

Mulberry UTC Strategic Plan 2019-2022

Vision for the School

Mulberry Schools Trust Aims and Ethos

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

Every pupil will be given an education that has three key aims:

1. To engender high levels of academic and technical ambition with knowledge of how to learn and how to communicate one's learning with strong understanding, through high quality, confident writing and speaking. Pupils will learn the intellectual skills and technical language for the subjects they study so that they can perform at the highest level. Pupils will be taught how to be independent learners and how to work together to support each other in successful learning;
2. To provide rich personal development (character education) that includes a strong moral, spiritual and social foundation, to foster a highly developed imagination and creativity. Pupils will be taught to think critically and analytically, to be enquiring, thoughtful and questioning and to be open minded with a strong understanding of the world around them. Pupils will be supported to develop confidence, resilience and security in their abilities and identity and to extend their talents. Pupils will be helped to develop their 'voice' and will be provided with a variety of platforms from which they can develop their skills in public speaking and ensure they are confident in making their voices heard in constructive, powerful ways;
3. To enable the development of pupils' high aspirations and self-determination through opportunities for leadership, engagement with higher education and the professional workplace and experience of different cultures. Pupils will become global ambassadors - for the school, their community and for British society - able to encounter challenge, to negotiate solutions and to make peace and prosperity a realistic prospect for all those with whom they live and work. Pupils will actively work for positive social change.

All schools belonging to the Trust will benefit from what has been achieved in the past through understanding the wider world for which we are preparing our pupils, through upholding social cohesion and a good social mix as well as knowing the impact of systemic disadvantage on educational achievement and social mobility, working hard to eradicate it.

Mulberry UTC Aims & Ethos

The principal priority for Mulberry UTC is to provide our pupils with life chances – good qualifications and the capacity to be successful, fulfilled, healthy, happy and confident adults with a rich range of personal resources upon which they can draw. As a University Technical College, we have a particular focus on preparing young people for the world of employment, by ensuring students have access to high quality industry experience and employer-led projects, to help them develop the skills they need to succeed when they leave school.

At Mulberry UTC, every member of staff is driven by the desire to make a lasting difference to our students, their families and our wider community through the education we provide and the associated services we offer. We are passionate about the need for all young people to have access to high quality educational opportunities, regardless of whether they want to follow an academic or a technical path. We are committed to ensuring that the UTC provides young people with access to high quality academic and technical education, to ensure they can achieve their full potential and go on to succeed when they graduate.

Our vision is to provide:

- Outstanding academic and technical learning, leading to high levels of progress which are consistently in the top 5% nationally at KS4 and 5.
- Outstanding pastoral support, student wellbeing and inclusion which enables every student to make outstanding progress, regardless of their starting point or the barriers to learning they may face
- A rich personal development which supports students' development of self-confidence and self-esteem.
- A comprehensive enrichment curriculum which make a significant contribution towards enabling students to think analytically and critically, to develop a strong understanding of the world around them and to demonstrate values of mutuality, reciprocity, respect and unity.
- All our students to be independent, autonomous learners with the resilience, confidence and motivation necessary for lifelong learning.
- All students to be well-prepared to succeed in a highly competitive and constantly changing labour market.

Whole School Targets 2019-2022

1. P8 score of +1 for all groups of students
2. VA score of 1 for all groups of students
3. Significantly above average attainment at KS4 and 5 in academic and technical qualifications
4. Year 10 and Year 12 both oversubscribed
5. All staff actively engage in professional learning and leadership development; staff well-being is high and absence is below national average
6. All teaching at least 'good' and the majority 'outstanding'
7. 96% attendance
8. No permanent exclusions
9. 'Professional and work-ready' approach firmly embedded in all areas of the school
10. Mulberry UTC Pledge successful introduced and completed by 100% of students
11. High quality employer engagement fully secured and sustained in all areas of the school
12. 100% of Year 11 students progress to appropriate Post 16 provision
13. 100% of students who start Post-16 courses successfully complete them
14. 100% of Post-16 students who apply for university successfully secure a place
15. 100% of students applying for apprenticeships secure places on high quality apprenticeships at an appropriate level
16. At least 50% of students who progress to university go on to Russell Group, Oxbridge or other high-performing universities
17. All members of the Local Governing Body fully engaged and providing high quality support and challenge, meeting all the commitments set out in the Governors' Strategic Plan

Strategic Objective 1

Promoting Pupil Progress and Securing Pupil Achievement. Maximise progress and achievement of all pupils, with a specific focus on those students who arrive at the UTC having not achieved their full potential in the previous phase of learning. Ensure progress and outcomes for all students across all Key Stages are significantly above national average.

Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> • Robust systems in place for baseline assessments, setting aspirational target grades and monitoring students' progress towards target grades • All staff use data forensically to track and monitor students' progress and to evaluate the impact of interventions • Effective measures in place to monitor performance of individuals and groups of students • Final exam results show students making significantly better than average progress in all key stages, in all subjects and all areas of technical specialism. • No gap between achievement of boys and girls • No gap between achievement of PP and non-PP students • No gap between achievement of SEN students and non-SEN students 	<ul style="list-style-type: none"> • Review use of GL assessment baseline tests & implement refined system • Review & refine current system for setting targets & monitoring progress • Review & refine systems used to collect progress & analyse student progress data • Further training for staff in use of data to track & monitor students' targets • Action to address issues identified in SEN project carried out during 2018-19 • Small-scale research projects into achievement of boys and of PP students across the school; follow-up to address issues identified • SEF cycle fully embedded and having a measurable impact on achievement. • Continue to make effective use of SLT monitoring fortnights; regularly review areas of focus to reflect areas for development 	<p>Secondment to SLT for Raising Standards during 2019-20</p>

Evidence of impact

Whole school targets (1), (2) and (3) achieved in relation to student attainment and progress

Strategic Objective 2		
Learning & Teaching. Provide an outstanding education which enables all pupils to progress in all lessons, in all subject areas, at all times		
Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> • High quality planning across the school which enables all students to progress • High quality classroom practice across the school, with emphasis on subject mastery and technical mastery • High quality marking, feedback and assessment in place across the school • Strong evidence that all students are becoming more independent learners • Digital Learning used to maximum effect across the school • Staff professional development and leadership development focused on development of outstanding teaching and learning • Appraisal observations all good/outstanding • Evidence of good/outstanding practice during learning walks and drop-in observations • Evidence of high quality marking, feedback & assessment during learning walks, SLT monitoring fortnights & SEF cycles 	<ul style="list-style-type: none"> • SLT audit of quality of SoL; feedback to be used to improve quality & consistency • Continue SLT monitoring fortnights including learning walks & drop-in lesson observations; expectation that everything is at least good; evidence gathered to be used to address any issues • SLT review of marking, feedback and assessment, following by action to address any issues identified • Ensure adequate supervision of and support for independent study • SLT review of independent learning strategy; follow-up likely to focus on more scaffolding of independence for Post-16 students • SLT audit of digital and virtual learning, followed by actions to move forward 	<p>Director of Education services including support/input from Lead Practitioners</p>
Evidence of impact		
Whole school targets (5) and (6) achieved - staff professional development and the quality of teaching & learning		

Strategic Objective 3

Curriculum. Provide a high quality curriculum which provides a rich combination of academic and technical learning, complemented by a comprehensive enrichment curriculum.

Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> • Appropriate pathways in place for all students at KS4 and KS5. • Appropriate, high quality academic and technical qualifications on offer to all students. • Outstanding provision on offer to students in both academic and technical subjects • All students participate in a range of extra-curricular activities - including PP, SEN and other vulnerable pupils. • All staff are aware of which students (individuals and groups) need to be targeted for increased involvement in extra-curricular activities. • Clear, transparent tracking system in place to monitor students' involvement in extra-curricular activities across the school. • Ensure Mulberry UTC fully meets Gatsby criteria for high quality careers education. 	<ul style="list-style-type: none"> • Review curriculum pathways on offer in light of first set of results received in summer 2019 • Review technical qualifications on offer in light of results received in summer 2019 • Further develop provision in academic & technical subjects, building on strengths in science and building capacity in creative industries. • Introduce Mulberry Film, TV and Radio. • Introduce 'Mulberry UTC Pledge', detailing the school's commitment to enrichment/extra-curricular provision • Carefully monitor students' progress towards completing the pledge; intervene where necessary to ensure all students are fully involved. • Implement recommendations from report about careers produced during 2018-19, including a designated Careers Lead within the SLT. 	

Evidence of impact

Whole school target (10) achieved in relation to the UTC Pledge

Strategic Objective 4

Behaviour and attitudes. Embedding of professionalism and a 'work-ready' mind-set across the school and amongst all groups of students.

Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> • Professionalism and a 'work-ready' mind-set established in all areas of the school as a core aspect of the UTC vision and ethos • Professionalism and a 'work-ready' mind-set evident in high standards of student conduct in and around the building • Professionalism and a 'work-ready' mind-set evidence in improve attendance and punctuality of students at both KS4 and KS5 • Professionalism and a 'work-ready' mind-set evident in the way in which students' achievements are recognised and rewarded. • Professionalism and a 'work-ready' mind-set evident in students' increased resilience and ability to deal with problems when they arise. • Create high profile posters around school with key messages about behaviour, conduct & safeguarding. 	<ul style="list-style-type: none"> • Introduce & establish new behaviour policy (September 2019), which focuses on establishing a 'professional and work-ready' approach • Continue with established measures to improve attendance at both key stages • Maintain very high expectations of student behaviour & conduct • Review & refine use of rewards to recognise student achievement & progress • Continue working with school counsellor; further develop art therapy aspect of her work. • Continue working with AWA and EP. • Create the 'Mulberry UTC Garden' at the front of the building as a quiet, calm place where students and staff can contribute to growing flowers and plants and to help reduce pollution. • Bid for funding for breakfast club to help ensure students are focused in the morning session. 	<ul style="list-style-type: none"> • Counsellor • AWA • EP • Bid for funding for garden tools/plants/seeds • Bid for £1,000 to Kelloggs foundation for breakfast club

Evidence of impact

Whole school targets (7), (8) and (9) achieved: 96% attendance; No permanent exclusions; 'Professional and work-ready' approach firmly embedded in all areas of the school

Strategic Objective 5

Personal Development. Comprehensive provision in place for students' personal development across the school.

Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> • The learning of British values and diversity of the UK is shown through the assembly schedule, wider opportunities, visits, discussions and literature • Students show progress in personal development lessons at KS4 and additional sessions at KS5 and which includes the new agreed statutory guidance on Relationships and Sex Education • Students participate in a range of Mulberry Schools' Trust extended learning opportunities which encourage debate and discussion across the trust schools and beyond • Students' spiritual, moral, social and cultural education is evident across the curriculum SOLs and other methods for monitoring the quality of teaching and learning, in addition to extra-curricular activities • Students and parents reflect positively on their experiences of pastoral support at Mulberry UTC 	<ul style="list-style-type: none"> • Review & refine Personal Development curriculum. • Introduce more curriculum time for RE, to ensure UTC is meeting statutory requirements. • Introduce more curriculum time & content for RSE, in light of new statutory requirements. • Create leaflet (virtual and print) for students & parents outlining all the opportunity on offer to students at the school and across MST. • Publicise success of students who have taken part in extra-curricular activities so far (website). • Undertake student and parent surveys with a particular focus on personal development and SMSC. 	<p>Support with website and publications from MST Director of Marketing & Comms</p>

Evidence of impact

Whole school target (9) achieved: 'Professional and work-ready' approach firmly embedded in all areas of the school

Strategic Objective 6

Marketing, recruitment and employer engagement. High quality employer engagement firmly embedded in all areas of the school. High numbers of applications received for Year 10 and Year 12, ensuring the UTC is fully subscribed and financially viable.

Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> ● Recruit a sufficient number of students to ensure the UTC is financially viable. ● Ensure that Mulberry UTC has a positive reputation in the local community and beyond. ● High quality employer project weeks take place twice a year. ● Employer and university partnerships fully established across the school. ● Theatre specialism fully developed. ● Members of LGB who are from partner organisations fully engaged & fully contributing to the school. ● Sixth Form scholarships successfully introduced. 	<ul style="list-style-type: none"> ● Ongoing recruitment & marketing activities ● New website to be launched in summer 2019, followed by work to ensure maximum impact of web & social media presence. ● Review & refine model for employer projects ● Establish theatre specialism steering group & monitor progress towards strategic goals 	<ul style="list-style-type: none"> ● Support with website and publications from MST Director of Marketing & Comms. ● Funding for production of prospectus, leaflets & new marketing materials. ● Funding for Sixth Form scholarships.

Evidence of impact

Whole school targets (4) and (11) achieved: Student recruitment & high quality employer engagement

Strategic Objective 7

Governance. The Local Governing Body is highly effective and the school and LGB work effectively with the Mulberry Schools Trust.

Outcomes/Success Criteria	Actions	Resources
<ul style="list-style-type: none"> • All objectives set out in governors' strategic plan are met. • 'Outstanding' judgement for governance (as part of Leadership and Management) received from Ofsted. • All members of the LGB fully involved & making a full contribution. • All members of the LGB delivering on commitments to undertake every term one link governor visit, one marketing activity and one employer activity. • Retain all current members of the LGB. • Successful recruitment and induction of second parent governor in 2019-20. • Recruit strong industry partner to fill current vacancy on LGB. 	<ul style="list-style-type: none"> • Principal to work closely with Chair of Local Governing Body to monitor progress towards objectives set out in strategic plan for development of LGB. • Principal and Chair to work closely with MST Trustees and Trust Board to ensure any required support/training for members of LGB is in place. • Ongoing training for members of LGB in key elements of the school's work, including both Trust-wide and school-specific training. • Ongoing programme of termly visits by members of the LGB. • Ongoing regular, close liaison between Principal and members of the LGB. 	<ul style="list-style-type: none"> • Training for members of LGB as part of Trust-wide training programme.

Evidence of impact

Whole school target (17): All members of the Local Governing Body fully engaged and providing high quality support and challenge, meeting all the commitments set out in the Governors' Strategic Plan.

Whole school objectives 2019-2022		
2019-20	2020-21	2021-22
Student outcomes		
<ul style="list-style-type: none"> ○ Positive (above zero) VA and P8 ○ Above average attainment ○ Outstanding Ofsted inspection ○ At least 150 students in Y12 and 20 in Y10 (at least 300 overall) ○ 100% of leavers progress into relevant, high quality destinations 	<ul style="list-style-type: none"> ○ Significantly above average VA, P8 & attainment at KS4 and KS5 ○ Student outcomes justify ongoing 'Outstanding' judgement ○ At least 200 students in Y12 and 30 in Y10 (at least 400 overall) ○ All leavers take up & on track to successfully complete college courses, degrees or apprenticeships. 	<ul style="list-style-type: none"> ○ VA and P8 in top 5% in the country ○ Student outcomes justify ongoing 'Outstanding' judgement ○ At least 250 students in Y12 and 40 in Y10 (at least 500 overall) ○ UTC students head-hunted by universities and providers of high-quality apprenticeships
Teaching, learning & curriculum		
<ul style="list-style-type: none"> ○ Stable staff team; low staff turnover ○ All teaching good or outstanding ○ Regular performances in the theatre ○ Small-scale research projects initiated in key curriculum areas ○ Comprehensive Personal Development curriculum in place include RE and RSE ○ Full extra-curricular programme developed 	<ul style="list-style-type: none"> ○ Outstanding pastoral & curriculum leadership across the school ○ Majority of teaching outstanding ○ All staff passionate about their subject and confident about how it can be applied to the real world ○ Research-led practice established in key areas of the school ○ Development of T-level provision 	<ul style="list-style-type: none"> ○ Outstanding media and theatre provision ○ Mulberry UTC a centre of excellence for technical learning ○ Research-led practice established across the school ○ MUTC elective programme in place, with students undertaking specific projects linked to their technical learning ○ MUTC-led conference at QEII centre
Employer engagement and partnerships		
<ul style="list-style-type: none"> ○ Regular high profile events at the UTC ○ Team of graduates trained to act as ambassadors and to represent the school at recruitment and other events ○ Industry partners directly recruiting our students onto apprenticeships ○ At least 15 employer partners regularly engaged with the UTC ○ Start work on apprenticeship provision 	<ul style="list-style-type: none"> ○ At least 25 employer partners regularly engaged with the UTC ○ At least 15 employers working in deep, sustained and mutually beneficial partnership with the UTC ○ Significant progress made in relation to development of apprenticeships; application to become apprenticeship provider ○ Fully meet objectives set out in strategic plan for development of Local Governing Body 	<ul style="list-style-type: none"> ○ 25 employers working in deep, sustained and mutually beneficial partnership with the UTC ○ Mulberry Film, Mulberry Radio and Mulberry TV established with support from industry partners ○ Mulberry UTC qualifications established in relevant technical subjects with support from partners ○ Mulberry UTC offering apprenticeships ○ Provide advice & support to other UTCs e

