

Mulberry Academy Shoreditch Self-Evaluation Form October 2024

Mulberry Academy Shoreditch

Key Priorities

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 level

MULBERRY ACADEMY SHOREDITCH

Self- Evaluation Form – October 2024

Context

Mulberry Academy Shoreditch (MAS) is a confident, happy, successful and mixed Secondary comprehensive school (11-18) serving the communities of Bethnal Green and Shoreditch. The school is part of The Mulberry Schools Trust (MAT). The school is located in the Weavers Ward of Tower Hamlets. Mulberry Academy Shoreditch is a comprehensive school; diverse in terms of race, ethnicity, gender, SEND and social class.

- The school has 1446 students on roll (Oct 2024)
- Girls – 47% Boys – 53%
- The school population includes the following ethnic groups; Asian/British Asian – Bangladeshi (54.5% followed by Black African (5.4%), Black Somalian (9.0%), White British (6.4%) and Black Caribbean (1.7%) The students speak in excess of 40 languages between them and the first language for 64.5% of the students on roll is not English. – Oct 2024
- Deprivation Index – 5
- The prior attainment on entry in year 7 is broadly average
- 47% of students are in receipt of Pupil Premium (Oct 2024)
- 238 students with SEND (Oct 2024)
- 65 students have Education, Health and Care plans.
- 2 looked after children
- 145 staff (82 teaching, 63 associate staff)

The Mulberry Academy Way is about Ambition, Inclusion and Community and this is lived out by staff and students on a daily basis and underpins all aspects of school life. Our aim is to ensure that all students are given equality of opportunity to achieve their full potential academically, personally and socially. Relationships between all members of the school community are a particular strength. The school has excellent pastoral systems through the Form Tutors, House Tutors, Year Leaders and House Leaders, as well as our Special Education Needs and Inclusion Team and Senior Leaders. The school holds safeguarding and child protection as the highest of priorities and prides itself on procedures and support that is 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.

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

Quality of Education

Key Priorities

- A curriculum and learning culture of challenge and enrichment instills in students a lifelong love of learning including a love of reading
- Transition at each Key Stage is reviewed, carefully planned and supported
- Whole school approach to quality first teaching, including teacher professional development, is embedded across the school
- All staff have excellent subject knowledge and subject specific pedagogy to deliver outstanding learning to close the gaps in student attainment (including cultural capital)
Every opportunity is taken to develop students' language acquisition
- All new trainee teachers and ECTs are fully supported to deliver outstanding learning
- Sustained improvement in attainment and progress for all
- HAPS make high levels of progress across Y7-13 and have a wealth of opportunities to explore a range of careers and ambitious destinations
- Our curriculum and approach to learning and teaching is continually shaped and improved by voices from a wide range of stakeholders
- No gap in attainment/progress of disadvantaged students and their non-disadvantaged counterparts
- All students, particularly those with SEND, are exceptionally well prepared for their next stage in education, employment or training
- 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

Curriculum Intent and Implementation

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

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

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

Our whole school strategy to drive quality first teaching is underpinned by the six MAS principles of learning and teaching:

- 1) Lessons are planned to meet the needs of each class
- 2) Expert instruction and modelling should be followed by independent, deliberate student practice
- 3) Appropriate challenge and support is provided at all times

- 4) Every opportunity is taken to develop students' language acquisition
- 5) Formative assessment and feedback to students is an integral part of supporting student progress
- 6) Students take an active role in their own learning

Internal and External Reviews

The school is part of the Challenge Partners programme, and we are reviewed annually. Eight members of the Senior Team are trained to review other schools. We are the lead school in the Challenge Partners East London Hub, through which the school takes part in best practice visits. The school is also involved in the programme 'Growing the Top' working with two partner schools to collaborate, share excellence and address challenges.

Focus	Date	Areas of Strength	Areas of Development
OFSTED	September 2022	See report	
Reading review	March 2023	Reading strategies are well implemented, and not forced into all lessons.	Oracy and reading were linked together as tools that go hand in hand.
Challenge Partners	May 2023	Quality of provision and outcomes judged as "Leading".	Continue to embed and strengthen the work on reading and oracy.
Growing the top, challenge partners	June 2023	Area of systemic excellence Leaders at all levels - driving school improvement.	Area of systemic challenge Language Acquisition: Developing confident and articulate communicators.
Inclusion Quality Mark	September 2023 and 2024	Flagship Status was awarded to the school in 2023 and maintained in 2024	
6 th form trust peer review	January 2024	Folders are well organised, and students are well resourced Teachers have excellent subject and exam spec knowledge	Ensuring all A level teachers are actively engaging with students regarding their UCAS offers. Ensuring high challenge within every part of every lesson and driving further student accountability in terms of independent learning
Challenge Partners Review	April 2024	Unravel reading fully embedded in the curriculum Teachers have excellent subject knowledge and relationships	Even better if surveys sent to all stakeholders had specific questions that showed what is appreciated the most Even better if teachers better facilitated the transition between I/we do and the you do tasks through the use of formative assessment techniques

Inclusion Quality Mark	September 2024	Inclusion Champion School	Note – One of 7 schools to be awarded Champion School Status in the Country. Share good practice with other schools
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Professional development

All professional development is planned, delivered and monitored through the lens of the six MAS T&L principles. There is a T&L group made up of Associates and Senior leaders. This group meets weekly to discuss strengths and areas for development across the school allowing tailored professional development to take place. Departments have regular meetings with a focus on subject specific professional development. Other opportunities for professional development include weekly professional learning briefings, INSET days, twilight sessions, ECT exams classes training and support programme, and MST leadership courses.

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

ITTs and ECTs

Our work with ITTs and ECTs is a real strength. We have worked with Teach First for over 20 years and have excellent partnerships with UCL and Mulberry College of Teaching. This year, we have 4 PGCE student teachers, 1 Teach First trainee teacher, 5 ECTs in Year 1 and 16 ECTs in Year 2. In May 2023 we were involved in Ofsted’s inspection of UCL’s Early Career Framework provision.

We offer a rich professional training programme of weekly sessions to our ITTs, and our ECTs undertake their two-year Full Induction Programme (FIP) through the East London Teaching School Hub (ELTSH) and in partnership with UCL IOE. The programme, which is in accordance with the new DfE Early Careers Framework (ECF), includes a mixture of self-directed learning, virtual and in person sessions, and weekly or fortnightly meetings with their mentors, aiding their development as teachers in every aspect of school life. There is regular training for the mentor as part of the FIP (Mentor Development Programme), which also includes a mixture of self-directed learning, virtual and in-person sessions. We also offer a bespoke programme for ECTs who teach exam classes, providing them with both 1-2-1 support and training.

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

The leadership’s approach to ITE is thorough with robust and rapid mechanisms in place to identify and follow up areas of development in classroom practice. Lara Boyer, Assistant Headteacher leading on ITT including the ECF induction programme, worked with the East London TSH on the ECF FIP as a lead facilitator on the Year 2 programme from 2021-2024. She also led on the ITT enhanced training programme for trainee teachers in schools across Tower Hamlets from 2022-2024, working in partnership with PCMs from across the borough.

Curriculum Impact

Key Stage 4 Headlines

KS4 Highlights

- A8 49.3: in line with
- 9-4 English & Maths
- We have the most
- Best results in Further
- Strong EBACC 21%
- 9-4 in combined
- Sciences and have Biology 0.72, Physics

	MAS 2024	National 2024
Progress 8	0.01	
Attainment 8	49.53	46.8
English and Maths 9 – 5	50%	47%
English and Maths 9 – 4	74%	66%
EBacc 9 – 5	34%	
EBacc APS	4.68	
Students entering EBacc	87%	

previous year up by 10% ever 9s in Maths Maths (P8 3.70) and APS 4.67 (85% entry) science up by 10% done well: Chemistry 1.28, 0.66, Combined Science 0.33

- Percentage of 9s in Separate Science are very strong: Chemistry: 23%, Physics 14% and Biology 9%
- Computer Studies have done well (P8 0.20)
- Music has had its best year
- Girls have a P8 of 0.42
- Girls and Boys are equal with attainment
- Students with SEN K have the highest P8
- No significant underperformance by any prior attainment group

Key Stage 5 Headlines

	MAS 2024
Value added	-0.32
Average Point Score Per A Level Entry	85.93
Average Point Score Per A Level Entry expressed as a Grade	C
% of students achieving A Levels AAB or higher in 2 facilitating subjects	11%
Average Point of entry for students best 3 A Levels	29.69
A*-E %	93.2%
A*-C %	64.1%
A*-B %	36.1%

KS5 highlights

- Improvement in value added in both academic and vocational with the largest cohort historically
- 20 out of 26 subjects have improved their value added
- A*-A 13.1% – up compared to 10.0% in 2023
- A*-B is 35.5% – up compared to 28.2% in 2023
- A*-C is 53.8% – up compared to 63.5% in 2023
- Average grade improved to C
- HAPs have significantly improved from last year by over a grade
- The % A*-E has increased
- Students that are disadvantaged outperformed other students
- Students EHCPs performed particularly well
- Excellent destinations
- Predictions were in line with results overall showing high levels of accuracy

Strategies Employed to Achieve Targets

- T&L group focusing on quality first teaching
- Focused T&L priorities across the whole school
- Attendance target of 98% in all year groups
- Teaching and learning for Year 11/13 is a priority for SLT. All members of SLT and the Year 11/13 teams will continue to visit at least 5 lessons a week
- Safeguarding in all areas of the school
- Encourage independent learning with suitable resources on Microsoft Teams for home learning
- Sourcing of devices for students who don't have access at home
- After school intervention
- Half term revision school
- Saturday intervention

- Bespoke timetables for intervention sessions
- Mock exams for Years 10 – 13
- Mentoring of students in Years 11 and 13 – subject specific and holistic support
- Information evenings for parents/carers on how to support their child
- Expansion of the Sixth Form team to support students pastorally and academically
- Supervision of independent learning time for Year 12 & 13
- Weekly intervention in subjects for targeted students
- ECT exams classes training and support programme

Areas for Development

- Continuing to drive forward MAS T&L principles 3, 4 and 6, which are around challenge & support, language acquisition, and students being active in their learning.
- Language acquisition. There are some excellent examples of this in lessons, which have been commented on in reviews. However, this is an area we will continue to monitor through learning walks and develop through whole school and department training

Behaviour and Attitudes

Priorities

- To remain a Flagship School for inclusion
- To strategically plan and improve the attendance of the Sixth Form
- Behaviour and attitudes continue to be outstanding
- To embed the MAS Way (Ambition, Inclusion and Community) and the MAS Student (Resilience, Ambitious, Communicative, Curiosity, Reflective, Respectful)
- To create an Alternative Curriculum for students that at risk of exclusion in Years 8 and 9

Ofsted 2022

In its 2022 Ofsted inspection the school was judged to be outstanding in behaviour and attitudes

‘The care shown by senior leaders to pupils is a particular strength. For example, exclusions are extremely rare, and leaders do their utmost to ensure that learning is top priority for all’

‘As some staff noted, ‘love and care’ underpins the approach of senior leaders.

‘The safety and well-being of pupils take centre stage’

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

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

Areas of strength

- Ofsted 2022 – Outstanding
- Model of best practice locally/nationally
- INCYTE Excellence in Safeguarding Platinum Award was renewed in December 2023
- Inclusion Quality Mark – Flagship Status renewed (September 2024)
- IQM Champion School (One of 7 in the country) status awarded.
- Challenge Partners - ‘Leaders have a highly strategic approach to improving attendance and mental health’ As a result, staff see themselves as ‘guardians of mental health and supporters of those students with mental health issues (April 2024)
- All External reviews have judged behaviour and safety to be outstanding.
- Exclusions -three fixed term exclusions – (September 2019 – October 2024)
- 1 Permanent Exclusion since September 2018
- Attendance has been above the national average since 2012
- Attendance remains above the national average 96.0 (2022) 95% (2023) 94.6 (2024)
- The school is now an attendance hub (DFE) and is part of an DFE Attendance Task Force
- We provide a range of bespoke and personalised strategies to support vulnerable students and those at risk of exclusion.
- Robust systems are in place to ensure Persistent Absenteeism is addressed
- Home visits are carried out for any student that does not come in for two consecutive days without a valid reason.
- All students that go abroad during term time are met with, referred to Social Care and the police. Home visits are made on the date of their return.
- The house system offers another layer of support, providing students with leadership opportunities, new skills and experiences
- Behaviour policies are understood, consistently implemented, promoting community/personal responsibility and exemplary behaviour
- Culture of praise/reward. Positive behaviours are reinforced, modelled and rewarded by everyone
- Emphasis on mediation, restorative approaches, rather than sanctions means that students are given the opportunity to correct unreasonable behaviour
- Individual needs are identified, and appropriate interventions are put in place through extensive mentoring programmes and our Pastoral Support centre
- Whole school approach to promoting positive behaviour underpins the curriculum

Examples of areas of sharing best practice and school development

- Lead school in the Trust delivering courses on behaviour management. This is continuing as part of the Mulberry College of Education, a DFE designated lead school for East London Teaching School Hub Hosting visits from

other schools, disseminating, sharing and influencing good practice, most recently from a school in Bexhill Academy and Eastbourne Academy

- Working with other schools through behaviour partnerships, talking to behaviour leads about the impact of pastoral support, sharing information about successful strategies and reintegration
- Sharing best practice at remote cluster meetings (IQM) and at National Conferences
- Showcasing the work of our Pastoral Support Centre. The school has a high rate of success of taking students at point of permanent exclusion and integrating them successfully into the school as part of the FAPP process. Students who have been permanently excluded from other schools have gone on to Russell Group Universities.
- Establishing positive relationships/working in partnership with our feeder schools to support transition
- The Trust's application (Mulberry Learning Village) to become an Alternative Provision provider was successful. This is due to open in 2027. A working group has been set up and there are regular meetings planned for the rest of the year
- The school has been working closely with the DFE as an Attendance Hub. Dan Collis is leading on this area of work. The school has hosted 4 in person sessions and 4 online sessions. The school is working with approximately 50 schools. It may be that we become a Behaviour and Attendance Hub moving forward
- Presenting at National Conferences
- Supporting Woodside School in Haringey
- Supporting Bexhill Academy and Eastbourne

Safeguarding

Referrals (September 2024 – October 2024)

Referrals made to CP email/CPOMS 2024/2025	Email	CPOMS	Referrals to SC (SWISS)	Referrals to SC (MAST)	Information requested from SC	Social care Meetings attended	Social worker visits	Case closed/ Moved schools
September	22	108	1	0	7	19	7	0
October	7	37		0	5	11	9	0
Total	29	145	1	0	12	30	16	0

YG	Child Protection Plan (CPP)	Child In Need Plan (CIN)	Looked after Children (LAC)	Total
7	1	1	1	3
8		2		2
9	3	1	1	5
10	1	3		4
11		3	1	4

12		3		3
13	1	1	1	3
	6	14	4	24

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

Areas of strength

Safeguarding was cited as an example of best practice in the Ofsted report (September 2022). This area of work is driven by Dan Collis, Joshua Mickelburgh with the support of Kendra Healy.

- We commission an external annual safeguarding review every September. This last review took place in December 2023. This review focused on the 6th form. The next review is planned for December 2024/January 2025.
- The school was awarded INCYTE Excellence in Safeguarding Platinum Award in September 2022 and this was renewed in December 2023
- The Local Authority Safeguarding Audit categorises the school as Green (May 2024)
- Students know who to speak to if they have any concerns
- Safeguarding is understood by all and has a high priority at the school with robust systems and structures in place to support students
- Comprehensive safeguarding training has been delivered to all teaching and support staff
- All staff have completed Prevent Training (September 2024) and this will be repeated later in the year.
- There are seven fully trained DSLs in the school. Joshua Mickleburgh is the lead DSL
- Additional training has been provided
 - Child Criminal Exploitation
 - Peer on Peer Abuse and Sexual abuse
 - Consent
 - Staff attitudes around language with students
 - Serious youth violence training for key pastoral staff
 - Safer recruitment training for key members of staff
- Bullying is taken very seriously and any issues of name calling/feeling left out etc. are dealt with very seriously and swiftly. This is reflected in the low number of referrals
- We monitor students who do not have an identified need but whose progress, attendance, behaviour or wellbeing are of concern. These are picked up and discussed in fortnightly meetings with the Senior and key members of staff to ensure coordination and a unified approach in supporting the student. These meetings include students who are particularly vulnerable
- Safer recruitment practice is embedded, and appropriate staff are trained. The SCR is reviewed termly. Policies to keep children safe are regularly reviewed by Governor



Personal Development

Key Priorities

- To further develop 'wellbeing and mental health provision' to ensure a comprehensive programme of intervention is in place
- To further develop students' confidence and articulation of their learning on PSHE and RSE (Relationships and Sex Education)
- To ensure the school's co curriculum offer contributes to the academic progress of all students.
- To develop and prepare students to make positive contributions to society to succeed in later life. To develop in each and every student an understanding and embodiment of the MAS way.
- 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

Areas of strength

In its 2022 Ofsted inspection the school was judged to be outstanding in personal development

Spiritual, Moral, Social and Cultural Development

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

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

Excellence describes many aspects of Mulberry Academy Shoreditch and what it provides for its pupils. For example, there is a huge range of out of class activities aimed at enriching pupils' learning and experiences. These include skiing trips overseas visits the STEM Academy and many after school clubs and activities. (Ofsted September 2022)

The school enrichment Charter guides students towards enriching experiences and promotes their independence in proactively seeking enrichment by setting them goals like visiting London landmarks or Museums, going to the theatre, writing to your MP, volunteering, taking on a leadership position. The House system, which provides a rich programme of enrichment opportunities, ensures 100% of students in Years 7-11 have taken part in at least 1 House enrichment activity in their time at MAS. This figure includes 100% of our students with SEN E and SEN K students. 67% of Year 7 students last year engaged with at least 1 sporting enrichment activity out of sailing, cycling, kayaking, climbing, skiing and TrailFam.

Pastoral leaders use data to pinpoint how well different groups of students attend extra-curricular and enrichment programmes. These programmes are reviewed and adjusted in light of the changing needs and profiles of their student cohort. (Challenge Partners review April 2024)

The Music department contributes to a rich offer of enrichment e.g. termly Music sharing events, collaborative work across Mulberry Trust including workshops, the opportunity to perform as part of an orchestra and singing days. Music clubs and a choir, alongside all the peripatetic provision which includes supporting students to prepare and take ABRSM graded exams are further examples of the extensive Musical offer. There are high numbers of students taking part in these enrichment opportunities. To further strengthen our Arts offer students in Year 9 are offered the opportunity to apply for a 1 year programme to join the Mulberry Production Arts academy. This provides students with relevant work experience opportunities alongside being mentored by professionals already in the industry.

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

Student Voice

At Mulberry Academy Shoreditch, we have developed a strategy to systematically collect student voice in all aspects of school life to improve our students' experiences and learning at the school.

The foci of our students' experiences were identified through the school improvement plan (SIP) and include:

- Subject departments/curriculum
- Pastoral teams (Heads of Year/Heads of House)
- Student Council
- Sixth Form enrichment
- HAPs
- Diversity

Further opportunities for collecting student voice will also arise from regular rewards breakfasts with the Headteacher.

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

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

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

British Values

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

PSHE, RSE, Citizenship and Equality

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

The strength of our equalities provision was recognised by SSAT in November 2022, when we were the first school in the UK to be awarded the Gold Race Mark Award.

Termly monitoring establishes any topics that need further development.

Equality and diversity are at the heart of the academy. Staff and students are regularly consulted, resulting in the deployment of effective interventions. For example, an external speaker shared her knowledge around the challenges faced by the Somali Community. (Challenge Partners review July 2023)

The proactive approach to diversity for e.g. LGBTQ is promoted through the PSHE curriculum, community links and an external support group. This works exceptionally well. (Challenge Partners review April 2024)

Pupil Mental, Physical Health and Wellbeing

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

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

A wide range of extra-curricular activities, events and opportunities enable the development of students as individuals. Students are excited to sign up for activities, and participation in all events is very high, particularly for the most vulnerable. (Challenge Partners review July 2023).

The PE department promote and develop student Sports Leaders and create numerous opportunities for students to develop their love of sport, their leadership skills by supporting the PE department with Sports Days in school and with the wider trust and primaries. The passion of these students has led to the school introducing PE Level 3 BTEC which is a popular and high performing subject in the 6th form.

Our Deputy Head has completed the Designated Mental Health Senior Lead course with Leeds Carnegie and as a result the following is now in place;

- A wellbeing hub in the school has been set up, this comprises of a number of interventions and supports; Place2Be and Place2Talk, TH wellbeing team and 2 independent therapists, one designated solely to sixth form.
- The development of a calm outdoor space to support the wellbeing hub
- SPARK Resilience Project for all Year 7
- Resilience program of learning for all Year 8 supported by Bounce Together resources
- Student and staff Mental Health and Wellbeing action group

Key initiatives to further develop the provision for Mental Health and wellbeing this year follow;

- To further develop the wellbeing hub outdoor space
- To develop a team of sixth form wellbeing ambassadors
- To engage parents in wellbeing sessions

There is a comprehensive programme of education addressing Physical and Mental Health and Wellbeing starting in Year 7 as part of the PSHE, Assembly and Drop Day programme which is covered every year in an age-appropriate way. Given the high levels of deprivation in our community and that referrals are always high in the Autumn Term, we timetable the Mental Health focus for all students in the Autumn Term so that students know that we are here for them and so they are confident in how to report concerns. We have an experienced team of specialist staff who provide mentoring, counselling and support to students. Key members of the Pastoral and Inclusion team are also trained Mental Health Champions which is another layer of Mental Health support for our students.

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

The development of positive relationships between staff and students promotes a calm learning environment so that students can flourish and grow. (Challenge Partners review April 2024)

Preparation for next stage of Learning/Careers Guidance

Our CEIAG programme from Year 7-13 is planned and sequenced in line with guidance from the Careers Development Institute, statutory requirements and the Gatsby Benchmarks. Every teacher is a teacher of careers. Careers education is delivered through PSHE, assemblies, drop days, University trips, workplace visits and experiences, impartial professional 1-1 guidance, visiting speakers and subject lessons. We partner with a number of organisations to support students' careers learning such as the Shaw Trust, IntoUniversity, Mercedes, Central School for Speech and Drama, The Prince's Trust, PWC, Ipsos, Aecom, Credit Agricole, the London Stock Exchange, the Army, ASK Apprenticeships, Young Workpath, The National Circus, NCS, JP Morgan, Credit Suisse, 4 Pump Court Chambers, the NHS, Addleshaw Goddard LLP and more. We are currently in talks for a number of new partnerships with University of Sunderland in London, Investment 20/20, UCL, City University and the British Insurance Brokers association. Teachers and Heads of Year are proactive in sharing career opportunities with students. Heads of Year track student engagement with opportunities to ensure that students meet their entitlement. In addition to the involvement of teachers and Heads of Year, Heads of Department have a key role in ensuring careers are embedded into their respective curriculums. We have also assigned a designated career's lead whose sole focus in the school is ensuring CEIAG requirements are met and improved.

We have introduced a Careers Fair this academic year which is taking place in October for all Y9 students. The ideology behind the fair is to ensure that all students in Y9 are well equipped and well informed about a range of sectors and educational requirements to obtain roles in the aforementioned sectors. This fair coincides with Y9's GCSE options day. We have a range of sectors including the Built Environment, Accounting and Finance, Creative, Market research and communication, Hospitality, STEM, Politics, Sport and Fashion.

Our Work experience programme ensures that all year 10 & 12 students are placed on meaningful placements which correlate with their future aspirations. We use Inspire EBP as a provider for placements for our Y10 students and all students are projected to attend placements in March. In relation to our Y12 placements, in July 2024, all of our 6th form students in year 12 attended self-found or school-found placements. We intend to run the same programme in July 2025 which ensures that all of our current Y12 students also have the opportunity to experience a work placement.

Our ability to score 100% for benchmark 7 has improved significantly but is still not 100%. Our current year 13s have participated in assemblies run by apprenticeship providers and university and have also had the opportunity to participate in the UK University & Apprenticeship search trip at Tottenham Hotspur stadium. We will also be taking our Y12 cohort to a similar search trip at The Emirates Stadium run by the same organisation.

Gatsby Benchmark	% National	MAS 2024 projection	MAS 2025 Projection
1: A stable careers programme	64.6%	100%	100%
2: Learning from career and labour market information	80.9%	100%	100%
3: Meeting the needs of all pupils	56.7%	100%	100%
4: Linking curriculum learning to careers	77.6%	100%	100%
5: Encounters with employers and employees	82.2%	100%	100%
6: Experience of workplaces	66.5%	100%	100%
7: Encounters with further and higher education	54.3%	66%	75%
8: Personal guidance	76%	100%	100%

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

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

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

Sixth Form /16-19 provision

Key priorities

- To ensure study programmes are ambitious and inclusive in securing to
- To develop and embed the MAS Way at Sixth Form to support learning
- To embed, sustain and refine the co-curriculum to ensure personal development programs prepare students for the next stages of learning, support students who are active citizens of a global community
- To improve the outcomes for all A-Level subjects
- To recruit and retain HAPs from MAS and other local schools

Key Strengths

- We are a large and diverse Sixth Form
- We offer a student-led curriculum that is inclusive, varied, supportive, challenging and promotes progression to vocational and academic pathways
- The quality of teaching in the Sixth Form is good or better
- We offer a CEIAG programme for all students that is personalised and includes careers education, work experience and preparation for University
- We offer an extensive enrichment programme which all students participate in
- We are an experienced and dedicated Sixth Form Team who supports the students academically and pastorally
- Student retention throughout Key Stage 5 is excellent. We work hard to ensure students are on the right course and stay with us throughout the Sixth Form
- We have an expanding Careers and Guidance service which is helping us to achieve destinations for all of our students

Outcomes

See the Outcomes section of this SEF for 2024 Results

Leadership

To support the growth of Sixth Form there is a Head and Deputy Head of Sixth Form as well as a Deputy Principal (Pastoral) working alongside Head of Year 12 and 13. The Deputy Head of Sixth form has recently been promoted to Associate

Assistant Headteacher with a responsibility for overseeing the introduction of T Levels. The team also includes two Assistant Head of Years, a Work Experience and Careers advisor and a Sixth Form administrator and pastoral assistant.

Sixth Form students' well-being and progress is the responsibility of all staff and all systems in the main school apply equally to the Sixth Form (e.g. safeguarding, attendance tracking, progress tracking and intervention). Additionally, we have an Extended Learning Coordinator and an Associate Assistant Head in charge of UCAS and destinations, and a therapeutic mentor to support with the mental wellbeing of vulnerable students.

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

Quality of Education

The Sixth Form curriculum includes a wide range of A Levels (including facilitating subjects), Level 3 BTEC courses in Business, Applied Science, IT, Sport and Health and Social Care and two Level 2 courses in Public Services and Work Skills as well as Health and Social Care.

We are planning to introduce T Levels in Health and Business to replace Level 3 BTEC courses in due course.

All students follow a course that is the equivalent of 3 A levels, with nearly half of the cohort taking the vocational pathway. All learners without a 4 in GCSE Maths and either English Language or Literature follow GCSE English and Maths course. A challenging PSHE programme is covered weekly through assemblies, tutor time programmes and drop-down days.

Teaching in the Sixth Form is good or better. There are subject specialists in each area and representatives from the sixth form in the Teaching and Learning group.

Personal Development, Behaviour and Welfare

Learners behave well and respect each other. This is demonstrated in classes, in the independent study area and in student conduct across the school. Incidences of concerning behaviour are rare and dealt with swiftly, with parent/carer cooperation.

Attendance and punctuality strategies have been implemented with a positive impact. PSHE is covered within the weekly tutorial times, drop down days and at assemblies. Assemblies are delivered in line with the main school focus but are often adapted to KS5. There are also half-termly rewards Assemblies celebrating student attainment, attendance and commitment to their studies.

There is a dedicated Sixth Form Leadership team led by a Head Boy and Head Girl, who have a responsibility to support the school systems and be ambassadors at specific school events. They also develop their leadership skills through their designated areas of responsibility, for example the Wellbeing Lead established the first Sixth Form Wellbeing Week last year.

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

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

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

Careers Information, Advice and Guidance

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

In 2024, 153 students went to University with 14% going to a Russell Group University, 6% are in employment, 7 students are doing an apprenticeship and we are working closely with the rest to secure employment, education or training.

Students are provided with personalised programmes such as Pathways to Medicine and the Early Entry group to promote progression onto aspirational destinations. Last year, Year 12 students attended University programmes with the Sutton Trust, Social Mobility Foundation, K+, and summer schools at the University of Oxford and Cambridge.

Students at risk of NEET are identified in early Year 12 and 13 and are prioritised for careers interviews, mentoring and workshops. Any students at risk of NEET who leave the school will continue to be monitored and supported by our Careers Lead. Into University also work with specific groups of students to support University applications.

Students also have the opportunity to explore alternatives to university through sessions with organisations such as IPSOS MORI, Mindshare Academy, The Brokerage, Uptree, Intern First, Step Forward, KPMG, EY Foundation, Rock The Street Wall Street, Access Ashurst, UCL IOE Research Project, BIBA and Lloyd's of London, Mayor's Fund for London, CV Shurgard, and PwC Accounting. Career talks from external speakers are regularly scheduled during independent study periods and within subject areas. Employability skills workshops run throughout the academic year, with tailored opportunities available for individuals and groups. There has also been an increased focus on ensuring students are well-informed about apprenticeship options. The Sixth Form CEIAG Coordinator holds two weekly drop-in sessions to assist students with their degree apprenticeship and apprenticeship applications.



Leadership and Management

Key priorities

- To ensure all leaders promote the ethos of the school and the Trust at all times
- To support endorse and promote the Aims and Key Areas of Provision of the Trust
-

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

-

To manage school budgets and resources successfully and with probity

-
- To build capacity at all levels
- To further promote and develop partnerships with parents/carers
- To build on work that has already been done in relation to recruiting students in year 6 and year 12
- To promote the Arts and to develop partnerships with external organisations
- To ensure and promote equity and equality of opportunity at all levels
- To prioritise and build upon an inclusive culture where staff, students, parents/carers and partners of all ethnicities are valued at all times
-

To develop a programme for female students to make connections with other female students in school

To develop a school improvement team working with other schools, The Trust and other organisations

To work with the Trust and the Local Authority to develop The Mulberry Learning Village

Areas of strength

Ofsted

'Governance and trustees carry out their roles effectively'

'The arrangements for Governance are strong with clear duties for the school's local governing board'

'The way leaders have enabled teachers to develop their classroom practice has been a key reason for improvements to pupils' learning'

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

Strengths

- Ofsted judgement – outstanding for Leadership and management
- Leaders promote the ethos of the school at the Trust at all times
- Our previous Challenge Partners Area of Excellence was Middle Leadership, and recent Challenge Partners reviews have put us as a 'Leading' school in all categories, including 'Leadership at all levels'

- Promoting and building capacity of leaders within the school
- Partnership with primary schools include offering primary schools' different weekly workshops (Art, Food Technology, Science and Sport)
- Governance and trustees carry out their roles effectively
- Recruitment of students 12 has been a real strength.
- We achieved the INCYTE Platinum award for Safeguarding and IQM flagship status in 2023 and 2024

The Executive Principal is highly experienced in Headship, both in leading schools and school improvement and has other roles in the Trust with regard to leadership. The Leadership and Management of Mulberry Academy Shoreditch is visionary, passionate with high expectations for all students, self-reflective and one that puts young people at the centre of everything it does to maximise and enrich their life chances. A Head of School, Ms Gibson, was appointed in September 2023 and since July 2024 Ms Gibson has taken on the role of Principal, working closely with the Executive Principal Mrs Holden to continue to drive the key priorities for the school.

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

Challenge Partners Reviews – Leading in all areas (June 2021, July 2022, July 2023, April 2024)

Challenge Partners April 2024

The school was judged to be a Leading school in all areas

- The highly talented and passionate executive headteacher is a professional and determined leader who knows her school exceptionally well. She is supported extremely well by a strong senior leadership team who are all clearly ambitious for the future of the school. All leaders focus meticulously on the correct actions and strategies needed to bring about further improvement.
- The vision is to be 'an outstanding and outward facing school which cares for all students' through the delivery of a knowledge-based curriculum which leads to excellent outcomes. The enrichment of 'deprived students' is a key component of this and the inclusive culture of the school shines through. All stakeholders are aware of the drive for excellence and the school contributes well to the work of the trust.
- Leaders understand the need to ensure that staff are happy, feel cared for and consequently, are retained. Wellbeing and workload are a focus and play a considerable part in building a committed and dedicated workforce.
- Staff clearly buy in to the ethos of the school.
- Leadership is described as 'emotional and personal' with inclusion at the heart of all the school does. The development of positive relationships between staff and students promotes a calm learning environment so that students can flourish and grow.
- Leaders have responded well to the recent Ofsted inspection and actions have been taken to address the consistency of curriculum leadership.

Ambition and drive are shared amongst all staff and students at every level; from Senior Leadership to Governors, to students, to staff leading and managing departments and increasingly with our parents/carers.

Leadership of the Whole Child

The values of The Trust underpin everything we do. The MAS way – Ambition, Inclusion, Community - are present in all of our activities and engrained in all areas of the school from attendance to welfare and care to lessons and to the extra activities that we are providing for students. Safeguarding and academic progress are at the centre of everything we do. Transition is well led from Primary to Post 16 destinations and is a strength of the school.

Staff Leadership

There is a clear and accountable Senior and Middle Leadership structure and a transparent TLR structure which encompasses strategic CPD and improvement for student outcomes and is based on equal opportunity and clear targets.

There is energy, vision, commitment and love within it. We are highly aspirational for our students and our staff. There is a systemic approach to CPD at the school and ensuring it is curriculum linked and always with purpose of impact and school improvement for students.

Middle Leaders are highly valued and there is a system of meetings where they contribute and lead. There is a culture of internal promotion and responsibility giving and the school growing its own leaders.

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

Communication with Parents/Carers

Parents/carers are invited to engage in dialogue with teachers and their children. There is a culture of constantly being in touch with parents/carers; texts, phone calls and letters are frequent. Marking and feedback to parents/carers on students' work is a constant focus. Underperformance of students is challenged with parents/carers. Attendance is excellent at Parents' Evenings. The Executive Principal and Principal communicate with parents/carers on a weekly basis with a letter and a school newsletter and an online platform, Edulink, is being utilised to further support the flow of key information to parents.

Student Leadership

The students' views on different subjects and issues are sought at different stages in the year and in different ways; student questionnaires, lesson observations, surveys, and by listening to them. These are used to inform planning. Students at the school have ample opportunities to develop, enhance and display their gifts and talents through Music, Drama, Sport, public speaking and debating groups. The House System has also created lots of Leadership positions for students and Student Voice. There is a student Diversity group who meets with the staff Diversity group to offer feedback on how we address diversity and equality issues through our curriculum and across the school. In November 2023 a group of sixth formers were appointed as the sixth form leadership team, with a head boy, head girl and a number of other leadership responsibilities. The group have worked together to represent students and enact student centred change. A new student leadership team will be appointed this November.

Pupil Premium

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

Governance

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

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

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

