Section 1: Effectiveness of Leadership and Management

The quality of leadership in, and management of, the school is beyond outstanding. Mulberry School for Girls has high aspirations for its pupils, staff and community as recognised in a party conference speech by David Laws, Education Minister on 24th September 2012:

"Now, Mulberry School for Girls isn’t famous. It isn’t Rugby and it isn’t Harrow. But it is at least as good a school as they are. Nick Clegg and I went to see it on my first day as Schools Minister. It’s in Tower Hamlets. On paper, the background of the pupils means that many would say we shouldn’t expect too much. That poor or erratic results would be understandable. Excusable even. The head teacher doesn’t see it that way. The staff don’t see it that way. And the pupils certainly don’t see it that way. In Mulberry school the staff are inspirational, the pupils are inspired, and the results speak for themselves: almost four out of five students get good GCSEs, many go on to top universities. Students told me that they wanted to be doctors, to go into business, and yes, one told me that she wanted to be Prime Minister. These are no idle dreams. These are aspirations that these children have every hope of achieving. I want every child to be able to aim for the stars, and to be supported in reaching them."

Mulberry School for Girls is determined to ensure social justice for our pupils; through high quality teaching and exceptional leadership at all levels exemplified by the integrity and clear, inspirational vision of the Trust’s CEO and Headteacher, pupils attain above national expectations making them highly attractive candidates for further education and the workplace. The school's mission statement “Confidence, creativity, leadership and love of learning’ underpins all aspects of school improvement, school leadership and school life.

This was recognised by Nicky Morgan MP, former Secretary of State for Education, in her speech on 27th November 2015 at the Mayor of London’s Education Conference: “I’m pleased and proud to make a point of celebrating and backing the work that schools do - such as at Goldbeaters Primary School, School 21 or Mulberry School for Girls and many other schools I’ve visited. These schools debunk completely the notion that there is somehow any tension between academic success and character education - in fact they demonstrate that the two are mutually dependent and inextricably intertwined.”

Data is used forensically to monitor and track all pupils in all years to inform precise and purposeful interventions. Leaders and Governors have a detailed understanding of pupil performance:

- Year Learning Coordinators closely monitor academic and pastoral support for individual pupils and respond to the personalised needs of their year group. They closely monitor and track pupil progress against targets and establish appropriate interventions for different micro-populations. Over the years, these have included: AS Philosophy and Ethics for gifted Year 9 pupils; KS3 trips to Russell Group universities; Reading for Pleasure library based programme for KS3; Year 11 Star Academy pupils; Prep group for more able Year 11 students
- Heads of Faculty and Departments use prior and current data to carefully track and monitor pupil progress to targets; this informs intervention strategies and curriculum design. Predictions against actual results are largely accurate across the school.
- Line management meetings between senior and middle leaders regularly focus on data, quality of teaching and professional learning, action planning and impact evaluation as well as discussions about pupils’ welfare.
- All middle leaders complete annual exams analysis reports and present to SLT on results and progress of current exam cohorts. Middle leaders are regularly invited to Governors meetings to report on performance and standards.
- Governors regularly invite senior and middle leaders to committees to explore and discuss progress and to ensure the gap between disadvantaged and other students’ narrows.
- Disadvantaged students perform exceptionally well compared to national data (see section 4 for more detail)
- As a National Support School and Teaching School, our senior leaders regularly advise other schools on how to develop accurate data tracking systems. E.g. In 2012, two schools saw significant improvements to their results following help to establish more accurate monitoring and tracking. In 2014-15, senior leaders and leading practitioners were seconded for a day a week to support a new school at risk of being placed in a category for its first Ofsted inspection to rapidly improve leadership and management, the quality of teaching and assessment and tracking processes. As a result, they secured a Requires Improvement judgement in 2016 with 62% of students
achieving A*-C including English and maths in 2016 and a P8 score of 0.3. From February 2017, MSFG has provided intensive support following a critical incident at a local secondary school. As a result their P8 score has remained above average. Last year, senior leaders coached new senior leaders at this school to grow leadership capacity within the organisation. In Sept 2018, the school formally joined the Mulberry Schools Trust.

Regular and rigorous self-evaluation systems are in place to monitor and track the quality of teaching, learning and progress at all levels of leadership:

- Half termly self-evaluation periods (SEF) are calendared to help monitor the quality of teaching and to maximise deep learning and progress. Current data is used to determine the focus of the SEF by highlighting key micro-populations who are not on track. Self-evaluation takes the form of marking checks, work scrutiny, learning walks, peer learning opportunities and formal lesson observations to pinpoint purposeful interventions and to raise standards as well as to celebrate outstanding practice. Each half term focuses on a specific key stage or key area of pedagogy and classroom practice and is closely linked to CPD and the school improvement plan targets.
- Half termly SEF cycles begin with HofS meeting together at a calendared meeting (Subject Leadership Forum) to discuss the focus and share possible approaches; the SEF activities are conducted and the Hof then meets with the Associate Headteacher and the relevant senior leader at the end of the cycle. This provides the senior leadership team with a forensic understanding of the current learning landscape across the school so that resources can be incisively directed to meet current needs. The AHT i/c of Inclusion oversees the SEF cycle with YLCs who identify underachieving groups across the curriculum in order to inform their focus each term. YLC SEF cycles are usually data driven but do also tackle any pastoral issues that may arise e.g. the impact of anti-bullying work across the school.
- In 2013 a KS5 specific SEF review meeting cycle was added and has had a significant impact on raising standards at KS5. FE meetings form part of the SEF cycle which has a significant impact. Post holders meet every half term with all faculties and, where necessary, subject leaders to discuss sixth form data and to provide critical challenge. Expectations have been established about the level of analysis of student performance required at these meetings.
- Pupils and parents are fully involved in school self-evaluation through the school council and extensive Community Learning work. Both groups are consulted and contribute to school improvement planning and reviews. Pupil and parent surveys show high levels of satisfaction in Mulberry.
- Advisory groups are open to all staff and are attended by colleagues with a range of experiences. This is another opportunity for colleagues to develop leadership skills and help evaluate and shape school policies, curriculum redesign and strategies.

The quality of personalised professional development at Mulberry is outstanding.

- There is a comprehensive range of professional learning opportunities available for colleagues including an extensive range of leadership development opportunities: external coaching, lesson observation and professional learning conversation training and a well-established women into leadership programme in its fourth year (initially funded by NCTL). A number of colleagues at Mulberry are promoted to leadership roles within the organisation as a result of this high quality, personalised training. E.g. a DHT has been seconded as Acting Principal at our sister MUTGC to cover a maternity leave.
- Mulberry runs high quality professional development programmes for colleagues from other secondary schools in Tower Hamlets and Greater London through our National Support School work. Mulberry was designated a Teaching School in 2014. Over the years we have run INSETs, 6 month CPD programmes and bespoke consultancy for a range of schools across London and further afield including Somerset and Norfolk. Our particular specialism is the development of academic literacy through our Fetch Me a Pen programme. www.fetchmeapen.org
- A number of colleagues from other countries have visited Mulberry to learn about high performing systems leadership including delegates from Iraq, China and Teach for All colleagues from America, Brazil and Lithuania. The Deputy Prime Minister of Jordan also visited the school last year to learn about high quality girls’ education and a delegation of Principals and educationalists from Melbourne, Australia and Columbia University, New York, also visited.
- All middle leaders and senior leaders have been or continue to be coached by an external coach once every term. This has been one of the most successful CPD activities in terms of developing the skills set of leaders across the school.
- Succession planning is a key aspect of CPD at Mulberry. E.g. Training for Headship and Deputy Headship opportunities; secondments to the SLT and fixed term leadership posts to develop colleagues at all levels of the organisation. E.g. in 2017, three middle leaders were promoted to fixed term seconded Assistant Headteacher posts.
- The Trust is developing Mulberry College of Education and this is led by the Associate Headteacher at MSFG. A separate strategic overview exists for this area of work.
- Pastoral staff have supervision with a counsellor half termly. This provides both emotional support and professional guidance to staff who work directly with our most vulnerable students.

The quality of Initial Teacher Education is outstanding:

- Mulberry successfully provides large numbers of trainees with a broad and high quality experience. Pass rates are high with a number of trainees being retained by the school or borough following training. All faculties have hosted trainees in the last three years and benefited from working with colleagues new to the profession and sharing and developing successful practice. As a result, the quality of subject mentoring is high and subject knowledge and expertise are exemplary.
- The in-house ITE CPD programme is reviewed and tailor-made to suit the needs of each cohort and to keep up with current pedagogical practice: PGCE training sessions are run by in-house experts in order to give a range of experiences to student teachers as well as giving more experienced staff opportunities to lead training thereby fine-tuning their own professional practice and keeping them up to date with current pedagogy.
- Student teachers from other schools often participate in our training programme. Mulberry is a highly innovative ITE provider and established 'City Excellence in Teaching' in 2011 with five other schools in the borough. We have devised an exciting and engaging School Direct training programme with a specific emphasis on high quality inner-city education. There are strong partnerships within the City Excellence cluster with shared conferences for mentors and trainees scheduled throughout the year. In recognition of this, Mulberry won an 'IOE ITE Partnership Award' in February 2014. (Only 19 schools received this award out of over 1000 schools who work with the IOE). The programme has proven so effective, we now have thirteen secondary schools in the borough partnering with us from Sept 2017 including the local PRU and secondary schools from neighbouring boroughs. In 2018, three primary schools have joined the partnership and we are actively recruiting primary trainees too.
- Mulberry has strong links with 'Teach First'. We host a number of events for the organisation which are well attended and well received and contributed to CUREE research commissioned by 'Teach First' which explored the commonalities of high performing schools. In October 2016, we were given an award to celebrate 11 years of partnership with TeachFirst.
- For 2018, we are piloting 'Teach in the City', a bespoke graduate learning assistant pre-ITE entry programme for high calibre graduates placed in our schools. This is part of our teacher recruitment and retention strategy for Tower Hamlets schools.
- MSFG is often visited by educationalists and politicians from around the world to learn from our CPD and ITE. (E.g.In 2018, we have had visits from Malaysia, Singapore, members of the British parliamentary Education Select committee and the leaders of the Princes Teaching Trust and Chartered Teacher College).

Mulberry School for Girls is a professional organisation:

- Staff, pupils and parents are used to representing the school in a number of forums ranging from a visit from the First Lady of the United States; being the UK representative for a global Skype conversation on girls education chaired by Michelle Obama (Oct 2016); the Duchess of Cornwall and Deputy Prime Minister to presentations for renowned Educationalists from around the world.
- Model United Nations and Youth Conferences provide excellent opportunities for pupils to demonstrate and hone their leadership and debating skills whilst learning about global issues and their own responsibilities as global citizens.
- Mulberry pupils are strong ambassadors for the work of the school and speak confidently and are proud of the school community.
- Professional learning conversations are at the heart for the professional learning culture and ethos of the school.
- Performance Management procedures are clear and transparent. In 2012 a whole staff consultation, with Governor Representation, agreed on the new Appraisal policy. Pay and performance are linked; colleagues only pass Threshold progression if they meet the appropriate levels of competence against the Teachers’ Standards. Teaching and support staff are performance managed by their line managers who receive appropriate training and ongoing advice and support from senior leaders. Underperformance is dealt with quickly through the Appraisal policy and Capability procedures. Appraisal systems are closely linked to professional learning and a bespoke internal CPD programme is devised each year to respond to the professional needs of colleagues.
- Mulberry is a National Support School and has run CPD programmes to raise the quality of teaching for three other schools. E.g. Crown Woods increased its percentage 5A*-C by 20% in 2012 following intensive support from Mulberry in 2011/12.
- The Headteacher is an NLE and helped to establish 'Somerset Challenge' with the majority of Secondary Headteachers in Somerset in order to raise standards in a county facing rural challenge. A strong relationship has been forged with senior, middle and classroom teachers from Mulberry sharing good practice around academic literacy with senior leaders and secondary English teachers across Somerset. The Head has also took on the role of Acting CEO in February 2017 for a local secondary school following a critical incident.
Mulberry is vigilant against radicalisation of vulnerable students and views this as a safeguarding issue: all staff receive training on the Prevent Strategy as part of safeguarding training; this is also part of the ITE and NQT training programme for the City Excellence in Teaching cluster. A core part of pedagogy and practice at Mulberry is to encourage students to be critical consumers of information. This is underpinned by a robust E-safety Policy. The school responds quickly to global and local issues, supporting all teachers to have important conversations with students so that they are provided a safe space to ask questions and to challenge misconceptions. The borough PREVENT lead came to deliver assemblies in response to the terrorist attack in New Zealand.

School Governance is outstanding:

- Governors are fully engaged in the life of the school. They act as a critical friend and support and encourage high aspirations. Many Governors have great knowledge and expertise which not only supports the work of the senior leadership team but also provide greater opportunities for the pupils.
- Governors are forward thinking and keen to strengthen and promote the school and to pursue ways to strengthen and extend the success of the school in response to requests from the local community. As such, the governing body have established the Mulberry School Trust MAT (Sept 2016) with MSfG as the lead school (conversion to academy status took place on 1st May 2017). Mulberry University Technical College opened in Sept 2017 and two further applications for a secondary school and primary school have been approved by DfE. Mulberry Academy Shoreditch joined the MAT in Sept 2018.
- There is excellent, professional and regular communication between the MAT trustees, Local Governors and staff with a range of Governor Committees held throughout the year to discuss and monitor key strands of the school’s work.
- Bespoke, purposeful training is run for Trustees and Governors and the MAT subscribes to two online professional learning portals for Governors.
- Governors therefore have an excellent understanding of the school’s overall performance and of staff and pupils’ skills, robustly holding senior leaders to account on all aspects of the school’s activities.
- Trustees and Governors have instigated highly effective and rigorous planning and controls thereby ensuring financial stability including the efficient and effective management of financial resources.

The school curriculum is inclusive and has clear progression pathways which allow for high attainment for all pupils:

- Within subjects, programmes of study are adapted to suit the needs of each cohort.
- High quality advice and guidance is given to pupils in Year 9, 11 and 13 to ensure appropriate pathways.
- An extensive enrichment programme is in place and is exceptionally well attended by pupils; a discrete PSHEE curriculum has a positive impact on pupils’ behaviour, safety and SMSC development.
- From September 2018, on Wednesday afternoons pupils engage in a range of arts and enrichment activities, targeted supervised study or go home to study. MulberryLearn, our online platform, provides pupils with scaffolded independent learning to enhance their learning. This approach was introduced to further stretch and challenge pupils and to offer more time for targeted intervention. All children with SEND are included in Wednesday afternoon activity on site and the Support for Learning Faculty track their inclusion and have created specific and personalised plans for this time with pupils and their families.
- We have an extensive Outdoor Education offer. Whole year groups go on Outward Bound residential and a core group of students participate in the Duke of Edinburgh scheme.
- A number of FE students participate in HEI outreach programmes such as the Kings Plus University programme and have secured places with the Social Mobility Foundation. As a result, high quality mentoring and work experience (such as placements in the parliamentary office of MPs) has provided students with access to a range of opportunities and contexts.
- British values are taught across the curriculum. There are discrete Citizenship and PSHEE lessons and tutorials which regularly explore British values so that students understand their rights and responsibilities and are able to critically evaluate the world in which they live and make positive contributions to society as global citizens. Mulberry has a well-developed and sophisticated Prevent strategy: students are encouraged to be critical consumers of knowledge and are encouraged to ask questions and to ascertain the reliability of evidence presented to them by a variety of sources.
- The provision for Religious Education at Mulberry School for Girls is fully compliant with the Tower Hamlets Agreed Syllabus for Religious Education (2012-2017). The statutory requirement for a daily act of collective worship is met through weekly assemblies and opportunities provided during the form tutor time each day.
- Students with SEND are included in all aspects of the school curriculum with high expectations for their qualifications and destinations. A strong focus on quality first teaching means at Key Stage 3 all pupils are educated with their peers with time limited interventions in speech and language development and some pre-teaching activities. Strategies for inclusion are shared to support this and professional learning focuses on this.
At Key Stage 4 a bespoke curriculum has been devised for a small group of children with complex needs. This mirrors the balance of the whole school curriculum and includes projects to develop skills for life alongside a curriculum in line with Key Stage 1, 2 and 3 where relevant.

For pupils with SEND there is a strong focus on transition and ensuring pathways are explored with parents and carers as early as possible. The annual review process allows parents annual discussion about progression and specific advice and guidance is given through these forums. Trips and visits to other providers are organised and the views of pupils and their families are sought at every stage.

Parental engagement is outstanding: A dedicated Community team works extensively with parents and the local community:

- The school aims to involve members of our community in a variety of activities that they do not necessarily have the resources, confidence or freedom to access in order to broaden academic and non-academic opportunities. A number of events are organised to help parents better support their daughters’ education. These include: introduction sessions to GCSEs and trips to the theatre and other cultural and historical sites (E.g. Kew Gardens, Cambridge University and the Tower of London).
- A number of adult learning courses run including healthy cooking, aerobics, keep fit, first aid, ESOL, food hygiene, Open University courses, building skills and confidence and volunteering in your child’s school depending on the specific needs of each cohort of parents.
- We frequently carry out consultation with parents about the types of activities they would like to see at Mulberry School for Girls. For example, there was a strong desire from parents for a Mulberry School for Boys. As such, the Mulberry Schools Trust’s application to open a school for boys was submitted and approved (Oct 2016). We also evaluate all our courses to confirm that they offer good value for money and a high standard of education. All courses are hugely oversubscribed and we have long waiting lists for the courses.
- We are aware of the cultural sensitivities of offering mixed gender settings for learning and consequently our classes are single gender and this provides a secure empowering learning environment for women. Many of our parents have large families and we provide a crèche service so that they can focus on their learning. We have also run men’s only programmes. For example, gardening.
- Mulberry School for Girls is also engaged in family learning and we regularly see the benefits of parents spending time engaged in positive learning activity with their child. We also offer parent trips so that we develop parents’ knowledge of the local area and give them the confidence to access activities on offer.
- We provide regular information sessions about health/learning related issues for the parents of our pupils. Large numbers of parents are involved in adult learning activities every week.
- Year Learning Coordinators, form tutors and Head of Subjects meet regularly with parents to discuss their daughter’s progress.
- A high quality Extended Inclusion Services team including a counsellor/art therapist, social worker, attendance and welfare advisor and schools police officer work closely with parents. The School’s safeguarding procedures meet statutory requirements.

See Supporting Evidence Folders

Developments since last inspection:

As a result of the many opportunities, many colleagues have been promoted and the skills of middle leaders and senior leaders have been strengthened.

Features of ambitious leadership since the last Ofsted inspection:

- Successful accreditation for a Teaching School Alliance with two other LBTH secondary schools.
- Lead school in Tower Hamlets for 'City Excellence in Teaching' (established in September 2011)
- School Direct and ITE partnership work in this cluster.
- Secured £300,000 from the London Mayor’s 'London Schools Excellence Fund', following a successful submission in July 2013, to lead a cross-school project on developing academic excellence through developing academic literacy for more able KS3 learners. A further £50,000 was secured from the same fund for a Legacy Hub programme.
- Secured £30,000 grant from NCTL Leadership and Diversity Fund to pilot a women’s leadership programme. A further £67,000 was secured in October 2016 to run and expand the programme for a further two years.
- Established Mulberry Schools Trust MAT; Mulberry UTC opened in Sep 2017 and Mulberry School for Boys application approved by DfE in October 2016 and a Primary school application approved in 2017. Mulberry Academy Shoreditch joined the MAT in Sept 2018 following ongoing intensive support from the Head (NLE) following a critical incident in Feb 2017.
- Introduction of Wednesday afternoon independent study and enrichment curriculum in Sept 2018
Section 2: Quality of Teaching, Learning and Assessment

The quality of teaching at Mulberry School for Girls is outstanding. On the rare occasion when teaching is judged to 'require improvement', a comprehensive, personalised support plan is actioned to ensure all colleagues are able to become consistently good quickly as part of the school's Appraisal policy. All Appraisers have been trained using the September 2015 framework in order to make accurate judgements about the quality of teaching and learning over time they observe. Internal QA standardization confirms accuracy in judgements which have been triangulated with Ofsted trained Inspectors through joint observations with SLT. Refresher training with a former HEI Ofsted Inspector took place in January 2016 with all senior and middle leaders and one to one coaching with a trained Ofsted Inspector has also taken place throughout 2016-17 and 2017-18. In the extremely rare occasions where support has had limited impact, robust capability procedures have been followed. As a result, almost all pupils are making substantial and sustained progress (see Section 4: Outcomes for Pupils).

Teachers have high expectations of pupils. Lesson planning focuses on six key elements: Planning for Progress; AFL; Differentiation; Dialogue; Literacy and Engagement to ensure lessons are suitably challenging and ensure learning and progress for all in all key stages. (PADDLE is a whole school pedagogical approach to teaching and learning at Mulberry).

- CPD at Mulberry focuses on PADDLE: there is a comprehensive CPD calendar for all staff to utilise. Each teacher is encouraged to have a Personalised Professional Development Plan, which they create in collaboration with their line manager, which focuses on an aspect of PADDLE which they develop throughout the year. The CPD programme is tailored each year to address whole school improvement targets.
- There is strong evidence of teachers promoting spiritual, moral, social and cultural development within lessons as well as the extensive enrichment programme available at Mulberry.
- Teachers plan lessons that encourage pupils to be imaginative, creative and curious learners: pupils are encouraged to question new learning and to actively engage in considered debates where they evaluate and reflect on differing viewpoints.
- Homework is also used in a variety of ways to consolidate learning, review and reflect as well as to encourage independent learning skills. For example, English have revision tasks for Year 11 students which set high expectations about the level of independent study required to best prepare for the new GCSE specifications; maths have separate study books where pupils record key concepts to refer back to when revising. All subject areas have similar scaffolded independent learning tasks to help pupils manage their retention and application of learning over time. This approach is being introduced to other year groups.
- Heads of Faculty monitor the quality of teaching against PADDLE through learning walks, peer learning, faculty INSET and coaching of colleagues. SLT drop-ins also verify the typicality of teaching and learning.
- Regular Faculty teaching and learning meetings are scheduled throughout the year to enable Heads of Faculty to address faculty-specific CPD in relation to PADDLE.
- For 2018-19, the whole school priority is to refine marking, feedback and assessment (MFA) practice at MSFG so it is time efficient and high impact for learners. Following the introduction of a new MFA policy this year, subject areas are working intelligently to develop subject specific MFA protocols that have the greatest impact on learning. (See MFA policy for more information). This work is being regularly monitored and refined using well established SEF procedures (see section 1). Directed time and faculty meeting time has been increased throughout the year to assist in this work.
- Formal lesson observations for Appraisal purposes use PADDLE to help reach a judgement. Lesson observation documentation was revised in Sept 2016 to place greater focus on what pupils say about their learning and how this is evidenced over time by looking at their books with them during an observation.
- An annual Learning and Teaching Conference is held which focuses on key pedagogy and practice, as identified in the SIP, and involves a number of colleagues working collaboratively to share their expertise. There are also whole school PADDLE workshops calendared throughout the yearur. For 2017, inclusive classroom practice sessions were introduced to develop teaching and learning strategies that support SEND learners to make better progress. For 2018-19, these have been replaced by MFA meeting time.
- Teaching Assistants are strategically deployed to support students across the curriculum. Non-contact time is scheduled to allow for preparation, and 'Inclusive Classrooms' meetings helped promote strong networks between TAs and other relevant staff. TAs attend and contribute to staff INSET about children with additional needs. Regular communication between teachers and TAs is also encouraged.
- The use of the school's digital platform is supporting independent learning.

Teachers are expected to experiment with a range of AFL strategies and to have confidence to deviate from plans should misconceptions arise.

- Following national changes to assessment data at KS2 and KS4, Mulberry has developed internal Mulberry 9-1 grades that are applied from Year 7-11 across all subjects.
• The Ofqual grade descriptors available were used to provide some benchmarking but colleagues were encouraged to use their professional expertise to create challenging grade descriptors and assessment points. We continue to refine these as more national datasets become available. However, GCSE English and Maths 9-11 year 11 predictions have proved to be very accurate since 2017 as have other new specifications in 2018.
• Prior and current attainment data is used to inform lesson planning and additional interventions. As teachers learn more about progress measures for different groups in their classes, they monitor and adapt their lesson planning even more precisely.
• An AFL consultant has worked with a majority of faculties on a rolling programme for the past four years in order to further refine the quality of differentiated questioning and use of Bloom's taxonomy to ensure appropriate challenge in Learning Objectives and steps to success for lessons.
• A comprehensive and thorough intervention programme at KS4 carefully targets students to ensure substantial progress and is exceptionally well attended. Wednesday afternoons are being fully utilised to target pupils. E.g in 2018, a group of 50 high attaining pupils have been targeted for compulsory supervised study which includes subject specific masterclasses and sessions on effective revision and exam skills.
• PREP provides targeted pupils with the space and support to engage in independent learning to help stretch and challenge individuals. Current data is used to accurately identify key groups for PREP intervention; internal impact evaluations evidence how effective this approach has been in closing the gap and raising attainment. A KS3 Intervention approach is currently being developed to compliment the PREP approach in Year 11.
• Planning for progress is an essential part of internal ITE and NQT programmes at Mulberry to ensure high quality practice from the outset.

Teachers have excellent subject knowledge and have high aspirations for their students: curriculum redesign, in light of national reforms, is underpinned by the concept of the Mulberry Graduate who embarks on a challenging seven year learning journey to achieve subject security and excellence:

• All subject areas have re-constructed their curriculum design around the concept of the Mulberry Graduate.
• Colleagues have articulated what key knowledge, skills and attributes are required for excellence in their subject by the end of KS5 and have mapped this back to KS4 and KS3 milestones. In doing so, common misconceptions or potential blocks have been identified and planned for and the appropriate time required to embed and deepen subject security continues to be mapped across seven years.
• Internal assessments have been revised to reflect the curriculum redesign and to provide accurate internal data in the lead up to terminally assessed qualification; monitoring and tracking processes are constantly reviewed in light of national reform.
• Curriculum redesign at KS3 is responding to the increased demands in subject knowledge at GCSE and A level. For example, the English Faculty have revised the Year 8 and Year 9 curriculum to enable students to be immersed in challenging texts, making links to a wide range of supporting texts across different genres, in order to help build a rich understanding of Literature, Genre and literary criticism. Students will have a deep and broad appreciation of Literature before they embark on their GCSE studies with each appropriate scheme of learning having a wider reading booklet for homework which is designed to widen their horizons and develop cultural capital.
• Faculties continue to develop internal standardization materials to ensure consistency across departments in the assessment of students’ progress against new assessment criteria at GCSE and A level. This continues to be a whole school priority to ensure that data collection is accurate, robust and incisively points to students who need additional support in securing and exceeding expected levels of progress.
• Mulberry’s internal 9-1 grading system for Yr7-11 articulate the knowledge, understanding and attributes required for a Mulberry girl to become a scholar in each subject over time. Subject teams continue to evaluate and revise these descriptors whilst internal assessments are developed, standardized and moderated against these descriptors. These grade descriptors were launched with students and parents in Jan 2017 and continue to be refined.
• Additional curriculum development meeting times were added to the academic calendar for 2016-18 in recognition of the huge investment in time required to successfully respond to national reform. This time has been reallocated to the development of marking, feedback and assessment practice as part of our response to curriculum and assessment reforms.

There is a strong culture of reading for pleasure across the school and high quality literacy developments across the curriculum:

• The school libraries are excellent learning environments and are well used by students who all have timetabled access through a whole school library rota of registrations every 3 weeks. They are well stocked and requests from students and staff are quickly acted upon.
• The FE library was redesigned in 2013 to better mirror HEI organisations: there are a range of subject specific journals, academic texts and JSTOR (an online digital archive of journals) available to all students and the FE Library and Resource Manager effectively supports the students’ academic studies.
• It is whole school policy for students to read in afternoon registration time in all key stages and high quality displays can be found around the school promoting reading for pleasure.

• A range of high profile writers have visited the school to speak with students including: Sebastian Faulks, Daljit Nagra and PD James.

• The school successfully applied for £300,000 funding from the London School Excellence Fund in 2013 to lead a cross school project designed to improve the academic literacy of our most able KS3 learners. The project shared the highly successful academic writing approaches already developed at Mulberry with other schools. The impact on attainment has been remarkable with the increase in number of A*-B grades at GCSE, in 2015, across a number of subjects targeted in the project being impressive (see full final impact report to GLA LSEF team). A further £50,000 was secured from LSEF in 2015 to share the work more widely through a hub model.

• The success of the LSEF project – now called Fetch Me a Pen - has led to huge demand from schools across London and the country for support in developing a similar approach. As a Teaching School, this is a key part of the school to school work we do and from 2015 we have worked with schools in Somerset, Norfolk as well as across London to help improve their approach to academic literacy. A website has also been designed to share our work more widely www.fetchmeapen.org.

Mulberry School for Girls is a professional learning community with high quality ITE/NQT training and partnership links:

• All CPD workshops and INSEtS are led by colleagues from within the school and are linked closely to SIP targets. E.g the October 2015 conference focused on the Fetch Me a Pen project (see above). For October 2018, the focus was marking, feedback and assessment.

• In March 2014, Mulberry was designated as a Teaching School as part of the London City Teaching Alliance in partnership with two other outstanding secondary schools in the borough.

• There are large numbers of trainee teachers placed at Mulberry each year who rate the quality of training highly. Within the City Excellence cluster, which Mulberry School leads as part of its Teaching School status. E.g. In 2016-17, there were 21 School Direct trainees: 15 through the salaried route and 6 on the training route. Mulberry work with a range of HEIs including UCL IOE, King’s College London and Goldsmiths. For 2017-18, the cluster has expanded to 13 schools, including a PRU, with 60 trainees attending one of the first shared professional studies sessions of the year (a combination of School Direct, Teach First and PGCE students).

• Many colleagues are subject mentors and/or contribute to professional studies programmes for student teachers and NQTs at Mulberry and other Tower Hamlets schools in our ‘City Excellence in Teaching’ cluster; we continue to develop innovative shared professional studies programmes for ITE and subject mentors in partnership with our school cluster and IOE.

• Mulberry is cited as an example of best ITE practice in the Ofsted report ‘Improving access and achievement in initial teacher training. (For the full report follow this link: https://www.gov.uk/government/publications/improving-access-and-achievement-in-initial-teacher-training

• Mulberry was awarded an ‘IOE ITE Partnership Award’ and an ‘IOE Research and Development Partnership Award’ in February 2014 in recognition of its innovation and significant contribution to raising standards in education and regularly host visits from UCL IOE. E.g. Global Cities Network visit on 31st October 2016.

• Mulberry is recognised nationally and globally for its outstanding education for young women and its approach to professional learning. A number of visits are hosted each year. E.g, in 2015: 20 Australian Principals and Educators from Melbourne; Deputy Prime Minister and Education Minister Mohammad Thneibat, Jordan; Academics from Columbia University, Teacher’s College, NYC; First Lady of the United States of America, Michelle Obama.

Purposeful marking and incisive feedback helps students know how to progress:

• Innovative approaches to marking and constructive feedback are being trialled by different faculties to explore what works best under what conditions as part of the school’s revised marking, feedback and assessment policy. SLT conduct termly MFA reviews to quality assure the impact of the school’s MFA policy. Findings are shared immediately with subject leaders: best practice is shared and, if required, appropriate action is taken to refine MFA practice in line with school policy. Middle leaders regularly monitor the impact of MFA subject protocols and act accordingly.

• With marking being cited as one of the main concerns about a teachers’ workload by the DfE, from Sept 2018 Wednesday afternoons are ring-fenced for teachers to complete high impact, purposeful MFA in line with the school policy. Effective MFA can have significant impact on learning and progress so more time has been built into the school week for teachers to intellectually engage in what works best under what conditions.

• At its best, there is clear evidence of pupils responding to this feedback quickly as evidenced in improved work or in responses to their teacher’s comments.

• Parents are informed by annual full reports and parents’ consultation meetings. Form tutors and YLCs are in regular contact with parents, inviting key parents in for additional one-to-one progress meetings. HOFs host
subject information events when appropriate and the extended community learning team run workshops to help parents know how best to support their daughter’s progress as well as considering safeguarding issues in their use of ICT and social media at home.

- Reporting to parents was reviewed in 2018 where all stakeholders were consulted. As a result, revisions were made to the reporting cycle and profile writing from 2018 to ensure the more efficient and timely sharing of information.
- Examples of high quality work are shared via the school’s digital platform supporting self and peer marking.

The quality of spiritual, moral, social and cultural development is exemplary and underpins everything that the school does to instil confidence, creativity, leadership and a love of learning in all our pupils:

- The lesson plan template requires teachers to make explicit reference to how SMSC is being addressed.
- The PADDLE checklist (see above) encourages teachers to plan lessons that ensure that pupils ask questions and are challenged to use the knowledge they gain at school to be critical and analytical of new or existing knowledge.
- A discrete PSHEE curriculum has a positive impact on pupils’ behaviour, safety and SMSC development. The rolling programme allows the school to respond quickly to current affairs which could impact on the emotional wellbeing of students. E.g. responding to current news events.
- Stereotyping is relentlessly challenged throughout the curriculum and enrichment activities on offer. E.g. positive female role models in under-represented professions are celebrated and invited to participate in educational events; Islamophobia is discussed and critiqued across the curriculum. Students are encouraged to be critical consumers of the media and responsible users of social media. The Feminist Society is a popular lunchtime group.
- Mulberry hosted a Theatre Conference in July 2016 entitled: Rightful Place where typically under-represented groups in the Arts were championed and the question: ‘How do we encourage young people of diverse backgrounds to take up their rightful place in our theatre/ arts industries and how can we build lasting change’ underpinned the day. In 2017 a second conference was hosted with the theme: Building Lasting Change On Screen.
- Mulberry Theatre Company devised a play
- Mulberry Schools Trust’s first Partnership of Equals conference took place at the QEII Conference Centre on Friday 12 October 2018. 400 young people from schools across London and further afield discussed and explored themes of gender inequality, with the arts as a key focus for the day. Following an opening discussion between Grayson Perry and Jude Kelly, students explored gender in dance. Keynote addresses to the conference were made by Edwina Dunn of the Female Lead and Baroness Shami Chakrabati.
- In August 2018, 15 students from Mulberry School for Girls and Mulberry UTC, accompanied by Mulberry staff, travelled to the Edinburgh Festival Fringe to perform a new play, Cry God for Harry, England and St George! The play was written by Mulberry students with support from the Director of Arts, and explored issues around leadership and Islamophobia, as well as Shakespeare.
- An extensive range of trips are arranged by all subject areas to enhance the curriculum and to enrich pupils' knowledge and cultural capital. For example: Year 8 trip to Tower of London; Year 7 Pantomime Trip; Year 8 and 9 National Theatre trip – Peter Pan; Year 10 World War 1 History trip which includes a visit to Ypres, Langemark German cemetery and Sanctuary Wood. (Full trips and visits records available).
- Mulberry was ‘Artist in Residence’ at the Southbank Centre and continues to maintain strong artistic and educational links with the Southbank Centre. E.g. Mulberry has participated in the Women of the World Conference for a number of years.
- Phyllida Lloyd’s all female production of ‘Henry IV’ was in residence at the Mulberry and Bigland Green Centre in 2014 as part of the school’s 50th year celebrations and last year’s Youth Conference was hosted by the National Theatre.
- Women’s Conference “Passion, Power and Possibilities” (Oct 2014) held at the Queen Elizabeth Hall. Speakers included: Deborah Bull CBE (Kings College London), Phyllida Lloyd CBE (Film and Theatre Director), Rev. Rose Hudson-Wilkin (Speaker Chaplin House of Commons) – see programme.
- House of Lords reception hosted by Lord Bates to celebrate the 50th Anniversary of Mulberry School for Girls (Oct 2014)
- Extensive OOHL offer including: Duke of Edinburgh, Girl Guides, Red Cross First Aid (see full programme)
- There are annual American Embassy visits involving 150 students as part of the school’s commitment to encourage active global citizenship and political engagement.
- The First Lady of USA, Michelle Obama, visited the school in 2015 to launch her ‘Let Girls Learn’ programme. She said of Mulberry students: ‘Maybe you read the news and hear what folks are saying about your religion, and you wonder if anyone ever sees beyond your headscarf to see who you really are, instead of being blinded by the fears and misperceptions in their own minds ... but here’s the thing – with an education from this amazing school, you all have everything, everything, you need to rise above all of the noise and fulfill every last one of your dreams.” Mulberry has since established ‘Girl Leading’ as our commitment to improving access to education for girls around the world.
Developments since last inspection:

In July 2013, the quality of teaching was judged as outstanding by Ofsted and this continues to be the case as a result of:

1. A relentless focus on planning for progress: data and contextual information is used by classroom teachers accurately to personalise learning for all key stages.
2. High quality professional development: personalised support plans for teaching that requires improvement and robust capability procedures and CPD opportunities for good teachers to develop as outstanding practitioners
3. Forensic analysis of data to accurately inform wave 1, 2 and 3 interventions. (There has been a significant reduction in wave 3 intervention as wave 1 interventions have become increasingly effective)
4. Teachers with excellent subject knowledge, and middle leaders with exceptional leadership skills, who can skillfully lead the redesign of the curriculum in light of national reform to secure outstanding learning and progress for all students
5. Single focus on PADDLE through individual personalised support plans, SEF review meeting cycles and faculty INSET and whole school CPD
6. Clear and shared understanding of what good and outstanding practice looks like: teachers are more confident as a result.
7. Expansion of ‘Fetch Me a Pen’ academic literacy project across Mulberry and partner schools. As a result, marked increase in attainment at higher grades across the curriculum. E.g in 2018, 32% of students achieved a grade 9-7 in English (more than double the national percentage).
8. Investors in People Gold Award (December 2013). This is the second time that Mulberry has been awarded the Gold standard.
9. Introduction of new Marking Feedback and Assessment Policy (Sept 2018) to ensure high-impact, research informed practice underpins the approach at MSFG.
10. ‘Every Teacher Counts’, a strategy designed to improve the teaching and learning of number across the curriculum, was introduced in Sept 2016 with the aim to match, in time, the impact of the Fetch Me a Pen literacy programme at Mulberry (see above). ETC has two main aims: to enthuse and evoke curiosity in pupils about the importance of number in everyday life and to respond to the heightened mathematical demands across the curriculum in order to raise standards. To date a number audit across the curriculum has been completed with the previous Head of Maths acting in an informal consultancy capacity with other subject leaders to increase teacher confidence in teaching number as well as ensuring consistency across the school and identifying purposeful teaching opportunities. Number based registration activities were introduced with an element of competition too.

Keys areas for improvement:

- Continue to raise standards in the quality of teaching and achievement and continue to review assessment procedures in light of national reforms.
- Although maths outperforms national measures, raise outcomes in maths to match the exceptional outcomes in English
- Continue to develop Every Teacher Counts programme.
- Continue to develop supervised independent study and VLE resources (FROG)

Section 3: Personal development, behaviour and welfare:

The personal development, behaviour and welfare of pupils at Mulberry is outstanding.

The behaviour of learners is outstanding throughout the school. This is reinforced through feedback from pupils, parents / carers and visitors.

- The atmosphere of the school is calm, orderly and productive with pupils focused on the business-like pursuit of their learning.
- Learners are supportive of each other throughout the school. Pupils are considerate to each other and actively demonstrate inclusivity as well as tolerance for differences. On the rare occasion where pupils are disrespectful, they are dealt with swiftly by the pastoral and senior leadership team. The PSHEE programme addresses equality
and diversity issues. They have high aspirations and are committed to their own learning and support others to be successful too.

- The school has focused on Professor Guy Claxton's Building Learning Power principles in past years and, as a result, a number of lessons make explicit to pupils how to learn best through collaboration, resourcefulness, curiosity and perseverance. As a result, pupils have a good understanding of how to learn and purposeful collaboration is evident in many lessons. Similarly, Professor Carol Dweck's work on 'Growth Mindset' which also explores how we can build resilient learners with a “can do” attitude has been explored as part of the FE improvement plan in order to support learners even more effectively.

- Subject leaders and Heads of Year help pupils plan and organise their revision in a sustained and methodical way throughout their GCSE study to help pupils manage their workload and to mitigate stress. Staff are committed to a ‘no surprises’ approach where pupils are fully prepared for examinations demands, have regular opportunities for exam practice and have had many experiences of exam contexts before the final exams. E.g. Weekly tasks: structured independent learning programme of revision embedded in Y11 - plans to extend to Y10 from Jan (and across the years thereafter).

- Pupils are encouraged to have a love of learning which is apparent in the way pupils engage in their learning and with the opportunities offered to them at the school.

- Rather than discussing how to ensure a balanced and healthy lifestyle in PSHEE, pupils actively do these things: in 2017 we have introduced the Daily Mile and Singing.

- In 2017, a number of staff will attend high quality CPD run by mental health specialists in order to better equip the school in how to sensitively manage the mental health of pupils. The school has put in place an ‘Action for Happiness’ initiative that is being run in assemblies and form time. There was a launch assembly delivered to all year groups by one of our Learning Mentors and there are weekly registration activities. These activities are based around the 10 keys to happier living – giving, relating, exercise, awareness, trying out, direction, resilience, emotions, acceptance and meaning. This corresponds with a more active PSHEE programme

- Comprehensive safeguarding training has been delivered to all teaching and support staff.

- In July 2018 all school staff received training from Diversity Role Models to enable us to better support our LBGTQ students.

There is an emphasis on pupils’ own leadership of conduct and personal development. Pupils manage their own behaviour extremely well.

- Excellent behaviour is supported by strong pastoral systems within the school and by the variety of opportunities that are there to promote self-worth and a sense of personal achievement.

- Parents and carers are pleased with the way in which the school works in partnership with them to support good conduct and behaviour. We have developed over many years a strong bond with parents who are overwhelmingly supportive of the school in promoting its ethos and good conduct.

- Where parents raise concerns, they are dealt with quickly and effectively. There is a comprehensive Behaviour for Learning policy applied consistently across the school and staff communicate effectively to resolve issues.

- Pupils are encouraged to mediate in order to solve problems and move forward. Peer mentors and the inclusion team ensure this positive, proactive approach to conflict resolution is a success. Additional support and mediation work is carried out with individual pupils or whole classes by the Learning Mentor team when necessary. There is an on-site Inclusion Base for pupils who may need time for reflection out of lessons.

- RSE is a discrete strand of the PSHEE programme and a specialist team teaches age-appropriate lessons.

- Students receive careers advice and work-related opportunities and benefit from careful work experience placements in Year 11.

- Students organise a Youth conference to which a large number of schools are invited. The student committee decides the focus of the conference and invite speakers. In the past these have included Tony Benn MP, Billy Bragg and Shami Chakrabarti. Conference themes have included ‘Diversity, Justice and Respect’ (2010); and ‘Social Justice: Global and Local’ (2012). In 2015 the conference was run in conjunction with the National Theatre and was based on the themes of David Hare’s play ‘Beyond the Beautiful Forevers’ set in the slums of Mumbai. The conference was held in the Olivier Theatre at the National Theatre This is one of many examples of how pupils learn about democratic processes and actively engage in democratic debate.

- Students have successfully applied for places at the UN UNIS conference at the UN General Assembly Hall in New York and a group of Yr13 students went to Florida (Nov 2016) to campaign for the US elections as part of the InspireUS programme.

- Several students were involved in the production of a professional documentary film, ‘Justice in Action’, on the Bosnian genocide. This was first shown at the Barbican, after which the students involved answered questions
posed by the audience. The documentary won a New York film festival award in June 2013 and a Toronto film festival award in September 2014. Extracts from this documentary were shared with every student in every year as part of Holocaust Memorial Week to facilitate deep learning and meaningful reflection on what is right and wrong; the role of law and justice and to reinforce the tolerance of other faiths and why it is so important to respect different faiths and cultural diversity.

- In November 2015, 20 students were selected, following an intensive application process, to take part in a Civil Rights trip to America. They visited Michelle Obama at the White House (following her visit to the school earlier in the year) and then completed a study tour learning about US government and federalism as well as the rich history of America from the Civil War to the Civil Rights Movement.
- A number of sixth form students support their younger peers: Prep Facilitators supervise and support the independent study of younger students; they act as reading partners.

**The extent to which pupils feel safe at Mulberry is outstanding. The ethos of the school is a strength.**

- Pupils tell us that they regard Mulberry as their second family and a place where they can raise troubles and concerns, knowing that they will be dealt with swiftly, sensitively and effectively. Evidence of this comes through strongly in the pupil questionnaires such as anti-bullying, departmental reviews and other methods of pupil consultation that we use such as the school council and the YLC SEF cycle.
- Year Learning Coordinators, form tutors and senior leaders have strong relationships with pupils and act quickly to resolve friendship issues to ensure that pupils can focus on their study.
- Star Academy is an intervention group of pupils at risk of underachievement at GCSE due to emotional or behavioural issues. The success rate of these pupils is impressive.
- Prep (after-school supervised study time) was introduced in September 2013 for targeted students who require additional support. In 2018, Year 11 students in Prep made on average over a grade and a half of progress from their end of year 10 grades.
- The school has high expectations of conduct and good inter-personal relationships between all. These expectations are shared with the whole school community in a variety of ways including pupil planners, policies, parents’ meetings, newsletters, assemblies and so on. Older pupils and staff are expected to model good conduct and safety. Mutual respect, tolerance, loyalty and care / consideration are promoted as key values.
- Pupils display outstanding regard for the safety and well-being of others as evidenced by the low levels of exclusion and evidenced by conduct across the school. Confidence of all stakeholders (pupils, parents and staff) to provide a safe environment is very high as shown in our feedback systems.

Pupils’ attendance is outstanding as is their ability to assess risk.

- Pupils adopt healthy lifestyles and Mulberry continues to work hard to overcome the effects of poverty e.g. overcrowding, family ill health, worklessness and lack of personal space at home through a wide range of activities for pupils and their families, including health workshops, physical activity and health advice with referrals to a wide range of services.
- The school is working hard to address issues associated with social media which often are reported in school but stem from issues occurring outside the school environment. However, pupils are increasingly informing staff quickly of any such inappropriate use and staff act quickly in resolving the issues, often enlisting the help of the extended support team and school police officer. ICT lessons on internet safety, PSHEE on cyber-bullying and internet safety, Citizenship lessons and swift school action in co-ordination with parents has helped to reduce the numbers of incidents in recent years. Multi-agency work is in place for pupils deemed to be at risk.
- Systems for safeguarding children at Mulberry are outstanding.
- All staff receive annual Child Protection training which includes explicit reference to female genital mutilation, forced marriage as well as radicalisation and pupils going missing. All senior leaders attend Safer Recruitment training with the borough.
- Pupils’ conduct and behaviour is safe and considerate towards others.
- In July 2018 PREVENT training was updated for all school staff by the borough PREVENT lead.

**An ethos of Inclusion is practised visibly across the school in relation to structures and the way in which pupils with severe and complex needs are integrated and supported by all pupils and staff. For example:**

- Pupils with SEND are active participants in all whole school and performance events.
The school SEND curriculum provides a wide range of courses and options for students at NC2 and below including multi-sensory learning. There is alternative provision in the sixth form for a small cohort of students with severe and complex needs.

There is a clear code of conduct agreed by the whole school community which is regularly re-visited by all. There is very little damage to school property by pupils or theft - incidences of both are extremely rare. Pupils behave well around the school site and can use their form rooms in a responsible and reliable manner at break and lunchtime. Students of all years have access to a library of games and cards and can often be found playing cooperatively together. Form rooms serve as quiet study spaces and older students regularly study independently and in peer-led groups.

Break time and lunchtime supervision is carried out by teachers and mid-day meals supervisors who are known and respected by pupils, although pupils take responsibility for their own conduct in accordance with school expectations. Pupils say they have a strong sense of safety and security in school and they are loyal to each other. They are proud of their own and their peers’ achievements.

In surveys, pupils rate the school’s discipline, school security, control of bullying, school communication, truancy control as exceptional and they rate happiness, PSHE, developing potential, quality of school management, caring teachers and developing moral values as very good. Parents’ judgements in surveys broadly correspond with their daughters’.

Mulberry School for Girls contributed to research into identity and place conducted by Professor Kathryn Reilly from Institute of Education which reinforced how important the school is in their lives and in encouraging them to see they have a rightful place in the world. There is an anti-discrimination strategy which the pastoral team implement. There is also a strong anti-bullying policy which all pupils know and adhere to. Pupils engage readily in a peer mediation scheme which sees a number of students trained every year to undertake peer mediation work within year groups.

Older pupils become good role models for pupils and former pupils of the school have returned to work at Mulberry as teachers and support staff such as the Director of MAT Development, thus reinforcing successful, responsible conduct.

There is virtually no disruption to learning in lessons from poor behaviour because of the extensive systems for support and referral that exist at Mulberry and positive professional relationships between staff and pupils. A clear and consistent behaviour policy which emphasises positive praise is in place and teachers plan engaging lessons which minimise disruption.

**Keys areas for improvement:**

- Continue to raise awareness and understanding of how mental health problems experienced by young people impact on learning and wellbeing and how teachers, parents and students can manage this.
- To re visit our work on inclusion, with specific reference to race, as a result of feedback from 6th form students and some staff.

**Developments since last inspection:**

- Routine individual meetings between YLCs and key pupils in each year group at key points in the year. These conversations inform discussions with tutors, teachers and parents. Meetings allow YLCs to know all the students that they work with and therefore can support them accordingly.
- Increased focus on developing team spirit and an ethos of success amongst year teams (staff and students) – each year group has a motto. E.g. This year our Year 11 have the motto Together Everyone Achieves More.
- Increased use of school’s police officer to inform students of how to stay safe online and the dangers of the inappropriate use of mobile technology and social networking sites.
- The Learning Mentors have done in depth, targeted anti-bullying work based on a whole school survey conducted in the summer of 2014. E.g. November celebrated Anti-bullying week with a focus on diversity at Mulberry.
- In July 2018 an external safeguarding review was conducted. The aim of this review was to consider the current arrangements for safeguarding at Mulberry School for Girls and to suggest areas of improvement. This two day inspection was extremely thorough, with all aspects of safeguarding being under scrutiny. Many staff and students were interviewed and all the relevant documentation was examined. The conclusions were that safeguarding is led and managed extremely well with a relentless focus on safety, well-being, personal and academic development of each pupil. The safeguarding practice of the school is excellent.
Section 4: Outcomes for pupils:

Pupils’ achievement is outstanding:

Some of the outstanding achievements of the cohort include: an overall progress score of 0.8 which is significantly above national average: we are in the top 4% of state maintained schools for P8 (including selective schools). We believe this places us as joint 130th out of over 3500 secondary schools The overall progress score for disadvantaged students was 0.73, a score which is 0.44 higher than the local authority score for non-disadvantaged students, and 0.6 higher than the score for non-disadvantaged students in state-funded schools in England. In English Literature, 9.5% of the grades awarded were grade 9s, which was nearly three times higher than the national percentage. The Attainment 8 (A8) score of 54 is significantly above the England average of 44.5, as was the EBacc APS which was 4.95 compared to the England average of 3.85. 43% of students achieved a Progress 8 score of 1 or higher, with 18% achieving a Progress 8 score of 2 or higher.

Progress:

- The progress of disadvantaged students is exceptional in almost all categories. The progress of the disadvantaged students at MSFG show that students at the school experience high-quality teaching and high expectations in a nurturing and supportive environment. 2017-18 is 0.6 higher than the average for non-disadvantaged students in English state schools.
- The overall A8 score for the school in 2017-18 is 54.0, which is considerably higher than the national average of 44.5. The A8 for disadvantaged students is 52.2 which is again considerably higher than the national average.
- 75% of all pupils reached the grade 4 Standard Pass in both GCSE Maths and English, with 88% of students achieving a Standard Pass in English.
- 58% of all pupils achieved a grade 5 Strong Pass in both GCSE Maths and English. This was 15% higher than the national average for this measure across all state funded schools in England.
- Grade 5 attainment for disadvantaged students in both English and maths was 54% which also exceeds the overall average of 50% for English schools.
- EBacc APS was 4.95, which is significantly above the EBacc APS for English schools of 3.85.
- 33% of students achieved a grade 7 or higher in English Language (A-A* equivalency).
- 75% of all pupils achieved a Standard pass or above in GCSE Maths.
- 77% of PP students achieved a standard pass in GCSE Maths, and 85% achieved a standard pass in GCSE English.
- Keeping step with national expectations and in most cases exceeding them in GCSE English and Maths is vital to improving the life chances of students from disadvantaged socio-economic backgrounds. The provision for students at the school ensures they have the tools to confidently move forward in further education and employment.
- It is well-known that the poorest young people are most likely to miss out on studying a broad and traditional curriculum, with disadvantaged pupils only half as likely to be entered for the EBacc as their classmates. The brightest pupils at primary school, if they are eligible for free school meals are still less likely to take history, geography, a language or triple science at GCSE than their peers. However, at Mulberry we buck the trend as we believe that all students deserve the chance to attain these qualifications at school and this is further demonstrated in the excellent outcomes of the 2018 GCSE cohort.
- 85% of students followed a curriculum path than enabled them to achieve the EBacc compared to only 35% of pupils who did so nationally.
- 20 subjects have a positive subject progress index, indicating that progress for students in these subjects was higher than for other students in the SISRA data collaboration (over 1300 schools) with the same KS2 starting points.
- In Spanish, 75% of all pupils achieved a grade 5 or above, again above the national figure of 56%.
- In RS, 85% of all pupils achieved a grade 5 or above, again above the national figure of 60%.
- English Literature, English Language, Citizenship and Maths all had 9-5 achievement which was significantly higher than the national average.

Standards in the sixth form:

- At MSFG eligibility for the pupil premium has little impact on progress to HEI. In fact the figures for Russell Group progression show that FSM students are just as likely to gain a place at an RG institution as other students. This
is outstanding as it suggests that the culture of aspiration and the opportunities offered at Mulberry (in both the lower school and in the sixth form) are countering barriers, which are linked to deprivation. In 2018, 37% of disadvantaged students progress onto Russell Group universities, compared to 13% nationally.

- A diverse range of strategies have been introduced over several years resulting in the strongest set of A Level results achieved at Mulberry in 2017, and 2018 continues this trend. 81% of A level pupils have a place at university; this is a 90% success rate of those who applied. At KS5, target grades are set to be aspirational; they are set in order for pupils to achieve at the 75th percentile relative to their GCSE point score.
- 67% of students who applied to university gained places at Russell Group and the other top 50 national HEIs.
- The average point score is 34.09, equivalent to an average grade of C+ and for the best three A levels the APS is 36.57 equivalent to an average grade of B-
- Attainment in terms of grade percentages increased significantly in the last 2 years to 52% A* to B and to 83% A* to C in 2018. Mulberry results for A*-C have been significantly above average for the last two years.
- ALPs puts progress for students overall at A level as excellent with an Alps Quality Indicator score of 3.
- There are areas of subject excellence at Key Stage 5, including Religious Studies where the VA score was +0.9 in 2018 and Sociology where it was +0.6. Students studying Graphics achieved a value added score of +0.7 and Media Studies +0.5.
- The Value Added score for the Sixth Form in 2018 is validated at +0.07. Whilst this is an ‘average’ value added score, it indicates an upward trajectory of results in the Sixth Form over the last two years.
- Mulberry School for Girls is proud to be an inclusive sixth form. The value added score of A Level students in 2018 who achieved an average grade of a C at GCSE is +0.5 and is in the top 20% of schools nationally. For those with an average grade of a B the value added score is +0.2, which again shows very strong progress.
- Applied Learning results improved hugely with the average grade increasing from merit plus to distinction plus. The Applied Learning VA in 2017 increased from 2016 by 0.87. In 2018 the value added score was +0.34. The average grade this year was a Distinction-, with pupil premium students on average getting a Distinction.
- There is a minimal difference between pupil premium and non on all measures in 2018, including Best 3 A Levels (36.54 for pupil premium and 36.57 for non pupil premium, meaning this is an average of B- for both groups.
- The large number of extra-curricular opportunities offered as part of the Realising Aspirations Programme, also continues to play a significant part in supporting students in progressing to university.
- Students applying to study at Oxbridge and those applying to study Medicine or Dentistry benefitted from interview practice at a private school, St Mary’s in Ascot and the aspiring medics and dentists from a practice interview with a Medicine Admissions tutor from Kings College London, as well as support from Barts Health Trust as part of the SAMDA programme, and other courses related to BMAT/UKCAT tests and interviews. In November 2018 as part of the Oxfizz programme, all of our students applying for competitive entrance had individual interview practice workshops.

Developments since last inspection:

Since the previous inspection in July 2013, there has been progress in improving the quality of outcomes for pupils at Mulberry. Prior to and including 2013, there has been an upward trajectory at KS3 and KS4. Despite substantial qualification and standards reform over the past few years, outcomes in 2017 and 2018 are exceptional. At KS5 attainment continues to increase, and in almost all areas there was an improvement in student progress in 2017 and 2018 compared to 2016.

Keys areas for improvement:

**KS4**
- Improve the rates of progress of pupils studying GCSE Dance and Computing
- Improve the rates of progress of students in Maths
- Improve the rates of progress for SEN students including ASP

**KS5**
- Improve the progress of pupils with high KS4 APS
- Improve the progress of pupils studying A level Maths, Physics and Art
- Reduce within-subject variation across A level subject areas and continue to raise standards in Chemistry.
Schools context:

Mulberry School for Girls is outstanding:

Mulberry School for Girls is an ambitious school with a commitment to social justice, which includes working to achieve social mobility for pupils and their families and better economic prosperity. This ambition pervades every aspect of the school's work every day. Resilience, determination, loyalty to and support for each other are values, attitudes and dispositions which drive everything we do. Whilst it is clear that poverty and social exclusion make progress and achievement more difficult, as a whole school community we do not believe in limiting our aspirations for pupils and their families and lying down in front of such challenges. A passion for social justice drives the work of the school which is shared by all staff - teachers and support staff alike - and by governors.

Consequently, our pupils and their families share our ambitions and self-belief and this shared sense of possibility underpins the school's success. There is a strong sense of partnership and purpose within the school and its daily work, which includes family learning. (In partnership with our immediate neighbouring primary school, Bigland Green and West Shadwell Children's Centre, we have built a new parent and community centre with a Surestart children's centre which was opened by HRH Duchess of Cornwall in February 2013). As a result, pupil outcomes are outstanding. (See section 4)

The school's mission statement is 'Confidence, Creativity, Leadership and Learning for Young Women'. We believe that in nurturing self-belief, helping pupils to develop sophisticated skills for self-expression, developing pupils to be confident, critical thinkers with a 'can do' philosophy and resilience will help them to achieve their full potential and contribute to local and national economic and social development in later life. We want pupils to develop their leadership skills in a variety of ways both within school and the local community, thereby supporting the capacity of our pupils to take initiative, to be pro-active and to gain the support of others. We want pupils to be able to perform confidently - to be able to speak out publicly, to know how to seek advice and support when necessary and to have the confidence to do so. We want pupils to have a love of learning and to have the independent learning skills to be able to continue learning throughout their lives. We know that the Mayor's Office report for 2007 states that 54% of all jobs in London will be at graduate level by 2020 and, as we want girls to have the opportunity to work in the area where they live - i.e. the City and Docklands, we need to ensure they are qualified to do so. This means looking further ahead to the end of KS5 and beyond for our pupils and planning curricula accordingly. Mulberry has retained a GCSE subject based curriculum for many years as we believe in an academically challenging curriculum which will enable our pupils to compete with peers nationally and globally. All these elements to our provision at Mulberry are essential in providing our pupils with the capacity to meet the challenges of their context, the capacity to help and support their families and the ability to break down barriers in order to become happy, fulfilled, socio-economically successful and independent adults with a powerful voice for themselves, their families and their community. As a result, the behaviour and safety of pupils is outstanding. (see section 4)

Mulberry School for Girls is a Professional Learning Community: Colleagues engage in a number of professional development opportunities in order to refine their classroom practice so the quality of teaching is high. Mulberry is actively involved in a number of partnerships at all levels of leadership development from Initial Teacher Education to senior leadership. Mulberry has been a Specialist Arts School, Leading Edge school, a British Council International School and is currently a Teaching School Alliance and a National Support School. Innovative projects enable students to develop their creativity and leadership in professional settings: Mulberry became 'Artist in Resident' at the Southbank Centre from January 2012 - 2015 and is in partnership with the National Theatre. The Donmar Warehouse residency (2014) of Henry IV was a hugely significant event for our community as was the residency of the National theatre production of Another World.

Mulberry leads an international collaboration between the UN and schools across London known as Global Classrooms and in 2009, Mulberry won the Edinburgh Fringe First Award for best new play - an award which no school has ever previously won. Senior Leaders are proactive in successfully securing new funding streams for innovative projects that address the emerging needs of pupils and staff. Projects are developed for the benefit of Mulberry as well as its wider school partnerships.

A Unique School: Because of its context and the way in which we work together with pupils, families and community stakeholders, Mulberry School for Girls is a unique school. Nationally, we are a statistically significant and important school. Of the 649 Bangladeshi females in England that took A level qualifications in 2007 (data on gender and ethnicity not currently available from the DfE site since then), 137 of these were from Mulberry School which is nearly a quarter of the national cohort. The majority of Mulberry students graduating from the sixth form in 2016 moved successfully on to higher education at university degree level with 2018 seeing the double the national average move on to Russell Group universities. This means that Mulberry School for Girls is nationally very significant in the academic success of Bangladeshi women and therefore the school is a key gateway for the socio-economic improvement of the Bangladeshi community in this country. In addition, Mulberry makes a fundamental contribution to the accelerating progress of Bangladeshi girls in England, forming around 7% of the national GCSE cohort in 2012
We are proud that our statistical significance in this group influences the upward trends in achievement for Bangladeshi girls nationally at 5+ A* - C with English and maths. Our girls' performance has moved from 39% 5+A* - C with English and Maths in 2005 to 69% in 2016 and 75% 4+ in English and Maths: 58% 5+ in English and Maths in 2018. All of this progress has happened without change to our curriculum which is not weighted by vocational qualifications and remains traditionally subject-based in line with the school's, our pupils' and their families' aims, which are to promote high academic achievement and success in attaining places at university. As a result, the quality of leadership in and management of the school and the quality of teaching is outstanding. (See section 2 and 4).

More details available on the specific cultural and socio-economic context of the school.

Developments since last inspection:

- The Governing Body of Mulberry School for Girls have established the Mulberry Schools Trust MAT and MSfG converted to academy status as the lead Academy for the MAT on 1st May 2017. Mulberry UTC opened in Sept 2017 and a Boys Secondary School Application and Primary School has been approved by DfE. Mulberry Academy Shoreditch joined the MAT in Sept 2018.
- Mulberry continues to build on its outstanding practice as identified in the previous inspection. We have been active in setting up provision for Mental Health issues (one of our key behavioural difficulties caused by external factors) and the work of the Inclusion Base has been developed further to support vulnerable students.