2019-20 School Improvement Plan

Outstanding achievement for girls through development of confidence, creativity, leadership and love of learning

3 year whole school 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

Strategic objectives:

1. 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
2. A deep and rich love of learning, an irresistible learning environment, and a culture of aspiration and ambition
3. Progress for all students that is significantly above national average and that supports successful and secure progression to ambitious destinations
4. 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
5. An inclusive provision, which means barriers to learning and engagement are removed or overcome, difference is celebrated, and all students feel proud and valued
6. Rich personal (character) development for all students that includes a strong moral, spiritual and social foundation, fostering a highly developed imagination and creativity
**Strand 1: Key Stage 3**

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**Tasks:**

1. Support faculties to undertake a thorough review of their curriculum offer at Key Stage 3 to audit EDI, and also challenge and accessibility of the curriculum.
2. Use SEF cycles to ensure that faculty leadership teams can articulate the intent of their key stage 3 curriculum beyond the stated intentions of preparation for future study at Key Stage 4.
3. Develop a framework to support systematic review of the sequencing of topics and the relevance of each of these for future studies.
4. Audit how faculties use their guided learning hours to ensure that a suitable breadth of content of the curriculum is given appropriate teaching time and allows pupils the opportunity to explore the areas that they find most challenging in more depth.
5. Audit the curriculum to identify areas in each subject where equality, diversity and inclusion is actively promoted and areas where there is opportunity to develop this further. This will include clearly auditing the existing Holocaust education curriculum and further developing this as a result of our UCL IOE Beacon School centre of Holocaust Education status.
6. Ensure that end of unit and end of year summative assessments allow students to access the full range of potential grades.
7. Work with YLCs to make clear the values of the key stage 3 curriculum to students and the communication of this to students and parents.
8. Audit the enrichment curriculum offered for Key Stage 3 to ensure there are enriching opportunities available for students in years 7, 8 and 9.
9. Use the data produced at the end of this year at Key Stage 3 to ensure that curriculum audits take place which look into accessibility for all as well as challenge and rigour.
10. Ensure that those following an alternative curriculum are experiencing a broad curriculum offer which prepares them for the challenges of studying a wide range of appropriate subjects at Key Stage 4.
11. Audit the PSHE curriculum at key stage 3 with YLCs to ensure that PSHE is meeting the current needs of the cohort.
12. Continue to find opportunities to strengthen our primary to secondary curriculum project work, with particular focus on Maths and English.
A deep and rich love of learning, an irresistible learning environment, and a culture of aspiration and ambition

Tasks:
1. Promote interleaving as an approach to ensure the Key Stage 3 specifications are taught to build conceptual understanding of the subject beyond the exam.
2. Create a clear Support for Learning offer that is accessible and transparent so that teachers and leaders know how to access support for children and ensure that all students are able to access the curriculum.
3. Create opportunities for the YLC to work with HOFs to support effective groupings of students, ensuring that KS2 data is used robustly to support appropriate setting e.g. Maths, Science.
4. As part of the curriculum review, ensure that Mulberry Learn (VLE) is being used alongside classroom learning to allow students to clarify and extend their learning. The VLE should allow students to go beyond the taught curriculum.
5. Monitor the impact of supply teaching at Key Stage 3 and consider how to limit the impact of this on the overall classroom experience for students, including expectations for marking and feedback.
6. Continue to monitor MFA plans so that they promote rigor and plan for points in the year where particular year groups have large amounts of feedback to be shared.
7. Monitor MFA practices and continue to promote formative feedback that develops student skills both for the demands of study at Key Stage 4 and 5 as well as equipping students with transferrable skills which go beyond individual exam demands.

To ensure progress and outcomes at Key Stage 3 enable all students to make progress significantly above national average at KS4 and 5 via all students meeting or exceeding their Mulberry target grade

Tasks:
1. Continue to use data forensically to target underachievement at the earliest opportunity.
2. Continue to make all opportunities for parent engagement high quality and inclusive with a specific focus on the transition from Y6 to Y7 so that families work together with teachers for outcomes that exceed ambitious school expectations.
3. To track and monitor use of the virtual learning environment and reward students who are using this resource to support their progress.
4. Clarify the use of medal grades in targeted faculties to ensure a consistent allocation of appropriate data during KS3 data collection.
5. Manage pinch points in the school calendar by communicating early to staff about data deadlines and when there is tight ‘turn around’ for data and reporting.
6. Ensure that standards of uniform and behaviour are maintained throughout Key Stage 3 to promote an ethos of high expectations.
7. Revisit the approach to end of year summative assessments, ensuring they provide students with realistic exposure to the knowledge and skills demands of further assessment at Key Stage 4 and 5.
8. Work with departments to ensure that resources and activities are available on the VLE to support students in revising for end of year assessments
9. Evaluate the use of the Year 7 Catch Up Premium and refine approaches used as necessary

**Provide the highest quality pastoral care, safeguarding and wellbeing so that students come to classes confident, secure, happy and ready to learn**

**Tasks:**
1. Create and then use standards for the role of the form tutor to support Key Stage 3 tutors to help students to feel confident, secure, happy and ready to learn.
2. Ensure that all staff, including trainee teachers and support staff, are able to effectively follow the behaviour management policy, and are skilled and confident at promoting positive behaviour for learning in classrooms and around the school building at all times.
3. Ensure that students are prepared for the shape of the year by issuing a year group calendar at the beginning of the year with all key dates and clearly signposted opportunities for fun and balance.
4. Planned wellbeing opportunities to be scheduled at key pressure points in the year.
5. Work in partnership with CAMHS to develop the trailblazer mental health project so that mental health provision across the school is of the highest quality.
6. External agencies to be accessed for support to identify and provide early intervention for students with challenging / distressed behaviour with a consistent focus on early and swift intervention.
7. Ensure students are rewarded in celebratory assemblies and through informal but public sharing of success.
8. Celebrate and share the exciting, fun and interesting opportunities that Key Stage 3 students are involved in through displays, assemblies and a year group newsletter or that activities at Key Stage 3 are included in the Berry Bugle and Muse magazine.
9. Ensure high standards of behaviour are promoted at key stage 3 through explicit teaching of the behaviour policy, and for tutors, teachers and leaders to use the same language to help de-escalate situations and ensure there are clear connections between actions and consequences.
10. Continue to develop the role of the YLC as leader of both pastoral care and progress for their cohort.
11. Continue to develop links with feeder primary schools to ensure that potential students gain exposure to the ethos and high expectations of Mulberry School for Girls.
12. Use and training in CPOMS software for all relevant staff for recording safeguarding actions and interventions and all support staff in student facing roles to have Level 3 safeguarding training.
13. All pastoral staff to undertake training in completing an Early Help Assessment.

**Provide an inclusive provision in which barriers to learning and engagement are removed or overcome, difference is celebrated, and all students feel proud and valued**

**Tasks:**
1. Establish a high quality alternative provision at Key Stage 3 to support inclusion in learning and access to the curriculum.
2. Share the plan for students with SEND at Key Stage 3, so that there is a clear curriculum pathway for each child and that HOFs and HODs know and understand the rationale.
3. Celebrate difference through profiling those with impairments and disabilities and alternative routes to success, happiness and prosperous futures.
4. Celebrate Black History month and involve students in the creation of activities that are fun but also particularly focus on structural racism and the impact it has had on opportunities, individual liberty and inclusion throughout history.
5. Develop a shared pedagogy and practice for high quality include community cohesion education as a result of MSFG’s Beacon School UCL IOE Centre of Holocaust Education status
6. Track engagement with interventions, women’s education, careers and leadership opportunities to ensure all groups are included and use pupil voice to enquire about barriers to engagement,
7. Create a calendar of events centred on equality, diversity and inclusion for pupils at Key Stage 3 that allows particular focus on different days and weeks of the year e.g. Mental health awareness week.
8. Create standards for teaching assistants and develop the role of the teaching assistant in the key stage 3 classroom to increase the impact on teaching and learning.
9. Formalise the induction process for Year 7 students and new parents so they are aware of our expectations from all stakeholders regarding equality, inclusion and diversity.

Provide rich personal (character) development that includes a strong moral, spiritual and social foundation, to foster a highly developed imagination and creativity

Tasks:
1. Re-launch the Mulberry pledge at Key Stage 3 as a vehicle to support students in their transition to Key Stage 4 and their awareness of their key skills, opportunities and their portfolio of experience.
2. Involve parents in helping their daughters to make excellent progress in KS3 through the use of parent consultations and parent information events.
3. Review Careers provision from Years 7-9 to ensure that exposure to the world of work is in line with the national requirements and meets Gatsby benchmarks
4. Create a range of opportunities for students at Key Stage 3 to broaden their horizons. This will allow students to develop their creative talents, leadership and develop their confidence.
5. Audit the curriculum at Key Stage 3 to find strengths and areas for development in the moral, spiritual and social foundation of a broad and balanced education. Find opportunities through PSHE and year teams to allow pupils to develop their ability to critically engage with morality, ethics and spirituality. (The Beacon School UCL IOE Centre of Holocaust Education status will make a significant contribution to this work).
6. Promote awareness of the 7 year learning journey so that students can see how staying in the sixth form will support their personal growth, character enrichment and their academic achievement.
7. Effective tracking and monitoring of engagement of students in extracurricular activities ensures that all students are supported to access and benefit from this provision.

Responsibility for delivering target:
Dean Bailey, Rebecca Higgs, Alice Ward, Jill Tuffee
Resource Implications:
CPOMS
SISRA
VLE subscription

Training Costs:
Training and INSET time as per academic calendar

Strand 2 Key Stage 4

SIP strand 2: Key Stage 4

Intended impact: Ensure that the Mulbacc curriculum offers high levels of academic challenge and intellectual rigour, supported and enhanced through a virtual learning environment.

Tasks:
1. Use SEF cycles to ensure that faculty leadership teams can articulate the intent of their Key Stage 4 curriculum beyond the stated intentions of examination specifications.
2. Audit how faculties use their guided learning hours to ensure that the content of the curriculum is given appropriate teaching time and allows pupils the opportunity to explore the areas that they find most challenging in more depth.
3. Continue to ensure that students are supported to study the full EBacc through time limited interventions during year 10 where necessary to increase their chance of success.
4. Work with YLCs to make clear the values of the Key Stage 4 curriculum to students. What is the intention of the curriculum at Key Stage 4, beyond examination results.
5. Audit the enrichment curriculum offered for Key Stage 4 to ensure there are enriching opportunities available for students in years 10 and 11.
6. Audit the curriculum to identify areas in each subject where equality, diversity and inclusion is actively promoted and areas where there is opportunity to develop this further
7. Use the outcomes of the 2019 cohort to create curriculum lines of enquiry at Key Stage 4 and then audit curriculums for challenge.
8. Ensure that the Virtual Learning Environment includes model answers and promote the use of Mulberry Learn as a resource for students to access grade 7 and above.
9. Use SLF as a forum for departments to share their VLE and how they are using it to extend and support their curriculum at Key Stage 4.
10. Ensure that the alternative curriculum group at Key Stage 4 work towards appropriate qualifications and are included in scheme of learning audits.
11. Audit the PSHE curriculum at Key Stage 4 with YLCs to ensure that PSHE is meeting the current needs of the cohort.

Intended impact: Instil a deep and rich love of learning and create an irresistible learning environment for all that goes beyond qualification specifications.

Tasks
1. Promote interleaving as an approach to ensure the Key Stage 4 specifications are taught to build conceptual understanding of the subject beyond the exam.

2. Create a clear Support for Learning offer that is available and transparent so that teachers and leaders know how to access support for children when they are struggling to engage with the curriculum.

3. Create opportunities for the YLC to work with HOFs to support effective groupings of students.

4. Monitor the impact of supply teaching at Key Stage 4 and consider how to limit the impact of this on the overall classroom experience for students, including expectations for marking and feedback (MFA).

5. Continue to monitor MFA plans so that they promote balance and plan for points in the year where particular year groups have large amounts of feedback to be shared.

6. Monitor MFA practices and continue to promote formative feedback that develops student skills both for and beyond the exams.

**Intended impact:** To ensure progress at Key Stage 4 gives the school a progress 8 score of +1 and that outcomes enable all students to access ambitious pathways at Key Stage 5 and beyond.

**Tasks:**

1. To redesign Key Stage 4 intervention so that it is an offer with high expectations for all.

2. To develop the Prep model for all targeted groups.

3. Continue to use data forensically to target underachievement at the earliest opportunity.

4. Continue to make all opportunities for parent engagement high quality and inclusive so that families work together with teachers for outcomes that exceed national expectations.

5. To track and monitor use of the virtual learning environment and reward students who are using this resource to support their progress.

6. Revisit the allocation of intervention time and write a TOIL policy so that there is clarity for members of staff leading intervention and that it can be planned early for students, parents and teachers.

7. Add deadlines for submitting plans for mock exam templates to the school calendar so that timetables can be released earlier to students.

8. Embed the use of the data handbook to ensure validity of data at Key Stage 4 that is standardised to minimise in subject variation and maximise the impact of the action taken based on it.

9. Manage pinch points in the school calendar by communicating early to staff about data deadlines and when there are tight ‘turn arounds’ for data and reporting.

10. Continue to ensure that weekly tasks are created, used and checked across all subjects at Key Stage 4. Audit approaches to differentiation with the weekly tasks to make sure they are accessible to all.

11. Ensure that standards of uniform and behaviour are maintained throughout Key Stage 4 to promote an ethos of high expectations.

**Intended impact:** Provide the highest quality pastoral care, safeguarding and wellbeing so that students come to classes confident, secure, happy and ready to learn to help them find the balance.

**Tasks:**
1. Further develop the work and impact of the form tutor through the use of a whole school framework for outstanding form tutoring
2. Ensure that all staff, including trainee teachers and support staff, are able to effectively follow the behaviour management policy, and are skilled and confident at promoting positive behaviour for learning in classrooms and around the school building at all times
3. Ensure that students are prepared for the shape of the year by issuing a year group calendar at the beginning of the year with all key dates and clearly signposted opportunities for fun and balance.
4. Planned wellbeing opportunities to be scheduled at key pressure points in the year.
5. Work in partnership with CAMHS to develop the trailblazer mental health project so that mental health provision across the school is of the highest quality
6. External agencies to be accessed for support to identify and provide early intervention for students with challenging / distressed behaviour with a consistent focus on early and swift intervention
7. Ensure students are rewarded in celebratory assemblies and through informal but public sharing of success.
8. Celebrate and share the exciting, fun and interesting opportunities that Key Stage 4 students are involved in through displays, assemblies and a year group newsletter or that activities at Key Stage 4 are included in the Berry Bugle and Muse magazine.
9. Create and then use standards for the role of the form tutor to support Key Stage 4 tutors to help students to effectively find the balance.
10. Ensure high standards of behaviour are promoted at Key Stage 4 through explicit teaching of the behaviour policy, and for tutors, teachers and leaders to use the same language to help de-escalate situations and ensure there are clear connections between actions and consequences.
11. Continue to develop the role of the YLC as leader of both pastoral care and progress for their cohort.

**Intended impact:** Provide an inclusive provision in which barriers to learning and engagement are removed or overcome, difference is celebrated, and all students feel proud and valued.

**Tasks:**

1. Establish a high quality alternative provision at Key Stage 4 to support inclusion in learning and access to the curriculum.
2. Share the plan for students with SEND at Key Stage 4, so that there is a clear curriculum pathway for each child and that HOFs and HODs know and understand the rationale.
3. Celebrate difference through profiling those with impairments and disabilities and alternative routes to success, happiness and prosperous futures.
4. Celebrate Black History month, or create an alternative way to raise awareness of the prevalence and priority given to white people throughout history. Involve students in the creation of activities that are fun but also particularly focus on structural racism and the impact it has had on opportunities, individual liberty and inclusion.
5. Track engagement with interventions, women’s education and leadership opportunities to ensure all groups are included and use pupil voice to enquire about barriers to engagement,
6. Create a calendar of events centred around equality, diversity and inclusion for pupils at Key Stage 4 that allows particular focus on different days and weeks of the year eg. Mental health awareness week.

7. Create standards for teaching assistants and develop the role of the teaching assistant in the Key Stage 4 classroom to increase the impact on teaching and learning.

8. Use and training in CPOMS software for all relevant staff for recording safeguarding actions and interventions and all support staff in student facing roles to have Level 3 safeguarding training.

9. All pastoral staff to undertake training in completing an Early Help Assessment

**Intended impact:** For students at Key Stage 4 to express and grow their voice through rich personal (character) development and access to a range of platforms. To foster a highly developed imagination and creativity that includes a strong moral, spiritual and social foundation.

**Tasks:**

1. Re-launch the Mulberry pledge at Key Stage 4 as a vehicle to support students in their transition to Key Stage 5 and their awareness of their key skills, opportunities and their portfolio of experience.

2. Involve parents in helping their daughters to manage the balance of Key Stage 4 through the use of mock results meetings, parent consultations and meetings with targeted intervention groups.

3. Create a range of opportunities for students at Key Stage 4 to have a platform. This will allow students to choose their own platform and share their creative talents, leadership and develop their confidence.

4. Audit the curriculum at Key Stage 4 to find strengths and areas for development in the moral, spiritual and social foundation of a broad and balanced education. Find opportunities through PSHE and year teams to allow pupils to develop their ability to critically engage with morality, ethics and spirituality.

5. Create opportunities for vertical groups so that students at Key Stage 4 can support those at Key Stage 3 (guided choices) and can get support from students at Key Stage 5.

6. Promote awareness of the 7 year learning journey so that students can see how staying in the sixth form will support their personal growth, character enrichment and their academic achievement.

7. Showcase the pathways previous students have taken so that students can explore possible future destinations.

8. Effective tracking and monitoring of engagement of students in extracurricular activities ensures that all students are supported to access and benefit from this provision.

9. Ensure that Gatsby benchmarks are met and exceeded in offering careers guidance that raises aspirations and enables students to take up opportunities.

**Responsibility for delivering target:**
Helen Pallet, Jo Skelhorne, Alice Ward, Rebecca Higgs, Jill Tuffee

**Resource Implications:**
CPOMS
SISRA
VLE subscription
Budget for intervention: £25,000
Raising Standards budget: £25,000 (This should be allocated across the key stages and so reduced for key stage 4)
To pay for increased prep provision (Y12 students), re-launch of career oriented pledge, rewards, planned well-being intervention and celebrations related to identity and belonging.

TLR for prep facilitator

Training Costs:
Training and INSET time as per the school calendar
Conflict resolution training for form tutors £2000

Key Stage 5

SIP strand 3: Key Stage 5

Ensure that the KS5 curriculum offers high levels of academic challenge and intellectual rigour, supported and enhanced through a virtual learning environment

Intended impact:

- Teaching and Learning in KS5 is consistently outstanding and provides stretch and challenge for all pupils ensuring that pupils are moving towards their target grades.
- MFA - KS5 focus to ensure that Marking, Feedback and Assessment at KS5 is timely and enables pupils to make outstanding progress over time. Evidence of this to be visible in pupils’ folders.
- Students’ use of their Independent learning time is effective, enhances their academic studies and is supported by their subject teachers and the 6th form team.
- VLE is used by all subjects to support independent learning at KS5.
- A Level Mindset to be fully embedded and the rational shared with staff, students and parents.
- The Year 12 elective programme to be developed to include a broad offer that supports the curriculum and offers academic challenge beyond the curriculum.

Tasks:

1. Work started in this year’s KS5 paddle workshop to be continued and disseminated within faculties. Calendared ‘KS5 Teaching Team’ meetings will include focus on stretch and change sharing of best practice – especially with a view to securing more A* - A grades.
2. Scheduled KS5 learning walks to feature in the SEF cycle as well as folder checking.
3. MFA – Faculties to continue to develop MFA practice to ensure that KS5 MFA is robust and meets the standards outlined in the faculty policy. SLT and HoFs to include KS5 in MFA work scrutiny on a ½ termly basis. This will be recorded so that there is full coverage of teaching staff and subjects.
Pupils should have clear evidence of marked and improved work in their folders and should be able to explain how they are given feedback and how this aids their progress.

4. Students will be supported in using their independent time to enhance their learning. Subject teachers must make a clear distinction between homework and extended learning/wider reading tasks. Extended learning to be set by staff and checked (not marked). Students should be told to have an extra section in their folder for wider reading and extended learning. This should be visible on learning walks. Teaching staff should communicate with the 6th form academic mentor team so that they can support students with these independent learning tasks.

5. Students to be supported in developing their academic literacy skills. Lead practitioner to create resources to support academic literacy development. Time to be set aside in tutor time, PSHE curriculum and targeted sessions to support the development of academic literacy.

6. Use of the VLE at KS5 – Continued staff training for KS5 staff about the use of the VLE, in particular to support independent learning. Subjects/Departments to be given specific training during faculty meeting time or directed time if requested. All students to use the VLE on a daily basis to aid learning. 6th form team to monitor students’ use of the VLE and check that resources are available for students.

7. The A Level Mindset to be fully embedded at KS5. AHT KS5 to deliver this vision in Year 12 and 13 induction in September. Displays to be created throughout the 6th form to cover each area of the VESPA model. Assemblies regularly focus on one aspect of VESPA. Faculties to be given copies of the book to ensure that there is a shared vision and ‘KS5 Teaching Team’ meetings will include focus on aspects of the VESPA model. PSHE and tutor time resources to be created to develop skills in the different areas of the VESPA model.

8. The Year 12 elective programme will include modules that support the extended curriculum. These will include academic modules, mental health support, sports, Arts, Duke of Edinburgh, volunteering in school, volunteering in the local community, university and UCAS preparation and study skills.

9. Audit the curriculum to identify areas in each subject where equality, diversity and inclusion is actively promoted and areas where there is opportunity to develop this further

*Instil a deep and rich love of learning and create an irresistible learning environment for all*

**Intended impact:**

- Displays in 6th form will support the curriculum, inspire students and celebrate achievement.
- 6th form area to be a professional learning environment for students and staff.
- Establish MSFG 6th form as the natural choice for all students as part of their 7 Year learning journey.
- Wednesday afternoons – Year 12 and 13 students to make better use of Wednesday afternoons with access to a range of extra-curricular opportunities.

**Tasks:**

1. 6th from re-fresh taking place over the summer break. Two new study spaces to be created which will be supervised by the academic mentor team. Classrooms to be cleared of clutter. Extra white boards to be added were requested. Furniture to be minimal and only as required.
2. Displays around the 6th form to match the professional learning environment. Subject rooms to have at least one subject display. Afsana, Khonz and Sanwara to support with display work. 6 A Level Mind-set displays throughout the 6th form. University and UCAS display to be created. Tutor group boards to be professional and updated by the student reps.

3. Dress code to be written and introduced in September 2019. Very simply this will require students to wear professional dress (No jeans, leggings or trainers). Dress code to be monitored by the tutor team, YLCs and 6th form team.

4. Lower school taster lessons to take place in FE classrooms as part of 7 year learning journey. AHT KS5 and Director of FE to run 6th form assemblies in lower school to introduce them to 6th form (KS3 and 4) and to introduce new subjects (Year 9 /10) Psychology, Economics, Sociology, and Politics.

5. Prefect team to go to KS3 and 4 assemblies to explain events happening in 6th form or to introduce suggestions about independent learning, resilience, organisation, options and subject passion etc.

6. Shared understanding of the curriculum offer at sixth form, the knowledge, understanding and skills that all students should achieve and how this will equip them to be successful in their destinations

Ensure progress and outcomes at Key Stage 5 enable all students to make progress significantly above national average.

Intended impact:

- KSS Progress target of +0.5 VA
- Enrolment – Ensuring that the right students are on the right courses and that we recruit HAPs both internally and externally. Work with Year 11 HAPs to ensure that they stay with us.
- Recruitment – 100% recruitment from Year 11 into sixth form
- KSS Teaching and Learning focus with calendared ‘KS5 Teaching Team’ Meetings
- Tracking / Monitoring - Regular progress updates to track and intervene with underperforming groups.
- Alumni – Use of past pupils to support and teach current cohort.
- Explicit modelling of Grade A – A* by subject staff and the 6th form team.
- Improved Destinations including Oxbridge / Russel group / degree apprenticeships.

Tasks:

1. Aspirational targets to be set and shared with students that are significantly above national average. All HoFs, YLCs and FE teachers aspire to achieve these targets and raise aspiration across the 6th form.
2. 6th form team to work together to track and monitor progress of pupils and to intervene quickly and strategically to address areas of concern. AHT and Director of FE to work with HoFs to address underperformance at faculty and subject level. YLCs to track and monitor progress of individual pupils and plan structured intervention programmes for academic mentoring.
3. This year there will be a clear T&L focus at KS5. The main areas of focus will be MFA at KS5, the use of structured and supported independent learning tasks, the use of the VLE to support learning and stretch and challenge at KS5. In order to support with this there will be calendared ‘KS5 Teaching Team’ meetings, scheduled learning walks and a KS5 focus in the SEF cycle.

4. Improved A*-A grades – At faculty level there should be a clear understanding of what the A*-A grade looks like. Example essays (these should be called back on results day 2019), guided wider reading, stretch band challenge in the classroom. The 6th form team will be introducing the A Level Mind-set model and this will feature heavily in assemblies, tutor periods, PSHE sessions and displays.

5. Enrolment Process – both internal and external pupils to be interviewed and enrolled on GCSE results day so that we don’t lose students to other 6th forms. SLT to target HAPs on results day to ensure maximum retention of these pupils. Director of FE to work with HAPs in summer term to improve recruitment. Scholarship package available for all students applying for 6th form (internal and external) worth up to £450. HoFs involved in enrolment process on results day.

6. Alumni – The MSFG 6th form alumni will be more formally tracked and we will keep in regular contact with all students. Students will be invited to return to Mulberry to support subjects and students and to improve access to universities. Our most successful past pupils will be invited to showcase their success strategies at Year 11 and Year 12 Induction in September.

7. UCAS preparation to begin on Spring Term of Year 12 starting with personal statement writing. Subject references to be written at the end of year 12. Oxbridge and early entry support programme in place from Spring Term 1 of Year 12. Year 12 and 13 assemblies, tutor period and PSHE lessons to include information about university courses, the application process, life at university, Russel group universities. Information about open days, summer courses, interview support and taster days to be shared weekly with students through a newsletter and through notice board / Padlet.

8. Continue to develop links with Wadham College Oxford and Murray Edwards College Cambridge to support the Oxbridge application process.

Provide the highest quality pastoral care, safeguarding and wellbeing so that students come to classes confident, secure, happy and ready to learn.

**Intended impact:**

- Role of the tutor team – specific to 6th form whilst building on strengths at KS3 and 4.
- Safeguarding training for all tutors
- KS5 cover – tutor periods and lessons
- SEF focus
- PSHE programme
- CAMHS practitioners
- KS5 Counselling
- Progress conversations – with tutor, YLC, Director and AHT.
- Year Day - New for Year 12 this year
Tasks:

1. CPD training for tutors will take place that is specific to KS5. This is to include safeguarding as well as discussion about what constitutes outstanding tutoring at KS5. The aim of the training will be to share good practice and build on outstanding tutoring that is already taking place in many areas of the 6th form and at KS3 and 4.

2. KS5 tutor time learning walks to take place as part of the SEF cycle with a rota in pace to include YLCs / Director of FE and AHT KS5.

3. Director of FE and AHT KS5 will work with the YLCs to establish a comprehensive PSHE programme based on students current and future needs including SRE, Mental Health support, UCAS prep, destinations information, being university ready (finances, independence, travel etc), exam support, EDI and careers advice.

4. The school’s CAMHS practitioners will be at the next stage of their training and will be able to work with groups of students and individuals to support them with exam anxiety and low mood. YLCs will continue to refer students to Step Forwards and CAMHS for more advanced mental health support.

5. YLCs will meet with underperforming students who are not making expected progress. This conversation will be supportive and will ensure that all students have every academic, emotional and pastoral support in place to enable to achieve the best that they can. The academic mentors will work with targeted students to add an additional layer of academic and personalised support for students.

6. Year 12 will have a Year day at the end of the academic year along with the tutor groups in Years 7 – 10.

Provide an inclusive provision in which barriers to learning and engagement are removed or overcome, difference is celebrated, and all students feel proud and valued

Intended impact:

- Enrichment opportunities will be tracked and monitored.
- EDI – KS5 focus
- Assembly – celebration of difference, celebration of achievement, inclusive of all groups
- Celebration displays
- Bursaries – new policy
- Parental engagement

Tasks:

1. Monitoring of enrichment opportunities – tracking sheet created with columns to include ethnicity, external students, PP, prior attainment and subject focus to ensure enrichment opportunities are provided for all students in 6th form.
2. YLCs will run Assemblies that celebrate achievement, celebrate festivals and culture including black history month and have a regular focus on mind-set and attitude which links with the a level mind-set model.

3. Equality, Diversity and Inclusion to be a key feature in PSHE planning and delivery.


5. Students on FSM are eligible for bursary support. AHT KS5 to manage this. New policy to be written by July 2019 with costings finalised by end of term and delivery of provision ready for September 2019.

6. Year 12 and Year 13 parent meeting to be calendared and held in September to share the vision for 6th form and ask for parental support in monitoring attendance and supporting students with independent study. Year 13 parent meeting booked in for April in advance of Ramadan and the external exams.

7. Use and training in CPOMS software for all relevant staff for recording safeguarding actions and interventions and all support staff in student facing roles to have Level 3 safeguarding training.

8. All pastoral staff to undertake training in completing an Early Help Assessment.

Provide rich personal (character) development that includes a strong moral, spiritual and social foundation, to foster a highly developed imagination and creativity

**Intended impact:**

- Celebration of achievement for all students at all ability levels
- Mulberry Pledge
- Volunteering and Work Experience
- Youth conference and MUN
- Mulberry MBA
- Engagement with employees from Sky.
- Oxbridge / Interview support

**Tasks:**

1. The PSHE curriculum will be broad and will cover many areas including mental health, EDI and aspirations.
2. Students will have opportunities to hear from guest speakers and to and lectures on a wide range of topics.
3. Volunteering opportunities for students will support character development, independence and resilience.
4. Work experience opportunities will broaden students understanding of the world outside of Mulberry School for Girls.
5. The Year 12 Youth Conference will continue to run and will address current global themes that encourage deep thinking and ethical reasoning.
6. KS5 students will continue to have a strong presence in MUN activities where they are able to engage in debate and analysis of moral, social and ethical issues of global concern.
7. 50 Year 12 students will take part in a Mulberry MBA which involves working with entrepreneurs to plan, devise and deliver a business project.
8. Employees from Sky will work with students as mentors to support engagement of women in technology.
9. Oxbridge and early entry students supported with interview practice by St Mary’s Ascot and the Ox Fizz programme.
10. Effective tracking and monitoring of engagement of students in extracurricular activities ensures that all students are supported to access and benefit from this provision

**Responsibility for delivering target:** K Pugh

**Resource Implications:**
- CPOMS
- SISRA
- VLE subscription
- ULAS

**Training Costs:**
Training and INSET time as per school calendar