Mulberry Academy Shoreditch School Improvement Plan 2025 – 2026

Whole school targets

1. **Progress: Key Stage 4 attainment 8 of 55.00, Basics 9-4% 80%, 9-5% 60% and VA +0.5 at Key Stage 5**
2. **Progress gaps: No progress gaps based on prior attainment, SEND, gender or pupil premium**
3. **Attendance and punctuality: 97% Attendance and 97% punctuality**
4. **Exclusions: none**
5. **Recruitment: Year 7 and the sixth form both oversubscribed**
6. **Destinations: 100% progression to secure destinations; 30% to Russell Group universities and 10% to higher-level apprenticeships**
7. **Enrichment: All students and all groups of students show strong engagement**
8. **SEF judgement: Self-evaluation 'Strong or Exceptional' in all areas**
9. **Staff development and wellbeing: High staff morale and low staff absence; all staff engage in professional development and learning opportunities**
10. **Governance: Effective and impactful challenge and support through outstanding governance at school and Trust level**

Current 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 and is located in the Weavers Ward of Tower Hamlets. Mulberry Academy Shoreditch has ambition, inclusion and community as it core values and these permeate every aspect of school life.

- The school has 1420 students on roll (Jan 2025). Girls – 47% Boys – 53%
- The school population includes the following ethnic groups; Asian/British Asian – Bangladeshi (54.8%), Black African (5.6%), Black Somali (9.2%), White British (6.3%) and Black Caribbean (1.8%) The students speak in excess of 40 languages and the first language for 64.4% of the students on roll is not English. – Jan 2025
- 63% of students are in receipt of Pupil Premium (Jan 2025) well over double the national average. The school is in the most deprived quintile.
- 240 students with SEND (Jan 2025), 85 EHCPs as of September 2025
- The prior attainment on entry in Year 7 is broadly at national average
- A8 and P8 were both above national in 2024 and A8 and P8 of disadvantaged students was significantly above that of disadvantaged students nationally.
- 70% of students were entered for the EBacc in 2024, significantly above the national average of 40%.
- Attainment 8 grade in 2024 nearly half a grade higher than national average
- Student Attendance is currently just below 94% (higher than the national average and with no gap in attendance between disadvantaged and non-disadvantaged students)
- In 2024 students with SEND in both Year 11 and 13 performed in line or better than the cohort as whole and achieved P8 and L3VA figures significantly above national
- In 2024-25 the school had no exclusions (permanent or fixed term)
- 6th form has undergone significant growth in the last 7 Years from 118 students in 2018 to now over 600. It is a highly inclusive 6th form with almost all internal Year 11 staying on and joined by a large number of external students. A wide range of courses both academic and vocational are offered. VA has improved over time and is now at 0
- 82% of 2022 leavers remained in education two terms after finishing Key Stage 5 compared to 80% nationally

Mulberry Academy Shoreditch Key Aims and Strategic Priorities 2025 - 2026

1. **Students make outstanding progress and are brilliant lifelong learners**
   - Outcomes are consistently high across all subjects and all groups (significantly above national), students in every Year group make secure and sustained progress in all subjects
   - Behaviour for learning is excellent - students embody the MAS way are ambitious, resilient, curious, communicative, reflective *and respectful* in their learning and in all aspects of school life
   - Students demonstrate excellent study skills and resilience, and take the upmost pride in their work, to ensure they meet their full potential and can be as successful as possible in later life
   - Every student is supported to achieve success by ensuring they access the correct programme of intervention / pathway at whatever their educational stage
2. **Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners**
   - The curriculum is continually reviewed. It is research driven, compared against highest standards and prepares students for the next phase of their education
   - A high quality, challenging curriculum at KS3 serves as the foundation for excellent learning from the start of Year 7 and building on what is done at primary level, for all students and particularly Students with HPA
   - Every opportunity is taken to develop students' language acquisition and mathematical fluency to remove barriers to learning, accelerate progress and unlock potential
3. **Every opportunity for learning is maximised**
   - A love of learning is promoted everywhere - teachers are committed to continual reflection and improvement in their practice; teachers regularly visit lessons and actively engage in discussions about teaching and learning continuously
   - All teachers are supported to become experts through active collaboration and engagement in high quality subject specific training
   - Teachers are responsive to students' needs, identifying gaps in learning and skillfully adapting teaching to ensure all students meet the learning aims
   - Teachers have a forensic understanding of the data for their classes, and use this to hone their practice to maximise student attainment and progress
4. **Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey**
   - The programme of Personal Development (PSHE/RSE/HE) is broad, engaging, reflects the MAS Way, the MAS student and addresses the needs of the school and wider community
   - An exceptional range of enrichment opportunities are open to all students and take up across Years is high across all groups
   - All students are provided with high-quality, meaningful work-related learning opportunities— through the curriculum and enrichment - to raise aspirations and improve long-term student destinations
5. **Students and staff love coming to school in a safe, happy environment where they can flourish**
   - Attendance and punctuality are consistently excellent across all Years and student groups
   - Every teacher at MAS understands and demonstrates through quality first teaching that they are a teacher of inclusion first and foremost. All students' needs are met, diversity is celebrated, and every learner thrives
   - Effective recruitment in Year 7 and Year 12 ensures the school is secure in being an oversubscribed school
   - All staff and students are aware of procedures, policies and systems to ensure a 'culture of safeguarding' is embedded across the academy
6. **All staff and students are proud and active members of the school community**
   - The MAS Way - ambition, inclusion and community - is embedded in every area of the school and informs strategic decision-making at all levels.
   - The partnership between school and home is strong and parental engagement across all groups is high. All families feel informed, involved and valued.
   - Staff retention and well-being levels are high

Curriculum

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1a) The curriculum is reviewed continually. It is research driven, compared against highest standards and against what is done at primary level 1b) A high quality, challenging curriculum at KS3 serves as the foundation for excellent learning from the start of Year 7 and building on what is done at primary level, for all students and particularly students with HPA	Teachers and students can confidently articulate what they are learning and why they are learning it across all subjects Student voice evidences that the curriculum is challenging and instilling a love of learning of all their subjects Learning walk results show 100% of teachers demonstrate 'developing' or 'secure' in principles 1, 2 and 3; 60% secure Key Stage 4 Attainment 8 of 55.00 Basics 9-4% 80% Basics 9-5% 60% Strong EBacc pass 30%, APS 5.0 Key Stage 5 A level and BTEC +0.5 VA Qualitative data from reviews to show challenge in the curriculum is a strength and embedded across the school Qualitative data from reviews to show challenge in the KS3 curriculum is consistent across all subjects	A) Ensure the school curriculum vision is a key feature in leadership meetings (LHU) B) Half termly meetings with SLT with key departments to discuss what students are learning, in what order, and why, with a view to regularly review the KS3 curriculum *(to ensure curriculums are 'expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This builds the way for future learning.') (LHU)* C) Termly discussions with HODs around specific gaps in knowledge for each Year group identified through assessment to inform teaching (LHU) D) Learning walks with a focus on challenge in the curriculum, with a greater emphasis on KS3 (LHU, T&L Group/HODs) E) Discuss performance of students with HPA with HODs through line management to ensure challenge is appropriate for all students including the top end (LHU/Subject line managers) F) Build relationships with feeder primary schools to ensure increased rigour at KS3 (JPI) G) Student voice collected regularly to ensure student input impacts their learning in the classroom and informs the curriculum (LHU/RJA) H) Book looks of students with HPA/students with SEND/other target groups to look for challenge (LHU, HODs) I) Any external/Trust reviews to feature the curriculum as a priority to measure impact (SLT) J) Head of department middle leadership meetings to be used to revisit curriculum regularly; department develop plans to explicitly refer to curriculum review (LHU) K) Develop a joint document for curriculum time agendas so an overview of all departments can be used to quality assure this time (LHU/HODs) L) Ensure lessons have knowledge retrieval element to ensure 'the curriculum allows e*nough time for teaching, practising and revisiting content, and for addressing any gaps in pupils' knowledge as quickly as possible*' through regular meetings with HODs (LHU/HODs) M) Ensure discussion with HODs focusses on how the curriculum 'is adapted internally to support and improve other areas of the school's work' (Subject Line Managers/LHU) N) Student exemplar work at grade A*/9 is shared with teaching staff so teachers have high expectations of HPAs' work (LHU) O) Book looks, learning walks and student voice to monitor the delivery of time to shine in lessons and ensure it is challenging (HOD's, LHU, RJA)	LHU	

Curriculum

Objectives	Success criteria	Actions	Lead	Evaluation
2. Every opportunity is taken to develop students' language acquisition and mathematical fluency to remove barriers to learning, accelerate progress and unlock potential	Improved reading age scores for students with scores below actual student ages Learning walks and reviews show whole school strategies on reading, writing, oracy and mathematics are embedded consistently across the school (unravel reading, talk tactics, reading fluency strategies such as echo reading and phrase marking) Learning walks show 100% of teachers are developing or above for Principle 4 with 60% secure All students with English and Maths KS2 scores of less than 100 catch up with their peers by the end of Year 7	A) Professional development for staff with regards to reading, including use of strategies used at primary to improve fluency (KFR) B) Learning walks to review how language acquisition is embedded into the curriculum (T&L group/HODs) C) Middle leadership meetings to have a focus on language acquisition strategies when appropriate (LHU/TSC/AFL) D) Department development plans to refer specifically to addressing language acquisition strategies (LHU, HOD's) E) Ensure glossaries are in all books through communication with HODs and book look feedback (LHU, HODs) F) Arrange cross-curricular department time to ensure there is a shared common language and approach to teaching across subjects where knowledge is shared (LHU, HODs) G) Ensure there is time set aside for departments to embed echo reading and phrase marking into the delivery of their curriculums (HOD/KFR) H) Reading Age Tests: Every student in Years 7 – 9 is tested once a year. Intervention students are tested termly. (KFR) I) Reading intervention programmes are targeted to address student need (decoding and reading comprehension) (KFR/EMI) J) A programme of events to encourage Reading for Pleasure including the development of Reading Ambassadors and MAS Reading Challenge (KFR) K) Year 7 Literacy Support is timetabled (KFR) L) Training for staff and students on academic writing (KFR) M) Revisit Talk Tactics to continue to develop student audibility in lessons (KFR/AHI)	LBO	

Developing teaching

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised			
Objectives	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1. A love of learning is promoted everywhere - teachers are committed to continual reflection and improvement in their practice; teachers regularly visit lessons and actively engage in discussions about teaching and learning continuously	Staff voice shows that CPD to improve their teaching is impactful Staff subject knowledge audits taken by HODs shows all teachers improving over time (once a term) All staff actively engage in CPD	A. HODs have an audit of and continually develop teachers' subject knowledge, particularly with teachers on Y11&13 (HOD's/LHU/TSC) B. At least a portion of every curriculum time to be focused on student work and/or subject knowledge specific CPD to improve the delivery of the curriculum; share ideas with HODs so departments are supported to do this (LHU; HODs/Subject Line Managers) C. Where teachers are teaching out of specialism curriculum time is organised for the teacher to attend both sessions (HODs/Subject Line managers/TSC)		

Developing teaching

Key aims					
Students make outstanding progress and are brilliant lifelong learners **Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners** **Every opportunity for learning is maximised**					
	Performance management observation data by the end of the year shows 100% D+ and 60% S All teachers complete at least one peer observation each half term. Positive MST survey feedback and low teaching staff turnover.	D. Ensure agendas for department time are collected and kept centrally (LHU/HOD's/Subject Line Managers) E. Performance management target number 2 to focus on T&L principles 3,5 or 6 F. All staff to complete subject specific CPD in their performance management process (HODs/TSC/LBO) G. Evaluation of CPD through staff feedback to happen twice a year – SPR1 and SUM2 (LHU/ALR) H. Organise peer observations within departments to address development needs (LHU/HODs)		
2. Teachers are responsive to students' needs, identifying gaps in learning and skillfully adapting teaching to ensure all students meet the learning aims	Teachers ensure each of their classes make secure progress from their starting point, measured by internal progress data Effective "no hands up" culture seen in classrooms consistently across the school Learning walks – 100% of teachers developing or secure in principle 3 and 5; 60% secure Teachers show confidence in responsive teaching 'in the now' - this is reflected in learning walks, PM observations, reviews	A. Regular checks of PLPs to include all non-negotiables and are up-to-date and used effectively in lessons (HODs) B. Revisit student mini-series on No Hands up (T&L Group/HOY/HOH) C. Regular learning walks via the T&L group with a focus on No Hands up (T&L group) D. Devise student mini-series on other teaching techniques (T&L Group) E. Utilise PLB to deliver a mini-series planned and shaped by the teaching and learning group (ALR) F. Regular rehearsal CPD to ensure teachers are confident in applying specific teaching techniques effectively and consistently across the school (LHU/ALR/KMA) G. Carry out regular student voice to monitor the student experience of how successful teachers are at principle 5 (LHU/RJA) H. Principle 3 is a focus of learning walks of HPA students to students of all prior attainment are challenged appropriately (LHU) I. Ensure all teachers have access to mini whiteboards (T&L Group)		
3. All teachers are supported to become experts through active collaboration and engagement in high quality subject specific training	100% developing in principle 2; 60% secure from learning walks and lesson observations Outcomes at the top end KS5 20% A*-A (or equivalent) KS4 10% 9's All staff deliver/lead a subject specific CPD session in department time All staff engage in high quality subject specific training ECTs have 100% engagement in their training programme	A. Peer observations within departments (LHU/HODs) B. Regular rehearsal CPD to ensure teachers are confident in applying specific teaching techniques effectively and consistently across the school (LHU) C. HODs to carry out a subject knowledge audit and identify gaps; regularly revisit this in middle leadership (LHU/HODs) D. Ensure subject specific CPD is an agenda point for all department time (LHU/HODs) E. Programme of CPD for HODs that ensures consistency in performance management observation criteria (LHU) F. Regular updating of the T&L profile using lesson observations and learning walks to identify individualised CPD (LBO/TSC/LGI) G. PLB to be presented by a variety of staff at different levels of experience (ALR) H. Professional development targets for all teaching staff are set as part of the appraisal process (TSC/LBO)		-

Developing teaching

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised		
		I. Bespoke training for ECTs with exam classes (LBO) J. Strengthen/build existing partnerships with external providers to support with all staff development, including trust networks (TSC/ALR) K. Encourage staff to become exam board markers (HODs)		

Achievement

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1. Outcomes are consistently high across all subjects and all groups (significantly above national), students in every year group make secure and sustained progress in all subjects	Students in all Years across all subjects meet or exceed our set academic standards Key Stage 4 Attainment 8 of 55.00 Basics 9-4% 80% Basics 9-5% 60% Strong EBacc pass 30%, APS 5.0 Key Stage 5 VA +0.5 No gap in attainment and progress between disadvantaged students and their non-disadvantaged peers. Students with SEND progress well from their starting points and, where	A. Monitoring and evaluation: use of learning walks and book looks to track performance and progress of students over time, and ensure the teaching and learning is outstanding to support high achievement (AFL, SLM, HODs) B. Support for teachers who are teaching out of subject and/or less experienced teaching exam classes (T&L, HODs) C. Set academic standards for KS3 (AFL, HODs) D. Baseline assessments to take place early in Autumn 1 for Years 7, 9 and 12 with a clear action plan to close gaps (AFL, TSC, HODs) E. Appropriate, regular, rigorous summative assessment (AFL, LHU, HODs) F. Clear, regular communication of assessment information to students and parents (AFL, HODs) G. Training to ensure accuracy of professional forecasts (AFL, HODs) H. Raising standards for all Year groups to be a standing line management agenda item (Subject line managers - SLM) I. Mechanism for reporting actions post data drop to line manager to be introduced, with clear follow up (AFL, SLM) J. Tracking of boys, students who have HPA and students with SEND – identifying gaps and addressing them (LHU, AFL, AFA, TSC) K. Tracking of achievement and progress of students in PSC and LSU (KHA)	AFL, TSC	

Achievement

Key aims	**Students make outstanding progress and are brilliant lifelong learners** **Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners** **Every opportunity for learning is maximised**			
	relevant, meet or exceed their targets. No gap in attainment and progress between boys and girls Students with HPA have a progress score inline or better than other student prior attainment groups Improved outcomes in Sociology, Applied Science, Business and Criminology (subjects to be confirmed following results)	L. Student progress review meetings (SLT and HODs) M. Programme of intervention for Y11 and 13, and early intervention for Y10 and Y12 (AFL, TSC, SAN) N. Punctuality and attendance to lessons monitoring (ALR, CMC) O. Performance management targets linked to outcomes and where relevant focused on exam classes (TSC, LBO) P. Student voice of high performing students in mock exams (LHU, RJA) Q. A clear system in place for mid-phase admissions to support the progress and tracking of these pupils (LHU, AFL) R. Celebrating achievement of all students and particular student groups (e.g. HPAs and students with SEND) (AFL, LHU) S. Ensuring students know and understand their assessment report and targets (LHU) T. Parents' evenings and communication to inform and support parents about how to ensure their child makes progress (AFL, LHU, TSC) U. Department development plan to include an outcome objective (LHU) V. Ensure departments and teachers know who their HPA students are; ensure they know who the underperforming HPA students are to ensure they are provided with the right support (LHU) W. CPD and networking opportunities to improve subject specialism in social sciences and Business and Economics at KS5 (TSC, JMI, LHU)			
2. Students demonstrate excellent study skills and resilience, and take the upmost pride in their work, to ensure they meet their full potential and can be as successful as possible in later life	Book look feedback is consistently positive across all subjects and teachers, including student book presentation Parent voice is positive about home-learning and how it supports their child's progress, and they feel there is good communication around completion Student voice shows that home learning supports their progress	A. Department policies and plans for home learning are reviewed and quality assured and communicated to parents to ensure that students are independent, curious learners and home learning reinforces classroom learning (HODs, LBO, JLY) B. Launch Homework on Edulink to consistently notify parents and students about homework (LBO, JLY) C. HODs to produce a yearly homework plan to ensure good quality and regularity (HODs, LBO, JLY) D. Ensure there is comprehensive tracking and monitoring of homework completion at department level (HODs, LBO, JLY) E. Ensure there is comprehensive tracking and celebrating of student learning behaviours (LHU) F. Support students by providing specific revision strategies (tutor time) (LHU) G. Collect regular student and parent voice with a focus on the principles that underpin classroom practice (LHU, RJA, TSC) H. Share attitude to learning criteria with students and staff to ensure consistent reporting (LHU)	LHU, TSC	
3. Teachers have a forensic understanding of the data for their classes and use this to hone their practice	Use of internal progress data and academic standards for Years 7 – 10	A. Analysis of data after every summative assessment to identify underperforming students and key groups of students, to track progress over time and implement support strategies (HODs)	AFL, TSC	

Achievement				
Key aims	**Students make outstanding progress and are brilliant lifelong learners** **Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners** **Every opportunity for learning is maximised**			
	Year 11 and 13 make progress between mock exams Increased use of SISRA that informs a more detailed PLP Teachers of KS5 make use of the Horsforth quadrant and implement strategies for all students, specifically those identified as HELP's Learning walks show effective use of PLP to support pupil progress	B. 'War board' analysis done at department and classroom teacher level for Year 11, included in PLPs (HODs) C. Teachers should record and act upon gaps identified from all summative assessments (HODs) D. Ensure all teachers use SISRA: all teachers to be provided with a log in, training on use to take place, checking that SISRA analysis is in PLP (AFL, HODs) E. PLPs are regularly updated with non-negotiables: seating plans, strategies for students with SEND, EHCPs, students who are HPAs, medical information, prior attainment and current tracking data, reading age data (AFL, LHU, AFA, KHA, HODs) F. Inclusion to provide an updated SEND register with clear strategies to support pupil progress and share with staff regularly (AFA, KHA) G. Horsforth quadrant fully embedded across all subjects to drive specific intervention (HODs, TSC, JGI)		

Behaviour and attitudes

Key aims	Every opportunity for learning is maximised Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1. Behaviour for learning is excellent - students embody the MAS Way and are ambitious, resilient, curious, communicative and reflective in their learning and in all aspects of school life	External reviews judge behaviour and attitudes to be exceptional Our internal data (CPOMS and the use of the Reflection Room KS3 & 4 and the LSU and PSC4) is measured, analysed and indicative of an outstanding inclusive school All students are smart and equipped for learning Walkabout callouts from Autumn Term to Spring term reduce by 5% Faculty and SLT detentions from Autumn Term to Spring Term reduce by 5% Zero exclusions and managed moves remain low RRKS3 & RRKS4 are effective at re setting behaviours and support student reflection 90% of students that attend RR do not return All staff consistently log behaviour incidents on CPOMS, and this is tracked by Year teams and acted upon Student and staff voice across departments evidence that no time is wasted in lesson time	A. MAS student slide built into daily tutor/house time with uniform/equip check (Y7-13) - **RJA** (HOY/HOH) B. Training series on what makes an excellent tutor/house time to ensure the best start to the day **RJA** (HOY/HOH) C. Clarity over the role of the tutor (House and Year) **RJA / TMI** D. Staff training – series on Restorative practice and **PLG/LCW** E. Staff training on strategies / systems to improve behaviour for learning including de-escalation techniques and an inclusive restorative classroom environment **PLG/JLY/TMI/LCW** F. Embed inclusive classroom behaviour systems and sanctions – 3 warnings (safehouse, faculty sanctions monitored - parent meetings are consistent) **TMI / JLY/ SAN / HOD** G. Targeted B4L training and support for all ECTs/BTs/new staff/other staff as necessary (**PLG/JLY**) H. MAS student behaviours praised and celebrated (whiteboard posters on all boards, department, Pastoral teams – weekly) **JLY/GMC/AFL/JGR/TSC** I. 'Re Set' B&A weekly focus planned into tutor/house time to educate and provide students with clarity of systems in place – 3 warnings / phone use etc) **JLY/TMI/LCW** J. Weekly monitoring of behaviour data to identify patterns and follow up with appropriate support (dept/pastoral reports, parent meetings etc.) **JLY** K. Ensure consistency of behaviour systems across all departments/ safehouse/ faculty/reflection & restorative **(JLY/SAN)** L. Early identification, support and appropriate interventions in place to support where students are consistently unable to meet expectations **JLY/GMC/CMC/TMI** M. Daily analysis of walkabout emails and appropriate next steps **(CMC)** N. Develop further physical capacity (2 purpose-built rooms) to support students to 're set' (RRKS3 / LSU) **TMI** O. Secure staffing for RRKS3 and LSU **TMI** P. Appropriate training for staff running new provisions **TMI/CMC/KHA** Q. Appropriate learning materials and reflection resources in place for all intervention spaces (introduce mentor slots) **KHA/CMC/TMI** R. Walkabout system is embedded, analysed and acted on at dept / HOY level) **CMC/SAN** S. Introduce a new system to educate and manage inappropriate mobile phone use **MRH**		

Behaviour and attitudes

Key aims	Every opportunity for learning is maximised Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
	All staff trained to effectively communicate with parents to further build relationships	T. Secure pouches for all inclusion rooms: SCKS3, SCKS4, RRKS3, RRKS4, LSU, PSC4 and a bank of 50 (repeated breach of phone policy) **TMI** U. Update parents/carers on updated systems for behaviour (letter, text, website, face to face event) **TMI/JYL/GMC/CMC** V. Staff training/ workshop on effective parent meetings (TMI/JMI/JLY/RJA/LCW) W. Training to develop confidence and consistency of A2L (JLY, LHU)		

Attendance

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1. Attendance and punctuality are consistently excellent across all ears and student groups	Attendance of all Years groups to be 97% or above To reduce the number of students with 'spotted absence' between 80-95% No discernible difference between groups of students (e.g. SEN, ethnicity etc.) There is no discernible difference in the attendance of students with lower-than-expected reading levels To ensure persistent lateness is below 5% for all Year groups Effective tracking and monitoring systems are in place across all key stages	A) To develop/ refine and implement tracking systems to identify patterns and trends at an individual and cohort level (JMI/Attendance Team) B) To develop and implement consistent rewards systems across Year group celebrating good attendance (JMI/MR/HoYs) C) To meet regularly with colleagues across pastoral, inclusion and wellbeing teams to support and improve attendance of persistent absentees through individual support plans (JMI/Attendance Team/HoYs) D) To have regular meetings with Literacy Lead to cross analyse attendance data in relation to reading ages and formulate individual support plans (JMI/Attendance Team/KFr) E) To establish and implement a clear and consistent approach across all Year groups to supporting families of students who are PA and/or have 'spotted absence' (JMI/MR/HoYs/Attendance Team)	JMI	

Attendance

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish			
	All students attend school for an 8.35am start and 8.55am for Vocational students All students are attending form time (8.40-9.00) and accessing PSHE curriculum offer A clear and consistent system of intervention is in place which has a positive impact on student punctuality	F) To develop and implement consistent rewards systems across Year group celebrating students with excellent punctuality (MR) G) Establish and clearly communicate expectations to students about the start of the day (in classrooms ready for tutor/house time by 8.40am) (JMI) H) Communicate to parents/carers expectations around the start of the day (JMI) I) Establish and run a daily pastoral led sanction for lateness to school/form (CMc/ALR/Pastoral Teams) J) Implement, monitor and evaluate individual punctuality plans with students of significant concern (ALR/CMc/FU/AMo) K) Teachers are expected and reminded regularly to 'Meet and Greet' on all classroom doors and address lateness at end of the lesson (ALA/HoDs/all staff) I) Clear and consistent messaging to staff on completing registers effectively (JMI) J) Staff meetings to end by 8.35am to support staff being punctual and prepared for their tutor / house time (SLT)		
2. Continue to act as a Regional Attendance Hub so that exemplary practice is used and shared to help improve other areas of the school's work as well as shared externally to support system improvement	There is measurable improvement in the attendance levels at schools we are working with across London, the wider SE region and nationally The Attendance Hub work is extended to include more schools The school continues to host DfE Attendance Hub events to share best practice with others The systems and strategies are used to shape and refine strategies in other areas of the school	A) Work collaboratively with DCo to ensure a smooth transition as Attendance Lead including regular shadowing and review meetings B) To support and work with DCo on visits to other schools and visits to MAS C) Regular meetings with DCo, Premises and other stakeholders to support planning for external events		

Personal development and well-being

Key aims	**Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey** **Students and staff love coming to school in a safe, happy environment where they can flourish** **All staff and students are proud and active members of the school community**

Objective	Success criteria (data targets linked to whole school targets)	Actions	Lead	Evaluation inc timescales
1. An exceptional range of enrichment opportunities are open to all students and take up across all Years and groups is high	Curriculum – Educational opportunities are mapped across department SOL (clearly impact positively on bringing learning to life) All students and all groups of students engage in a minimum of 2 opportunities from the rich enrichment programme provided MAS Charter: 25% completed by Y7, 50% completed byY8, 75% completed by Y9 and 100% complete by Y10 There is a negligible gap between groups (SEND/Boys/Girls/Disad/Non Disad/Eth) in accessing and engaging with the enrichment programme	A. AHTs responsible for trips and enrichment to have oversight of planned curriculum trips and the impact they have on student knowledge/engagement with subject B. Enrichment programme is advertised on school website and in the weekly newsletter C. Re promote / advertise the charter – linked to MAS student – feed into further evidence/points to securing badges of recognition D. Charter is reviewed and updated to ensure it is supporting our students to fill their cultural capital E. Termly tracking of attendance to all enrichment opportunities with a focus on groups (SEND/Boys/Girls/Disad/Non Disad/Eth) F. Termly student voice/surveys following attendance tracking to further enhance the enrichment opportunities on offer	LBo / GMc JTA/JLY/GMC/TSC EMI EMI LBO/EMI/GMC LBO	
2. The programme of Personal Development (PSHE/RSE/HE) is broad, engaging, reflects the MAS Way, the MAS student and addresses the needs of the school and wider community	Pastoral morning learning programme (RSE/HE/CE/MAS student) is delivered consistently across the whole school Students can confidently recount the topics they are learning about in tutor/house time 95% of LWs meet or exceed expected standard of delivery A reduction of (RJA data?) repeated reported incidents of key concerns (e.g. social media misuse, disrespectful language)	A. Review current programme (more content to drop mornings/days). 2025-26 morning learning programme is planned, resourced and quality checked half termly (prior to delivery). B. To further develop the programme addressing key contextual topics relevant to the school and community (e.g. appropriate phone use, social media, AI, misogyny etc) C. To build a team of experts to deliver key topics e.g. AI and phones D. Monitoring of the programme is conducted by HOY with AHT responsible for HE/RSE in the form of LWs, student voice, book look E. Tutor time learning is effectively resources, planned and taught. HOY meet their teams fortnightly to ensure tutors are clear with/how to deliver planned content	TMI/RJA TMI/RJA TMI/RJA RJA/HOY/HOH RJA/HOY/HOH HOY/HOH	

Personal development and well-being

Key aims	Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
		F. Effective seating plans / PLPs are in place for tutor time which support rich discussions to take place as part of the tutor period G. Focus months led by House team on key topics to raise the profile of key areas of HE/RSE H. Run single sex parent / carer workshops to share the programme of learning / topics / content for RSE I. Parents evening PSHE/RSE/CEIAG stand to share the content of the curriculum and capture books	TMI/RJA/HOH TMI/RJA RJA/YKH	
3. All students are provided with high-quality, meaningful work-related learning opportunities — through the curriculum and enrichment - to raise aspirations, support transition between key stages and improve long-term student destinations.	100% of students in Y11 and 13 receive 1 to 1 Independent Advice and Guidance on next steps / Careers 100% of students with SEND (Y9-13) receive quality 1 to 1 support from Young Work Path All students access an excellent programme of learning on Careers which reflects the reform to the Gatsby Benchmarks 100% of Y10 and 12 students will attend a meaningful WEX placement Careers in the curriculum is delivered effectively	A. Careers programme is reviewed and updated reflecting the latest Government guidelines B. Careers Drop Day resources are of high quality C. LWs take place led by JGI/YKH/HOY monitoring the delivery of the programme D. 1 to 1 careers guidance is planned for all Y11's to have accessed by January 2026 E. All students with SEND access the additional support from Young Workpath (Y9-13) F. Every department links key topics to current careers relevant to their subject area G. Staff training on careers in curriculum H. Careers in the curriculum are mapped into SOL for core subjects I. Careers in the curriculum are mapped into SOL for non core subjects to align with National Careers week J. To secure further Livery contacts (2024/25- Young Musicians Livery and Hospitality livery) K. To set up an effective tracking system (unifrog?) for the whole school to monitor careers programme L. To monitor careers programme half termly, including student voice	JGI/YKH YKH/RJA JGI/HOY YKH KHA JGI/YKH JGI/YKH JGI/YKH/HOD TMI/YKH JGI/YKH JGI/YKH	-

Inclusion

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Students and staff love coming to school in a safe, happy environment where they can flourish			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1. Every teacher at MAS understands and demonstrates through quality first teaching that they are a teacher of inclusion first and foremost. All students' needs are met, diversity is celebrated, and every learner thrives	Progress of all student groups is in line with whole school targets All teachers prioritise relationship building in their classrooms – restorative practice All teachers use a wide range of strategies to engage all learners Number of safehouses decrease over time All teachers and support staff use an established and robust system to refer concerns related to SEND All teachers feel secure and confident to use strategies to meet additional needs in the classroom Advice and recommendations from external professionals are implemented effectively	A. Staff training (regularly revisited – PLB's focusing on inclusive practice, de-escalation and other strategies to promote engagement) B. Staff training on restorative practice – one member of each department to be a restorative champion C. Early identification of students requiring a more personalised approach D. Regular staff shares on key students – calendar into briefings E. Monitor through learning walks and observations F. Book looks (key students) following staff share G. Exemplary practice of personalised strategies is employed effectively and consistently in the wider inclusive provisions (RRs, PSC and LSU) H. Something linked to best practice in planning and practice in the classroom supporting students with SEND I. Continue to work in partnership with Phoenix, schools within the trust and wider sharing of best practice	JLY/KHA/AFA TMI/KCA/LCW CMC/AFA/HOY TMI/AHT/HOY/AFA/KHA HOY/AFA/SLT HOY/AHT/AFA/KHA TMI/CMC/AFA/KHA AFA/KHA SBE/AFA	
2. Every student is supported to achieve success by ensuring they access the correct programme of intervention / pathway at whatever their educational stage	All interventions are evidence based and contribute to students' progress. Students use skills gained through intervention to be successful in the classroom Students attending the PSC3 & 4 spaces follow a clear educational programme appropriate to the needs of the individual / group Students who attend the RRKS3 & RRKS4 spaces are supported to	A. Deliver and monitor impact of interventions B. Regular staff shares C. Develop a programme of learning for all students taking part in an intervention programme in PSC to support students to be successful in returning to mainstream lessons D. Reflection activities to be planned, delivered and formalised in PSC/RR E. Regular parental meetings (weekly face to face) for students in PSC programme F. Parent meetings / phone calls for every student spending time in RR (feedback based on reflection activity) G. Appropriate training for Inclusion staff to deliver phonics, SALT interventions, ASD interventions, etc. H. Design a whole-school speech and language provision I. Data meetings to review progress of SEN E and SEN K	TMI/CMC/AFA SENDCOs CMC/PSC leads AFA AFA AFA/KHA / HOD AFA/SBE AFA AFA/KHA/CMC	

Inclusion

Key aims	**Students make outstanding progress and are brilliant lifelong learners** **Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners** **Students and staff love coming to school in a safe, happy environment where they can flourish**		
	reflect, learn and return to the classroom To provide a full menu of interventions to support students (SALT, Ed Psyc, Literacy, Numeracy, Emotional regulation / Art Therapy / Food Therapy, Wellbeing Hub, positive reinforcement) A robust system to monitor ongoing interventions for students with SEND Students with SEND and disadvantaged students receive appropriate levels of support at transition points (moving into KS4, and moving to post-16 destinations) and their voice and their families are considered Educational Health and Care Plan outcomes are updated with input from the Careers' Advice Service. Alternative curriculum pathways and transition points are carefully considered, and students are well supported and prepared for each next learning stage	J. Monitoring the impact of the strategies for students (K, EHCP) K. Collaboration with Specialist post-16 provisions, and with colleges that can offer appropriate vocational qualifications L. long term plan for students in the specialist classroom M. Tailored destinations/next step support (PSC3/4/S N. Set up nontalking therapies to further support neurodivergent students O. All students with SEND access the additional support from Young Workpath (Y9-13) P. All students with EHCPs meet with a school SENDCO, parent/carer and a representative from TH Young workpath every Year	AFA/KHA/SBE AFA/MHA AFA/SBE CMC/ JMI/ TMI/AFA/ KHA TMI/P2B/HOD Art/ HOD Food KHA/JGI AFA/KHA	

Safeguarding

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
1. All staff and students are aware of procedures, policies and systems to ensure a 'culture of safeguarding' is embedded across the academy	All staff use CPOMS to report / log incidents and concerns in a timely and efficient manner Subsequent actions and follow up are recorded consistently, effectively and efficiently by all parties on CPOMs Staff and students are aware of how and who to report concerns to Leaders and those responsible for safeguarding are reflective and constantly review practice, policy and training Middle and Senior leaders are confident and able to use of CPOMs effectively and analytically to identify patterns/trends Students report feeling safe and secure in school Individual plans are in place to support students with complex needs and increased vulnerabilities Effective communication channels are established across Inclusion, Pastoral and SG teams	A) Training is updated and delivered each year to all staff to reflect changes in statutory guidance and contextual needs of the school (JMI/KH) B) Training is provided to all new starters immediately (JMI/KH) C) Regular bulletins and training is provided to associate staff (JMI/KH) D) Training is provided for all staff on active duty (including all support staff and inclusion team (JMI) E) Reminders to staff and training 'top ups' delivered through PLBs (JMI) F) CPOMs use is monitored and staff are provided training on how to use effectively and efficiently (JMI/KH) G) CPOMs data is analysed to identify contextual needs of the school (JMI/KH) H) Assemblies and tutor time activities are designed and delivered to improve student understanding of keeping themselves safe (JMI) I) CPOMs is refined to ensure the user interface is robust, easy to use and captures information required (JMI) J) Senior leaders are made aware of key developments in contextual safeguarding and receive regular training sessions throughout the year (JMI) K) The DSL and DDSL attend LA workshops, forums and training to keep up to date with key contextual and local developments and act accordingly to address these (JMI/KH) L) Middle leaders receive appropriate t raining to utilize CPOMs effectively (JMI/KH) M) All middle and Senior leaders complete Place2Be Mental Health training (TMi) N) Weekly SG meetings to discuss and agree actions for complex cases with Inclusion, Pastoral and Attendance staff (Invited SLT, Inclusion, SG and Pastoral team members)	JMI	

Safeguarding

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish			
2.Develop and implement an E-Safety Policy for staff, students and parents	Parents and staff feel confident and understand key areas of E-Safety as well as their roles in promoting this Students feel confident and understand key areas of E-Safety and their role in keeping themselves safe and happy in and outside of school The PSHE and Computer Science curriculum reflects key contextual developments in regards to E-Safety	A) Appoint an E-Safety lead for the school with clear remit and accountability (MG/JMI) B) Review and redraft E-Safety policy and strategy (LG) C) Organise and deliver staff training on E-Safety (JMI/LG) D) Organise and disseminate information to parents on E-Safety (LG/KH) E) Review the PSHE and Computer Science curriculum regularly to identify gaps in provision and update accordingly (LG/RJa) F) Meet regularly with PSHE and Computer Science Lead to ensure curriculum matches the needs of the students as well as the E-Safety Policy and strategy (JMI/LG) G) Conduct regular Student Voice in relation to E-Safety issues and adapt strategy accordingly (LG) H) E Safety Lead to attend appropriate SG training as well as Online Safety Conference (JMI/LG)	JMI/LG/KH/TMi/RJA	

6th form

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**
Students demonstrate excellent study skills and resilience, and take the	VA of +0.5 with no negative subject scores	A. Conduct half-termly data reviews and progress checks at both subject and student group level, with clearly mapped interventions. (TSC)	TSC	

Key aims	**Students make outstanding progress and are brilliant lifelong learners** **Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners** **Every opportunity for learning is maximised** **Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey** **Students and staff love coming to school in a safe, happy environment where they can flourish** **All staff and students are proud and active members of the school community**			
upmost pride in their work, to ensure they meet their full potential and can be as successful as possible in later life	Disadvantaged/SEND VA gap ≤ 0.1 Implement a sixth form study skills programme focused on independent learning strategies delivered through tutor time and calendared drop days >95% demonstrate effective independent learning (via audits and student voice) 95% of students engage with the VESPA Portal 95%+ retention rate	B. Ensure Horsforth quadrants are embedded across all subjects, with targeted interventions in place for HELP and LELP students. (HODs) C. Focus 30 form group with tailored support on Systems and Practice (OHI/FORM TUTOR) D. Undertake deep dives into independent study provision for underperforming subjects, with clear action planning to address gaps. (TSC/JGI/KMA) E. Sustain the momentum of the Sixth Form Teaching & Learning group, with a focus on embedding VESPA strategies into classroom and tutor time practice. (KMA) F. Introduce VESPA principles to all students via structured tutor time sessions, with resources designed to promote metacognitive habits. (HOY) G. Develop learning communities through the introduction of subject buddy systems and by exploring vertical tutor groups in Week B. (HODs/TSC) H. Embed key study skills each term (e.g., Cornell notes, dual coding, spaced practice) through coordinated input from the Sixth Form T&L group. (KMA/Sixth Form T&L Group) I. Hold half-termly review meetings for underachieving SEND students, with agreed intervention strategies and ongoing monitoring. (AFA/KHA) J. Ensure Year 12 tutor time includes weekly VESPA-based learning routines, monitored for consistency and impact. (JGI) K. Implement a checklist and oversight system for supervising independent study, with regular staff feedback. (TSC) L. Conduct regular learning walks focused on the quality, environment, and student engagement within independent study areas. (Sixth Form Team) M. Recognise and celebrate students demonstrating excellent independent study habits through a rewards system (e.g., raffle tickets and termly prize draws, shared in assemblies). (HOY/Independent Study Supervisors)		

6th form

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community

All students are provided with high-quality, meaningful work-related learning opportunities— through the curriculum and enrichment - to raise aspirations and improve long-term student destinations	100% of students achieve meaningful post-18 destinations; 0% NEET 30% of university applicants progress to Russell Group; 15% to other top 50 UK universities 85% of students submit UCAS applications 10% of students secure apprenticeships or degree apprenticeships 100% of students receive personalised, regular careers advice 100% of students participate in: 2 employer encounters/year, 2 university encounters in KS5 and 1 KS5 work experience placement 100% of subjects provide subject-specific enrichment	A) Facilitate at least seven meaningful employer encounters across KS5 through partnerships with universities, apprenticeship providers, and local/national employers, all tracked and evidenced through the MAS6 Diploma Tracker (JGI/YKH) B) Complete termly destinations audits, mapping student progression routes, tracking UCAS completion, and implementing proactive NEET-prevention strategies. (YKH/KMA/AWE) C) Deliver termly apprenticeship-focused assemblies to raise awareness and widen access to vocational pathways. (YKH) D) Identify a core group of students applying for apprenticeships and deliver a bespoke support programme including guidance, preparation, and employer engagement. (JGI) E) Relaunch and embed Unifrog/NetSixthForm across both Sixth Form Year groups, ensuring consistent usage during tutor time and progression planning sessions. (HOY) F) Create and maintain an enrichment channel on all Sixth Form subject Teams to advertise relevant enrichment, super-curricular, and personal development opportunities. (HODs/Subject Line Managers/LHU) G) Ensure every subject area organises at least one external visit or academic trip per academic Year to enhance cultural capital and career relevance. (HODs/TSC)	JGI	
The programme of Personal Development (PSHE/RSE/HE) is broad, engaging, reflects the MAS Way, the MAS student and addresses the needs of the school and wider community	90% of Sixth Form students complete the MAS6 Diploma Students consistently articulate and model the MAS Way values in conduct and leadership 50%+ of students take on a leadership or mentoring role 80% of students engage in at least one community, volunteering or social action project annually	A) Regularly update and review the MAS6 Diploma Tracker to ensure accuracy, progression tracking and intervention planning. (JGI) B) Implement a rewards system linked to the MAS6 Diploma to recognise and celebrate student achievement across all strands. (JGI/HOY) C) Integrate The MAS Way into weekly tutor time and assemblies to reinforce values, expectations and personal development. (HOY/RJA) D) Map and publish clear student leadership pathways across KS5, ensuring visibility and accessibility to all students. (JGI) E) Deliver one assembly per term focused on community, volunteering, or social action to promote student agency and civic engagement. (HOY/RJA)	TSC/JGI	-

6th form

Key aims	Students make outstanding progress and are brilliant lifelong learners Our curriculum, and the delivery of it, is as ambitious as possible and meets the needs of and supports all learners Every opportunity for learning is maximised Students' interests are cultivated and promoted through a wide range of opportunities that enhance and support their academic journey Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community
	F) Embed community, volunteering, and social action projects into the wider enrichment offer as part of the MAS6 Diploma. (JTA) G) Deliver a comprehensive tutor programme covering PSHE, RSE, and Higher Education using NetSixthForm resources. (JGI/TSC/RJA) H) Monitor tutor time weekly through planned learning walks and structured feedback to ensure consistent delivery across all groups. (HOY/TSC/JGI)	

Leadership and governance

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
Objective	**Success criteria (data targets linked to whole school targets)**	**Actions**	**Lead**	**Evaluation inc timescales**

Leadership and governance

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
1 a) The MAS Way - ambition, inclusion and community - is embedded in every area of the school and informs strategic decision-making at all levels.	Staff and students understand how the MAS way relates to them and their role in upholding and promoting it and all can articulate this Professional development and line management at all levels are highly effective supporting both teaching and non-teaching staff to develop and have high impact in their roles Staff with protected characteristics are proportionally represented in Leadership development programmes [Ongoing] Leadership, inclusivity and equity and equality of opportunity are promoted at all levels and this applies to all – teaching staff, support staff and students Participation rates in student leadership positions and enrichment are reflective of the broader student population. Where there are inequalities, steps are taken to address them. HODs and teachers can articulate their subject-specific approach to a decolonised and representative curriculum	A) All members of the school community included in and contribute to the MAS student and MAS way e.g. student focus groups and creation of videos to include wide range of voices to communicate message of ambition, inclusion, community (MGI/RJA) B) Leaders to evaluate and measure the impact of their actions on a regular basis – Are our decisions and actions in accordance with the MAS Way? What impact are we having on KPIs? What do we need to do differently to have a greater impact? (all SLT) C) Leaders to be held to account to ensure that KPI targets are met (all SLT) D) To create opportunities for all staff to progress in their career pathways and to continue to evaluate and improve the support we provide for global majority staff to develop and progress in their careers (MGI/AEA/RJA) E) Deliver leadership development programmes which support staff progression to middle leadership (HoD, HoY, HoH) and senior leadership (MGI/LHU/TMI) F) Professional development opportunities shadowing members of SLT at other schools within the Trust and opportunities for coaching (MGI) G) Leaders are invited to the Senior Leadership Meeting to share and demonstrate the impact of their work (MGI) H) Ensure there is a wide range of opportunities for cultural learning and celebration for staff and students (MGI/AEA/RJA) I) Provide opportunities for middle Leaders to share best practice at Middle Leadership meetings and through professional learning (LHU/TMI/ALA) J) Provide opportunities for staff and students to share their lived experience and give feedback (AEA/RJA)	MGI	Speaking to a range of students about the MAS Way to assess their understanding and hear their views – to be a feature of all student voice activities and focus groups
1 b) Staff retention and well-being levels are high	Staff retention level is high 95%+ Trust survey shows a 95%+ positive rating for every section Trust 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	K) Continue to offer 3 one-to-one CPD meetings for Global Majority staff aspiring to progress in their careers (AEA) L) Monitor the impact of our anti-racism work by analysing ethnicity data on staff and student progress [Yearly staffing analysis by Headteacher and HR, SLT review equality data twice a Year] M) Provide further training for staff on racial literacy, anti-racism and decolonising the curriculum including Department specific training and role specific training for HOYs and SLT (AEA/RJA) N) To provide a series of visits and training sessions for governors to ensure they are well informed about key aspects of the school and can be highly effective in their roles (MGI)		

Leadership and governance

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
	Any development points from Trust surveys are acted upon and have impact	O) To ensure the SIP is reviewed half termly at SLT meetings and this is cascaded down to other teams in the school (MGI) P) Spending in each area is carefully scrutinised at regular points to ensure value for money and that resources are effectively managed while maintaining quality of provision for students (MGI) Q) Action points from previous Trust survey action plan have been taken forward and shared with staff in form of 'you said, we did' (MGI) R) Staff wellbeing weeks at key points in the year with a programme led by staff feedback (SMA) S) 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. use AI and strategies to reduce volume of emails (MGI)		
2. Effective recruitment in Year 7 and Year 12 ensures the school is secure in being an oversubscribed school	180 students in Year 7 and MAS a first-choice school for families 300+ students in Year 12 – 50/50 split between internal and external students	A) To build on the work that has already been done in relation to primary recruitment with a particular focus on Hackney and Islington schools (RHO/MGI/JMO/JPI) B) To further develop and calendar primary outreach opportunities (Basketball – NDI, The Arts – NFE&GKI Technology – RDS/AHO) C) Fortnightly meetings with RHO/JMO and other stakeholders from September for Year 6 and from January for Year 12 (FZa) D) Calendar plan for the Year that is reviewed every two weeks ensuring key schools and sessions are targeted (RHO/MGI/JPI) E) Review and evaluate work done so far, analysing which primaries students are coming from and how to build on this (RHO/MGI/JPI) F) Student focus groups to review current strategies. What made the students choose MAS and what do they like most about the school to take place during the first half term (RHO/MGI/JMO/JPI) G) Year 6 open evening and open Saturday designed to showcase the very best of MAS including student ambassadors (MGI/JPI) H) Preparation of student ambassadors for open mornings to share their positive experiences and lead tours (JPI/RJA) I) Year 7 singing event in the autumn term to engage Year 7 parents and showcase the students (NFE/JPI) J) Year 7 termly newsletter to parents (TSC/JPI)	MGI/RHO/JMO/JPI/JGR	

Leadership and governance

Key aims	Students and staff love coming to school in a safe, happy environment where they can flourish All staff and students are proud and active members of the school community			
	Deliver impactful outreach to 20+ schools across Hackney, Islington, Newham, and Waltham Forest Secure 85%+ internal progression from Year 11 into Year 12 Convert 70%+ attendees into applicants Build a visible and aspirational Sixth Form identity Ensure a smooth and high-quality enrolment process Retain 98%+ of enrolled students	A. Track weekly internal and external application numbers from October onwards (DMA) B. Fortnightly meetings with to monitor progress (RHO/MGI/JMO/TSC/JGI/DMA/LBA/FZA) C. Confirm and attend all external assemblies and fairs (e.g. EGA, Wapping, Waterside) (JGI) D. Revise and distribute outreach packs and prospectuses (JGI) E. Run a Spring term "Sixth Form Roadshow" in partner schools (JGI) F. Deliver subject taster sessions across six weeks in AUT2/SPR1 (HODs/KS5 Leads) G. Run "Inspire and Inform" assemblies from October–December (JGI) H. Host Afternoon Tea events and Year 11 Q&A sessions from January onwards (RHO/TSC/JGR/FZA) I. Host Sixth Form Open Evening and Open Mornings (RHO/MGI/TSC/JMI/JGI/DMA/FZA) J. Create follow-up system for all event attendees (DMA) K. Relaunch digital presence: update website, social media, and digital prospectus (LAL) L. Train and deploy student ambassadors for all key events (TSC/JGI) M. Share weekly newsletters or Instagram updates with prospective students (LAL, JGI) N. Deliver Welcome Fair and email comms pre-results day (TSC/JGI) O. Run Enrolment and Late Enrolment (SLT) P. SLT visible on results and enrolment days (SLT) Q. Deliver a high-quality induction including super-curricular tasters, including HPAs (HOY12) R. Track attendance and engagement from Day 1: Follow up with targeted support for vulnerable or at-risk students (TSC/JGI/HODs)		
3. The partnership between school and home is strong and parental engagement across all groups is high. All families feel informed, involved and valued.	Achievement of Parent Partnership Award Parent surveys are 95% positive on all aspects of school 100% parents engage with Edulink	A) Establish a parent working group to discuss how home learning, reports and parental engagement can be improved (TSC) B) Collect termly parent voice to improve the parent experience (FZU/MHA) C) Collect parent voice at all parents' evening (HOY) D) Further develop a programme of parental workshops to educate parents on how to support their child (FZU/MHA) E) Establish opportunities where parents can learn with their child (FZU/MHA) F) Develop the programme for parent of mid-phase admissions (TSC)	TSC	

Leadership and governance				
Key aims	**Students and staff love coming to school in a safe, happy environment where they can flourish** **All staff and students are proud and active members of the school community**			
		G) Contact all parents who have not accessed Edulink to offer support (HOY/FZU/MHA) H) Produce a parent spotlight section for the newsletter (FZU/MHA) I) Produce a half termly year group newsletter at the start of each half term (TSC/HoYs) J) Produce parent friendly summaries of key policies (TSC) K) Improve Parent section of the website (TSC/FZU/MHA)		

Separate section for outreach

Mulberry learning village
East Sussex
Attendance Hub
Science Hub
Inclusion support for other schools
Behaviour and attendance hub?

24