

Executive Principal: Mrs Ruth Holden, MA, NPQH

Friday 18th November 2022

Dear Parents, Carers and Students,

Well done to all Year 11 and 13 students who have been sitting their GCSE, A level and Btec Mocks this week. This has gone very well and we have been very impressed by student's attitude towards these very important Mocks. Mocks will continue for Year 11 and 13 until Friday 25th November 2022.

Ofsted

As you know on Wednesday 14th and Thursday 15th September, the school was inspected by an Ofsted Inspection team, and we are extremely pleased with the report and the fantastic and positive comments within it.

We are particularly proud of the opening line of the report, "excellence describes many aspects of Mulberry Academy Shoreditch and what it provides for it's pupils", and the Outstanding judgements we have received for Leadership and Management, Behaviour and Attitudes and Personal Development.

A massive well done to all students, staff and parents as this is a team effort and we are extremely proud of being such a brilliant school.

Please see below for the full report.

Yours faithfully



Mr Edward Rakshi
Head of School

Part of the

Mulberry
Schools Trust



Inspection of Mulberry Academy Shoreditch

Gosset Street, Bethnal Green, London E2 6NW

Inspection dates: 14 and 15 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Good
Previous inspection grade	Outstanding

This school was last inspected 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

What is it like to attend this school?

Excellence describes many aspects of Mulberry Academy Shoreditch and what it provides for its pupils. For example, there is a huge range of out-of-class activities aimed at enriching pupils' learning and experiences. These include skiing trips, overseas visits, the STEM Academy and many after-school clubs and activities. Opportunities for pupils and sixth-form students to learn about career options, including universities, support leaders' aim to ensure that all leave school well prepared for the future.

Other examples of excellence include the programmes for pupils' and students' personal development and the excellent level of care provided by all staff. A highly positive ethos pervades the school. Pupils have a strong understanding of British values as well as their own heritage. They are respectful of others, behave very well and know that their teachers will always be there for them. Pupils were clear that bullying, including homophobic and racist bullying, is not tolerated. Any concerns are dealt with swiftly. Pupils feel safe and are kept safe.

Overall, the curriculum is designed well to help pupils learn but there are a few subjects where it is not as ambitious. In most subjects, pupils achieve aspirational goals. However, pupils' progression through the curriculum is less strong where leaders' curriculum thinking does not set out clearly what is to be learned. Leaders are not complacent and have pinpointed accurately where improvements are needed.

What does the school do well and what does it need to do better?

The school does many things extremely well. With the unswerving support of senior leaders and governors, the executive headteacher has steered the school with passion and expertise through difficult times to become a community in which pupils and staff are proud to be a part. This has not been a straightforward task, but leaders have done it with compassion, care and attention to detail.

The care shown by senior leaders to pupils and staff is a particular strength. This includes the house system and the work of heads of years. Leaders work successfully to ensure that everyone benefits from the education the school provides, including in the sixth form. For example, exclusions are extremely rare and leaders do their utmost to ensure that learning is a top priority for all. Staff, too, praise leaders for the support they receive and the care for their well-being and workload. As some staff noted, 'love and care' underpins the approach of senior leaders.

The school's work to ensure that pupils in Years 7 to 11, and students in the sixth form, develop their understanding of life in modern Britain is high quality. The personal, social and health education programme covers a wide variety of important topics that includes physical and mental health, anti-bullying, online safety and

keeping safe. Careers education is comprehensive and the school meets the requirements of the Baker Clause. Nearly all pupils go on to college, training or a job when they leave school.

The attention to the well-being and care of pupils is complemented by a curriculum with academic rigour. In English and science, for example, the curriculum is planned most effectively to build pupils' knowledge. Pupils are able to tackle increasingly complex work as they get older and make connections between different bits of knowledge. This means that pupils are not just repeating facts but increasingly understanding the complexity of the world.

The way leaders have enabled teachers to develop their classroom practice has been a key reason for improvements to pupils' learning. For example, the emphasis on helping pupils to remember what they have learned in the past and apply it to new work, guides much of what happens in classrooms. Teachers check frequently that pupils have remembered prior learning and recap subject content regularly to reinforce that memory. This focus on recapping learning helps to ensure that pupils can recall important facts when they need to and apply these to increasingly difficult work. This includes pupils with special educational needs and/or disabilities (SEND), who are identified and supported well by teachers and teaching assistants.

There are a few subjects where the curriculum is not planned as effectively as it is elsewhere. Occasionally, it is unclear what teachers want pupils to learn. When this happens, the curriculum in these subjects is not as ambitious as it could be. Well-founded plans to use a phonics programme for the small number of weaker readers in Years 7 and 8 have not been fully implemented and embedded. Leaders are rightly putting this at their forefront of their work to ensure that all pupils access the curriculum confidently.

Governors and trustees carry out their roles effectively. The arrangements for governance are strong with clear duties for the school's local governing board. As a result, leaders are held to account and given support in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

The safety and well-being of pupils takes centre stage. Leaders and governors put safeguarding at the top of their agenda. Procedures to identify pupils who may be at risk are secure and staff know the signs that someone may be suffering in silence. Leaders ensure that pupils get help quickly through their strong links with external agencies.

The procedures used to check the suitability of staff are robust. Records are up to date and include all staff, including governors. Policies and procedures take account of current guidance and are responsive to community concerns. Staff have a strong understanding of the local safeguarding issues. Their training is up to date and renewed regularly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are a few subjects where the curriculum is not planned as effectively as it is elsewhere. Leaders need to continue their already successful work to ensure that all curriculum thinking sets out clearly the essential content they want pupils to learn and in what order. Aims need to be suitably ambitious for all pupils, so that expectations are high for all. This includes reading, where the implementation of well-founded plans for a phonics programme needs to be further embedded.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137789
Local authority	Tower Hamlets
Inspection number	10245821
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1358
Of which, number on roll in the sixth form	500
Appropriate authority	Board of trustees
Chair of trust	Jane Farrell
Executive Headteacher	Ruth Holden
Website	www.mulberryacademyshoreditch.org
Date of previous inspection	11 and 12 December 2012, under section 5 of the Education Act 2005

Information about this school

- Mulberry Academy Shoreditch is a school for pupils aged 11 to 19 in the London Borough of Tower Hamlets. It is part of the Mulberry Academy Trust.
- The school uses alternative provision that is registered with the DfE.
- Careers guidance meets the requirement of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.

- Inspectors carried out deep dives in these subjects: science, English, languages, geography and physical education. For each deep dive, inspectors discussed the curriculum subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at and spoke to leaders about some other subjects, including reading, mathematics, drama, and design and technology.
- Meetings were held with the executive headteacher, and with senior leaders, staff, pupils, the chief executive officer and chair of the Mulberry Academy Trust. Inspectors also met the chair and members of the local governing body.
- Meetings were held with the safeguarding lead, and inspectors scrutinised school records of the safeguarding checks on adults working in the school.
- Inspectors considered the views of 82 members of staff who responded to the Ofsted staff survey. They also considered 70 responses to Ofsted's Parent View survey and 52 written comments by parents.
- Meetings were held with groups of pupils to discuss their views about many different aspects of their school. There were no responses to Ofsted's online pupil survey.

Inspection team

Brian Oppenheim, lead inspector	His Majesty's Inspector
Bruce Goddard	Ofsted Inspector
Debbie Lebrett	Ofsted Inspector
Gaynor Roberts	His Majesty's Inspector
Bob Hamlyn	His Majesty's Inspector

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Executive Principal's and Head of School's News

Year 11 and 13 Mocks

Well done to all Year 11 and 13 students who have been sitting their GCSE, A level and Btec Mocks this week. This has gone very well and we have been very impressed by student's attitude towards these very important Mocks.

Well done to Mr Law and Ms Rehman for leading on this.

Jack Petchey

Mr Rakshi and Mr Stokes would like to congratulate Millie Oldham and Musa Tsang who are in Year 9, for winning The Jack Petchey Award of £300 for their consistently

outstanding representation of MAS at events and trips and for their efforts to lead and encourage their peers when with Outward Bound in the Lake District. They will now decide what in the school they would like to spend this on in order to improve further things for students.

Virginia Primary School

It was lovely to see Year 5 from Virginia Primary school in on Thursday to have a lovely Art class around the topic of weaving using different materials. Thanks to Ms Kilmanaite for leading on this.



Trust Review

It has been really lovely having leaders from different parts of The Mulberry Trust in the school this week reviewing all aspects of the school particularly teaching and learning and reading.

Thank you,
Mrs Ruth Holden,
Executive Principal
Mr Edward Rakshi,
Head of School



Sixth Form Update

This week year 13 students have started their mock examinations.

Students will be sitting at least one exam in all subjects and will use feedback on this to work towards the external examinations in June. Well done to everyone, students have been working really hard and preparing well for what is a very busy few weeks. Thank you also to all of our teachers and the year 13 team for supporting our students so well at this time.

Year 12 students have also been busy on multiple trips this week including a University visit to Queen Mary's, an event at KPMG and observing a murder trial at the Old Bailey. In addition to this, all year 12 students have started back again on enrichment on a Wednesday afternoon. All of these events demonstrate the extent of the Sixth

Form offer and how much students are doing out of lessons. Well done and thank you to everyone involved.



JustGiving™

The last year has been extremely difficult for our students. As we come out of lockdown and our school begins to return to normal, there is an urgent need to give all our students the opportunity, not just to return to the classroom, but to have fun, to experience a trip somewhere, to feel the freedom of the seaside or a camping trip and to enrich their lives and undo the mental and emotional damage that lockdown will have caused. If you feel passionate about helping us to do this for our young people aged 11-18 - please donate to our JustGiving page - no matter how little or how much - you will make a difference to children's lives and we will acknowledge this. Please visit:

Donate at JustGiving

<https://www.justgiving.com/fundraising/mulberry-academy-shoreditch-fundraiser>

Year 7 climbing

The final climbing group of the year began their 3-week course on Thursday at Limehouse Youth Centre. They quickly gained the confidence and skills to climb the high walls, some even reaching the top on their first go! They were also really supportive of each other and it was lovely to see them working so well together.



GEOGRAPHY CLUB

Wednesdays (Week B)
Room 311
3:30 - 4:15pm

Come along and watch documentaries.
Expand your geographical knowledge.
Play games and eat snacks

OPEN TO YEAR 7-9

Mulberry Academy Shoreditch
See Ms Ahmed for more details

Mulberry Academy Shoreditch

Maths Homework Club

Wednesdays
Room 512
3:30-4:15

years 7 and 8 welcome

see Ms. Keyser for more information

SPORTS CLUBS

Mulberry Academy Shoreditch

MONDAY AFTER SCHOOL 3.40-4.30pm	Year 7 Football Basketball - all years
TUESDAY AFTER SCHOOL 3.40-4.30pm	Badminton - all years
WEDNESDAY AFTER SCHOOL 3.40-4.30pm	Tramplining PE BTEC Targeted Intervention Girls Football Boxing Years 9/10
THURSDAY AFTER SCHOOL 3.40-4.30pm	Netball - all years Year 10 Football Year 11 Football 4:30-5:30 Fitness Girls
FRIDAY AFTER SCHOOL 3.40-4.30pm	Years 8/9 Football

Year 7 Join TrailFam!

Last week year 7 hit the trails for the first time as trail runners with TrailFam. Running in nature, through woodland, up and down hills, through mud and over rocks, all of our new year 7 fam were fantastic and we cannot wait to take them out again next week!



ARTISTS OF THE TERM

Well Done to our three artists of the term for creating this lovely work!



Aidhyn Nayak 7E



Milana Cerniseva 12D



Aishah Fatima Ali 7B

Year 12s visit Queen Mary University

61 Year 12 Students visited Queen Mary University of London on 15th November. They were given tours of the campus, where they spoke to current students and participated in a 'researching universities' workshop.



Mulberry Academy Shoreditch

WORD OF THE WEEK *Wow!*

Altruistic *adjective*

DEFINITION
Showing concern for others by caring and helping them even though it may bring no advantage to you.

EXAMPLE
His altruistic nature made him the perfect nurse.
Jenny made an altruistic decision to give her birthday money to charity.

SYNONYMS
Selfless, Considerate, Humanitarian, Generous.

ANTONYMS
Selfish, Egotistic.

CHARACTERISTICS
Originates from the French word *autrui*, meaning "other people." Which in turn came from the Old French word *autre*, which means "other" which comes from the Latin word *alter*, meaning "other."

Science Museum trip

7D had the highest attendance and positive points last half term and so went on a Rewards trip to the Science Museum to the new STEM exhibition where they discovered different jobs and opportunities with the subjects of STEM.



Societies theatre trip

On Monday 14th November, the English Literature and the Arts society visited the Half Moon Theatre to watch an immersive performance of 'Daytime Deewane'. This play is a coming of age story about two Pakistani teenagers living in Birmingham in the 90's, trying to escape their worries by going to day 'rave' parties- but their problems can't help but catch up with them. The immersive aspect of the performance was exciting, with the performers moving in amongst the audience, dancing around them and even asking them questions and improvising with their responses. There was remixed Bangra-Dance music throughout to lift the mood, but also serious themes like responsibility, danger and deportation. Above all, the play had a strong message about the importance of family.



English Literature and the Arts Society with **UCL**

STEM CORNER



All Computer Science students are taking part in the national Bebras competition over this fortnight. In this competition, students have the chance to show off their logical and computational thinking skills. We wish them all good luck and look forward to the results! Students can practice for the competition at home at <https://www.bebas.uk/>

Mulberry Academy Shoreditch **MEDICAL PATHWAYS**

Congratulations to Esha Jamal, Rammez Uddin, Saima Hussain, Mohammed Kawser Ahmed Tajwar, Tasnim Miah and Hasim Amar Eltayeb who have been invited to join the medical pathways group. They will be receiving a copy of 'This is going to Hurt' about life as a junior doctor which we shall be reading to build our understanding of the career.

Term Dates

Term 1 finishes: Friday 16th December 2022
Christmas break: Monday 19th December 2022 - Monday 2nd January 2023
Tuesday 3rd January 2023 (Inset day - closed to students)
Term two starts: Wednesday 4th January 2023 (for all students)
Half-term: Monday 13th February - Friday 17th February 2023
 Term 2 resumes for all students on Monday 20th February 2023
 Term 2 finishes: Friday 31st March 2023
Easter break: Monday 3rd April - Friday 14th April 2023
Monday 17th April 2023 (Inset day - closed to students)
Term three starts: Tuesday 18th April 2023 (for all students)
 Eid Al-Fitr (closed to students): Friday 21st April 2023
Half-term: Monday 29th May - Friday 2nd June 2023
 Term 3 resumes for all students on Monday 5th June 2023
Term three finishes: Friday 21st July 2023
 Eid Al-Adha (closed to students) *TBC: Wednesday 28th June 2023*

Change of date for HPV

Year 8 HPV first dose will now take place on **Thursday 15th December**

Please can you click on the link and complete the consent form for your child if you have not done this already. If you do not consent can you please still complete the form

<https://london.schoolvaccination.uk/hpv/2022/towerhamlets>

If you are having trouble completing the form, please contact Vaccination Uk on 0207 613 9146 and they will be able to help with the form.

Paper copies are available from school.

MATHS PROBLEM OF THE WEEK

Did you manage to solve the maths problem this week?

Some fish, some dogs and some children are swimming in a bay. There are 40 legs in total, twice as many heads as tails and more dogs than fish.
How many fish are in the bay?

ANSWER: 2

Let the numbers of dogs, fish and children in the bay be d, f, c respectively. Then the total number of legs is $4d + 2c$, the number of heads is $d + f + c$ and the number of tails is $d + f$.
 Therefore, $4d + 2c = 40 \dots [1]$ and $d + f + c = 2(d + f) \dots [2]$.
 From [1]: $c = 20 - 2d$. Substituting for c in [2] now gives $d + f + 20 - 2d = 2d + 2f$.
 So $3d + f = 20$ and we know $d > f$. Therefore $4d > 20$ (so $d > 5$) and $3d \leq 20$ (so $d \leq 6$).
 Therefore $d = 6$ and $f = 20 - 18 = 2$. So there are two fish in the bay.