

# **Mulberry Academy Shoreditch School- Improvement Plan 2024 - 2025**

## 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. 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 1422 students on roll (June 2024)
- Girls – 46.7% Boys - 53.3%
- The school population includes the following ethnic groups; Asian/British Asian – Bangladeshi (54%) followed by Black African (4.9%), Black Somalian (9.5%), White British (5.8%) and Black Caribbean (2.0%) The students speak in excess of 40 languages between them and the first language for 59.7% of the students on roll is not English. – June 2024
- Deprivation Index – 5
- 52% of students are in receipt of Pupil Premium. June 2024
- 236 students are students with SEND (June 2024)
- 54 students have Education, Health and Care plans.
- 3 looked after children
- 168 staff (93 teaching, 75 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 improve 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, 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 2024 - 2025**

To support, endorse and promote The Mulberry Schools Trust's Aims, Priorities and Key Areas of Provision  
To promote the Trust Aims in everything we do at all times

**Quality of Education is outstanding, including the 6th form**

To ensure that KS4 and KS5 outcomes are in line with an outstanding school

To ensure that the Value Added (VA) is positive for A Level subjects

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 build the Arts in the school and to make them central to the school

To embed strategies that develop students' reading, writing and speaking at all stages

To strive for culture of love of learning, student independence, accountability and resilience

**Quality of enrichment, personal development and pastoral care further sets us apart from other schools**

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

To further develop 'wellbeing and mental health provision' to ensure a comprehensive programme of intervention is in place

To continue and develop partnerships with a range of different stakeholders

**Sustainability – leadership, professional development and recruitment/retention of staff, student numbers, financial security**

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

To consistently promote equity and equality of opportunity at all levels

The Senior Leadership team is continually reflective and evaluative in its approach with student experience at the heart of all decision making

To ensure the MAS Way of ambition, inclusion and community informs our strategic decision-making at all levels

The Quality of Education						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
A curriculum and learning culture of challenge and enrichment instills in students a lifelong love of learning including a love of reading	<p>The quality and quantity of work of all students, including students with SEND, is consistently high</p> <p>Enthusiasm and engagement is high for all students in all lessons and student voice reflects enjoyment of learning across all groups and all areas of the school</p> <p>Reviews – peer-to-peer and whole school confirm that subject and whole school intent is being realised in lessons</p> <p>Attendance and punctuality to school and to lessons is excellent across the school</p> <p>All departments offer subject specific enrichment that inspires students</p> <p>Student engagement in subject enrichment activities is high with no groups underrepresented</p> <p>Throughout their time at school students grow in their love of reading both within their subject areas and beyond</p>	<ul style="list-style-type: none"> <li>Departments to continuously review and update their curriculum to ensure high level of challenge is embedded <b>(HODs)</b></li> <li>Departments to ensure challenge and the quality of student work, including students with SEND, is a standing agenda item <b>(HODs)</b></li> <li>Departments to monitor and quality assure the delivery and efficacy of the level of challenge their curriculum – use of Tuesday after school meetings to facilitate this <b>(HODs)</b></li> <li>Regular meetings with HoDs and headteacher/line manager to address key curriculum questions <b>(Subject line managers)</b></li> <li>Departments to revisit their subject intent statements and how these should be implemented to enrich learning and foster a love of learning in their subject areas <b>(HODs)</b></li> <li>Departments to use student voice routinely to inform next steps <b>(HODs)</b></li> <li>Best practice from peer-to-peer reviews is shared and development points acted upon <b>(LBO)</b></li> <li>Group of staff to explore how technology could be used to further support curriculum design and planning e.g. use of AI <b>(LGI)</b></li> <li>High quality, challenging texts are embedded in schemes of learning <b>(HODs)</b></li> <li>Departments to review and improve the enrichment area in their subjects across all Key Stages – all subjects to run an enrichment club. Where relevant subjects provide opportunities for supporting The MAS Charter. <b>(HODs)</b></li> <li>All students in Y9 are actively encouraged to engage in a society <b>(GMC)</b></li> <li>House competitions and form time to promote love of reading <b>(KFR, HOYs, HOHs)</b></li> <li>Expansion of Sixth Form reading buddies <b>(KFR)</b></li> <li>Reading is routinely celebrated and rewarded <b>(KFR)</b></li> <li>Celebrate world book day through special events, decorating classroom doors and other activities <b>(KFR)</b></li> <li>Departments to create and share subject reading list <b>(HODs)</b></li> </ul>	Sept 2024- August 2025		TSC AFL JLY LHU	

The Quality of Education						
<p>Curriculum pathways and transition points are carefully considered, and students well supported and prepared for each next learning stage</p>	<p>Year 7 students make sustained and rapid progress from their very first lessons in all subjects reflected in quality of student work and student and parent voice</p> <p>Curriculum plans are carefully considered to build on previous learning at the relevant key stage</p> <p>Students sustain rapid progress over the length of KS3</p> <p>KS4 and KS5 outcomes show students are selecting appropriate pathways that are ambitious but give them the best chances to succeed (consistently high outcomes across all subjects for all groups and for A Level as well as BTEC)</p> <p>All students (particularly those with SEND) are well prepared for next stage in education, employment or training</p>	<ul style="list-style-type: none"> <li>• Departments work more extensively with primary partners to further develop the Year 7 curriculum and how this accounts for students' prior learning <b>(JPI)</b></li> <li>• Continue to review and improve the quality of information and guidance to students in Y9, 11 and 13. One-to-one meetings wherever possible. <b>(AFL, TSC)</b></li> <li>• KS4 options process includes HOY and communicating with parents in advance and with further clarity on pathways. <b>(AFL)</b></li> <li>• One-to-one meetings with all students (particularly those with SEND) to discuss career pathways. Action plans are implemented as a result of these meetings <b>(TMI)</b></li> <li>• Careers are meaningfully mapped through the curriculum to give clear, relevant information and guidance which supports and inspires students <b>(TMI, HODs)</b></li> <li>• A programme of transition in year 7 and year 12 is carefully planned out and students' key learning skills are tracked, and interventions put in place <b>(JPI, TSC)</b></li> <li>• KS3 assessment and reporting is embedded and ensures underperformance is addressed quickly both in departments and in year group <b>(JLY)</b></li> <li>• Parent voice is collected at key points throughout Y7-13 to measure the impact of support at key transition points <b>(TSC)</b></li> </ul>	<p>Sept 2024- August 2025</p>		<p>JLY AFL TSC</p>	
<p>Whole school approach to quality first teaching, including teacher professional development, is embedded across the school</p>	<p>All teachers are graded at developing or better in all six principles of Learning and Teaching</p> <p>Whole school and departmental professional development drives improvement of the quality of learning and teaching</p> <p>Quality first teaching is consistently strong across all departments</p> <p>Whole school approach to questioning is embedded and evident in every classroom</p>	<ul style="list-style-type: none"> <li>• The teaching and learning group, alongside subject leaders, continue to observe and monitor progress against the six principles <b>(T&amp;L GROUP)</b></li> <li>• All teachers actively engage with professional learning briefing, whole school INSET and department development time <b>(AWE, AFL, HODs)</b></li> <li>• Department leaders have an up-to-date subject knowledge audit of each teacher, and use department development time to drive improvement <b>(HODs)</b></li> <li>• There is a particular focus on department development in areas we know have less consistent practice, such as, Social sciences, Business, and DT <b>(JMI, LHU)</b></li> <li>• Ensure that the L&amp;T booklet is an integral part of professional development <b>(T&amp;L GROUP)</b></li> <li>• Professional development drives improvement in questioning and AFL strategies <b>(T&amp;L GROUP)</b></li> </ul>	<p>Sept 2024- August 2025</p>		<p>T&amp;L GROU P</p>	

The Quality of Education						
	AFL strategies support the transition from I do/We do into independent practice					
HAPS make high levels of progress across Y7-13 and have a wealth of opportunities to explore a range of careers and ambitious destinations	<p>Progress of HAPS at GCSE is in line with other groups and at KS5 is above +0.5 VA</p> <p>HAPS are aware that they are HAPS</p> <p>High engagement in programmes like Societies, STEM, Mulberry Arts</p> <p>There are systems in place to identify and intervene on HAPS that are underperforming</p>	<ul style="list-style-type: none"> <li>HAPS are a focus of regular KS4/5 data meetings after data drops (<b>LHU, AFL</b>)</li> <li>Line managers review progress of HAPS with HODs in Y7-10 after each data drop (<b>Subject line managers</b>)</li> <li>Model work is shared with staff and students regularly to ensure that students know what success looks like (<b>HODs</b>)</li> <li>Student work is a focus of weekly departmental meetings (<b>HODs</b>)</li> <li>Students and Parent voice is gathered termly and acted upon (<b>TSC, LBO, LHU, HODs</b>)</li> </ul>	Sept 2024-August 2025		LHU	
Our curriculum and approach to learning and teaching is continually shaped and improved by voices from a wide range of stakeholders	<p>Students and parents are surveyed regularly, and the curriculum is refined as a result of this</p> <p>Students and parents/carers feel the curriculum represents them and reflects their input</p>	<ul style="list-style-type: none"> <li>Parental questionnaires and focus groups, parents' evenings and meetings are used as a valuable opportunity to improve what we provide to students (<b>TSC</b>)</li> <li>Student reflection activities are built into units of study (<b>HODs</b>)</li> <li>Staff share whole school curriculum intent in assemblies and parent/carer events (<b>HOY, AFL, TSC</b>)</li> <li>Curriculum workshops to involve Governors to seek their input (<b>MGI</b>)</li> <li>Leaders of departments carry out regular student surveys in order to reflect upon and refine their curriculums (<b>HODs</b>)</li> <li>Greater involvement for Heads of Year in work scrutinies (<b>JLY</b>)</li> </ul>	Sept 2024-August 2025		TSC LBO	

The Quality of Education						
Every opportunity is taken to develop students' language acquisition (principle 4)	All schemes of learning make explicit reference to oracy activities and vocabulary glossaries – consistent across all subject areas	<ul style="list-style-type: none"> <li>• Fortnightly oracy and reading support for Year 7 – with potential to roll out to other year groups <b>(KFR)</b></li> <li>• Recommendations from student focus groups are implemented <b>(LBO, LHU)</b></li> <li>• Professional development and PM targets linked to literacy and oracy <b>(TSC, LBO)</b></li> <li>• Increased opportunities and toolkits for academic reading and writing are provided to students in and outside of lessons <b>(KFR, HODs)</b></li> <li>• Students are systematically identified for phonics intervention Read Write Inc Fresh Start and impact of this is monitored regularly <b>(KFR)</b></li> <li>• Students are systematically identified for reading intervention such as Rise and Read and Reluctant Readers and impact of this is monitored regularly <b>(KFR)</b></li> <li>• Whole school language acquisition strategies such as unit glossaries, Unravel Reading, Talk Tactics, TTTT and Time to Shine continue to be embedded by department leaders linking the MAS Way language to these strategies <b>(HODs T&amp;L GROUP)</b></li> </ul>	Sept 2024- August 2025		JLY AFL TSC	
	The curriculum identifies opportunities for students to develop their oracy skills – consistent across all subject areas					
	Phonics programme is fully embedded					
	Observations and learning walks demonstrate that discussion amongst students and explicit vocabulary teaching are central to lessons					
	Whole school and department CPD is focused around best practice in strategies for supporting language acquisition					
	Improved attainment and progress data in all subjects					
	Student voice shows students feel challenged in all lessons and are experiencing increased opportunities to contribute					
	Questioning in lessons is open and students given multiple opportunities to demonstrate what they have learnt through speaking					

<p>All staff have excellent subject knowledge and subject specific pedagogy to deliver outstanding learning (principle 1).</p>	<p>Teachers have expert knowledge of the subjects they teach</p> <p>Peer-to-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"> <li>• Subject audits to take place and department action plans to occur in light of these <b>(HODs)</b></li> <li>• High quality subject specific training is delivered in department meetings <b>(HODs)</b></li> <li>• Sharing of best practice is an aspect of every department meeting <b>(HODs)</b></li> <li>• Adequate time is given to departments for moderation and quality assurance <b>(SLT)</b></li> <li>• Performance management targets to reflect professional development needs for individual staff <b>(TSC, LBO)</b></li> <li>• 2024-25 ITT and ECT programmes support the development of subject pedagogy <b>(LBO)</b></li> <li>• Informal peer observations within departments take place routinely and at least once a term <b>(HODs)</b></li> <li>• Encourage staff to apply to become examiners <b>(HODs)</b></li> </ul>	<p>Sept 2024- August 2025</p>		<p>JLY AFL TSC</p>	
<p>All new trainee teachers and ECTs are fully supported to deliver outstanding learning</p>	<p>Induction of new teachers is robust and effective. Teachers are clear of expectations and supported to meet these</p> <p>Professional development programmes address whole school priorities</p> <p>ECT and mentor engagement with ECF FIP is 100%, including ITT mentor development programmes</p> <p>Trainee teachers successfully gain QTS (TF) and ECTs successfully complete their ECF induction</p>	<ul style="list-style-type: none"> <li>• Heads of department to identify students and classes where support is required for new teachers, and to monitor transitions <b>(HODs)</b></li> <li>• Learning walks of all new trainees and ECTs to take place within first 2 weeks <b>(LBO)</b></li> <li>• Beginning Teacher meetings are aligned with the ITT providers' programmes and the school's priorities <b>(LBO, JGR)</b></li> <li>• All mentor meetings are timetabled <b>(LBO)</b></li> <li>• Mentors' role is recognised through Performance Management <b>(LBO)</b></li> <li>• ECTs teaching exam classes are all provided with an additional SLT mentor and bespoke training <b>(LBO)</b></li> </ul>	<p>Sept 2024- August 2025</p>		<p>LBO</p>	
<p>Students cultivate strong independent study skills including home learning and the use of MS Teams. Students are ambitious, resilient, curious, communicative and reflective in their learning (principle 6)</p>	<p>Students demonstrate and embody MAS character values in all aspects of their learning both in the classroom and at home</p> <p>Students with SEND and those who are more vulnerable meet same expectations with appropriate support</p> <p>All resources for lessons are uploaded to class teams</p> <p>Parents are informed of homework expectations</p>	<ul style="list-style-type: none"> <li>• Students with SEND are supported in home learning tasks through homework clubs and TA support <b>(AFA)</b></li> <li>• Homework stretches students and actively supports and encourages student independence (research, flip learning and project work) <b>(HODs)</b></li> <li>• Time is given to explaining homework and using/sharing desired outcomes, homework is set at the beginning of a lesson <b>(JLY)</b></li> <li>• Homework expectations and timetable are in place and clear for all students across all subjects <b>(JLY)</b></li> <li>• Staff upload lessons/resources to MS Teams as routine <b>(TSC)</b></li> <li>• Use of MS Teams as a tool to support learning is clear and consistent across departments <b>(HODs)</b></li> <li>• Audit of student access to IT and resources allocated where needed <b>(HOYs, AFL)</b></li> <li>• Professional development and PM targets linked to developing student independence <b>(TSC, LBO)</b></li> </ul>	<p>Sept 2024- August 2025</p>		<p>JLY</p>	

	All students have access to appropriate IT to support their studies	<ul style="list-style-type: none"> <li>Time to shine activities are embedded at the end of all lessons across all subjects and years (<b>HODs</b>)</li> <li>Booklet sent home with information about homework in each subject in KS3, 4 and 5 (<b>JLY</b>)</li> </ul>				
Raising achievement of all students	<p>Improved attainment and progress data in all subjects</p> <p>Targets KS4:  A8 55.00  Basics 9-5 60%  Basics 9-4 80%  String EBACC 25%  Combined Science 9-5 55%  Combined Science 9-4 75%</p> <p>Targets KS5:  Value Added All 0.5  Value Added A Level 0.5  Value Added BTEC 0.5  A*-C 70%  A*-B 40%  A*-A 15%  Average Grade B</p> <p>No significant gaps in progress between any groups</p> <p>Work scrutinies demonstrate that students know and remember more over time</p> <p>Curriculum plans are ambitious, and classroom practice and outcomes are consistently high quality across all departments</p> <p>Teachers have high expectations of all students at all times</p>	<ul style="list-style-type: none"> <li>Forensic analysis of 2024 outcomes and the Year 10/12 Summer 2 data drop to identify in-school variation (<b>AFL, TSC</b>)</li> <li>After each data drop for all year groups, HODs/HOYs to identify action needed to improve progress of underachieving groups to be reviewed at each following data drop (<b>HODs/HOYs</b>)</li> <li>Fortnightly basics meetings (<b>MGI, CCH, AHI, AFL</b>)</li> <li>Basics is an agenda point in maths and English line management meetings (<b>AFL</b>)</li> <li>Regular tracking of student with SEND, 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 (<b>AFA, HODs</b>)</li> <li>Regular monitoring of SEN students by the Inclusion team (<b>AFA</b>)</li> <li>Celebrate students exceeding targets after each data drop and inform parents/carers; specific parental engagement meetings (<b>HOYs, TSC</b>)</li> <li>Weekly rewards assemblies for Year 11 and 13 (<b>MRH, HSI</b>)</li> <li>Develop and implement Year 11 and 13 strategies, to be reviewed each half term (<b>TSC, AFL</b>)</li> <li>Regular monitoring of underperforming subjects (<b>AFL, TSC, Subject line managers</b>)</li> <li>Clear structures in place for sharing of best practice between HODs/Departments (<b>LHU</b>)</li> <li>Opportunities for cross curricular links through joint line management and collaborative department time (<b>LHU</b>)</li> </ul>	September 2024 – August 2025		JLY AFL TSC	

Behaviour and Attitudes						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To remain a Flagship School for Inclusion	To maintain Flagship Status (Inclusion Quality Mark) in September 2025	<ul style="list-style-type: none"> <li>To establish a working party prior to September 2024 to review the current action plan, provision and feedback from the last visit. <b>(DCO,JMO)</b></li> <li>To produce an action plan for the following three years in relation to the school's priorities and Trust-wide developments<b>(JMO/AFA)</b></li> <li>To arrange for the IQM Review to take place in September 2024 <b>(DCO/JMO)</b></li> </ul>	September 2024- August 2025		DCO, JMO AFA	
To strategically plan and improve the attendance of the Sixth Form.	To ensure that Sixth Form attendance and punctuality is in-line with the rest and above 97.5%	<ul style="list-style-type: none"> <li>To employ a member of the attendance team to solely focus on Sixth Form attendance <b>(JMI)</b></li> <li>To review the attendance strategy for 2023 – 2024 <b>(DCO/JMI)</b></li> <li>To produce an action plan and implement this for 2024 – 2025 <b>(JMI)</b></li> <li>Sixth Form induction includes the importance of attendance and punctuality and the expectation that all students have an attendance of 97.5% <b>(JGI/JMI)</b></li> <li>To meet with all parents/carers whose attendance falls below 95% <b>(JMI/OHI/HIS/VMB/AMO)</b></li> <li>To reward students with exceptional attendance (assemblies, certificates, letters home, reward trips). This should be a key feature of assemblies and the HOY will be expected to feedback to their line manager on this <b>(OHI/HIS)</b></li> <li>Weekly planned meetings with the attendance team to highlight any attendance concerns <b>(JMI/OHI/HIS)</b></li> <li>Attendance team to send daily updates to HOY and this must be followed up by phone calls to parents/carers <b>(Att team/JMI/OHI/HIS)</b></li> <li>Attendance team and the HOY to hold attendance surgeries for all students who have hit the trigger threshold (absence of three days or whose attendance falls below 95%) <b>(Att team/OHI/HIS)</b></li> <li>Attendance team and HOY to produce half termly reports analysing the attendance of their Year group that is then given to the Head of School <b>(Att team/OHI/HIS)</b></li> <li>Attendance team and HOY to include a summary of what strategies are in place to support students who have low attendance rates <b>(Att team/OHI/HIS)</b></li> <li>To feed this information back to Governors <b>(DCO/JMI)</b></li> </ul>	September 2024 – August 2025		JMI, HOY	

Behaviour and Attitudes					
		To work with the AWA and other external agencies to support students with low attendance rates <b>(JMI/OHI/HIS)</b>			
Behaviour and attitudes continue to be outstanding	<p>External reviews judge behaviour and attitudes to be outstanding</p> <p>Exclusions and managed moves remain low</p> <p>Our internal data (SIMS and the use of the Reflection Room and the PSC) is measured and analysed and indicative of an Outstanding school</p>	<ul style="list-style-type: none"> <li>To ensure that key messages are understood by all stakeholders</li> <li>Routines, rules, sanctions and rewards are understood by all <b>(HOY/HOH/HOD)</b></li> <li>Review behaviour logs to ensure that major incidents can be flagged promptly and dealt with by HOY/SLT <b>(CMC/GMC/HOY)</b></li> <li>HOY / HOH To review weekly the data fields that are recorded on SIMS <b>(CMC/GMC/HOY)</b></li> <li>To introduce half termly pastoral meetings (with tutor/house team) as part of Tuesday training <b>(TMI/LBO)</b></li> <li>All middle leaders to review the data for their areas/departments <b>(HOD)</b></li> <li>Half termly reports by all middle leaders and meetings with key members of the SLT to review the data and strategies that are in place <b>(LM/HOD/HOY)</b></li> <li>Students at risk of exclusion are identified and discussed at a weekly meeting with the Head of School and Executive Headteacher <b>(KHE/AFA/DCO/JMO/JMI/TMI)</b></li> <li>Focus groups to be established with students in all key stages to discuss 'what they see as outstanding behaviour' and what all stakeholders can do to ensure that this remains to be outstanding <b>(CMC/GMC/HOY)</b></li> <li>To provide drop-in sessions for any teachers who may be struggling with the behaviour of an individual student or a class <b>(CMC/GMC/AFA/HOY)</b></li> <li>To continue to work with a key staff group to develop systems to support the whole school – Behaviour Working Party <b>(GMC/JMI/TMI)</b></li> <li>To provide bespoke training from Pears family school to an identified group of teachers to support their behaviour management strategies <b>(AFA/KHA)</b></li> <li>To share best practice in the PLB sessions on Wednesday mornings <b>(CMC/GMC)</b></li> <li>To develop a 'Basketball intervention' to support key students with their social and emotional wellbeing <b>(NDI/TMI)</b></li> <li>To monitor students on a yellow or red report and set up an activity programme to recognize and celebrate student progress <b>(CMC)</b></li> </ul>	September 2024– August 2025		DCO, JMO, CMC, TMI

Behaviour and Attitudes						
To embed the MAS way (ambition, inclusion, community) and the MAS student (Resilience, Ambitious, Communicative, Curiosity, Reflective, Respectful)	The MAS Way for 24-25 is mapped across the Pastoral curriculum and key behaviours are explicitly taught	<ul style="list-style-type: none"> <li>To develop a working party to identify key behaviors that we will promote and teach e.g. holding a door open – Respectful, saying Good morning – Communicative and Respectful <b>(TMI/GMC)</b></li> <li>To introduce the MAS Way and MAS student to all year groups <b>(MG/HOY)</b></li> <li>To further develop use of the MAS Way and MAS student rewards on SIMS <b>(TMI/GMC)</b></li> <li>To continue to celebrate MAS Way and MAS student in half termly assemblies <b>(HOY/HOH)</b></li> </ul>	July 24 Sept 24 Ongoing		TMI, GMC, HOY, HOH	
To create an alternative curriculum for students that are close to exclusion in years 8 and 9.	Pupils that are identified at the end of year 7 to be considered for the alternative curriculum. They would be identified as having the following issues: Poor attendance Poor, low level disruptive behaviour across a mixture of lessons An affinity/talent in more practical based subjects.	<ul style="list-style-type: none"> <li>To identify students with HOY's and SENDCO <b>(AFA/KHA/HOY)</b></li> <li>To develop alternative options and a timetable for the selected students <b>(CMC/HOY)</b></li> <li>To work with Pears family school to set up an effective provision <b>(CMC/DCO)</b></li> <li>To actively engage parents <b>(HOY)</b></li> <li>To obtain permission from parents <b>(HOY)</b></li> </ul>	July 24 Oct 24 ongoing		CMC, DCO, AFA	

Personal Development						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To further develop 'wellbeing and mental health provision' to ensure a comprehensive programme of intervention is in place	External review concludes that 'wellbeing and mental health provision' is good or better Carnegie Centre of Excellence for Mental Health in Schools Or Wellbeing Quality Mark	<ul style="list-style-type: none"> <li>To continue to develop our processes for early identification of students <b>(TMI)</b></li> <li>To develop and promote additional 'mental health champions' through Place2Be <b>(TMI)</b></li> <li>To develop the awareness and confidence of HOY re referral pathways (Place2Be / THEWS/ Mark / Chrissy) <b>(TMI)</b></li> <li>To develop student awareness of Place2Be and THEWS at Mulberry Academy Shoreditch <b>(HOY)</b></li> <li>To refine clinical supervision for key pastoral staff <b>(TMI)</b></li> <li></li> </ul>	Sept 2024- August 2025		TMI,	

Personal Development						
To further develop students' confidence and articulation of their learning on PSHE and RSE (Relationships and Sex Education)	Student voice, surveys and assessments demonstrate that students can confidently articulate their learning	<ul style="list-style-type: none"> <li>To embed the weekly 'capture book' where students evidence key learning points each fortnight <b>(GMC)</b></li> <li>To introduce a PSHE/RSE end of topic quiz following the PD map <b>(GMC/HOY)</b></li> <li>Half termly assessments on an agreed platform (mentimeter or kahoot) <b>(HOH/HOY)</b></li> <li>HOY and HOH to run half termly student voice to explore student confidence in their learning <b>(HOH/HOY)</b></li> <li>HOY and HOH to introduce tutor/house group to a half termly assembly <b>(HOH/HOY)</b></li> </ul>	Sept 2024- August 2025		GMC, TMI, HOY, HOH	
To ensure the school's co-curriculum offer contributes to the academic progress of all students	100% of students in Y7-10 to achieve the Charter Award 30% of Y10 students to achieve the Bronze Award  80% of students in Y7-10 to attend 2 or more House Enrichment activities	<ul style="list-style-type: none"> <li>To liaise with HOD'S and HOY / HOH to map enrichment trips within the curriculum <b>(LMs)</b></li> <li>A member of SLT to have clear strategy and oversight of the co – curriculum <b>(GMC/LBO)</b></li> <li>To continue to embed the Year 7 Enrichment programme <b>(JPI/GMC)</b></li> <li>To continue to embed the Societies <b>(JMI)</b></li> <li>To run a Charter Evening in Summer 2025 to celebrate students who have completed the award <b>(AWE)</b></li> <li>HOH to continue to track attendance to House Enrichment activities and to use this data strategically <b>(HOH)</b></li> </ul>	Sept 2024- August 2025		GMC, AWE, LBO, JPI, HOY, HOH	
To develop and prepare students exp and skills to make positive contribution to society succeed in later life  To develop each and every student an understanding and embodiment of the MAS way	The MAS Way for 24-25 is mapped across the Pastoral curriculum and key behaviours are explicitly taught	<ul style="list-style-type: none"> <li>To ensure the MAS way is consistently embedded across all Key stages in the tutor and house programme including assemblies <b>(GMC, HOH, HOY, TMI)</b></li> <li>To develop awareness of the MAS Way amongst all staff through whole school training and PLB <b>(GMC/ TMI)</b></li> <li>Student voice to be completed every term <b>(HOH/ HOY)</b></li> <li>Streamline positive achievement points to be focused on MAS Way <b>(Deny)</b></li> </ul>	Sept 2024- August 2025		TMI, GMC HOY, HOH	
To ensure that CEIAG is delivered across the school, students are fully informed about the opportunities open to them and are prepared for the next stage of education employment and training	The careers plan for 24-25 is mapped to ensure that all students receive their Gatsby entitlements, including meeting the requirements of the updated Baker Clause  No student leavers are NEET	<ul style="list-style-type: none"> <li>The plan is mapped and shared with HOYs in July 2024 <b>(TMI/YKH)</b></li> <li>HOY'S and the Careers Leader use trackers to monitor student access to meaningful employer opportunities <b>(YKH/HOY)</b></li> <li>Pastoral Team, Careers Leader and Inclusion maintain risk of NEET tracking and implement early interventions, including additional careers meetings <b>(YKH/HOY/KHA/AFA)</b></li> </ul>	Sept 2024- August 2025		TMI, GMC YKH, KHA	

Sixth Form						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
To ensure study programmes are ambitious and inclusive in securing top destinations	<p>Inclusive ambitious pathways established for all students</p> <p>Top destinations (University, employment and training) are secured for all leavers: 30% Russell Group and 15% outside of London</p> <p>10% of students securing apprenticeships/degree apprenticeships</p> <p>100% Of students are provided with personalised and regular careers advice</p> <p><b>All students attend at least 2 career fairs/university visits per year.</b></p> <p><b>85% of students submit UCAS applications.</b></p>	<ul style="list-style-type: none"> <li>Embed pathways that combine qualification/non qualification activities to ensure it is inclusive and ambitious <b>(TSC/JGR)</b></li> <li>Develop the co-curriculum so that it supports the different pathways and includes regular employer encounters <b>(JGR/YKH)</b></li> <li>Use intervention, tutors and independent learning times to support specific groups of students with their chosen pathway <b>(TSC/LGI)</b></li> <li>Provide comprehensive CEIAG sessions. <b>(YKH/JGR)</b></li> <li>Offer UCAS/apprenticeship sessions with Into University for targeted students <b>(YKH)</b></li> <li>Develop links with apprenticeship providers. <b>(JGI)</b></li> <li>Track University and subject choices to gain an understanding of the trends and what needs to be done in Year 12 to facilitate these choices <b>(LGI/JGR)</b></li> <li>Organise career fairs and university visits. <b>(JGR/YKH)</b></li> <li>Continue to provide a 'top attainers' tutor group to support with achieving top destinations <b>(ALA/LGI)</b></li> <li>Identify in Year 12 the students who will be applying for Oxbridge, Imperial, Medicine and Law <b>(OHI/TSC/JGR)</b></li> <li>Early identification of NEETS and implementation of personalised support through Sixth Form Careers Advisor OHI/HSI/TSC</li> <li>Targeted support for aptitude tests such as the UKCAT, BMAT, LMAT, STEP LGI</li> <li>Active involvement in MAS Scholars and Elephant Group JGR</li> <li>Unifrog to be used throughout the Sixth Form for study skills, apprenticeship and University preparation JGR/OHI/HSI</li> <li>Provide work experience for every Sixth Form student at the end of Year 12 YKH</li> <li>Plan curriculum for new vocational qualifications including T levels/AAQ's (vocational equiv one A Level) JGR</li> </ul>	Sept 2024- August 2025		TSC, JMI, JGR, LGI,	
To improve the outcomes for all A-Level subjects	<p>Positive value added</p> <p>Improved average grades to B</p> <p>To increase the percentage of student achieving a A/A* grades:15% target</p> <p>Sixth form teaching and Learning group complete 3 peer observations</p>	<ul style="list-style-type: none"> <li>To ensure that challenge of HAPS is reflected in the Curriculum for each Sixth Form subject TSC</li> <li>Organise peer observations and collaborative planning TSC</li> <li>Analysis of 2024 outcomes to identify development topics/skills TSC</li> <li>Departments to produce action plans, including intervention, for underperforming students HOD/Senior links</li> <li>Year team implement tailored support plans for students underachieving in more than one subject TSC/OHI/HSI</li> </ul>	Sept 2024- August 2025		TSC, JGR HOD's	

Sixth Form						
	Termly reviews show 90% of high-attaining students meeting targets.	<ul style="list-style-type: none"> <li>• Leadership support for underperforming subjects Senior Links</li> <li>• 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 HODs/HSI/OHI</li> <li>• Student progress to be monitored in LM meetings TSC/Senior links</li> <li>• Regular Teaching and Learning walks with a key focus in these areas TSC/JGR/HSI/OHI</li> <li>• Support for new Sixth Form teachers including visits to other Sixth Forms TSC</li> <li>• Students with potential to get an A/A* to be identified and tracked early in Year 12 TSC/OHI</li> <li>• Set up a dedicated study area for students to study independently TSC</li> <li>• Students are tracked on a half termly basis to assess progress TSC</li> <li>• Learning walks and book scrutinies focus on students with an A/A* to monitor progress TSC</li> <li>• Sixth Form teachers have professional development for A/A*curriculum delivery with exams boards, other Sixth Forms and across departments HOD's</li> <li>• A strong focus on the development of academic writing KFR</li> <li>• Facilitate peer mentoring programmes <b>(TSC/JGI)</b></li> </ul>				
To develop and embed the MAS Way at Sixth Form to support learning behaviours and integration	<p>Continue to refine and embed pastoral systems which increase attendance, punctuality and improve behaviour for learning</p> <p>All students are able to identify and articulate what is expected of them as Sixth Form students at MAS</p> <p>A clear and consistent system of reward is developed and embedded</p> <p>Consistent and robust tracking systems are in place to identify barriers to learning and inform intervention</p> <p>To ensure independent study is rigorous and supports pupil progress</p>	<ul style="list-style-type: none"> <li>• A Sixth Form daily detention system is put into place to address pastoral issues e.g. poor punctuality or internal truancy to lessons <b>(HoYs)</b></li> <li>• Systems for monitoring punctuality and attendance are implemented to allow for effective tracking and intervention <b>(JMI)</b></li> <li>• A centralised behaviour tracking system is created <b>(JGR)</b></li> <li>• Training and regular reminders provided to staff regarding use of centralised tracking systems <b>(JMI)</b></li> <li>• Regular analysis and review of tracking systems with key findings shared with HoDs <b>(JMI)</b></li> <li>• A clear system of escalation is developed and implemented for persistent absentees and persistent lateness <b>(JMI)</b></li> <li>• Update and strengthen the Sixth Form Transition program <b>(OHI)</b></li> <li>• Transition documentation is provided which details the key expectations and values underpinning MAS Sixth Form <b>(OHI)</b></li> </ul>	Sept 2024- August 2025		TSC, JMI, JGR, HoYs	

Sixth Form						
	MAS 6 Diploma established – 50% to achieve the Diploma	<ul style="list-style-type: none"> <li>A new Pastoral period for BTEC students is implemented and delivered effectively <b>(TSC/JGR/HoYs)</b></li> <li>Half-termly rewards assemblies take place with all students in each year group (HoYs)</li> <li>Fortnightly assemblies are held for BTEC and A Level cohorts in each year group (HoYs)</li> <li>Strengthen the Sixth Form team and up-skill all staff in supporting with pastoral issues (JMI/TSC)</li> <li>Develop and embed peer mentoring for targeted students using the Student Leadership Team and Acting Assistant Headteacher (JGR)</li> <li>Provide space where students can complete silent independent study <b>(TSC)</b></li> <li>All Sixth Form subjects to develop resources to support Independent Study <b>(JGR)</b></li> </ul>				
To embed, sustain and refine the co-curriculum to ensure personal development and extended learning programs prepare students for the next stages of learning, support student safety and develops students who are active citizens of a global community	<p>Year 12 Enrichment provides a range of opportunities which all students can and do access</p> <p>All students access a broad range of extended learning opportunities, including meaningful employer interactions</p> <p>Internal data is used to identify areas of strength and development as well as providing an evidence basis for the impact of the co-curriculum</p> <p>PHSE/RSE Program is delivered consistently and effectively</p>	<ul style="list-style-type: none"> <li>Conduct regular audits of co-curricular provision including form visits, Enrichment attendance analysis and analysis of Extended Learning opportunities <b>(JGR/HoYs)</b></li> <li>Continue to develop the personal development and PSHE curriculum for Year 12 and Year 13 to include careers support and support with study skills at post 16 <b>(JGR)</b></li> <li>Design a new 8-week Year 12 Enrichment program which provides a range of opportunities that support the development of student's cultural capital <b>(JMI/JT)</b></li> <li>Decide and ensure equal distribution of student groups across two Enrichment cohorts <b>(JMI/JT)</b></li> <li>Implement new Enrichment program <b>(JT)</b></li> <li>Conduct student voice survey to gain feedback on new Enrichment program <b>(JT)</b></li> <li>Review of the PSHE Curriculum and form time Curriculum to ensure that it delivers on all relevant safeguarding issues for post 16 (healthy relationships, prevent, online safety, gang prevention)(JGR)</li> <li>To review the impact of the Sixth Form Leadership Team and election of new Year 12 students onto the team (with a new Head Boy and Girl) <b>(JMI/JT)</b></li> <li>To effectively track the co-curricular opportunities for all students <b>(JMI/JT)</b></li> <li>To ensure that every student has one-to-one interviews about destinations <b>(JGR)</b></li> <li>All Year 12 to complete work experience (JGR/OH)</li> <li>To develop the work experience compulsory element of the Health and Social Care Course to ensure that all students get a high-quality work placement to complement the qualification (JMI/JGR)</li> </ul>	Sept 2024- August 2025		TSC, JMI, JGR, JTA	

Sixth Form						
		<ul style="list-style-type: none"> <li>To promote work experience opportunities on Microsoft Teams (HoYs)</li> <li>To develop links with a wide range of organizations such as KPMG and Nuffield Trust to secure summer placements (JGR)</li> <li>Create an alumni network for mentoring and invite alumni to speak at events. (TSC)</li> </ul>				

Leadership and Management						
Objective	Success criteria	Actions	Timescale	Resources	Lead	Evaluation
<p>To support, endorse and promote the Aims and Key Areas of Provision of The Trust</p> <p>To ensure all Leaders promote the ethos of the school and the Trust at all times.</p> <p>To ensure the MAS way is understood by students, parents and staff across the school and that this drives the school's culture, ethos and aims</p> <p>To manage school budgets and resources successfully and with probity</p>	<p>All leaders are able to articulate a clear and ambitious vision for providing a high quality, inclusive education for all students</p> <p>Middle leaders are empowered, highly effective are engines of change and improvement</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 contribution to the work of the Teaching School</p> <p>All staff, students and parents can articulate the MAS way of ambition, inclusion and community and how this is lived out day to day</p> <p>All areas of the school keep within allocated budgets</p>	<ul style="list-style-type: none"> <li>Ensuring that The Mulberry Schools Trust Aims and Key Areas of Provision and the MAS way are at the core of everything we do ad that these are continually shared through Whole School INSET/Professional Briefings and Middle Leadership Meetings <b>(MGI/AFL/TSC/JLY/TMI/LHU/JMI)</b></li> <li>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 <b>(all SLT)</b></li> <li>Member of the senior team to have a specific remit for development of HoDs and their effectiveness <b>(LHU)</b></li> <li>Regular meetings with headteacher/line manager and middle leaders to ask key questions, to challenge and support <b>(all SLT)</b></li> <li>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? <b>(all SLT)</b></li> <li>Staff training and briefings continually refer to the MAS Way and this shapes all decision-making <b>(AFL/TSC/TMI/JMI/JLY/LHU)</b></li> <li>MAS way is incorporated into assemblies and tutor time <b>(TMI/GMC/JGR)</b></li> <li>All members of the school community are included in and contribute to the MAS student and MAS way e.g. creation of videos to include wide range of voices to communicate message of ambition, inclusion, community <b>(TMI/GMC)</b></li> <li>Spending in each area is carefully scrutinised at regular points to ensure value for money and that resources are</li> </ul>	September 2024– August 2025		MGI/ all SLT	

Leadership and Management						
		effectively managed while maintaining quality of provision for students <b>(MGI)</b>				
To work towards the Quality of Education becoming outstanding following the school's 2022 Ofsted inspection	<p>Key Performance Indicators (KPI's) meet the criteria for outstanding Quality of Education</p> <p>The school engages in external reviews with the Trust/Local Authority and Challenge Partners on a regular basis</p> <p>Exam results show marginal in school variation at KS4 and KS5</p>	<ul style="list-style-type: none"> <li>Senior leaders to be held to account to ensure that KPI's (Quality of Education) are outstanding <b>(all SLT)</b></li> <li>The school engages in five external reviews throughout the year as part of a programme of school improvement <b>(MGI/JMO/LBO)</b></li> <li>The school has a cycle of departmental reviews, including peer-to-peer reviews for 2024 – 2025 <b>(LBO/JLY/LHU)</b></li> <li>Leaders are invited to the Senior Leadership Meeting to share and demonstrate the impact of their work <b>(MGI)</b></li> <li>Middle Leaders share best practice at Middle Leadership meetings and through professional learning <b>(AFL/TSC/JMI/JLY/TMI/LHU)</b></li> <li>To create opportunities for all staff to progress in their career pathways <b>(MGI/TSC/AFL/LBO)</b></li> <li>To ensure the SIP is on all agendas and reviewed constantly <b>(MGI)</b></li> <li>To ensure that the governors review the SIP twice yearly <b>(MGI)</b></li> </ul>	September 2024– August 2025		MGI, all SLT	
Consistently promote and develop partnerships with parents	Parent/carer surveys show that parents/carers are happy and confident in the school	<ul style="list-style-type: none"> <li>To ensure that parental surveys are conducted regularly (eg Parent's evenings) and that this includes opportunities to capture what parents appreciate most about the school and this is fed back to Middle Leaders and parents/carers <b>(TSC)</b></li> <li>To review and improve the quality and consistency of communication with parents including ease with which parents can communicate with the school on a range of matters <b>(TSC)</b></li> <li>To establish parental focus groups on a wide range of areas including curriculum, home learning, assessment and equality and diversity <b>(TSC/JLY/AFL/RJA)</b></li> <li>To review our support for families and to employ at least one support worker to support families who have difficulty engaging with the school <b>(MGI)</b></li> <li>To run a series of coffee mornings for different groups of parents/carers and to feedback discussion to SLT/middle leaders/wider staff as appropriate <b>(TSC)</b></li> <li>To review and evaluate the strategy for this year and to measure the impact <b>(TSC)</b></li> </ul>	September 2024 – August 2025		MGI, TSC, JLY, AFL, RJA	
To build on the work that has already been done in relation to			September 2024– August 2025		RHO, MGI,	

Leadership and Management						
recruiting students in Years 6 and 12	Recruitment remains a key driver for 2023 – 2024. Targets: Year 6 (180) Year 12 (300)	<ul style="list-style-type: none"> <li>To build on the work that has already been done in relation to recruitment with a particular focus on year 6 <b>(RHO/MGI/JMO/JPI)</b></li> <li>Weekly meetings with RHO/JMO and other stakeholders</li> <li>Calendar plan for the year <b>(RHO/MGI/JPI)</b></li> <li>Review and evaluate work done so far, analysing which primaries students are coming from and how to build on this <b>(RHO/MGI/JPI)</b></li> <li>Student focus groups to review current strategies <b>(RHO/MGI/JMO/JPI)</b></li> <li>On going relationships with primaries that is continually invested in with a creative approach <b>(RHO/MGI/JPI)</b></li> <li>Feedback to Trust board/governing body meetings <b>(RHO/MGI)</b></li> <li>Year 7 showcase at the end of September to engage year 7 parents and support with open events for year 6 <b>(MGI/JPI)</b></li> </ul>			JMO, JPI	
To continue to build the Arts and make them central to the school.	Mulberry Academy Shoreditch participates in all Trust events  MAS supports with the work of the Production Arts Academy  Termly productions and showcases take place	<ul style="list-style-type: none"> <li>Creation of an Arts team – Head of Music, Drama, Art, Dep Head, AAHT <b>(TMI)</b></li> <li>To produce an Arts booklet to celebrate and identify the opportunities that students have with regards to the Arts</li> <li>To include a number of different events: Art showcase, theatre productions, Music showpieces – particularly year 7 (to support with year 6 recruitment) <b>(TMI)</b></li> <li>To ensure the Arts are fully represented in Sixth Form enrichment. <b>(JMI)</b></li> <li>Responsible member of SLT to produce termly report for Governors on development of the Arts <b>(TMI)</b></li> </ul>	September 2024– August 2025			
To consistently promote equity and equality of opportunity at all levels  To continue to prioritise and build upon an inclusive culture where staff, students, parents/carers and partners of all ethnicities are valued at all times	RACE mark Gold is maintained and working towards RACE mark platinum levels  World Class Schools status achieved  Staff surveys reflect that staff are aware of the opportunities available to them and that the school promotes an inclusive culture where staff, students, parents/carers and partners of all ethnicities are valued at all times  Staff retention is high 93%+	<ul style="list-style-type: none"> <li>To act on The Race And Conscious Equality Charter (RACE) mark action plan, alongside other strategic planning documentation that is reviewed regularly to ensure that progress is being made and sustained <b>(MGI/RJA/AEA)</b></li> <li>To continue to prioritise and run staff, student and Governors' diversity working party groups. Continue to act on community voice <b>(MGI/RJA/AEA)</b></li> <li>To continue to conduct community/anti-discrimination surveys with students and use findings to inform working party actions <b>(RJA/LBO/LHU)</b></li> <li>To measure the impact of strategies to hone our approach and to continually strive for efficiencies to reduce workload and to explore use of technology to support this e.g. AI <b>(MGI)</b></li> </ul>	September 2024 – August 2025		MGI, RJA, LBO, LHU	

Leadership and Management						
		<ul style="list-style-type: none"> <li>To ensure student voice is taken systematically and acted upon consistently so that student experience is at the centre of decision making <b>(LBO/LHU)</b></li> </ul>				
<p>To develop a programme for female students to make connections with other female students in school</p> <p>To develop a programme that highlights female learning and a leadership at a local level</p>	<p>Student surveys demonstrate the increased engagement of female students in different activities</p> <p>To organise 10 events during the course of the academic year to promote female learning and female leadership</p> <p>To develop a range of physical, emotional spaces to amplify their voices and to build confidence and recognition</p>	<ul style="list-style-type: none"> <li>A school-based mentoring scheme involving female pupils from the sixth form and pupils in key year groups such as Year 7 and option groups (Year 9 and 11) would be an appropriate pastoral and academic focus. <b>(JMO)</b></li> <li>Continue links with the Welsh-medium school in Cardiff, online and in person. For example, focused conversations around solutions to shared pastoral and academic challenges and a visit to the cultural school Eisteddfod in February, 2025 (and reciprocal visit to Culture Day at Mulberry Academy, Shoreditch). <b>(JMO)</b></li> <li>Alumni programme <b>(JMO/TSC)</b></li> <li><b>Speakers are invited into the school to speak to female students</b></li> <li>Local women with a range of lived experience working within areas where women are underrepresented <b>(JMO)</b></li> <li>Parents/carers <b>(JMO/TSC)</b></li> <li>Female staff teaching in traditionally male subjects <b>(JMO/MGI/TSC)</b></li> <li>There should be consideration of incorporating these voices through pastoral, academic and extra-curricular spaces, for example, assemblies/drop down days, representation in curriculum resources/references/texts and events such as a 'Human Library'. <b>(TSC)</b></li> <li>To develop a range of physical, emotional and academic space to include: <b>(JMO)</b> <ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○ Audit current provision</li> <li>○ Experiences, educational visits, residentials</li> <li>○ Female family events including cooking (Masterchef) and school cinema screenings</li> </ul> </li> </ul>	September 2024 – August 2025		JMO, MGI, TSC	

Leadership and Management						
		<ul style="list-style-type: none"> <li>o Mother, Grandmother, Aunt conversation and connection classes</li> <li>o Extra-curricular clubs (reading, debating, creative writing/journaling)</li> <li>o Structured sport mentoring and teams, for example, girls' football team</li> </ul>				
The senior team are well established in their roles and there is a clear plan to build capacity and succession plan	All members of SLT are effective in their roles and can measure the impact they have had or are having on school improvement at Mulberry Academy Shoreditch	<ul style="list-style-type: none"> <li>• Regular line management meetings with the headteacher. <b>(all SLT)</b></li> <li>• Professional development opportunities shadowing members of SLT at other schools within the trust <b>(MGI)</b></li> <li>• Access to professional qualifications including NPQSL/NPQH <b>(MGI)</b></li> <li>• SLT provided with opportunities for coaching <b>(MGI)</b></li> </ul>	September 2024 – August 2025		MGI/all SLT	
To develop a school improvement team working with other schools, The Trust and other organisations	<p>Improvement team can demonstrate the impact they are having on other schools/organisations</p> <p>Attendance hub has a clear positive impact on our attendance and attendance of other schools and feedback is highly positive</p>	<ul style="list-style-type: none"> <li>• To produce an action plan to demonstrate how some members of the Senior Leadership Team are supporting other schools, the Trust and other organisations <b>(RHO/DCO/JMO)</b></li> <li>• To plan, prepare and evaluate the work with the DFE and other schools on the impact of the Mulberry Academy Shoreditch being an attendance hub <b>(RHO/DCO/JMO)</b></li> <li>• To be part of a steering group and to produce an action plan with clear milestones for the Year 2024 – 2025 <b>(RHO/DCO/JMO)</b></li> </ul>	<p>September 2024 – 2025</p> <p>September 2024 – 2025</p>		RHO JMO DCO	
To work with the Trust and the Local Authority to develop The Mulberry Learning Village	<p>Curriculum for Mulberry Learning Village 2027 is in place</p> <p>Building for Mulberry Learning Village is secure</p>	<ul style="list-style-type: none"> <li>• To work with the CEO and others to develop the Mulberry Learning Village <b>(RHO/DCO/JMO)</b></li> <li>• To continue to research best practices around therapeutic education <b>(RHO/DCO/JMO)</b></li> <li>• To continue to learn from others and visit examples of best practice <b>(RHO/DCO/JMO)</b></li> </ul>	September 2024 – August 2025		RHO JMO DCO	