject leaders can clearly articulate curriculum aims and intent at school and subject level
- Schemes of learning and curriculum for all subjects have been evaluated by subject leads to take into account the impact of Covid-19
- We have a broad balanced curriculum; 17 subjects are studied at KS3 and all students have the opportunity to study Latin. The vast majority of students are entered for the EBACC (between 80-90% each year) and outcomes are strong
- Use of introductory curriculum slide in lessons has supported in developing students' understanding of curriculum aims and sequencing. Use of plenary slide in lessons has developed student articulation of their learning
- Oracy strategy launched with the introduction of talk tactics, structured paired talk and increase in wait time between teacher question and student answer
- Learning walks show that glossaries are in place in all years in all subjects and are being used effectively to improve students' literacy
- Reviews have highlighted implementation of strategy around HAPs as a strength
- Microsoft Teams is now an integral tool for teachers to enhance students' learning and develop independence.
- Whole school book look was overwhelmingly positive, students received and responded to extensive, high quality teacher feedback

Areas for Development

- Structured talk, there are some excellent examples of this in lessons and this has been commented on in reviews. However, this is something we will continue to monitor through learning walks and develop through the launch of the Professional Learning Communities
- Research and employ further strategies to support students reading comprehension in lessons. This should support all students but particularly those with low prior attainment who performed below other groups at KS4
- The number of students achieving A*/A grades at KS5

Behaviour and Attitudes - Outstanding

Priorities for 2021 – 2022

- **The school meets all the criteria for outstanding in behaviour and attitudes securely and consistently**
- **Attendance is above 98%**
- **To assess the quality of learning and teaching in the Inclusion department**
- **To review and audit current provision in place to support students to include any new provision**
- **To apply to become a Behaviour Hub**

Our positive behaviour ethos is linked to our ethos of inclusion. This is pivotal to everything we do and is at the heart of high expectations, academic excellence and aspirations that we have for all students. Our high standards of behaviour correlate to students achieving more academically and socially.

Routines and expectations are clear and understood by staff and students. A culture of praise and reward is promoted throughout the school. We provide a range of bespoke and personalised strategies to support vulnerable students and those at risk of exclusion.

Areas of strength

- Model of best practice locally/nationally
- INCYTE Excellence in Safeguarding Gold Award (September 2021)
- IQM Centre of Excellence (2020) and assessor's evaluation (2021) provides evidence in this area. 'Relationships between staff and students are warm and friendly and every effort at every level is made to include all students. Students' are very happy at school'
- Challenge Partners (Area of Excellence) Breaking the cycle of disadvantage (2019) 'Pastoral care is amazing'
- External reviews have judged behaviour and safety to be outstanding. (Trust Review, Challenge Partners 2022 and Peer to Peer Review)
- Exclusions (One three-day fixed term exclusion – September 2019 – September 2022)
- No permanent exclusions
- Attendance has been above the national average since 2012
- Attendance – 96.5% (2018), 96.6% (2019) 96.9% (2020) 96.0% (2021) 96.0 (2022)
- We provide a range of bespoke and personalised strategies to support vulnerable students and those at risk of exclusion.
- Robust systems are in place to ensure Persistent Absenteeism is addressed
- Home visits are carried out for any student that does not come in for two consecutive days without a valid reason.
- All students that go abroad during term time are met with, referred to Social Care and the police. Home visits are made on the date of their return.
- Introduction of the house system, another layer of support, providing students with leadership opportunities, new skills and experiences
- Behaviour policies are understood, consistently implemented, promoting community/personal responsibility and exemplary behaviour
- Culture of praise/reward. Positive behaviours are reinforced, modelled and rewarded by everyone
- Emphasis on mediation, restorative approaches, rather than sanctions means that students are given the opportunity to correct unreasonable behaviour
- Individual needs are identified and appropriate interventions are put in place through extensive mentoring programmes and our Pastoral Support centre
- Whole school approach to promoting positive behaviour underpins the curriculum

'The school has taken deliberate action to share its good practice amongst Trust Schools and with the Local Authority. The ethos and culture are one of collaboration and there is an open-door policy for schools to come and see what they are doing'. IQM report (September 2021)

Examples:

- Lead school in the Trust delivering courses on behaviour management. This is continuing as part of the Mulberry College of Education, a DFE designated lead school for East London Teaching School Hub
- Hosting visits from other schools, disseminating, sharing and influencing good practice, most recently from a school in Wales
- Working with other schools through behaviour partnerships, talking to behaviour leads about the impact of pastoral support, sharing information about successful strategies and reintegration
- Sharing best practice at remote cluster meetings (IQM) – 2020/2021
- Showcasing the work of our Pastoral Support Centre. The school has a high rate of success of taking students at point of permanent exclusion and integrating them successfully into the school as part of the FAPP process. Students who have been permanently excluded from other schools have gone on to Russell Group Universities and one of our previous LAC students studied at Cambridge
- Supported South Quay College, an alternative provision provider, by developing a hospitality course tailored made to the needs of their students.
- Very actively involved in Reconnect London and about to support other schools in Triads
- Establishing positive relationships/working in partnership with our feeder schools to support transition

Safeguarding

Parallel to the work that the school does on promoting outstanding behaviour and conduct, is the importance that the school places on safeguarding. The school's open culture actively promotes all aspects of students' welfare. Students understand how to keep themselves safe and others safe. They trust leaders to take rapid and appropriate action to resolve any concerns they have. There are constant reminders of what to do if you are concerned about a young person or another student.

Referrals (September 2021 – July 2022)

Referrals made to CP email 2021/2022	Referrals to SC (MASH)	Duty line	Information requested from SC
Total	303	12	18

Social care Meetings attended	Social worker visits
178	40

No. of Cases (September 2022)		
LAC		1
CIN-Private Fostering		0
Section 47/17		0
CP Plan		4
CIN Plan		22
Total		27

Areas of strength

- The school was awarded INCYTE Excellence in Safeguarding Gold award in September 2021
- The Local Authority Safeguarding Audit categorises the school as Green
- We commission an external annual safeguarding review every September. This last review took place in September 2021
- Students know who to speak to if they have any concerns
- Safeguarding is understood by all and has a high priority at the school with robust systems and structures in place to support students
- Comprehensive safeguarding training has been delivered to all teaching and support staff
- All staff have completed Prevent Training (September 2021)
- Additional training has been provided
 - Child Criminal Exploitation
 - Peer on Peer Abuse and Sexual abuse
 - Consent
 - Staff attitudes around language with students
 - Serious youth violence training for key pastoral staff
 - Safer recruitment training for key members of staff
- Bullying is taken very seriously and any issues of name calling/feeling left out etc. are dealt with very seriously and swiftly. This is reflected in the low number of referrals
- We monitor students who do not have an identified need but whose progress, attendance, behaviour or wellbeing are of concern. These are picked up and discussed in fortnightly meetings with the Senior and key members of staff to ensure coordination and a unified approach in supporting the student. These meetings include students who are particularly vulnerable
- Safer recruitment practice is embedded and appropriate staff are trained. The SCR is reviewed termly. Policies to keep children safe are regularly reviewed by Governors
- We update parents/carers via the weekly newsletter and on the website

Personal Development – Outstanding

We judge the quality of provision for personal development to be outstanding

Key Priorities for 2021-2022

- To review the Personal Development curriculum termly, to ensure a rich personal development / character education programme is in place
- To ensure and promote equity and equality of opportunity within the Personal Development programme of learning (PSHE/RSE/Citizenship/Careers/FBV)
- 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
- To introduce and implement the Mulberry Academy Shoreditch Charter
- To involve parents/carers in the House System
- To promote and enhance student voice

Areas of strength

Spiritual, Moral, Social and Cultural Development

“A vast range of enrichment activities is helping to build students’ cultural capital in an area where many students’ home circumstances would preclude it” (Challenge Partners Review March 2021)

Mulberry Academy Shoreditch promotes students’ spiritual, moral, social and cultural development across the curriculum, developing students who are proud to be themselves and to lead, listen to and help others.

Enrichment opportunities are expansive. There is an extensive range of opportunities to nurture, develop and stretch students’ talents and interests in sports, culture, arts, academia and outdoor learning. Take-up of enrichment is monitored to maximise participation. Student Voice surveys are used to shape the enrichment we offer and it is always evolving based on our students’ interests and feedback. Opportunities include Outward Bound trips, Duke of Edinburgh Awards (Bronze and Silver), climbing Snowdonia, Trail Running Club, walking in the Lake District, trips to Athens and Boulogne, debating competitions, theatre trips, choir, instrument lessons, Mercedes STEM Academy, Esports, sports day and University Challenge to name a few.

Our school enrichment Charter guides students towards enriching experiences and promotes their independence in proactively seeking enrichment by setting them goals like visiting London landmarks or Museums, going to the theatre, writing to your MP, volunteering, taking on a leadership position. By the end of the academic year 21-22, 80% of Year 7’s had already completed between 5 and 10 of the targeted 26 activities, 88% of Year 8’s and 78% of Year 9’s.

100% of students in Year 8-13 have taken part in at least 1 House competition in their time at MAS. This figure includes 100% of our students with SEN E and SEN K students. 98.8% of Year 7 students engaged with at least 1 sporting enrichment activity out of sailing, cycling, kayaking, climbing and skiing (the remaining students started the school later in the year).

“Leaders maintain a huge array of extra-curricular activities that their students would otherwise not experience, such as rock climbing and kayaking. One student said, ‘trying skiing, camping and bike riding helps you know how to enjoy your time’” (Challenge Partners review July 2022).

“Vulnerable students particularly benefit from the large range of enrichment activities which help to build their wider skills and grow their confidence” (Challenge Partners March 2021).

There has been a significant increase in the uptake of students engaging with instruments capitalising on the free instrument tuition provision that Mulberry Academy Shoreditch prides itself on. Since 2020, growth in student uptake of instrument lessons has tripled. The Music department contributes to a rich offer of enrichment e.g. termly Music sharing events, collaborative work across Mulberry Trust including workshops and the opportunity to perform as part of an orchestra, Music clubs alongside all the peripatetic provision which includes supporting students to prepare and take ABRSM graded exams.

RE is a core subject for KS3 and KS4 with all students taking GCSE RE in Year 11. In the RE curriculum all students are reflective about their own beliefs and perspectives and gain further knowledge and respect for different people's faiths, feelings, and their values.

Pupil Voice

'There are lots of opportunities to be a leader and this helps with our leadership skills, we have worked with Primary schools and Art projects' (Y10 Prefect- Challenge Partners review July 2022)

The school promotes Social Action and expects all students to contribute to making the school, the community and the world a better place. The school supports Tower Hamlets Foodbank every Christmas. On average, 5000 items are collected each year.

There are extensive opportunities for student leadership through our School Council, Sixth Form Council, House Leaders, Year 10 Prefects, and our Diversity Leaders all of whom lead assemblies, contribute articles to the newsletter, support school tours and school events and work with feeder Primaries. Some standout contributions from student leaders in the last academic year include introducing and planning our new school Culture Day; addressing community leaders at our Mosaic Community Iftar event, running a break time equipment stall; creating an anti-discrimination graphic for our school planner and creating anti-discrimination reflection forms.

Our staff training and curriculum development focus on oracy and scaffolding structured talk over the last year has increased opportunities for students to talk about their ideas. A clear, whole school focus on being audible, clear and detailed has sought to reinforce to students that their voice and opinions matter.

PSHE, RSE, Citizenship and Equality

PSHE, RSE and Citizenship education at Mulberry Academy Shoreditch covers not only the statutory content (DFE 2019) but the full PSHE Association curriculum. It is carefully and strategically mapped alongside the school's values, across the morning learning programme comprising of tutor time, house time and assemblies and is further developed using Drop morning and Drop Days every term providing rich opportunities for a variety of external experts to further develop our students' knowledge. Some examples of experts that we work closely with are St Giles Trust, delivering workshops on consent to Year 9, Diversity Role Models running workshops with Year 8, BRAVE workshops with Year 9 and Year 10 students, working for Marcus with Year 8 students. PSHE sessions and assemblies provide the opportunity for students to engage with the views and beliefs of others in considered ways. Students learn about protected characteristics as defined in law and are clear that discrimination is not tolerated.

Termly monitoring establishes any topics that need further development.

"Leaders have taken the schools identity curriculum beyond the expected. They maximise impact by training all staff to be aware of unconscious bias and by leveraging governor expertise and connections on their diversity board. This includes the Head of Diversity at the BBC and a Diversity lead at Transport for London. Leaders celebrate tolerance and difference by inviting in diverse speakers and performers, such as The Pink Singers, an LGBTQ+ choir and mentors from the Prince's Trust Mosaic Project" (Challenge Partners review July 2022)

"Leaders use a wide range of strategies to mitigate the school's gender imbalance and empower girls. These include programmes such as The Girls' Network project for Year 13, Year 8 girls designing a robotic pet following an artificial intelligence workshop at the London Careers Festival and the Trusts STEM academy" (Challenge Partners review July 2022).

British Values

The British Values of tolerance, rule of law, democracy, individual liberty, mutual respect is embedded within the curriculum and the behaviours and expectations that staff model to students. The fact that behaviour in lessons and in the playground is outstanding is testament to students' understanding of these principles. Students lead assemblies about Celebrating Difference, Anti-Bullying and how religious festivals are celebrated across the world and in their own homes.

Pupil Mental and Physical Health and Wellbeing

In addition to teaching students about healthy lifestyles through PSHE, the KS3 Science and Food Technology curriculum, the school cultivates a love of physical activity by ensuring all students have access to weekly core PE. Members of the pastoral team work with any key students who are overweight supporting them and their families by suggesting GP visits, healthy eating, exercise plans and recommending school clubs.

The school has invested in many things to promote enjoyment and engagement with Physical activity, purchasing all weather table tennis bats which are handed out at lunchtimes, a full-time Table Tennis coach providing an extensive programme of before school, lunchtime and after school clubs, a broad PE curriculum including swimming and kayaking, additional staffing in the PE department to allow all Year 12 and 13 to access PE. A start up club called Trail Fam has gone from strength to strength, providing students with experiences which they are unfamiliar with, students enthusiastically share 'Trail fam is running in the woods and last week we went to Wales and climbed a few mountains'.

Students recognise that afterschool clubs are run by teachers either to support them in their learning or to support them in their mental and physical wellbeing (Challenge Partners review July 2022).

Students enthuse about their extensive extra-curricular opportunities and activities, each one readily listing a wide range of activities that demonstrate the amazing offer (Challenge Partners review July 2022).

The creation of student Sports Leaders in 2019 created numerous opportunities for students to develop their love of sport, their leadership skills by supporting the PE department with Sports Days in school and with the wider trust and primaries. The passions of these students have led to the school introducing PE Level 3 BTEC which is a popular and high performing subject.

Our Deputy Head is participating in a Designated Mental Health Senior Lead course with Leeds Carnegie and as a result the following key initiatives started in July 2022;

- TH wellbeing team- designated expert working in school 1 day a week focusing on supporting student mental health
- SPARK Resilience Project for all Year 7
- Resilience program of learning for all Year 8 supported by Bounce Together in partnership with UCLH

There is a comprehensive programme of education addressing Physical and Mental Health and Wellbeing starting in Year 7 as part of the PSHE, Assembly and Drop Day programme which is covered every year in an age-appropriate way. Given the high levels of deprivation in our community and that referrals are always high in the Autumn Term, we timetable the Mental Health focus for all students in the Autumn Term so that students know that we are here for them and so they are confident in how to report concerns. We buy in counselling and mentor support; this enabled over 70 students to access support in 2021-22. Key members of the Pastoral and Inclusion team are also trained Youth Mental Health First Aiders which is another layer of Mental Health support for our students.

Excellent relationships between staff and students are a feature of the school's Pastoral Care, recognised in the schools 2021 Challenge Partner Review. Pastoral care through the year and House systems is extremely effective. Staff know their vulnerable students and their families extremely well which results in students readily sharing their concerns with staff. This is evident on a daily basis where staff are open to listening and supporting student concerns.

Preparation for next stage of Learning/Careers Guidance

Our CEIAG programme from Year 7-13 is planned and sequenced in line with guidance from the Careers Development Institute, statutory requirements and the Gatsby Benchmarks. Every teacher is a teacher of careers. Careers education is delivered through PSHE, assemblies, drop days, University trips, workplace visits and experiences, impartial professional 1-1 guidance, visiting speakers and subject lessons. We partner with a number of organisations to support students' careers learning such as the Shaw Trust, IntoUniversity, Mercedes, The Prince's Trust, PWC, Ipsos, Aspectus, Credit Agricole, the London Stock Exchange, the Army, ASK Apprenticeships, Young Workpath, The National Circus, NCS, JP Morgan, Credit Suisse, 4 Pump Court Chambers, the NHS, Addleshaw Goddard LLP and more. Teachers and Heads of Year are proactive in sharing career opportunities with students. Heads of Year track student engagement with opportunities to ensure that students meet their entitlement. Whilst scores for benchmarks 5,6 and 7 were not 100%, this is largely due to the constraints of the pandemic and our plans mean that we will be on track to secure 100% in these benchmarks by the end of this year.

Gatsby Benchmark	% National	MAS 21-22
1: A stable careers programme	21%	100%
2: Learning from career and labour market information	45%	100%
3: Meeting the needs of all pupils	20%	100%
4: Linking curriculum learning to careers	38%	100%
5: Encounters with employers and employees	52%	75%
6: Experience of workplaces	47%	60%
7: Encounters with further and higher education	21%	66%
8: Personal guidance	57%	100%

We maintain regular contact with Alumni, sharing experience and opportunities with them and hosting them for yearly reunions. Alumni also contributed articles to our newsletter and came in to meet students to talk about their further education and careers.

Our exciting Year 9 Societies programme offers 60 students the chance to pursue their academic passion through enrichment. The Six Societies for History, Science, English and the Arts, the Social Sciences, Economics and Politics provided 10-12 academic enrichment talks or trips over the year including a trip to the society's partner University (Queen Mary, LSE, Kings, SOAS, UCL and Imperial), broadening their horizons and raising their aspirations.

Careers education and guidance is very well led and is helping to raise students 'aspirations'. For example, more girls are studying computer science and increasing numbers want to follow careers in Science, Technology, Engineering and Maths (Challenge Partners, March 2021)

A Sixth Form student explained 'We have unique opportunities. It feels like the school is always actively searching for new experiences and to give everyone the opportunity and experience to support us in later life'.

Sixth Form /16-19 provision - Good

Key priorities for 2021 -2022

- To ensure that following the Covid-19 pandemic, gaps in learning are addressed and top destinations are secure
- To improve the outcomes for SEN K, White British, Black African and Middle Attainers
- To successfully manage the transition into a larger Sixth Form
- To improve outcomes in Geography, Maths, Computer Science, Health and Social Care and Sociology
- 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
- To support subjects that are new to Sixth Form (Criminology, Level 3 Sport, Level 2 Public Services and Work Skills, Law, Core Maths and Film Studies)
- To retain high attaining girls in the Sixth Form for 2022-23
- To develop the KS5 Quality of Education Strategy

The school's Sixth Form is growing rapidly. There are 479 students in the Sixth Form, this is an increase of nearly 100 from 2021/22. There has been a significant increase in the number of external students with 151 in Year 12. Last year's Year 13 cohort was more than double the size of 2019 and triple 2018.

Key Strengths

- We are an expanding Sixth Form
- We offer a curriculum that is inclusive, challenging, promotes progression and is student led
- The quality of teaching in the Sixth Form is good or better
- We offer a CIEAG programme for all students that is personalised and includes careers education, work experience and preparation for University
- An extensive enrichment programme which takes place every Wednesday afternoon (Culture Club, Silver Crest Award, Model UN)
- We are an experienced and dedicated Sixth Form Team who supports the students academically and pastorally
- Student retention is excellent. Students are on the right course and stay with us in the Sixth Form
- We achieve destinations for all of our students

Outcomes

See the Outcomes section of this SEF for 2021 Results

Leadership

2021-22: To support the growth of Sixth Form there is a Head and Deputy Head of Sixth Form alongside Head of Year 12 and 13. Sixth Form students' well-being and progress is the responsibility of all staff and all systems in the main school apply equally to the Sixth Form (e.g. safeguarding, attendance tracking, progress tracking and intervention). We have expanded the Team to include two assistant Head of Years, an Associate Senior Leader to lead on enrichment and two members of staff to support with external students (70).

Sixth Form leaders, Tutors and Teachers know about the progress every student is making. This is monitored through learning walks, folder reviews and Data Entry Points. Detailed actions plans are put together for any learners who fall behind on their target grades.

Quality of Education

The Sixth Form curriculum includes a wide range of A Levels (including facilitating subjects), Level 3 BTEC courses in Business, IT, Sport and Health and Social Care. Last year we also introduced a Level 2 Public Services and Work Skills and GCSE English and Maths resit. All students follow a course that is the equivalent of 3 A levels, with nearly half of the cohort taking the vocational pathway. All learners without a 4 in GCSE Maths and either English Language or Literature

follow GCSE English and Maths course. A challenging PSHE programme is covered weekly through assemblies, tutor time programmes and drop-down days.

Teaching in the Sixth Form is good or better. There are subject specialists in each area and the Sixth Form Teaching and Learning group have focused on curriculum planning and delivery to challenge our students and prepare them for life after Sixth Form.

Personal Development, Behaviour and Welfare

Learners behave well and respect each other. This is demonstrated in classes, in the independent study area and in student conduct across the school. Incidences of concerning behaviour are rare and dealt with swiftly, with parent/carer cooperation. PSHE is covered within the weekly tutorial times, drop down days and at assemblies. Assemblies are delivered in line with the main school focus but are often adapted to KS5.

Students are safe and feel safe in the Sixth Form. This is because the Sixth Form team offers a solid support system where students know that they can communicate any concerns. Early help for vulnerable students is identified by the pastoral team and support plans are put in place. There is a therapeutic mentor who meets our most vulnerable students on a weekly basis.

Students feel comfortable enough to express their own opinions and are respectful to other viewpoints. They take the lead to raise the profile of issues such as anti-bullying and Black History across the school and student-led assemblies communicate respect and tolerance. A number of Sixth Form students participate and lead on our Diversity Group working with key members of staff.

All students in Year 12 and 13 participate in an enrichment activity every Wednesday afternoon and will also go on regular trips for educational, enrichment and destination purposes. All students have employer encounters throughout the year with careers interviews, one to one mentoring, career talks and work experience that both subject specific and/or career specific

Careers Information, Advice and Guidance

All students have at least one employer encounter each year and at least one careers interview in the Sixth Form. There is also one to one mentoring, career talks and work experience that are both subject specific and/or career specific. Our destinations and UCAS personal statements confirm the range and quality of the non-qualification opportunities taken up by all students. Participation is tracked and opportunities are tailored to the needs of the students.

In 2022, 125 students went to University with 18% going to a Russell Group University. 8 students are doing an apprenticeship and 3 are in employment. Students are with personalised programmes such as Pathways to Medicine and the Early Entry group to promote progression onto aspirational destinations. As a result, there are increased applications to Oxbridge and Medical/ Healthcare degrees. Last year, Year 12 students attended University programmes with the Sutton Trust, Social Mobility Foundation, K+, and summer schools at the University of Oxford and Cambridge.

The Sixth Form has partnered with Boost as a NEET prevention strategy. Students at risk of NEET are identified in early Year 12 and 13 and are prioritised for careers interviews, mentoring and workshops. Any students at risk of NEET who leave the school will continue to be mentored by Boost for 15 months. Into University also work with specific groups of students to support University applications. Any students without destinations in August have been assigned a Senior Leader/ Sixth Form Team. In early September, they also have a support meeting with the Deputy Principal (Sixth Form) and Assistant Head (Careers) to secure their destinations. These students are also supported by Prospects and the Boost Programme.

All students also experience alternatives to University in sessions with organisations such as IPSOS MORI, Mindshare Academy, The Brokerage, Uptree, Intern First, Step Forward, KPMG and the EY Foundation. Career talks from external speakers regularly occur in independent study periods and within subjects. Employability skills workshops run throughout the academic year and there are also tailored opportunities for individuals/groups. There has been an increased focus on ensuring students are informed in relation to apprenticeships. Students have attended regular assemblies (run by ASK trips and have careers interviews with a focus on apprenticeship.

Key successes (2021 – 2022)

- Huge increase in Year 12 numbers from 55 (2018) to 169 (2020) to 220 (2021) to 284 this year
- Year 13 outcomes show almost no gap between disadvantaged students and the cohort as a whole
- Year 13 attainment outcomes have increased at each measure and have almost doubled since 2019 at A*-B%.
- Interventions were put in place for all students who were working below their target grades including one to one mentoring, careers interviews and sessions to support study skills
- Middle Leaders addressed gaps in learning through curriculum and assessment planning. This was monitored through book scrutinises, learning walks, professional learning for staff and collaborative working across departments and the Trust
- Launch of Sixth Form Teaching and Learning group focussed on the Quality of Education at KS5 with curriculum planning and delivery
- The Sixth Form Team increased staffing capacity to support pastorally and academically
- New courses were introduced in Criminology, Film Studies, Core Maths, EPQ and Level 2 Public Services and Work Skills. Health and Social Care and Psychology was also extended to two classes. These subjects were line managed by the Deputy Principal with responsibility for Sixth Form
- A Sixth Form Student Leadership Team was launched to enhance student voice. Sixth Form Student Voice also plays an important part in all school events

Leadership and Management – Outstanding

Key priorities for 2021-2022

- **To ensure all Leaders promote the ethos of the school and the Trust at all times (continued from 2022)**
- **To ensure that the School meets all the criteria for good (outstanding) leadership and management securely and consistently**
- **Leadership and management are exceptional**
- **To build capacity at all levels**
- **Further promote and develop partnerships with parents/carers**
- **To build on the work that has already been done in relation to recruiting students in Years 6 and 12**
- **To promote the Arts and to develop partnerships with external organisations**
- **To ensure and promote equity and equality of opportunity at all levels**
- **To prioritise and build upon an inclusive culture where staff, students, parents/carers and partners of all ethnicities are valued at all times**
- **Establish a mental health action group across the whole school community**
- **Increase support in developing the quality of the mental health provision in the curriculum by further professional development of staff**
- **Create a wellbeing online area which will be dedicated to the promotion of emotional wellness and mental health across the school community**

Areas of strength

- The school promotes the Aims and Key Areas of Provision by including them in our SIP
- Leaders promote the ethos of the school at the Trust at all times
- All reviews (Key Stage 3, Sixth Form, Trust and Peer) have commended and judged leadership to be a strength (Outstanding). – Ofsted Criteria is used as a bench mark
- Our Challenge Partners Area of Excellence is Middle Leadership, we are also a 'Leading' school in all categories, including 'Leadership at all levels'
- The Executive Principal leads on Trust leadership courses with a number of other leaders at both middle and senior levels
- Promoting and building capacity of leaders within the school
- Partnership with primary schools include offering primary schools' different weekly workshops (Art, Food Technology, Science and Sport)

- Iftar 2022 was held at the school
- MST STEM Graduation was held at the school

The Executive Principal is highly experienced in Headship, both in leading schools and school improvement and has other roles in the Trust with regard to leadership. The Leadership and Management of Mulberry Academy Shoreditch is visionary, passionate with high expectations for all students, self-reflective and one that puts young people at the centre of everything it does to maximise and enrich their life chances. Our Curriculum Intent and Enrichment programmes drives this and makes this happen.

In order to create challenge the school works with Challenge Partners, The Local Authority Education Partnership, external consultants and other schools in the Trust and local Primary schools.

'The Executive Principal's exceptional leadership, combined with excellent leadership at all levels, has created a powerful and compelling vision and culture for the future of the school. Leaders and teachers exude a caring, compassionate ethos upon which positive relationships, high expectations and academic excellence are built. As a result, much has improved in a short space of time. Leaders are highly reflective about their own successes and improvement areas, and, as a result, self-evaluation is accurate.' - Challenge Partners Review (July 2022). Challenge Partners Review – Leading in all areas (June 2021, July 2022).

Challenge Partners 2022

Leadership at all levels is very strong. All leaders demonstrate a maturity of vision and strategic direction. The executive principal is relentless in her drive and enthusiasm, which has led to a rapid pace of change.

- Senior leaders are talented and driven. They have very high expectations of themselves, staff and students. Governors are equally ambitious and share the school's vision
- Middle Leaders are highly competent, innovative and enthusiastic. Subject, pastoral and house leaders are a very cohesive group, and are all growing in confidence. Middle Leaders enjoy and appreciate a significant level of autonomy and value the trust that Senior Leaders place in them
- Leaders ensure that all staff have access to high quality professional development which includes in-house and trust-wide opportunities. Consequently, the workforce is very skilled and knowledgeable
- Staff are highly aspirational and hugely invested in the school. Relationships are very strong, and students and staff feel listened to and valued
- Students told how much they enjoy school, and how they feel extremely well supported by the staff.
- The House System introduced two years ago has been a very effective vehicle for developing students' character and leadership skills. A vast range of enrichment activities is helping to build students' cultural capital in an area where many students' home circumstances would preclude it
- Curriculum review is central to the school's work. Subject Leaders have thought carefully about how to sequence their curriculum plans so that students know more and remember more. Middle Leaders have focussed especially on injecting stretch and challenge into the curriculum. In lessons, it is clear that this is having a positive impact on students' learning.
- This year particularly, staff recognised the need to provide students with extra pastoral support. They went to great lengths to ensure that the support was targeted to need, and that students' mental health was a priority. Post-lockdown, this important work is continuing
- Leaders are very attuned to the needs and values of the parental community. They are constantly coming up with ideas to engage them in the life of the school
- Expectations of teaching and learning are very high and remained so during the delivery of remote lessons. Quality assurance systems are very well developed, and staff are held rigorously to account
- Inclusion is at the heart of the school. There is a real celebration of diversity and leaders are very passionate about this area of the school's work. Careers education and guidance is very well led and is helping to raise students' aspirations. For example, more girls are studying computer science and increasing numbers want to follow careers in Science, Technology, Engineering and Mathematics.

The school has seen a significant expansion in terms of student numbers both at Year 7 (180) and Year 12 (284) since the Executive Principal took over - Year 7 (120) and Year 12 (56). This has happened also because of the excellent work on the Curriculum we offer, work in the local community and with Primary feeder schools and the focus on destinations.

Ambition and drive are shared amongst all staff and students at every level; from Senior Leadership to Governors, to students, to staff leading and managing departments and increasingly with our parents/carers. The staff are enthusiastic, caring, focused, and have responded well to rigorous systems and clear structures to ensure consistency – virtual/remote learning has been an excellent example of how brilliantly the school works together and provides an excellent education experience for students even in the current circumstances.

Leadership of the Whole Child

The values of The Trust underpin everything we do. 'Trust, honesty, empathy, and social responsibility', respect, care and love are present in all of our activities and is ingrained in all areas of the school from attendance to welfare and care to lessons and to the extra activities that we are providing for students. Safeguarding and academic progress are at the centre of everything we do. Transition is well led from Primary to Post 16 destinations and is a strength of the school.

Staff Leadership

There is a clear and accountable Senior and Middle Leadership structure and a transparent TLR structure which encompasses strategic CPD and improvement for student outcomes and is based on equal opportunity and clear targets. There is energy, vision, commitment and love within it. We are highly aspirational for our students and our staff. There is a systemic approach to CPD at the school and ensuring it is curriculum linked and always with purpose of impact and school improvement for students.

Middle Leaders are highly valued and there is a system of meetings where they contribute and lead. There is a culture of internal promotion and responsibility giving and the school grows its own leaders from trainee to Head of School, who has been in post since September 2022. An example of leadership is where the curriculum design of the school is pivotal for recruiting and retaining students and their voice is important in the process of range of extracurricular activities and enrichment is impressive.

Leaders prepare students positively for life in modern Britain. The values of democracy, rule of law, individuality and mutual respect for one another are promoted throughout the school. This is mapped across the Curriculum, promoted in assemblies and tutor time and through Social Action. All students are expected to contribute to a Social Action project during the year. Behaviour, safety and welfare is outstanding. Respect and courtesy are the norm. This is seen throughout the school, at break and lunchtimes, in lessons and students and staff feel safe at the school. Leaders protect students from radicalisation and training develops staff's vigilance and confidence to challenge student's views.

The school is forward thinking and leaders at all levels have driven new initiatives. Examples include:

- Equalities working party with Governor's, staff and students. The school has begun to undertake an application for the Fig Tree 'Race and Conscious Equality' charter mark, which involves training sessions on Race Equality in the curriculum and the workplace for Middle and Senior Leaders and for Governors.
- Planning and preparation for the introduction of Societies for September 2021. An example of which is The Social Science Society, which will be launched in September 2021. A link has been formed with the Head of Politics and International Relations at Queen Mary University. They will be supporting the Society by presenting talks to our students based around social science subjects and by providing our students with university visits and experiences of seminars. Each term there will be a different focus including crime and the justice system, psychology of the mind and human geography. Each term there will be a mix of trips and talks linked to the specific focus. There will also be a trip abroad at the end of the academic year to celebrate the year.

School Improvement

The school is a reflective school and it constantly reviews and evaluates its strengths and areas for development. The school has worked closely with the Local Authority and other partners to review and reflect on its practice this year.

Daniel Burton, (Director of Secondary Education and Partnerships – LA, Ex HMI Ofsted Inspector), has interviewed every Middle Leader. He cited the strengths as follows:

- Dedication, clarity of purpose, optimism, positivity, coherence
- Leadership of teaching, including remote learning

- Curriculum rationale at whole-school and subject level
- Subject leadership
- Sixth Form leadership and growth
- Leadership of SEND provision
- Enrichment and provision for personal development
- Leadership of PSHE: curriculum, delivery, sequencing, quality assurance
- Promotion of equalities through enrichment
- House system and year group leadership
- Leadership and management of safeguarding

Communication with Parents/Carers

Parents/carers are invited to engage in dialogue with teachers and their children. There is a culture of constantly being in touch with parents/carers; texts, phone calls and letters are frequent. Marking and feedback to parents/carers on students' work is a constant focus. Underperformance by students is challenged with parents/carers. Attendance is excellent at Parents' Evenings. The Executive Principal communicates with parents/carers on a weekly basis with a letter and a school newsletter. This has been particularly important during the two lockdowns and the newsletter showcases all of the things that have taken/take place in a given week in the school

Student Leadership

The students' views on different subjects and issues are sought at different stages in the year and in different ways; student questionnaires, lesson observations, surveys, and by listening to them. These are used to inform planning. Students at the school have ample opportunities to develop, enhance and display their gifts and talents through Music, Drama, Sport, public speaking and debating groups. A new House System has also created lots of Leadership positions for students and Student Voice. There is a student Diversity group who meets with the staff Diversity group to offer feedback on how we over diversity and equality issues in our curriculum and PSHE programme.

Pupil Premium

Pupil Premium – The funding the school receives for this is monitored closely and spent effectively. The funding is used to pay for: additional Maths and English teachers, making classes smaller and teaching more directed, to subsidise Year 10 and 11 intervention strategies including trips, and funds various staffing interventions. All of this has impacted positively on achievement and attendance overall at the school and the gap last year was negligible.

Catch Up – is strong and well organized with regular evaluation. Students are supported in a number of catch up programmes including literacy and reading programmes, maths intervention groups and small teaching classes for both English and Maths.

Governance

The Governing Board of the school is strong, very well led and is very effective with clear roles and responsibilities where challenge is having a direct impact on achievement and standards. They make effective contributions to the school through challenging questions, they are proactive in ensuring effective systems are in place. As well as statutory and scheduled meetings, Governors also contribute and monitor through visits to the school to meet with key staff or to observe key indicators; achievement, curriculum, behaviour, attendance, safeguarding, SEND and Inclusion. All Governors receive training in aspects of the school, Safeguarding and OFSTED as well as opportunities for training through The Trust. Governors have evidence to show that all staff are Safeguard trained and there is a lead Governor for Safeguarding. Professional clerking services are in place. Governors visit and take part in learning walks at the school on a regular basis. The Chair of Governors is a Trust Board Member. There is a group of Governors who lead on Diversity and issues such as race.

Financial management is monitored rigorously through the Audit, Finance & Risk committee and the school offers value for money.

There is a Director of Communications at Trust level who is based here at the school and the school has an extensive Third-Party Lettings programme and encourages community use.