Mulberry UTC
Key SEF and SIP Areas

	Self-Evaluation Strengths	Self-Evaluation and School Improvement Key areas to improve
Quality of Education: Intent OUTSTANDING	• The curriculum is tailored to the needs of individual students and to the demands of the labour market. • The curriculum is tailored & personalised to meet needs of individuals & groups of students. • Ambitious targets are set for all students and most of them achieve their targets. • Schemes of learning are coherently planned and sequenced so that students cumulatively build up knowledge & skills needed for qualifications. • All students access the full curriculum; the UTC is fully inclusive. • Students specialise in a way that is appropriate within the UTC context.	• Ensure all students have opportunities for employer engagement across all courses and in KS4 as well as in KS5 • Ensure provision of RE meets requirement of Locally Agreed Syllabus • Ensure KS4 curriculum meets requirements for computing and citizenship • Ensure RSE provision meets statutory requirements from September 2020 • Review curriculum in light of feedback from students, parents, employer/university partners & changes in the labour market
Quality of Education: Implementation GOOD	• Overall quality of TL&A is 'Good' with much 'Outstanding' practice. • Two RI teachers in 2018/19 – both were supported & have now left the school. • One NQT in 2019-20 who is being supported to get to 'Good'. • One School Direct Salaried trainee in 2019-20 who is already judged as 'Good'. • Overall quality of marking, feedback & assessment is 'Good'. • Teachers plan lessons & sequences of lesson effectively.	• Ensure all subject leaders can clearly articulate curriculum intent, explaining why the curriculum is structured in a particular way and how students develop the skills they need to access different elements of the curriculum. • Ensure all teachers use data forensically to track & monitor students' progress. • Ensure all students have the same opportunities for employer engagement across all courses and in Key Stage 4 as well as in Key Stage 5.

	- Teachers give students high quality feedback and students know where they need to improve. - There is a culture of high expectations, aspirations and excellence in relation to academic and technical achievement. - Engagement with employer and university partners is strong and has a positive impact on students.	- Continue to support students to read widely & develop academic literacy. - Ensure the school's RE curriculum meets the requirements of the locally agreed syllabus. - Improve consistency in marking & feedback in all subjects including technical courses. - Ensure all teachers of technical subjects at KS4 & 5 are regularly using practical, hands-on approaches. - Ensure teachers work effectively with TAs to close gaps for students with SEND. - Ensure the school's provision of health, relationships and sex education meets statutory requirements (Sept 2020). - Ensure that the school's curriculum continues to evolve, to respond to feedback from students, parents and employer/university partners and ongoing changes in the labour market.
Quality of Education: Impact GOOD	- Overall outcomes are judged to be good, based on the UTC's first full set of examinations in summer 2019. - Students make significant progress in all subjects and in both key stages. - KS4 students' progress accelerates significantly after they join Mulberry UTC. - Year 12 students who have not previously succeeded achieve well at L2 and L3. - Progress & attainment in technical subjects at KS5 is strong.	KS4: - Increase the number of students achieving grade 5 and above in Maths. - Increase the number of students achieving grade 7 and above in English and in Maths. - Improve achievement in technical subjects so that it is at least in line with academic subjects. - Continue to ensure there is a minimal gap between progress & attainment of PP and non-PP students. - Close the achievement gap between boys

	• Progress & attainment in English & humanities at KS4 is outstanding. • Smaller than average gap between disadvantaged and non-disadvantaged students. • University destinations are excellent.	and girls. • Ensure 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 MUTC. KS5: • Raise attainment & progress in A-level Maths, Chemistry, Psychology and Biology. • Ensure that outcomes for students re-sitting GCSE English and maths demonstrate progress above national average and in line with progress in other subject areas. • 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. Both Key Stages: • Close the progress & attainment gap between girls and boys. • Ensure high prior attaining students make progress at the same rate as low & middle prior attainers. • Ensure appropriate measures are in place to track the progress of students in technical subjects. • Continue to develop the role of the SEF cycle as a key way in which the school gathers evidence about its work. • Ensure destinations of all students are carefully tracked, particularly those leaving

		after a Level 2 course, to ensure they are sustained in their destinations.
Behaviour & Attitudes GOOD+	• Behaviour of students in both key stages is excellent; 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. • Exclusions decreased rapidly during 2018-19 and are now low. • Relationships among learners and staff reflect a positive and respectful culture. Learners feel safe and incidents of bullying or discrimination are extremely rare. • Attendance improved significantly during 2018-19 and comprehensive strategies to continue to improve attendance are in place.	• Improve attendance and punctuality at both key stages to above 95%. • Ensure consistently outstanding behaviour across all year groups at all times. • Ensure the number of fixed term exclusions is below national average. • Continue to ensure that here are minimal incidents of bullying or discrimination and that, if it does occur, bullying and discrimination are dealt with robustly. • Collect further evidence about students' and parents' views of the extent to which they feel safe and secure in school.
Personal Development OUTSTANDING	• The school has a strong positive ethos and culture. • Pastoral care and welfare are excellent. • The promotion of students' spiritual, moral, social and cultural development and their physical well-being is good. • Students benefit from a wide range of employer engagement opportunities, ensuring they are well-prepared for entry into future careers. • Students take part in a wide range of extra-curricular and enrichment activities, developing voice, confidence and employability skills.	• Fully embed 'professional and work-ready' approach to behaviour management in both key stages. • Continue to raise awareness and understanding of how social, emotional & mental health difficulties impact on learning and wellbeing and how teachers, parents and students can support young people experiencing these kind of difficulties. • Re-develop PSHE policy and curriculum to reflect new statutory guidance and ensure comprehensive schemes of learning are in place in both key stages.

	• A comprehensive personal development curriculum is in place at both KS4 and KS5. • The UTC supports learners to develop their character – including their resilience and independence – and helps them know how to keep physically and mentally healthy.	• Ensure all students are aware of the PSHE and personal development programmes of study, and that they understand the progression of their learning in this area over a period of time. • In light of increased student numbers in 2019-20, increase provision of extra-curricular activities and enrichment to ensure all students can participate. • Continue to ensure that CEIAG provision meets the Gatsby criteria for high quality careers provision.
Leadership & Management GOOD+	• Leaders, governors and trustees have an accurate understanding of the quality of education at the school. • 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. • Support from the Trust, including the Trust Board and the Local Governing Body, is outstanding. • Members of the Local Governing Body visit regularly, are closely engaged and well-informed about the school. • Senior leaders are rigorously focused on improving teaching, learning, assessment and student outcomes, with high expectations for all members of the school community. • Senior and middle leaders engage with their staff and are aware and take account of the main pressures on them.	• With support from MST, continue with programme of training and development for members of the LGB. • Develop structured programme of work with parents, with a particular focus on working with the parents of new Y10 and Y12 students. • Ensure seconded members of senior leadership team who took up post in Sept 2019 are fully inducted into the role. • Ensure middle leaders in every subject area provide high quality leadership in their respective areas. • Successfully induct new Head of Health and Social Care (January 2020). • Successfully induct new Director of Learning for the Creative Industries (January 2020).

	• Subject leadership across the school is good, with leadership of Health and Social Care a key area for improvement in 2019-20.	