

Mulberry UTC
Where learning works



Self-Evaluation Form

Summer Term 2019

Updated 6/6/2019

Context

Mulberry UTC is a new school which opened in September 2017. It is one of three schools in the Mulberry Schools Trust and is one of the 48 University Technical Colleges across the UK providing a combination of academic and technical learning to young people aged 14-19.

- There are currently 226 students on roll with the majority (186) in the sixth form
- 80% of students are girls and 20% are boys
- The school population includes the following ethnic groups: Bangladeshi (70%), White British (8%) and Black Somalian (3%). 85% of students speak English as an additional language compared to a national average of 16.5%
- Just over 50% of students are eligible for pupil premium (Y10: 50%, Y11: 62%, Y12: 43%, Y13: 50%), compared to the national average which is 28.6%

Mulberry UTC is located in the Bow East ward of Tower Hamlets local authority. The school draws students from a wide catchment area across more than 11 different local authority areas including London, Essex and Hertfordshire. Within this context, the UTC provides a positive, friendly and supportive environment within which students from different backgrounds, ethnicities and religions learn to live harmoniously alongside each other. Students demonstrate positive and inclusive attitudes, tolerance for difference and awareness of the importance of combating inequality and discrimination. Incidents of bullying and discrimination are extremely rare. Students and parents say that Mulberry UTC provides a supportive and caring environment with better relationships amongst students than most secondary schools.

Mulberry UTC is an ambitious school which is committed to achieving excellent outcomes for students and their families. All young people attending Mulberry UTC receive a high quality education with an innovative curriculum that leads them to a fulfilling future career. Many students who have previously struggled in education are able to succeed at Mulberry UTC, whether they join the school at the start of Key Stage 4 or Key Stage 5.

Many students at Mulberry UTC face multiple challenges, disadvantages and vulnerabilities in their lives outside of school. Just over half of students are eligible for the Pupil Premium and a higher than average number of students are known to social care.

- In Year 10, 43% of students either have or have had a CIN plan or special guardianship arrangement
- 11% of students in Year 11 have had a CIN plan
- 10% of Year 12 students either have current or historical social care involvement
- 14% of Year 13 students either have current or historical social care involvement
- Nearly 3% of students in the sixth form are carers for a family member
- Nearly 8% of students in the sixth form have a long term health issue

The school provides an environment in which, despite these challenges, all students can thrive, both in terms of academic and technical achievement and in terms of students' own personal development. This is evidenced through improved attendance, improved progress, and feedback from students, parents and outside agencies that students are happier and more successful at Mulberry UTC than they were at their previous schools.

The level of Special Educational Needs is higher at Mulberry UTC than the national average.

- 16.4% of pupils have SEN compared to 14.4% nationally
- 3.5% of students have an EHCP
- The level of SEN is particularly high in Year 11 (36%)
- Some KS4 students have only had SEN diagnosed since joining Mulberry UTC. For example, one

student was diagnosed with ASD, one with ADHD, and one with ASD and ADHD. None of these students came to Mulberry UTC with an EHCP and all had significantly under-achieved during KS3 at their previous schools.

High expectations for all young people pervade every aspect of the school's work. Barriers to progress and achievement do not limit ambitions or aspirations: all students are set challenging targets and given the support they need to achieve them. The poverty, social exclusion and learning difficulties faced by many of our students are seen as challenges to be overcome through high quality educational opportunities, rather than as reasons to accept poorer outcomes. As well as great teaching, all students have access to excellent pastoral care, a tailored personal development curriculum and high quality careers guidance. The impact is clear in the success experienced by students in terms of their examination outcomes and destinations, as well as their well-being.

Central to the ethos of Mulberry UTC is a passionate commitment to recognising and valuing the talents and abilities of those with practical, creative, technical and social skills, as well as those who excel at academic learning. The school's curriculum provides a combination of high quality technical and academic learning which is carefully tailored to the needs and interests of students. Before joining the school, every student has at least two opportunities to meet with staff to talk about their curriculum options, to ensure that they choose the right pathway. As a result, all students are able to access the curriculum and the vast majority are able to complete their courses and achieve their target grades. Interventions and alternative curriculum pathways are used when appropriate, but the focus is always on quality first teaching in the classroom.

The school's curriculum is carefully planned to ensure that it provides students with the maximum possible opportunities to succeed in the world outside of school. This includes close collaboration with sponsors and partners in relation to the provision of work experience and visiting speakers, as well as the provision of state of the art equipment, choice of qualifications and support for extra-curricular opportunities. Regular, rigorous monitoring of teachers' planning is carried out by senior and middle leaders, with a requirement that schemes of learning are submitted at the start of each term.

Teaching and learning in science is a key strength and an area of outstanding practice. Within the health specialism, students learn how to talk to patients, to perform CPR, to conduct experiments in the laboratory, to test new products, to promote safeguarding and to ensure that patients are always treated with dignity and respect. Students studying health and social care complete work experience every year within Barts NHS Trust. As well as succeeding in their academic and technical qualifications, this means that students are better prepared for the next step – whether that is university or an apprenticeship. Current Sixth Form students have secured university offers to study subjects relevant to their studies including nursing, midwifery, paramedicine and biomedical science.

The school is equipped with state of the art facilities for its specialism in the creative and digital industries, including a theatre modelled on the National Theatre's Dorfman. Students who want to work in theatre learn how to design costumes, to perform plays and to set up lighting rigs. Students who want to work in the media learn how to produce documentaries, to direct films, to make digital animations and to record podcasts. Many have secured destinations in relevant fields. Two students graduating from Year 11 this summer will take up Sixth Form places at the Brit School for Performing Arts. Sixth Form students have secured places to study film, media, and other related subjects.

Key Stage 4 headlines

There are currently 40 students in KS4, 26 in Year 11 and 14 in Year 11. These low numbers mean that, although useful, looking at percentages is less meaningful than examining the experiences of individuals and small groups of students.

Students in Key Stage 4 come to the school with prior attainment which is broadly in line with national average. Many have not achieved well during KS3 and therefore need to make very rapid progress after joining the UTC in Year 10. Baseline tests undertaken by the current Year 11 cohort suggest that few had made good progress during KS3 and some had made negative progress. Once they join Mulberry UTC, students follow an appropriate curriculum and have access to high quality teaching and learning and excellent pastoral care, support and guidance. As a result, in most cases student are able to make the rapid progress necessary in order to achieve their target grades.

Current overview of KS4 students' progress

Outcome area	Target	National	Prediction May 2019	Final outcome
Students achieving at least 5 GCSEs at grades 9-4 including English and Maths	65%	65%	59.3%	
Attainment 8	45	44.5	41.91	
Progress 8	+0.1	0	-0.43	
Basics (9-5 English and Maths)	45%	40	18.5%	
Basics (9-4 English and Maths)			63%	
Disadvantage gap (difference between A8 scores for PP students and non-PP students)	0	-12.8	-2.7	

Current overview of KS5 students' progress

Prior attainment for students joining Mulberry UTC at Key Stage 5 is lower compared with students in the Sixth Forms at the other secondary schools in the Mulberry Schools Trust. Students who join Year 12 at Mulberry UTC have not experienced the same previous level of success in terms of attainment in academic exams in their predecessor schools:

- In Year 12, the average GCSE A8 grade is 3.1 (compared to 4.5 for Sixth Form students at Mulberry School for Girls)
- Over 55% of Year 12 students are re-sitting GCSE maths
- A number of students in Year 12 have joined Mulberry UTC after completing one year of sixth form at a previous school and then being asked to leave, often due to making poor progress or choosing inappropriate courses
- In Year 13, the average GCSE grade is 3.9 (compared to 4.9 at Mulberry School for Girls)
- 22% of students in Year 13 are re-sitting or have re-sat GCSE maths
- 12% of students in Year 13 are in their third year of sixth form, having progressed to Level 3 from Level 2 courses
- 13% of students in Year 12 are former Level 2 students who have had the opportunity, at Mulberry UTC, to progress to Level 3

At Mulberry UTC, most students follow pathways of study at Level 2 and Level 3 which combine academic and technical qualifications. In many cases, this enables young people who would not otherwise be able to

access post-16 study to do so. Progress for these students at Mulberry UTC, in both academic and technical subjects, is predicted to be above national average and the majority of students in Year 13 have successfully secured offers for university or apprenticeships in relevant subject areas.

Despite their relatively low starting points, the vast majority of students in the Sixth Form at Mulberry UTC complete their courses and the majority achieve their target grades.

Current overview of KS5 students' progress

	All	F	M	SEN	Disadvantaged/Pupil premium
Overall Value Added predicted	-0.54	-0.48	-0.84	-0.74	-0.59

	KPI	2018	2019		
		National	Target	Prediction June 2019	Final outcome
Attainment	Academic attainment	C	C+	C	
	Technical/vocational attainment	N/A	D	M+	
Progress	Overall value-added	N/A	N/A	-0.54	
	Academic progress	0	+0.5	+0.05	
	GCSE English/Maths retake	En + 0.5 M + 0.82	+1	En 0.45 M 0.33	

Overall effectiveness

Mulberry UTC is a good school with some outstanding features

- The Principal, Executive Principal, Trust and Local Governing Body are fully focused on and committed to achieving the vision of a UTC which provides all students with an outstanding education
- Leadership and management across the school and across the Trust, including the Trust Board and the Local Governing Body, is outstanding
- The quality of teaching, learning and assessment is good
- Outcomes are judged to be good, based on predictions for the UTC's first full set of examinations in summer 2019
- Behaviour is outstanding
- Safety and welfare are good, with improving student attendance a key area for improvement
- The promotion of students' spiritual, moral, social and cultural entitlement and their physical well-being is good
- Safeguarding is highly effective

Strengths of the school

- Strong positive ethos
- Culture of high expectations, aspirations and excellence in relation to academic and technical achievement
- Governors and trustees are focused and ambitious
- Ambitious targets are set for all students and most of them achieve their targets
- Pastoral care and welfare are excellent
- High expectations for behaviour and conduct among students and staff
- The curriculum is carefully planned and tailored to the needs of individual students and to the demands of the labour market
- Exclusions have dramatically reduced and are now low

Priorities for 2019-20:

- Further improve student attendance in both key stages to a minimum of 95%
- Maximise student progress and achievement for all learners, with all students achieving outstanding outcomes at KS4 and KS5
- Ensure that the culture of high expectations is in place throughout the school – every classroom, every minute - so that learning and teaching across the school is consistently outstanding
- Continue to improve recruitment and retention into both year 10 and Year 12
- Ensure that the UTC's budget is balanced

Section 1a: Quality of education - intent

At Mulberry UTC, leaders adopt and construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The UTC's curriculum is unique in its combination of academic and technical learning, providing clear progression pathways and links to employers.
- Students follow bespoke programmes of study which combine academic and technical learning in ways that are appropriate for groups and individuals.
- High quality advice and guidance is given to students who apply to Mulberry UTC for entry into Year 10 or Year 12, to ensure they join appropriate courses and follow appropriate pathways.
- Students comment that the UTC approach helps them to decide what they want to do in the future and to secure meaningful destinations. Comments from students include:
 - *'I came to the UTC unsure of what I wanted to do but I always had an interest in sciences. Teachers have provided me with guidance and spoken to me about being a paramedic. I have also had the chance to meet and talk with those in the profession through the science seminar series. I work well under pressure, and already teach others CPR which I have learnt through my course at the UTC'*
 - *'Once a week I head over to the Royal London hospital to work in the renal department where I work alongside a range of professionals. My training from Bart's and the London Hospital has taught me how to deal with different individuals with different needs and the confidence, communication skills and self-reliance it has taught me will undoubtedly support my future aspiration to work in the Police.'*
 - *'By coming to the UTC, I have been able to network with people who work in the field of midwifery. This had allowed me to gain work experience at the Royal London Hospital over the half term. I was able to shadow a community midwife attending home visits, observing the way postnatal advice is provided and carrying out the heel prick test to test for any disabilities or severe health conditions. This opportunity has allowed my passion for midwifery to be shown in interviews for the course when applying to university.'*
- Students engage in meaningful ways with employers throughout their programmes of study, in a way that equips them with the skills and experience necessary to be successful on their courses and to take up high quality college, university and apprenticeship places when they leave
- Depending on the course studied, employer engagement involves spending one day on placement per week (Level 2 Health and Social Care), attendance to regular enrichment sessions with potential employers (Health Science students), a work experience placement (Level 2 Business) or industry engagement through modules on the course (Level 3 Digital Media).
- Students who join MUTC in Year 12 at Level 2 have the option to progress to Level 3 (70% of students did this in 2018).
- All students spend two dedicated weeks each year taking part in 'Employer Projects', which are co-constructed with employer partners and which give students the opportunity to develop their transferable skills and to gain insight into professional workplaces. Students say that this is hugely beneficial for them:
 - *"I really appreciate the opportunities I have been given through the technical projects. I worked on the Spotlight project, which involved the creation of promotional materials for an upcoming artist. I learned professional skills like time management, working in a team and networking, and technical skills such as how to competently use audio and camera equipment as well as editing using advanced, industry standard software. It was fun, but we learned a lot in a professional environment! The experience gave me a real insight into what a career in the industry might be like." (Year 11 student)*

Employer engagement in the curriculum at Mulberry UTC

Curriculum area	Employer engagement
Health and Social Care	Work experience at Barts for L2 students in 2017-19 and for all L2 and L3 students from 2019 onwards.
Health Science	'Science seminar series' – visiting professionals discussing their roles with students
Media	Visits to the BFI
Theatre	Workshops with the National Theatre
Business	Work experience

The UTC has the same academic and technical ambitions for almost all learners. Learners study the full curriculum and it is not artificially narrowed.

- The UTC's curriculum is designed to enable all learners to successfully progress into meaningful destinations, either through university, apprenticeships, further study or employment. All learners study a curriculum programme which enable them to do this.
- Students in Key Stage 4 students follow a core curriculum of English Language, English Literature, Maths and double Science plus academic and technical options.
- A small number of students in Year 11 receive additional support in English and maths rather than studying a language or humanities subject. In Year 10 all students access the full curriculum.
- Occasionally, a student will be dual registered between Mulberry UTC and another institution (there is currently one Year 11 student for whom this is the case).
- Students at Key Stage 5 follow a bespoke curriculum at either Level 2 or Level 3 which combines academic and technical qualifications.
- Students who have not yet secured a pass in GCSE English or maths are supported to re-take this qualification; a small number of students with extremely low prior attainment in GCSE maths undertake functional skills Level 2 instead of resit GCSE maths.
- Key Stage 5 students are supported to use non lesson time effectively and study independently through supervised independent study in the library and UTC study areas, staffed by UTC teachers. Non-attendance at independent study is followed up in the same way that non-attendance to lessons is.
- A weekly bulletin is shared with sixth form students, showcasing opportunities for apprenticeship and university programmes, along with other volunteering/summer programmes/events. The majority of sixth form students engage with opportunities beyond the classroom.
- A clear progression programme ensures that the vast majority of students progress to meaningful destinations, either university or apprenticeships. Current university offers include:
 - Biomedical Science - Kings College London
 - Media and Communications – Goldsmiths University
 - Paramedic Science – Greenwich University
 - Public Health – University of east London
 - Psychology – London South Bank University
 - Nursing Studies (adult nursing) – Kings College London
 - Midwifery – Kings College London
 - Biology – Queen Mary University
 - Practical film-making – Central Film School
 - Film and Television – Bristol
 - Education Studies – Middlesex University
- Rigorous monitoring procedures are in place to ensure that content within subject areas is taught in a

logical, systematic way that enables students to progress gradually through the process of acquiring new knowledge and skills. As a result, students make steady progress towards achieving their target grades.

- Personal Development lessons cover content on positive relationships and different forms of bullying, including cyber bullying. There are minimal incidents of bullying and students are confident in reporting issues if they arise.
- Students learn about drugs and about sex and relationships education during assemblies and tutorial sessions. Year 10 and 11 students also follow a tailored 'Personal Development' programme, which covers all key aspect of Personal, Social and Health Education. As a result, the majority of students are able to make good decisions that keep themselves safe in relation to relationships. When issues arise, students are supported by the school with the support of outside agencies including the police and social care.

Keys areas for improvement:

- Ensure that all students have the same opportunities for employer engagement across all courses and in Key Stage 4 as well as in Key Stage 5
- Ensure the school's provision of Religious Education meets the requirement of the Locally Agreed Syllabus
- Ensure the school's Key Stage 4 curriculum meets the requirements for computing and citizenship
- Ensure the school's provision of health, relationships and sex education meets the new statutory requirements that are in place from September 2020
- Ensure that the school's curriculum continues to evolve, to respond to feedback from students, parents and employer/university partners and to ongoing changes in the labour market

Section 1b: Quality of education – implementation

At Mulberry UTC, teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise

- The UTC is staffed by well-qualified subject specialists; as a result, students comment on the high quality of teaching in specialist subjects. Comments from students include:
 - *During my time at the UTC I have been a part of multiple films and other projects both in front of the camera and behind the scenes. The teaching enables me to learn things that other colleges couldn't due to Mulberry UTC specialising in my courses'*
- Subject teachers have strong subject knowledge and are experts in their field. If teachers teach outside of their area of expertise then they are supported effectively by leaders to do this. Appraisal observations confirm that this has been effective in ensuring that teachers are able to deliver good and outstanding lessons.
- Health and Social Care teachers are supported in delivery of Anatomy and Physiology by specialist teachers who have knowledge of the science curriculum. These teachers co-plan and team teach along with Health and Social Care teachers, ensuring that students are well-prepared for crucial exams in Anatomy & Physiology.
- A Trust Consultant Trust leader has worked with teachers in maths to improve the quality of teaching, learning and assessment and to effectively support two non-specialist teachers in this area; as a result, students are now making good progress in maths and are on track to achieve well in their Maths exams.
- The school holds an annual whole school teaching and learning conference which has had a significant impact in relation to sharing good practice across the school and ensuring all teachers are confident in key areas, e.g. use of technology to support effective teaching and learning.
- The Head of Media has undertaken specialist training in delivering technical parts of the course including visual effects, sound and radio. As a result, teaching in the modules relating to these elements of the course is effective, students achieve well and positive feedback has been received from the moderator allocated by the exam board.
- Teachers at the UTC regularly work with colleagues across the Mulberry Schools Trust, developing and sharing resources and also moderating and standardising work. This enables support for those either new to the profession or teaching outside of their main area of expertise.
- Teachers engage with industry professionals to further support their subject knowledge (Foley Sound in Media will be taught by the Head of Media supported by sound specialists from the National Theatre)

Teachers present subject matter clearly, they check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.

- 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 which is used throughout the Mulberry Schools Trust).
- Subject leaders and teachers have good specialist subject knowledge and are able to communicate this to students in appropriate ways.
- In observations that have taken place so far this year, 92% were judged to be Good, and 38% Outstanding (May 2019). One member of staff had an observation which was below good and they were given a programme of support that enabled their teaching to improve, as part of the Appraisal Policy.

Appraisal observations		
	2017 – 2018	2018-2019 to date
Number of observations	22	29
Outstanding	91%	92%
Good	45%	39%
Requires Improvement	9%	8%

- There have only been two members of teaching staff who have had appraisal observations below 'good' since the school opened in 2017. Both members of staff have been given considerable support to enable them to improve their practice. Both have now resigned from the UTC.
- All appraisers have been trained using the Trust policy in order to make accurate judgements about the quality of teaching and learning over time they observe.
- 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.
- Subject leaders monitor the quality of teaching against PADDLE through learning walks, peer learning, staff meetings/training sessions and coaching of colleagues. SLT drop-ins also verify the quality of teaching and learning.
- Formal lesson observations for Appraisal purposes use PADDLE to help reach a judgement. Lesson observation documentation includes an emphasis on what pupils say about their learning and how this is evidenced over time by looking at their books with them during an observation.
- The UTC's annual Learning and Teaching Conference in October 2018 focused on the development of Outstanding Teaching and Learning, with a focus on use of data, stretch and challenge, behaviour for learning and further embedded the use of specialist and technical equipment in teaching and learning
- Teaching Assistants are strategically deployed to support students across the curriculum. Non-contact time is used for team meetings and for preparation, planning and reporting. Teaching Assistants attend and contribute to staff briefings and training sessions. Regular communication between teachers and TAs is encouraged.

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts

- Homework is used in a variety of ways to consolidate learning, review and reflect as well as to encourage independent learning skills
- Students regularly have the opportunity to apply their learning through technical and applied learning opportunities
- Students apply their learning meaningfully through opportunities to engage with employers in their specialist areas for example many students in Media work with a film organisation, the Mouth that Roars, on Saturdays to further refine their technical skills
- Students are able to take part in a rich programme of trips and visits to support their learning, for example A level Chemists visiting UCL to see NMR-Spectroscopy first hand, Year 10 and Year 12 visiting the National History Museum and Science Museum.
- A programme of activities running through science week has a focus on students acquiring skills and knowledge beyond the curriculum to challenge and engage, including the hatching of chicks recorded through a live cam, and a series of First Aid courses run by the London Ambulance Service. This supports students in remembering content in the longer term and integrating ideas into bigger concepts
- Technology is integrated into teaching in all technical subjects. Employer links support this, for example a visit from healthcare professionals with Virtual Reality headsets which will stimulate different clinical scenarios and enable students to practise skills learnt in Elsevier Clinical Skills in 'real life'

Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners

- UTC staff use the internal Mulberry 9-1 grades in all subjects at Key Stage 4, except for those technical subjects where different measures are more appropriate.
- 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 appropriately.
- All teachers make use of seating plans which incorporate data on students' starting points, SEN need, PP and target grades to enable effective differentiation and closing of attainment gaps. The use and

effectiveness of these seating plans is monitored through SLT as part of weekly learning walks

- Students receive regular feedback on their work and engage with this to enable progress in their learning. A standard template is used in maths, science and Humanities. Health and Social care and Creative Industry subjects are now moving towards embedding this in their practice also. SLT undertake weekly learning walks whereby students are asked how and when they have received teacher feedback and how this has helped them to move forward in their learning. This is discussed at SLT weekly and any concerns or gaps are quickly addressed so that feedback is now at least good in all subject areas.
- In science students receive regular feedback through the use of google classroom. Students can track teacher feedback, which follows a WWW/EBI format with a literacy target and scholarship grade. Teachers then track and monitor students implementation of feedback into work
- There is clear evidence of pupils responding to this feedback quickly as evidenced in improved work, re-drafted coursework or in responses to their teacher's comments.
- Form tutors and Directors of Progress are in regular contact with parents, inviting key parents in for additional one-to-one meetings where appropriate.

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading

- The school library provides an excellent learning environment and is well used by students. All Year 12 and Year 13 students have supervised independent study in the library.
- A range of subject specific journals and academic texts are available to all students.
- Teachers encourage reading, for example by displaying in classrooms and office windows signs indicating the book they are currently reading.

Regular and rigorous self-evaluation systems monitor and track the quality of teaching, learning and progress throughout the school:

- Termly self-evaluation periods (SEF) are embedded practice, providing a structure for the process of gathering evidence about the quality of teaching.
- 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.
- Termly SLT monitoring fortnights take place with a focus on gathering evidence to support a comprehensive picture of practice
- As part of the data cycle all teachers analyse their class progress data each half term, completing a progress review template which is discussed with their subject leader. This feeds into discussions with the Vice Principal as part of Raising Standards meetings where actions required on a whole school level are discussed and agreed (for example consistency in how to set grade boundaries used in summative assessments)

Keys areas for improvement:

- Support students to read widely and develop academic literacy
- Consistency in approach to feedback demonstrated in all subjects
- Continue to develop a robust body of evidence about the quality of teaching and learning in all subject areas across the school.
- Ensure that teachers of technical subjects at Key Stages 4 and 5 are employing an appropriate balance of activities in lessons, including regular opportunities for students to take part in practical, hands-on learning.
- Ensure that teachers work effectively with TAs to close gaps for students with SEND

Section 1c: Qualify of education – impact

Mulberry UTC does not yet have an IDSR report or any quantitative data from final external examinations, however it does have external unit results. Evidence that has been gathered to date indicates that students at Mulberry UTC are making good or outstanding progress.

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations which meet government expectations, or in the qualifications obtained

- The UTC will have its first full set of external GCSE and Level 3 data in summer 2019 and first IDSR in autumn 2019.
- Key Stage 4 students are on track to achieve well in their GCSE and technical qualifications; most students will achieve their target grades.
- In summer 2018, Key Stage 5 students sat external exams in Level 2 Health and Social Care and also external exams of individual modules of Level 3 technical qualifications
- In Level 2 Health and Social Care 72% of students who completed the qualification achieved a Distinction* (the national average is M-).
- In all Level 3 technical exam modules, the percentage of students achieving a Pass or above was higher than national average. In Applied Science the attainment of students at Mulberry UTC was significantly higher than national average, with the percentage of students achieving all grades higher than the national average in all units
- Directors of Progress and form tutors closely monitor academic and pastoral support for students and respond to the personalised needs of students within their year groups. As a result, students facing difficulties are identified quickly and action is taken to ensure they get back on track.
- Subject leaders use prior and current data to carefully track and monitor pupil progress to targets.
- Line management meetings between senior and middle leaders regularly focus on data, quality of teaching and professional learning, action planning and impact evaluation. As a result, middle leaders are confident in pushing forward achievement within the subject areas for which they are responsible.
- Feedback from moderator visits in summer 2018, January 2019 and summer 2019 has been very positive in terms of the quality of assessment being undertaken by teachers and the quality of work being produced by students in technical subjects.

Key areas for improvement

- Implement appropriate strategies to close the progress and attainment gap between key groups of students – those eligible for pupil premium, those with SEND, those with high prior attainment and boys.
- Ensure that all students in Key Stage 4 are given the support they need to make rapid progress, regardless of the experience they had before coming to Mulberry UTC.
- Ensure that appropriate measures are developed to track the progress of students in technical subjects, as well as in the academic areas.
- Ensure that outcomes for students re-sitting GCSE English and maths demonstrate progress above national average and in line with progress demonstrated in other subject areas
- Continue to develop the role of the SEF cycle as a key way in which the school gathers evidence about teaching, learning and progress.

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

- In 2019 the first cohort of Year 11 and Year 13 students will leave the UTC. Currently all are on track to progress to destinations that meet their interests and aspirations.

- The majority of Year 11 students have applied to remain at MUTC in Year 12. Students interested in other areas not offered by the UTC are being supported to apply for college courses and apprenticeships including in construction, music and animal care.
- The majority of Year 13 students have applied to university. Approximately half have applied both for university and for apprenticeships and a small number have applied to apprenticeships only
- Students have already attended interviews and/or received for university courses including: nursing, midwifery, early years education, primary education, biomedicine, life sciences, paramedic science, media and management, media and communication, television productions, film and TV, animations, optometry and international relations
- Students have attended interviews and/or received offers from Middlesex, Greenwich, LSBU, King's College, Warwick, Manchester, St George's, QMUL, UEL and Anglia Ruskin

Key areas for improvement:

- Ensure that destinations for the small number of mid-year leavers are as strong as they are for students leaving at the end of their courses.
- Ensure that the destinations of all students are carefully tracked, particularly those leaving after a Level 2 course, to ensure that they are sustained in their destinations.

Section 2: Behaviour and attitudes

The UTC has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.

- The school has high expectations of behaviour and conduct; as a result, students behave well around the building, showing respect to each other and behaving in a polite and courteous way.
- During lesson times, the school has a calm and purposeful atmosphere, with students engaged in learning in classrooms, the library or in shared study spaces.
- Most students behave well around the school site and use the school building in a responsible manner at break and lunchtimes.
- If disruption to learning occurs in lessons, it is swiftly dealt with by teachers with support from members of the Senior Leadership Team where appropriate.
- Incidents of poor behaviour are now rare. There has been a substantial decrease in the number of fixed term exclusions during 2018-19: 8 students had a FTE in the autumn term, 2 students had an FTE in the spring term, none have had an FTE in the second half of the spring term or in the summer term so far.
- The number of SLT referrals of students from lessons has also decreased, with 9 referrals for Year 10 in November and December down to 1 in January and February, and 15 referrals for Year 11 in November and December down to 3 in January and February.
- Behaviour remains a concern for a very small number of individual students who either have complex special education needs or who have come to the UTC after experiencing considerable difficulties in their previous school. They are supported in appropriate ways, e.g. provision of individual tuition within school for one Y11 SEN student which has led to significant improvement for him.
- Students are encouraged to find and to follow their passions, for example by taking up the opportunities provided at Mulberry UTC for students to follow specialist technical courses. This ensures they are well prepared for their destinations, as evidenced by the high number of students who are progressing to areas related to the technical specialisms.
- All Year 10 and 11 students spend one afternoon a week taking part in a non-traditional programme of Physical Education, which involves students going off-site to take part in a range of activities including sailing, kayaking, climbing, hockey and tennis. These sessions are extremely popular with students and help ensure they are engaged and motivated; students say that they enjoy PE more at the UTC than in their previous schools.
- Break time and lunchtime supervision is carried out by members of school staff, including teachers, support staff and members of the senior leadership team, all of whom encourage students take responsibility for their own conduct and for the care of the school building.
- Year 10 and 11 students participate in 'restorative justice conversations', as an effective way of resolving incidents and ensuring that regular opportunities are created for relationships to be repaired. As a result, relationships between students across the school are very positive and any friendship or other issues are swiftly dealt with and resolved.
- Sixth Form students take seriously their responsibility as role models for young students. They relish the opportunity to act as mentors and as peer tutors for younger students and fulfil this role effectively.
- Good behaviour is promoted by a strong pastoral system which includes form tutors and dedicated Directors of Progress for Key Stage 4 and Key Stage 5 students.
- Very regular engagement with parents through calls, emails, letters and meetings supports and promotes positive behaviour. Feedback from parents is that they find the school very responsive and that issues are dealt with quickly and effectively when they arise.
- Students are regularly reminded about the importance of them demonstrating the behaviours that will

be expected of them when they enter the workplace; they understand that one reason they must present themselves in a professional way is because the UTC is preparing them for the professional working environment.

Learners' attitudes to their education and towards the school are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements

- Students are strong ambassadors for the school. The prefect team are proud to represent their school and speak confidently when greeting visitors and guests.
- Students are ambitious in terms of what they want to achieve and this helps to ensure that they are focused in lessons. As a result, incidents of poor behaviour are minimal and students are making rapid progress.
- Student successes are celebrated weekly in assemblies and through tutor time. This helps ensure that students are proud of their achievements and that they positively acknowledge each other's successes.
- Sixth form students have between 4 and 6 periods of supervised independent study each week. Students are focused and make good use of this time to support them in meeting coursework and other deadlines. As a result, despite the large volume of coursework that needs to be completed, the vast majority of students are able to do this on time.
- Students in Year 12 and 13 mentor those in Year 11 and those re-sitting GCSE English and maths in Year 12, helping ensure they take seriously their position as role models for younger students. This helps older students to develop their confidence and also support younger students in developing maturity as well as subject-specific skills. Very strong relationships are in evidence amongst students in different year groups.

Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and incidents of bullying or discrimination are extremely rare.

- A comprehensive safeguarding policy is in place and safeguarding training has been provided by the Designated Safeguarding Lead for all members of support staff and for regular visitors to the school.
- In addition to the DSL, two other members of the senior leadership team and one member of support staff have all done Level 3 safeguarding training.
- Staff know what to do when a safeguarding issue arises or a student makes a disclosure; the DSL regularly receives information from members of staff which is passed on in an appropriate way.
- Teachers and leaders have strong relationships with students; students say that they feel well supported by staff and that they know who to ask if they need help or support.
- Support staff know students well, particularly staff at reception and those responsible for making attendance calls. These staff have good relationships with parents as well as students, ensuring they can swiftly deal with issues when they arise e.g. in relation to attendance.
- Students are encouraged to consider the expectations which they would be expected to adhere to in a future workplace and to behave in a professional and responsible way at all times. As a result, behaviour is good and students show high levels of motivation and self-control.
- Positive relationships have been established with parents and carers, the majority of whom are pleased with the way in which the school works in partnership with them to support students and to provide them with opportunities to which they would not otherwise have access.
- Additional support for students encountering difficulties is provided by the school counsellor, who has been employed since January 2018 and who has made a positive impact on the well-being of students with social, emotional and mental health difficulties.
- An Attendance and Welfare Advisor, employed on an SLA from LBTH, works with staff, students and parents to support good attendance for all students. This has made a significant difference to attendance, which has improved dramatically between 2017-18 and 2018-19.
- An Educational Psychologist from Tower Hamlets is also employed to work in school one day a week. This has resulted in several KS4 students being assessed as needing an EHCP, despite not having

previously received one.

- A comprehensive anti-bullying policy is in place, alongside a behaviour management policy which emphasises the importance of appropriate behaviours towards peers, the Child Protection clearly recognised bullying as a form of peer-to-peer abuse and all staff are trained to recognise the signs of this type of behaviour as part of their safeguarding induction training.
- Incidents of suspected bullying are recorded using SIMS and referred to the DoP. This allows for an investigation and action to be taken based on the severity of the bullying behaviour and the impact that it had on the victim
- The electronic record keeping of incidents allows for such incidents to be tracked and monitored. This academic year there have been two recorded incidents of bullying. It is also possible for staff to use SIMS to record racist incidents. This year there has been one recorded racist incident.
- The KS5 pastoral team have received training from the Educational Psychologist in using Restorative Justice to resolve issues between students. This has had a positive impact on the approach to solving problems in KS5.

Attendance and punctuality are improving

Attendance to school is a significant issue, particularly for Key Stage 4 students, and improving attendance is a key priority for the school. A significant proportion of students who join Mulberry UTC in Year 10 have had low attendance at school in their previous schools. Current attendance of students at KS4, whilst just below national average, has improved compared to their Year 9 attendance at their previous schools.

- The Year 10 and Year 11 cohort had an average attendance at their previous schools of 90%
- Year 11 attendance at Mulberry UTC is currently 93% and Year 10 attendance is 92%
- 37% of current Year 11 students had persistent absence in their previous school; 16% of these pupils currently have PA at Mulberry UTC, a significant improvement
- Three students in Year 10 (21%) had attendance below 80% in their previous school. Two of these students have significantly improved attendance and are now making good progress. Only one of these students in Year 10 currently has attendance below 80% and he is nevertheless more engaged with learning than in the predecessor school.
- 14% Year 10 and 23% of Year 11 students were either home schooled or educated in alternative provision before joining Mulberry UTC in Year 10. At least 15% of KS4 students at Mulberry UTC had left their previous school during KS3 and moved to home schooling or alternative provision before joining Mulberry UTC. This was because of either bullying, behaviour issues or mental health or because they were encouraged to do so by their predecessor school. Two students in Year 10 were at risk of permanent exclusion from their previous school.

A comprehensive strategy for improving attendance is in place.

- Calls are made by members of SLT to persistently absent students at 8am in the morning, to ensure students are getting up and ready for school.
- Calls are made between 9 and 10am to any students not in school by that point
- Details of any absent students are emailed to all school leaders by 10am each day and phone calls and home visits are then made.
- Weekly attendance is presented at the start of each senior leadership team meeting
- Attendance headlines are shared with all staff each week; it is seen as everyone's job
- Staff have regular and impactful conversations with students about their attendance and the impact of improving this
- Attendance panel meetings are held with students whose attendance causes concern on an ongoing basis and Individual Attendance Plans made
- Fixed penalty notices are used when students are persistently absent without good reason

As a result of these measures, attendance is improving. Attendance for Year 11 students is 93% (February 2018) compared to national average of 94% and average attendance of 90% for these same students in Year 9 at their previous schools.

Persistent absence in Year 11 has rapidly decreasing from 33% in the autumn term to 15% (February 2018) and on track to decrease to 8%. 33% of these students had persistent absence at their previous school; their attendance is better since they joined Mulberry UTC

Key areas for improvement

- Improving attendance at both key stages will continue to be a key focus during 2019-20; the school's targets are 96% attendance for both key stages.
- Consistently outstanding behaviour across all year groups.
- Further reduction in the number of fixed term exclusions to be below national average.
- Improvements to punctuality.
- No incidents of bullying or discrimination.
- Collect further evidence about students' and parents' views of the extent to which they feel safe and secure in school.

Section 3: Personal development

The personal development, behaviour and welfare of students at Mulberry UTC is good.

The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents

- A rich programme of employer engagement forms a core part of the curriculum, ensuring that learning is relevant to the world of work and the world outside of school.
- Students have the opportunity to develop leadership and voice through Model United Nations conferences. Two students received awards in February after attending a conference in West London
- Twenty Year 12 students recently visited Westminster and had a tour of Parliament by MP Jim Fitzpatrick. This had a positive impact on their engagement and motivation both in A-level Politics and more generally in relation to social and political issues.
- Year 12 level 2 students have visitors speak to them about business and childcare apprenticeships. This helps support potentially vulnerable NEET students with their destinations, ensuring that students who otherwise would not progress into education or employment are able to take up further training and apprenticeships.
- A number of Year 12 students have attended a talk about Cambridge University, helping to raise aspirations and giving them the confidence to apply to top universities. A number have now received firm offers from Russell Group Universities.
- Some Year 12 students are working with NHS Health watch and attend weekly meetings at the Royal London Hospital aiming to promote the views of young people in relation to health issues. This has had a positive impact on students' knowledge and understanding of health issues, which is evident both in their coursework and in their ability to make healthy choices in their own lives.
- Year 12 students are applying for summer internships, university summer school and work experience, including Reading Scholars summer programme at Reading University and a summer school through the Goldsmiths Progression scheme. One student has recently secured a place on the UCL Psychology summer school through the Sutton Trust.
- Students in year 12 have the opportunity to undertake the Extended Project Qualification and are exploring topics including education of women in Bangladesh, advances in breast cancer and the evolution of grime music and its impact in the USA and UK.

The curriculum and the UTC's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

- The school's Personal Development programme addresses equality and diversity issues. All students are encouraged to have high aspirations and to support others to achieve their full potential. As a result, students make good progress in their qualifications despite facing significant challenges in their lives outside of school.
- A recent whole school INSET focused on how to support students whose mental health problems can manifest in challenging behaviour. This session was run by the DSL and school counsellor. The result was a significant increase in the confidence of staff to deal with such issues; this has contributed to the reduction in behaviour incidents and incidence of internal exclusion.
- The school does not permit students to use mobile phones in school. This policy includes Sixth Form students and helps to ensure that students are not engaged with social media during the school day. This is a contributory factor to the high level of focus in lessons and small number of serious incidents encountered within school involving the use of mobile phones.
- Staff are aware of the importance of addressing issues relating to social media, which has the potential to bring into school issues which have occurred outside. When issues emerge, staff act quickly to address them and involve parents/carers, the police, social care and other agencies where appropriate.
- The school promotes and teaches students about healthy lifestyles. Year 12 students studying Health and Social Care recently ran a whole-school campaign promoting healthy eating, which was positively

received by students and staff.

- The strong links which Mulberry UTC has with its employer sponsors and partners means that students receive regular guidance about their future careers and work-related opportunities. This is reflected in students' confidence about their future destinations and the destinations secured so far by Year 11 students and Year 12 and 13 leavers.
- Students have weekly assemblies with visitors including the Head of Prevent at the borough recently speaking to Year 12 about the importance of respecting shared values. This helps ensure a minimal incidence of issues relating to racism or bullying.
- Students benefit from a wide range of opportunities available within the trust, including attendance at the Mulberry Schools Trust annual lecture, the Mulberry Youth conference, the Youth Power conference and Jack Petchy Speak Out challenge.

Mulberry UTC prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values including diversity, respect and the rule of law

- A discrete Personal Development curriculum for Key Stage 4 students has a positive impact on pupils' behaviour, safety and SMSC development.
- The Personal Development curriculum is being re-written to take account of the new statutory guidance about PSHE and Relationships and Sex Education.
- Teachers are encouraged to promote spiritual, moral, social and cultural development within lessons. The lesson plan template which is used at Mulberry UTC requires teachers to make explicit reference to how SMSC is being addressed. This ensures that it is seen as everyone's responsibility, as evidenced by Schemes of Learning and subject and year improvement plans.
- 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. This contributes to the development of students' confidence and critical thinking skills, which are evidence in the way they conduct themselves around the building and when taking part in visits and meetings with external guests.
- Students are regularly given opportunities to explore British values. They are encouraged to understand their rights and responsibilities, to critically evaluate the world in which they live and to make positive contributions to society as global citizens. This is done through tutor time, assemblies, lessons, Prefect responsibilities and also volunteering opportunities outside of the UTC which many students take up.
- Students from Year 10 and Year 12 successfully took part in the Model United Nations conference which was hosted at Mulberry UTC in December 2017. Students have now set up a debating club and two students have successfully applied for places at the UN UNIS conference at the UN General Assembly Hall in New York. Students involved demonstrate significantly increased levels of confidence and social skills, with one student who took part in the New York MUN having their motion chosen for adoption by the whole assembly after a powerful individual speech from the conference floor.
- 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.

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 help to manage this
- Re-write PHSE policy and curriculum to reflect new statutory guidance.

Section 4: Leadership & management

Leadership and management at Mulberry UTC is outstanding. Leaders have established a positive and supportive school culture which embeds high aspirations for students, staff, parent/carers and the whole school community.

Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

- A comprehensive range of professional learning opportunities are available for colleagues including an extensive range of leadership development opportunities: external coaching, lesson observation and professional learning conversation training and an NCTL grant funded women into leadership programme. As a result, a number of middle leaders have progressed to senior leadership positions within the school.
- Four members of staff have taken part in a Women in Leadership programme run by the Mulberry Schools Trust, resulting in two of them progressing to promoted roles.
- There are weekly Teaching and Learning and an annual Teaching and Learning conference; staff evaluations say they value these and that they are beneficial to their practice.
- Staff take advantage of CPD opportunities across the Trust at all schools. For example, UTC staff have attended safeguarding training run by Mulberry Academy Shoreditch which helped secure a high level of safeguarding provision at Mulberry UTC.
- Professional learning conversations are at the heart for the professional learning culture and ethos of the school. Staff work in a collaborative and collegiate way, for example every member of staff leads a teaching and learning briefing session where staff share good practice.
- Retention of middle leaders at Mulberry UTC is strong because they can see the potential for progression and opportunities available. An opportunity for a funded Masters in Leadership programme for MUTC staff with Barts NHS Trust is currently being explored as part of the development of a Leadership Academy across the Trust.

Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

- Directors of Progress, Year Learning Coordinators, form tutors and subject leaders communicate regularly with parents to discuss students' progress. Parent voice indicates that they find this valuable in supporting their children.
- Feedback from parents has been overwhelmingly positive. Some typical comments:
 - *'He's surprised himself at how well he's doing! The learning is working, thanks Mulberry UTC. Mulberry UTC, where learning works. It does what it says on the tin.'* (parent of current Y10 student)
 - *'Both her father and I can tell how well she is compared to her previous school. We are very happy.'* (parent of current Y11 student)
 - *'Thank you – as parents we are very pleased with Mulberry for our daughter's education and welfare'*
 - *'The acceptance and support offered by Mulberry UTC has been literally life-changing – thank you.'* (parent of current Year 11 student)
- The Principal has met all parents of Year 11 students and most parents of Year 10 students. Parent voice indicates they value this level of partnership with the UTC
- Opportunities for parents to meet staff are scheduled every term, through parents' evenings and Academic Review Days.
- Directors of Progress meet all parents where there is a concern about progress of students, supporting parents and working in partnership with them to help students, so that issues are swiftly dealt with.
- Engagement with employers is a core part of the vision and ethos of Mulberry UTC, as set out in the governors' strategic plan, the School Improvement Plan and the three-year strategic plan. Student voice indicates that this results in higher levels of motivation for learning and ambition in life.

- The school has an extended services team, which currently includes a counsellor/art therapist, an attendance and welfare advisor and schools police officer. These colleagues work closely with school staff, enabling the school to respond swiftly when issues arise and to take a joined-up approach.
- The SEND team has strong relationships with a wide range of outside agencies, including a visual impairment specialist, hearing impairment specialist, the phoenix outreach service (supporting students with ASD) and the Educational Psychologist service. This facilitates a joined-up approach; students and families say that this helps ensure they receive a high quality experience.

Keys areas for improvement:

- Develop a structured programme of work with parents, with a particular focus on working with the parents of Year 12 students to help build constructive relationships between students and their parents.

Leaders engage with their staff and are aware and take account of the main pressures on them

- Teaching and support staff are performance managed by their line managers who receive appropriate training, advice and support from senior leaders. This ensures there is consistency and transparency in performance targets for staff and the implementation and monitoring of these.
- Meetings are not held in the same week as open evenings, to support staff to achieve a healthy work life balance.
- There is consistency in approach to line management meetings which follow a standard UTC-wide template. This results in higher quality performance of teachers and leaders as indicated by the improving profile of the QTL.
- Under-performance is swiftly addressed and staff held accountable, ensuring that the burden of workload for other staff is not increased by the under-performance of others.
- Staff benefit from the Trust-wide well-being policy, including opportunities for paid sabbaticals and long-service payments for support staff.
- Staff doing lunchtime duties are provided with a free lunch by the school, to support senior staff who are taking on this additional responsibility.

Those responsible for governance understand their role and carry this out effectively. They ensure that the UTC has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training

- The school is expertly supported both by the Trustees of the Mulberry Schools Trust and by members of the Local Governing Body, which is chaired by one of the Trustees.
- The Trust Board is a highly qualified and knowledgeable group which acts as a critical friend, supporting the school and also providing an appropriate level of challenge to senior leaders. The UTC Principal attends Trust Board, Finance and Standards Committees, where the work of the UTC is closely scrutinised.
- Trustees and governors are forward-thinking and are committed to strengthening and promoting the UTC; trustees regularly visit the school and therefore have good knowledge of what is happening 'on the ground' as well as a strategic overview.
- The Trust Board provides rigorous monitoring of the school's financial stability through the Finance Committee, including the efficient and effective management of financial resources.
- Trustees have great knowledge and expertise which not only supports the work of the school's senior leadership team but also provide greater opportunities for the pupils. This has resulted in Members of the Local Governing Body successfully leading the transition from the Project Steering Group, which supported the team during the pre-opening phase, into a Local Governing Body who provide appropriate support and challenge for the leadership team now that the school is open.
- 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.

- This has resulted in bespoke, purposeful training based on need which is run for Trustees and Governors and the MAT subscribes to two online professional learning portals for Governors resulting in up to date, strategic responses to the issues the UTC faces
- Members of the Local Governing Body are closely involved with discussion about the school's development and take a robust approach, holding senior leaders to account for students' progress, safeguarding, student recruitment and other key areas of work.
- All governors undertake regular visits to MUTC during the school day, including visits to lessons and meetings with members of staff.
- In addition governors are closely involved with the development of the UTC's specialist curriculum and bring expertise from their roles within their own professional organisations resulting in a curriculum intent and implementation that reflects the relevant business and industry requirements.
- All governors except one attended a MUTC governor away afternoon in January 2019