

Mulberry Academy Shoreditch School- Improvement Plan 2022 – 2023

Final – September 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 1358 students on roll (September 2022)
- Girls - 45% 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
- 201 students are SEND students (September 2022)
- 47 students have Education, Health and Care plans.
- 0 looked after children
- 1 Exclusion (September 2019 – September 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.

Summary of Mulberry Schools Trust Aims and Key Areas of Provision

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

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 (ECT) 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 2022 - 2023

To support, endorse and promote The Mulberry Schools Trust's Aims, Priorities and Key Areas of Provision

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

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 transition at each Key Stage is reviewed, carefully planned and supported.

To review continuously the curriculum across Key Stage 3, 4 and 5 to ensure this is carefully planned, sequenced and so that it meets the needs of all students, including students with special educational needs

To continue to identify gaps in learning and to ensure that students have the support to catch up

To embed a range of strategies that develop students' language acquisition: reading, writing and speaking.

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

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

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

To promote the Arts and to embed the Mulberry School Charter

To continue to develop an Academic Scholars Programme in all year groups and to introduce four different learning pathways in the 6th form

To support staff and students with their mental health and wellbeing.

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 – particularly, students, governors and parents/carers	<p>All members of staff, including 13 new ECTs can articulate the school and subject curriculum intent</p> <p>Implementation of these aims is evident in all schemes of learning, classroom practice and enrichment across the school</p> <p>Feedback from students and parents/carers shows a secure awareness of the curriculum and its aims</p> <p>Clearly defined and understood character attributes of a Mulberry Academy Shoreditch student</p>	<ul style="list-style-type: none"> Decisions about curriculum changes informed by the overarching curriculum intent/vision Parental questionnaires and focus groups – parents’ evenings and meetings Student reflection activities are built into units of study Staff share whole school curriculum intent in assemblies and parent/carers events Governor training on curriculum intent Subject areas convey subject intent through lesson time 	September 2022 – August 2023		ER TS	
Curriculum is broad, ambitious and inclusive at every key stage	<p>At least 80% of students study EBACC</p> <p>All subjects consider how they can make the curriculum contextually relevant.</p> <p>Throughout their time at school students grow in their love of reading both within their subject areas and beyond.</p> <p>The curriculum identifies opportunities for students to develop their oracy skills so they are articulate young</p> <p>All departments offer subject specific Enrichment that inspires students</p>	<ul style="list-style-type: none"> Monitor and review the impact of our new and longer key stage 3 curriculum Implement middle leader peer to peer curriculum reviews to determine whether the curriculum is being implemented as intended and to determine its impact. High quality subject specific training is delivered in all department times. Develop our whole school approach to supporting the language acquisition of our students: reading, writing and speaking. Launch of weekly oracy and reading support period for year 7. Launch of professional learning groups to develop action based research on best practice with oracy. Continue to review the quality of transition between each key stage. 	September 2022 – August 2023		ER TS	
<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</p>	<p>Students and staff confidently articulate key knowledge and how this fits into the ‘bigger picture’</p> <p>Gaps between learners’ overtime decrease</p> <p>Evidence of interleaving/spaced practice and cumulative assessment in schemes of learning</p>	<ul style="list-style-type: none"> Whole school and department specific training on approaches to retrieval practice, with oracy/literacy development approaches to teaching taking a central role. Best practice from peer-peer reviews is shared and development points are implemented to have maximum impact on learning. 	September 2022 – August 2023		ER TS	

planned and sequenced curriculum	<p>Students can do more and know and remember more overtime</p> <p>Schemes of work are planned to build on previous learning at the relevant key stage</p>	<ul style="list-style-type: none"> • Departments work more extensively with primary partners to further develop the Year 7 curriculum and how this accounts for students' prior learning. • Assessment which identifies students' prior learning is mapped into the Curriculum. • Leaders of departments carry out regular student surveys in order to reflect upon and refine their curriculums. • Teachers and leaders identify gaps in students learning and amend the curriculum accordingly • Sequencing of curriculum designed to support mental wellbeing of staff and students with spaced assessments which assess what students have learnt 				
Strategies to support language acquisition: reading, writing and speaking are thoroughly and explicitly planned into all schemes of learning for all subjects.	<p>All schemes of learning make explicit reference to oracy activities and vocabulary glossaries</p> <p>Observations and learning walks demonstrate that discussion amongst students and explicit vocabulary teaching are central to lessons</p> <p>Whole school and department CPD is focused around best practice in strategies for supporting language acquisition</p> <p>Attainment and progress of students over time improve.</p>	<ul style="list-style-type: none"> • INSET days, professional learning briefings and department training focus on developing oracy and language acquisition. • Teachers plan and use a variety of evidence based approaches to explicit vocabulary teaching in lessons. • AFL strategies include opportunities for students to articulate their learning. • Launch of professional learning groups to develop action based research on best practice with oracy. Facilitators of professional learning groups take part in leadership CPD with Gulshan Kayambe 	September 2022 – August 2023		ER TS	

The Quality of Education – Curriculum Implementation						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
Teachers deliver a challenging and inclusive curriculum, students love learning and grow into confident and articulate learners.	<p>High quality lessons are delivered consistently across all departments</p> <p>Student voice reflects a love of learning.</p> <p>Reviews – peer-peer and whole school confirm that subject and whole school intent is being realised in lessons.</p>	<ul style="list-style-type: none"> Both senior and middle leaders to conduct regular learning walks with every teacher being observed at least termly and often more. All learning walks are a CPD opportunity to identify best practice which can be shared more widely as well as areas for development. Students are surveyed regularly and the curriculum is refined as a result of this. 	September 2022 – August 2023		ER TS	
Structured talk is a central element of all lessons.	<p>Improved attainment scores in all subjects</p> <p>Student voice shows students feel challenged in all lessons and are experiencing increased opportunities to contribute</p> <p>AFL techniques used in lessons are varied, questioning is open and students are given multiple opportunities to demonstrate what they have learnt through speaking.</p>	<ul style="list-style-type: none"> Recommendation from professional learning groups steer best practice in oracy. Recommendations from student focus groups are implemented. Professional development and PM targets linked to Literacy and Oracy 	September 2022 – August 2023		ER TS	
All staff have excellent subject knowledge and subject specific pedagogy to deliver outstanding learning.	<p>Teachers have expert knowledge of the subjects they teach</p> <p>Peer-peer reviews show consistency in approach to subject delivery and subject pedagogy</p> <p>The vast majority of department time is used to develop subject specific knowledge and pedagogy</p>	<ul style="list-style-type: none"> Subject audits to take place and department action plans to occur in light of these Heads of department to define specific pedagogy for subject and develop training through department meeting and learning studies Sharing of best practice is an aspect of every department meeting Time is given to department for moderation Performance management targets to reflect professional development needs 2022-23 ECF and ECT programme support the development of subject knowledge and subject pedagogy Robust peer-peer observation timetable built into professional learning groups 	September 2022 – August 2023		ER TS	

Assessment for learning and feedback to students supports their progress and results in students knowing more and learning more over time	<p>Increase in attainment and progress measures</p> <p>Assessment for learning and feedback are a strength of lesson observations</p> <p>Work scrutiny demonstrates clear sequencing of learning and shows that students are remembering more over time</p>	<ul style="list-style-type: none"> • Work scrutiny routinely included in curriculum reviews and how subjects explore sequencing and students' acquisition of knowledge over time • Greater involvement for Heads of Year in work scrutinies. • School training on what feedback makes the most impact • Student focus group and questionnaires on impact of teacher feedback which is shared through departments/PLB 	September 2021 – August 2022		ER TS	
To ensure all new trainee teachers and ECTs are fully supported to deliver outstanding learning	<p>Transitions of new teachers are robust, supporting students to engage fully in their learning</p> <p>Professional development programmes address whole school priorities</p> <p>ECT and mentor engagement with ECF FIP is 100%</p> <p>Trainee teachers successfully gain QTS (TF) and ECTs successfully complete their ECF induction</p>	<ul style="list-style-type: none"> • Heads of department to identify students and classes where support is required for new teachers, and HODs to monitor transitions • Heads of department to ensure that Department meetings include an agenda point specific to trainees' and ECTs' needs • LWs of all new trainees and ECTs to take place within first 2 weeks • Beginning Teacher meetings are aligned with the ITT providers' programmes and the school's priorities. • All mentor meetings are timetabled • Mentors' role is recognised through Performance Management 	September 2022 – August 2023		LBO	

The Quality of Education – Curriculum Impact						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To sustain and further improve attainment and progress for all	<p>KS4: 9-4 in English and maths 80% 9-5 in English and maths 80% 9-5 EBACC 35%</p> <p>Attainment 8: Progress 8: +0.75</p> <p>Progress 8 figures for all groups to be comparable</p> <p>Improved attainment/progress in Spanish, Geography, Photography and Art</p> <p>Improved attainment/progress for LAPs, BAFR, WBRI and SEN K</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 Politics, History and Geography</p>	<ul style="list-style-type: none"> Forensic analysis of 2022 outcomes and the Year 10/12 Summer 2 data drop to identify in-school variation FIPs/YIPs to identify appropriate action to achieve targets including gap analysis and intervention to counter act the gap in learning due to the Covid-19 pandemic Use of one-to-one mentoring to identify and address individuals' barriers to learning Leadership support After each data drop, HOD's/HOY's to identify action needed to improve progress of underachieving groups Monitor impact of action at next data drop Three weekly basics meetings Regular tracking of SEN, WBRI, and HAPs in all year groups at each data drop, conclusions and specific strategies for individual underachievers to be circulated to all staff, with ongoing monitoring. Regular monitoring of SEN students by the Inclusion team Regular monitoring of underperforming subjects: KS4: Biology, Bengali, PE BTEC, Maths; KS5: Art, French, Maths IT BTEC Celebrate students exceeding targets after each data drop, and inform parents/carers; specific parental engagement meetings Weekly rewards assemblies for Year 11 &13 Develop and implement Year 11 and 13 strategy, to be reviewed each half term Increased opportunities for academic reading and writing 	September 2022 – August 2023		ER TS	
Raise achievement of students with SEND	Progress of students with SEND is broadly in line with the whole cohort	<ul style="list-style-type: none"> Conduct a full review of inclusion and SEND to assess the impact of current strategy. Students with SEND are tracked at whole-school and faculty level, to inform, monitor and evaluate intervention strategies Regular learning walks and shadowing of students with SEND demonstrate that recommended strategies are being employed and are having a measurable impact on learning. Targeted parent/carers evenings Professional learning focused on SEND 	September 2022 – August 2023		DC AF	

The Quality of Education – Curriculum Impact						
To reduce the attainment/progress gap between disadvantaged students and their non-disadvantaged counterparts	<p>Narrowing of the disadvantage gap in 2022 attainment 8 figures</p> <p>Narrowing of the disadvantage gap in 2022 progress 8 figures</p> <p>Comparable value added and attainment scores for disadvantaged students and their non-disadvantaged counterparts</p>	<ul style="list-style-type: none"> • Robust tracking of students on a half termly basis • Identifying the barriers to learning and addressing them • Impact analysis of intervention strategies • Whole school focus on developing vocabulary, specifically tier 2 and 3 vocabulary • Whole school focus on oracy • Raise the profile of the library and love of reading in school • Literacy/Reading specific House competitions • Increase cultural capital (see personal development sections) • Parental engagement through regular meetings on how to support your child 	September 2022 – August 2023		ER TS	
To prepare students, particularly those with SEND, for their next stage in Education, employment or training	<p>All schemes of learning make explicit reference to careers and super curricular activities</p> <p>Oracy is developed to ensure students are able to articulate their knowledge and skills</p>	<ul style="list-style-type: none"> • Careers are mapped through the curriculum • Enrichment opportunities to develop cultural capital through super curricular activities • Ensure sequencing of the curriculum leads to students knowing more, remembering more and being able to do more • Application of Rosenshines principals to allow students to construct extensive schema • Effective transition programme between key stages • One to one meetings with all SEND students to discuss career pathways. Action plans are implemented as a result of these meetings. 	September 2022 – August 2023		ER TS	

Behaviour and Attitudes						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
<p>The school meets all the criteria for outstanding in behaviour and attitudes securely and consistently</p> <p>The school is able to measure the impact of the strategies</p>	<p>Behaviour and attitudes are judged to be outstanding in line with the Ofsted Framework</p> <p>Exclusions – 0</p> <p>The internal data is analysed in detail by year group/ethnicity and referral/incident.</p> <p>The internal data is reflective on an Outstanding school.</p>	<ul style="list-style-type: none"> 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) Routines, rules, sanctions and rewards are understood by all To ensure that everyone is responsible for promoting and managing good behavior To review weekly the data that is logged on SIMS by the HOY Weekly report to be sent to DC/TM Weekly Inclusion meeting with the Headteacher where HOY discuss individual students and the support that is in place Analysis of student behaviour over time HOY to analyse data re their year group To re-write the internal exclusion policy Analysis of the use of internal exclusion and other strategies to support students at risk of exclusion To organise an external review that focuses on behavior and attitudes To log and review all parental meetings 	September 2022 – August 2023		DC TM	
<p>6th form attendance is above 98%</p>	<p>To ensure that 6th form attendance and punctuality is in-line with the rest of the school.</p>	<ul style="list-style-type: none"> 6th form drive on attendance and punctuality 6th form induction includes the importance of attendance and punctuality Daily attendance meeting with the SLT member in charge of the 6th form and the HOY To reward students with exceptional attendance (Assemblies, certificates, letters home, reward trips) 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 	September 2022 – August 2023		DC	

Behaviour and Attitudes						
		<p>attenders are improving their attendance over time and whether attendance is consistently low</p> <ul style="list-style-type: none"> • Attendance team to send daily updates to HOY • Attendance team and the HOY to hold attendance surgeries for all students who have hit the trigger threshold (Absence of three days) • Attendance team and HOY to produce half termly reports analysing the attendance of their Year group • Attendance team and HOY to include a summary of what strategies are in place to support students who have low attendance rates • To work with the AWA and other external agencies to support students with low attendance rates 				
To use student feedback to ensure that behaviour and attitudes are outstanding	To produce a student handbook/policy that sits alongside the school's behaviour for learning	<ul style="list-style-type: none"> • To survey all students as to what is good behaviour (behaviour for learning/behaviour in and around the school and independent study) • Each tutor to produce a power point about what outstanding behaviour and attitudes looks like • Year 12 students to identify what skills and attitudes are important to ensure that independent study is used effectively • HOY to select students to present power points in assembly • Focus groups to be established in each Year group • Focus group to review the schools Behaviour policy • Behaviour committee to be set up with representatives from all year groups. • Behaviour committee to write a student behaviour policy • Behaviour committee to present the student behaviour policy to SLT and the Governing Body 	September 2022 – August 2023		DC	

Behaviour and Attitudes						
To develop and introduce a Scholars programme in each year group.	At least 30 students in each year group are on a specific Scholars programme. Impact of the scholars programme is measured over time	<ul style="list-style-type: none"> To identify the most able students in each year group To tailor a scholarship programme for each group. To work with other organisations to support the promotion of scholarliness throughout the school To measure the impact/outcomes of these programmes To track students on the programme through their school journey To evaluate the programme at the end of the year 	September 2022 – August 2023		JM	
To expand our on-site provision to support students with Autistic Spectrum Disorder	ASD specialist provision to be in place by September 2023	<ul style="list-style-type: none"> To produce a strategic plan and proposal to discuss with the SEN section/LA The proposal would include the SEN section providing all funding to set up the ASD provision whether that be building a new unit or bringing in portacabins, ASD resources, ASD training etc It would include 2 classrooms (KS3 & KS4), sensory room and recreational space etc If the proposal from the LA is supported and funding is guaranteed, then a proposal and a strategic plan will be put forward for the Trust to approve 	September 2022 – August 2023		JM	

Personal Development						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To review 'Mental Health Provision' that is in place and to ensure a comprehensive programme of education, intervention is in place	External review concludes that 'Mental Health Provision' is good or better	<ul style="list-style-type: none"> Audit current provision To develop our processes for early identification of students To set student focus group across all year groups to support further planning To deliver INSET for all staff Extend partnerships with external experts and organisations (UCH, Tower Hamlets Mental Health) Develop and promote additional mental health First - Aiders To promote health and well-being through PSHE and drop days To promote a Children's mental health week 	September 2022 – August 2023		TM	
To ensure that students are confident and can articulate their learning in PHSE and RSE	Students surveys and assessments demonstrate that they can articulate their learning	<ul style="list-style-type: none"> Each tutor will be given a weekly 'capture book' where they students will evidence the what they have learnt each week Half termly assessments on Kahoot Students will work in small groups to prepare a presentation about what they learnt termly Each tutor will contribute to an assembly termly 	September 2022 – August 2023		TM	
To promote and enhance student voice	<p>50% of students take part in a student voice activity</p> <p>All assemblies feature student voice</p> <p>Student leaders are visible around school and can articulate their impact on the school</p>	<ul style="list-style-type: none"> 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 To continue to ensure that there are opportunities for student contribution in all assemblies. To continue to promote the termly student voice newsletter, providing further opportunity for student contribution To continue to promote opportunities for student leadership (Student Council, House Leadership programme, Year 10 Prefects) Ensure student leader displays (Prefects and Council) are up to date. Student leaders to reflect termly on their impact and present to Middle Leaders or SLT 	September 2022 – August 2023		LBO AE	

Personal Development						
		<ul style="list-style-type: none"> Re-launch LGBTQ+ and allies group (EMi) with a student-led school-wide impact project 				
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>The new strategic careers plan sets out the plan for improving our provision over the next 3 years</p> <p>No alumni are NEET</p> <p>Obtain 100% for benchmark 5 (encounters with employers)</p> <p>Deliver work experience for Y10 and Y12</p>	<ul style="list-style-type: none"> To renew the 3 year strategic careers plan Maintain contact with any alumni who are applying for apprenticeships and offer ongoing support Continue partnership with Shaw Trust to support Y12/13 students at risk of becoming NEET Embed 'applying for apprenticeships' into the Y12 PSHEE programme] Run an October careers fair for Y11 and Y13 and alumni Explore partnership with THEBP or Inspire to deliver WEX 	September 2022- August 2023		AE	
To embed and review the Mulberry Academy Shoreditch Charter	The data tell us that 100% of students engage with the Mulberry Academy Shoreditch Charter	<ul style="list-style-type: none"> To review and evaluate the actions from 2021 to 2022 (see below) <ul style="list-style-type: none"> To establish a working party to define what the Mulberry Academy Shoreditch Charter is and what the activities/experiences are that students need Students will be awarded points as a result of completing activities (Bronze, Silver and Gold) during Years 7 – 10. This will include different activities/experiences in the following areas: Across the Curriculum, participating in House activities, being involved in citizenship related activities, taking part in sports opportunities, attending trips and residential and taking part in Music, Drama and Social Action and community activities (Beyond MAS) Explain to all stakeholders as to what the Mulberry Academy Shoreditch Charter is Include the Mulberry Academy Shoreditch Charter in the school planner Launch this with staff and students in September 2021 Record students' participation half termly so that any students not 	September 2022- August 2023		GM	

Personal Development						
		<p>participating in activities/experiences can be identified.</p> <ul style="list-style-type: none"> • Review and evaluate on a termly basis • To present an analysis and evaluation to the governing body 				

Sixth Form						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation/Notes
To ensure study programmes are ambitious and inclusive securing top destinations	Inclusive ambitious pathways established Top destinations are secured for all leavers	<ul style="list-style-type: none"> • Embed four pathways in the sixth form ensure it is truly inclusive • Enrichment programmes to support the different pathways • Use of intervention, tutors and independent learning times to support groups of students • One-to-one career sessions and UCAS applications • UCAS sessions with Into University • Head of Sixth Form tracking of student University choices • Targeted support for aptitude tests such as the UKCAT, BMAT, LMAT • Oxbridge and into-medicine mentoring • Unifrog to be used throughout the sixth form for study skills, apprenticeship and university preparation • Establish a lead coordinator for the scholarly pathway 	September 2022 – August 2023		KFr	
To strengthen capacity in a larger Sixth Form	Maintain numbers above 200 in each year Increase outcomes for all learners	<ul style="list-style-type: none"> • Provide transition booklets for all subjects • Develop the induction programme for the Sixth Form • Embed the New to Mulberry programme • Review the Sixth Form Curriculum for 2023/24 to build on areas of success and student interest/uptake • Visit schools' fairs of schools with no Sixth Form Newham, Tower Hamlets and Waltham Forest • Enrichment programme for Year 12 and Year 13 careers, post 18 prepared and study skills focused • Sixth Form Teaching and Learning Group to continue with a focus on oracy, challenge and cultural capital • Support for new to KS5 teachers through inclusion in the sixth form Teaching and Learning Group and peer observation • Explicit teaching of subject specific vocabulary and use of glossaries • Standardised approaches to academic writing are adopted by all Sixth Form teachers • To ensure that challenge of HAPS is reflected in the Curriculum for each Sixth Form subject 	September 2022 – August 2023		KFr	

Sixth Form						
		<ul style="list-style-type: none"> All Sixth Form subjects to develop resources for independent study times, such as reading lists, booklets etc Sixth Form teachers to visit top performing Sixth Forms to observe and develop teaching practice Targeted support for Art, French, Maths and IT BTEC Support for new subjects: criminology, film studies To successfully introduce Level 3 Applied science and investigate offering a T Level in engineering Embed Peer mentoring for targeted students Establish and strengthen sixth from roles such as AHOY, Scholarly lead, EPQ coordinator and new to Mulberry coordinators 				
To improve the outcomes for A Level Politics, History and Geography	<p>Improved value added</p> <p>Improved average grades</p> <p>More students studying these subjects at university</p>	<ul style="list-style-type: none"> Analysis of 2022 outcomes to identify development topics/skills Departments to produce action plans, including intervention, for underperforming students Leadership support for underperforming subjects and the new Head of History After each data drop, HOD's/HOY's to identify action needed to improve progress of underachieving groups and monitor the impact of action at the next data drop Student progress to be monitored in LM meetings Regular Teaching and Learning walks with a key focus in these areas Support for new Sixth Form teachers including visits to other Sixth Forms and LM support in developing schemes of learning 	September 2022 – August 2023		KFr	
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	All students access a broad range of enrichment, including meaningful employer interactions	<ul style="list-style-type: none"> PSHE Curriculum and form time Curriculum re- written and resourced to address safeguarding issues for post 16 (healthy relationships, prevent, online safety, gang prevention) Election of a new sixth form council To effectively track the enrichment opportunities for all students To ensure that every student has one-to-one interviews about destinations 	September 2022 – August 2023		KFr	

Sixth Form						
		<ul style="list-style-type: none"> • All year 12 to complete work experience • To promote work experience opportunities on Microsoft Teams • To develop links with a wide range of organizations such as KPMG and Nuffield Trust to secure summer placements • Establish a culture of wider reading in the sixth form through the library and the use of online platforms such as JSTOR and Unifrog • To ensure outcomes across both vocational and academic pathways are outstanding 				
To increase the percentage of student achieving a A/A* grades	The percentage of students increases to above 20/21 – 2022 results (11%) and are in line with Tower Hamlets (23%)	<ul style="list-style-type: none"> • Set up a dedicated study area for students to study independently. • Students are tracked on a half termly basis to assess progress • Learning walks and book scrutinise focus on students with an A/A* to monitor progress • Sixth Form teachers have professional development for A/A* curriculum delivery with exams boards, other Sixth Forms and across departments. • Students with A/A* target grades have dedicated CIEAG support to support aspirational destination choices. • The school's focus on writing, reading and speaking is enhanced to support and challenge students to get A/ A% in A Levels. E.g. the development of academic writing • To create an ethos of scholarship within the Sixth Form 				

Leadership and management						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
<p>To support, endorse and promote the Aims and Key Areas of Provision (2017 - 2022) of The Trust</p> <p>To ensure all Leaders promote the ethos of the school and the Trust at all times.</p> <p>(Continued from 2022)</p>	<p>All leaders are able to articulate a clear and ambitious vision for providing a high quality, inclusive education for all students that includes</p> <p>The highest quality academic and technical learning that leads to excellent progress for all students</p> <p>The highest quality personal development and safeguarding so that all students come to class confident, secure and happy to learn</p> <p>A rich learning environment for all staff and contribute to the work of the Teaching School</p>	<ul style="list-style-type: none"> Ensuring that The Mulberry Schools Trust Aims and Key Areas of Provision are at the core of everything we do Sharing these with all staff through Whole School INSET/Professional briefings and Middle Leadership Meetings on a regular basis All leaders to contribute to ensuring that the key areas of provision are being further developed and promoted in the school Leaders to hold themselves and staff that they line-manage to account ensuring that the Key Areas of Provision are in place at all times Leaders to measure the impact of their actions on a regular basis – How are we doing this? How effective are our actions? What difference are they making? What do we need to do differently? 	September 2022 – August 2023		ER	
<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>To build capacity at all levels</p>	<p>Key Performance Indicators (KPI's) meet the criteria for outstanding</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 school engages in external reviews with the Trust/Local Authority and Challenge Partners on a regular basis</p> <p>Retention of staff at all levels</p>	<ul style="list-style-type: none"> Senior leaders to be held to account to ensure that KPI's are Outstanding The school engages in five external reviews throughout the year as part of a programme of school improvement The school has a cycle of departmental reviews, including peer to peer reviews for 2022 -23 Leaders are invited to the Senior Leadership Meeting to share and demonstrate the impact of their work Middle leaders share best practice at Middle Leadership meetings and through professional learning To create opportunities for staff to progress in their career pathways To ensure the SIP is on all agendas and reviewed constantly To ensure that the governors review the SIP twice yearly 	September 2022 – August 2023		ER SLT	

Leadership and management						
	opportunities and leadership roles (Gender, ethnicity, FSM)					
<p>Establish a mental health action group across the whole school community.</p> <p>Increase support in developing the quality of the mental health provision in the curriculum by further professional development of staff</p> <p>Create a wellbeing online area which will be dedicated to the promotion of emotional wellness and mental health across the school community.</p>	<p>Representation from the school community Staff (both support and teaching) Parents/carers Pupils across all year groups School governors</p> <p>Integrate mental health and wellbeing across the whole school community</p> <p>Empowering staff to be able to deal with mental health issues for both staff and pupils across the school through all subjects.</p> <p>Having a dedicated forum for people to access information on and seek help from.</p>	<ul style="list-style-type: none"> • Focus group to meet termly and one to one interviews to take place with HR • Review / discuss school policies relating to mental health and wellbeing • Embedding emotional wellbeing teaching within the curriculum. • Facilitating group work & peer support sessions • Providing consultation support to Senior Leadership Teams • Embedding emotional wellbeing principles within policies • Create an online forum full of accessible information. 	September 2022 – August 2023		SK SLT	