Trust vision and aim

The vision of the Mulberry Schools Trust is to be a key local provider for quality in education as well as a leading player in a school-led system of groups and chains. This vision is under-pinned by moral purpose – a desire to do more to improve the quality of education system-wide – and a commitment to schools working together to secure an inclusive, ambitious, collegiate and high quality offer.

Mulberry School for Girls Vision

Our aim is to ensure outstanding achievement for girls, through the development of confidence, creativity, leadership and a love of learning. We will support the very highest ambitions of the young people because we believe this enables them to lead successful, happy and fulfilled lives, making a contribution to their own community and to wider British society. Mulberry pupils will be proud of their identity, which includes fundamental British values as well as a rich and diverse cultural and religious heritage from England, Bangladesh, Somalia, Pakistan, Morocco, Egypt, Europe and Russia.

Three strands of the strategic plan

1. Curriculum, teaching and learning, and student progress
2. Pastoral care, inclusion and personal/character development
3. Leadership and governance
Current context

- Mulberry School for Girls is rated Ofsted Outstanding with an ‘Outstanding’ judgement in each area
- Progress 8 in 2018 gave MSfG the 135th highest progress score of any school nationally
- Progress for disadvantaged students at Key Stage 4 is the 77th highest nationally
- 85% of students entered the EBacc (twice as high as national average)
- 58% of students achieved grade 5+ in English and maths in 2018 compared to 44% nationally
- 37% of sixth form students in 2018 gained places at Russell Group universities
- MSfG has been recently been designated as a Beacon School for UCL IOE Centre of Holocaust Education and continues to be the lead school for Global Classrooms Model United Nations in the UK

Three year targets

1. **Progress**: P8 +1 at Key Stage 4 and VA 0.5 at Key Stage 5
2. **Progress gaps**: No progress gaps based on prior attainment, SEND, or pupil premium
3. **Attendance and punctuality**: 97% attendance and 98% punctuality
4. **Exclusions**: none
5. **Recruitment**: Year 7 and the sixth form both oversubscribed
6. **Destinations**: 100% progression to secure destinations; 50% to Russell Group universities or higher level apprenticeships
7. **Enrichment**: All students complete the Mulberry Pledge
8. **SEF judgement**: Self-evaluation ‘Outstanding’ in all areas
9. **Staff development and wellbeing**: High staff morale and low staff absence; majority of staff engaged in professional development and learning opportunities
10. **Governance**: Effective and impactful challenge and support through outstanding governance at school and Trust level

At present:

- P8 0.8 and VA 0.07
- P8 for pupil premium students 0.73 and for low prior attaining students -0.09
- Attendance 95.9% and punctuality 97% (Year 7 - 11)
- Exclusions: 38 students in 2018/19
- Year 7: 297 first choice applications for 240 places
- Year 12: 180 students, 140 places
- Destinations 2016 cohort: 90% secure destinations; 22% Russell Group and 70% higher education of those completing Level 3 courses
- **SEF judgement** Outstanding in all areas
Strand 1 Curriculum, teaching and learning, and student progress

1.1 Optimise the curriculum to ensure: consistent promotion of equality, diversity and inclusion, particularly in relation to race, and; challenge, rigour and accessibility for all students
1.2 Sustain and embed outstanding teaching and learning, with a particular focus on Key Stage 5
1.3 Sustain high progress and improve progress for key underachieving groups of students and all students at Key Stage 5

Intended impact

- A Mulbacc curriculum that promotes equality, diversity and inclusion, offers high levels of academic challenge and intellectual rigour, and is supported and enhanced through a virtual learning environment
- A deep and rich love of learning, an irresistible learning environment, and a culture of aspiration and ambition
- Progress for all students that is significantly above national average and that supports successful and secure progression to ambitious destinations

Strand 2 Pastoral care, inclusion and character development

2.1 Develop capacity of all staff to intervene early and support outstanding pastoral care of students
2.2 Re-imagine the support for learning service so barriers are overcome and diversity is celebrated
2.3 Maintain the extra-curricular offer ensuring participation of every student

Intended impact:

- The highest quality pastoral care, safeguarding and wellbeing, which means that students come to classes confident, secure, happy and ready to learn. Safeguarding is highly effective
- An inclusive provision, which means barriers to learning and engagement are removed or overcome, difference is celebrated, and all students feel proud and valued
- Rich personal (character) development for all students that includes a strong moral, spiritual and social foundation, fostering a highly developed imagination and creativity
Strand 3 Leadership and governance

3.1 Increase diversity in school leadership
3.2 Embed work with the governing body to enable impactful challenge and support in supporting the school to meet strategic goals
3.3 Ensure talented staff are recruited, retained and developed and feel valued
3.4 Sharpen whole school operations to reduce teaching staff workload and reliance on agency staff

Intended impact:

- School leadership that is more reflective of the diversity of the staff and student body and enables the highest possible team performance
- A proactive, informed and engaged governing body, with the training and skills needed to provide impactful challenge and support in supporting progress towards strategic goals and ensuring good financial management
- Talented staff are retained and feel valued. A majority of staff participate in leadership and professional development opportunities. Staff welfare is high and absence is low
- Whole school operations are clear and efficient, supporting a reduction in teaching staff workload and less reliance on agency staff
Appendix: Key actions/evidence of success

Strand 1 Curriculum, teaching and learning, and student progress

1.1 Optimise the curriculum to ensure: consistent promotion of equality, diversity and inclusion, particularly in relation to race, and; challenge, rigour and accessibility for all students

- A shared understanding of the curriculum intent at each stage and in each subject, alongside clear curriculum cohesion across the whole school
- A curriculum that offers rigour and academic challenge, and consistency in development of subject scholarship, academic voice and writing and number, promotion of creativity, the arts and global learning, digital learning and experience of enterprise
- A curriculum that is accessible to all groups of students and promotes a pervasive culture of aspiration and ambition
- An emphasis on global learning through both the core curriculum and extended learning opportunities
- Active, regular and embedded promotion of Equality, Diversity and Inclusion in place consistently across all subject areas along with opportunities for social, moral, spiritual and cultural (SMSC) development. Regular auditing of this
- Development of a shared pedagogy and practice for high quality inclusive community cohesion education as a result of MSFG’s Beacon School UCL IOE Centre of Holocaust Education status
- Rigour and challenge at Key Stage 3 that stretches and challenges students offering a rich and broad experience and successful preparation for Key Stage 4
- A full and enriched KS5 curriculum in which every student participates
- A curriculum that is supported by a virtual learning environment in which students can access all assessment objectives, schemes of learning, examples of work and material from lessons online
- Curriculum enhancement through effective and impactful partnerships with universities, businesses, global and arts organisations
- Regular communication and involvement from parents in sharing curriculum intent and objectives

1.2 Sustain and embed outstanding teaching and learning in all subject areas, and particularly in the sixth form

- Regular and systematic review of the curriculum including its intent and implementation
- Marking, feedback and assessment is used consistently and monitored effectively to have impact in supporting outstanding student progress
- SEF cycles support middle leaders in evaluating practice in their areas and making intelligent and timely intervention and changes that demonstrate improvement
- A focus on metacognition and independent learning develops independence in students across all Key Stages
- Professional development for teachers in both subject knowledge and subject pedagogy supports outstanding teaching and leadership
- Middle and senior leaders effectively use the services of the Director of Education to lead improvements in teaching and learning
- Display for learning is vibrant and impactful
- Internal progress data is collected in a way which minimises additional workload for staff, and informs regular review about effectiveness of curriculum implementation
1.3 Sustain high progress and improve progress for key underachieving groups of students and all students at Key Stage 5

- Progress at Key Stage 5 improves to be significantly above national average
- Progress improves at Key Stage 4, particularly for low prior attaining students, those with SEND, and key subject areas with lower achievement
- Rapid progress at Key Stage 3 supports improvements at Key Stage 4
- Effective and timely reporting and communication with parents enables them to successfully support the school and the progress of their daughter
- Secure destinations for 100% of students: 100% retention in MST from Year 11 to Year 12, and 50% progression to Russell Group universities or higher level apprenticeships after Year 13

Strand 2 Pastoral care, inclusion and character development

2.1 Develop capacity of all staff to intervene early and support outstanding pastoral care of students

- Develop a framework of outstanding pedagogy and practice in relation to form tutoring which supports outstanding pastoral care and wellbeing of all students
- Review of behaviour for learning policy and strategy and further training and support for staff in implementing this
- Safeguarding is further enhanced by Level 3 safeguarding training for all staff in student facing support staff roles and electronic tracking and monitoring of safeguarding intervention
- Early intervention for vulnerable students and embedding of the mental health trailblazers project
- The PSHE programme is comprehensive with a clear intent and monitoring of delivery and impact. It enables students to contribute positively to society and make informed and healthy choices in decision making in their own lives
- Gatsby benchmarks are met and exceeded in providing careers information, advice and guidance that enables students to further raise aspirations and grasp opportunities
- There is pervasive culture of celebration of achievement and reward along with shared values and understanding of humanity, empathy, mutuality, compassion and reciprocity amongst students. The use of a House system is explored to support this
- A clear strategy for pupil premium spend is evaluated each year in terms of impact and ensures there are no gaps in progress, attendance, achievement and progression for these students

2.2 Re-imagine the support for learning service so barriers are overcome and diversity is celebrated

- Re-launch of support for Learning service, providing high quality and timely support for teachers and students, ensuring all students with SEND can access the curriculum and demonstrate outstanding progress
- Curriculum teaching assistants attached to faculty areas able to develop subject specific pedagogy and classroom practice enhancing subject support
- Support for Learning offer a learning hub space where students with SEND, including those with SEMH need, can access additional support during the school day
- Inclusion services include alternative provision which supports students in reintegration into the mainstream curriculum
- Services including access to an Educational psychologist, counsellor, mentoring, attendance officer, school social worker, nurse, police liaison officer and parent liaison office, along with partnerships with CAMHS and clinical commissioning groups support effective and outstanding pastoral support and intervention
2.3 Maintain the extra-curricular offer ensuring participation of every single student
  • All students have engagement with Mulberry sixth form and aspire to become a part of this. A selection of sixth form students’ work (essays or research projects) are published each year and students in lower school access and read this
  • A vibrant and comprehensive programme of extracurricular learning is in place with a particular focus on developing leadership of girls, global learning, and rightful place. This includes Model United Nations, global visits, girl leading and the Women of the World festival
  • Outdoor education includes Outward Bound visits at Key Stage 3 and a thriving Duke of Edinburgh programme at Key Stage 4 and 5
  • The ‘Mulberry MBA’ enhances the Key Stage 5 curriculum and enables students to develop understanding and skills in leading entrepreneurship
  • Tracking and monitoring of extra-curricular involvement ensures that all students are supported and given the opportunity to participate
  • All students complete the Mulberry Pledge
  • A vibrant sports programme is accessed by students in all year groups
  • A wide ranging community learning and parental engagement programme ensures that the school continues to reflect the values and needs of the community

Strand 3 Leadership and governance

3.1 Increase diversity in school leadership
  • Staff diversity in leadership roles increasingly reflects the whole staff and student body and shows continued progress towards this each year
  • Wider diversity of staff apply for leadership opportunities
  • Bespoke leadership development opportunities for BAME staff
  • Recruitment practices reflect best practice in ensuring inclusive recruitment processes which promote and actively encourage applications from BAME staff
  • Engage staff in all levels of decision making, so that all staff

3.2 Embed work with the governing body to enable impactful challenge and support of school leadership
  • A comprehensive programme of training for governors ensures they have the support they need to provide highly effective governance
  • Governors support the drive in progress towards KPIs
  • Governors visit the school regularly and make valuable contributions to the school’s development
  • Governors are supported in their role, potentially by overseeing link areas

3.3 Ensure talented staff are recruited, retained and developed and feel valued
  • Leadership is distributed
  • Majority of staff actively engaged in leadership and professional development
  • CPD through Challenge Partners
  • Support staff appraisal mirrors teaching staff appraisal in enabling all staff to develop professionally and maximise their impact in their roles
  • Comprehensive new staff induction enables new staff to quickly be effective in their roles
• Strategic planning with other schools in the Trust enables staff to work across schools, where they wish to do so, to enable professional development and effective and impactful support and resourcing for all schools

3.4 Sharpen whole school operations to reduce teaching staff workload and reliance on agency staff

• Strategic planning around staffing supports successful recruitment and reduced agency spend and use of agency teachers in lessons
• High staff wellbeing and effective absence procedures support a reduction in staff absence
• Work in administrative support teams is streamlined to provide efficiency, support in workload management, and enable support staff in administrative teams to further their own professional development, for example in areas including data analysis, student facing work and leadership
• Effective engagement with Trust central services ensures management of premises and estates supports strategic goals and targets
• The school website actively promotes the school, celebrates achievements and supports in meeting strategic goals. Effective liaison with the Director of Marketing, Communication and External Affairs further promotes this work
• Technology is used effectively to reduce workload and improve communication