



Mulberry UTC

School Improvement Plan

2020-2021

Updated for Local Governing Body – November 2020

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 School Improvement Plan 2020-2021

This is the fourth one-year School Improvement Plan which we have created for Mulberry UTC. It sets out how we will build on the success the school has achieved during its first three years after opening in September 2017. The plan has been created in light of our first full set of examination results, which were received in August 2019, and our first Ofsted inspection, which took place in March 2020.

In keeping with the aims and ethos set out in the Mulberry Schools Trust Strategic Plan, this one-year improvement plan focuses on ensuring that students receive the best possible educational opportunities including access to an appropriate curriculum, high quality teaching and learning and excellent pastoral care and support. The establishment of a House System is a key area of work for the school in 2020-21, in keeping with the recommendation from Ofsted that the school should further develop its extra-curricular and enrichment provision.

As a University Technical College, we have a particular focus on preparing young people for the world of employment, by ensuring that our students have access to outstanding practical and applied learning as well as high quality industry experience and employer-led projects, through which they can develop the skills they need to succeed when they leave school.

Every member of staff at Mulberry UTC is driven by the desire to make a lasting difference to our pupils, their families and our wider community. We are passionate about the need for all young people to have access to high quality educational opportunities, regardless of the route they wish to follow in future. We are fully committed to ensuring that all of our students are able to achieve their potential, not only in terms of academic learning and school-based qualifications but also in the capacity to be highly skilled, successful, fulfilled, healthy, happy and confident adults with a rich range of personal resources upon which they can draw.

Ongoing whole school priorities:

- Maximise student progress and achievement for all learners at KS4, by securing outstanding outcomes for all students
- Maximise student progress and achievement for all learners at KS5, by securing outstanding outcomes for all students
- Ensure there is no significant gap between the attainment and/or the progress of different groups (including disadvantaged/non-disadvantaged, SEN/non-SEN, students from different ethnic groups and male/female students)
- Continue to develop the 'professional and work-ready' approach in all students in all areas of the school, including an ongoing focus on the importance of attending school every day and working independently outside the classroom.
- Fully secure and sustain high quality employer engagement and partnerships in all areas of the curriculum.
- Continue to recruit students into Year 10 and Year 12, to ensure ongoing financial viability.

Specific priorities for 2020-21:

- Establish a House System, to further improve pastoral care, to improve the provision of extra-curricular activities and enrichment and to drive forward the development of the UTC's 'professional characteristics' for students.

- Strengthen the role of Directors of Learning, with a focus on the leadership of teaching and leading and the SEF cycle as well as responsibility for the quality of teaching, learning and assessment within subject clusters.
- Re-establish the role of the Directors of Progress, with a focus on the tracking and monitoring of students' progress and student progression, support for Heads of House when dealing with complex or ongoing safeguarding issues and responsibility for student recruitment and admissions.

Key Performance Indicators: Key Stage 4

	KPI	2018	2019			2020	2021
		National	Target	Predictions 2019	Results 2019	Centre assessed grades	Targets
Attainment	Basics % English and Maths 9-4	64	N/A	68	65	92.3	75
	Basics % English and Maths 9-5	40	40	20	23	61.5	60
	% 5+ 9-4 with English and Maths	64	65	64	65	92.3	75
	Attainment 8	44.5	45	43.86	41.5	57.5	55
	Disadvantaged gap - attainment (A8 PP Vs non-PP)					-16.4	0
Progress	Progress 8	0.01	+0.1	-0.43	-0.55	0.43	0.1
	Disadvantaged gap - progress (P8 PP Vs non-PP)	TBC	0	TBC	-0.19	-1.09	0

Key Performance Indicators: Key Stage 5

	KPI	2018	2019			2020	2021
		National	Target	Predictions 2019	Results 2019	Centre assessed grades	Targets
Attainment	Academic attainment	C	C+	C	D+	C+	C+
	Technical/vocational attainment	N/A	D	M+	M+	M+ appl D+ tech	D
Progress	Overall value-added			-0.54	-0.23	+0.12	0.5
	Academic progress	0	+0.5	+0.05	-0.54	+0.80	0.5
	Tech/voc progress					-0.06 (app) +0.86 (tech)	0.5
	GCSE English/Maths retake	En + 0.5 M + 0.82	+1	En 0.45 M 0.33		+1.08	+1

Target 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					
Outcomes					
Key Stage 4 <ul style="list-style-type: none"> Progress 8 score of minimum +0.1 Attainment 8 score of minimum 51 9-5/9-4 English and Maths at least in line with the national average All students attain minimum of a Grade 4 in all GCSE subjects All students achieve at least Level 2 Merit in all technical subjects No A8/P8 gap between the following micro-populations of pupils: disadvantaged, SEN, males <p>Destinations:</p> <ul style="list-style-type: none"> 100% of students stay in education, employment or apprenticeship 		Key Stage 5 <ul style="list-style-type: none"> Positive VA score for GCSE English and Maths APS of > 33.66 for academic subjects APS of > 28.47 for technical subjects <p>For academic subjects:</p> <ul style="list-style-type: none"> Average grade of B- (above national average) 100% of all academic grades A*-E VA score of 0.5 <p>For technical subjects:</p> <ul style="list-style-type: none"> Average grade of a D- (above average national) 100% of all technical grades D*-P VA score of 0.5 <p>Destinations:</p> <ul style="list-style-type: none"> 100% of leavers enter education, employment or apprenticeship 100% of students who apply to university gain a place 100% of students applying to apprenticeships secure a place 35% of students who apply to university gain place at a Higher Tariff institution 			
Objective	Actions	Timescale	Resources	Lead	Evaluation
1.1 Robust systems in place for baseline assessments, setting aspirational target grades and monitoring students' progress towards target grades.	<ul style="list-style-type: none"> Implement system of baseline testing in July 2020 for incoming students, to ensure key attainment data is collected prior to September 2020 so that this can inform groupings and decisions about where focussed (with appropriate arrangements given school closure) 	July-Sept 2020	Subscription to SISRA; Subscription to GL baseline assessments	RCH	Completed Sept 2020
	<ul style="list-style-type: none"> Systems in place at enrolment to collect information required in order to generate aspirational targets for students 	August-Sept 2020 (KS5)	Data and finance	RCH	Completed Sept 2020

		Sept 2020 (KS4)	assistant (mat cover)		
	<ul style="list-style-type: none"> Targets communicated to students, parents and teachers in a timely fashion. 	Sept 2020 and parents' evenings		RCH	Ongoing
	<ul style="list-style-type: none"> Inform parents about grading systems and target grades at both KS4 and KS5, and communicate regularly with parents about students' progress. 	Ongoing (parents evening, ARD, reports)	Data and finance assistant	RCH and Pastoral team	Ongoing
	<ul style="list-style-type: none"> Continue system of half-termly data drops for progress data and scholarship grades. 	Ongoing	Data and finance assistant	RCH	Ongoing
	<ul style="list-style-type: none"> Continue to closely monitor and evaluate the data collected at these data drops, at classroom teacher, middle leader and senior leader level to ensure that prompt action is taken to address under-achievement when it arises. 	Ongoing		Directors of Learning, SLT	Ongoing
	<ul style="list-style-type: none"> Create personalised student-friendly progress trackers as part of reporting cycle and make use of tutor time to encourage students to take ownership of their progress. 	Ongoing		RCH, form tutors	Ongoing
1.2 All staff use data forensically to track and monitor students' progress and to evaluate the impact of interventions	<ul style="list-style-type: none"> Identify patterns in progress and attainment gaps for micro-populations in 2019-2020 and ensure that resources are deployed effectively to address and overcome any areas of under-achievement in 2020-2021. Develop and improve internal progress tracking systems for KS4 and KS5. Support all teaching staff to gain confidence in using SISRA to analyse student progress data. 	July 2020-August 2021	Subscription to SISRA;	RCH	Ongoing

	<ul style="list-style-type: none"> • Reduce internal variation with regards to data reported by different departments and members of staff. • Increase validity of data reported by different departments and members of staff. • Hold regular raising standards meetings/ line management meetings in line with key data drops throughout the year to analyse & evaluate departmental student progress data and identify focus areas for intervention to address under-achievement. 				
<p>1.3 Effective measures in place to monitor performance</p>	<ul style="list-style-type: none"> • Regular Raising Standards meetings planned within the academic calendar following key data points e.g. end of term exams. • Monitoring of student progress key focus in all SLT line management meetings. • Directors of Progress take a greater role in the tracking and monitoring of student progress, reporting back at each SLT meeting about the progress of students in each key stage. 	<p>Sept 2020- July 2021</p>	<p>Subscription to SISRA;</p>	<p>SLT</p>	<p>Ongoing</p>

Target 2: Learning & Teaching - Provide an outstanding education which enables all pupils to make good progress and to achieve results which are at least in line with the national average in every subject area

Outcomes

Key Stage 4

- Progress 8 score of minimum +0.1
- Attainment 8 score of minimum 51
- 9-5/9-4 English and Maths at least in line with the national average
- All students attain minimum of a Grade 4 in all GCSE subjects
- All students achieve at least Level 2 Merit in all technical subjects
- No A8/P8 gap between the following micro-populations of pupils: disadvantaged, SEN, males

Destinations:

- 100% of students stay in education, employment or apprenticeship

Key Stage 5

- Positive VA score for GCSE English and Maths
- APS of > 33.66 for academic subjects
- APS of > 28.47 for technical subjects

For academic subjects:

- Average grade of B- (above national average)
- 100% of all academic grades A*-E
- VA score of 0.5

For technical subjects:

- Average grade of a D- (above average national)
- 100% of all technical grades D*-P
- VA score of 0.5

Destinations:

- 100% of leavers enter education, employment or apprenticeship
- 100% of students who apply to university gain a place
- 100% of students applying to apprenticeships secure a place
- 35% of students who apply to university gain place at a Higher Tariff institution

- High quality schemes of learning in place across the school in all subject areas
- All teaching observed during learning walks and drop-ins and as part of formal appraisal process at least good and the majority outstanding

Objective	Actions	Timescale	Resources	Lead	Evaluation
2.1 High quality planning across the school which enables all students to progress	<ul style="list-style-type: none"> • Continue to review the quality of Schemes of Learning (SoL) across subject areas; work with subject leaders to ensure all SoL are of the best possible quality, particularly in relation to the extent to which they meet the challenging standards of KS4 and KS5 assessments. 	September 2020– August 2021		Directors of Learning	Ongoing

	<ul style="list-style-type: none"> Ensure that Schemes of Learning in academic subjects have an appropriate emphasis on the development of academic skills, and that technical subjects are emphasizing the development of technical skills. 				
2.2 High quality classroom practice across the school	<ul style="list-style-type: none"> Directors of Learning take responsibility for leading the development of teaching and learning through the SEF cycle. Termly focus for CPD and the SEF cycle on a specific aspect of classroom practice, chosen by the Directors of Learning and their teams. Embed 'Fetch Me a Pen' practice in key subject areas within the school. 				SEF cycle paused owing to Covid; to resume in January 2020
2.3 High quality assessment in place across the school	<ul style="list-style-type: none"> Review schemes of learning to ensure high quality Assessment for Learning (AfL) classroom practice is embedded in every subject area. Refine and adapt processes for providing feedback to maximise impact on learners' progress. Continue to refine approaches to the provision of feedback in technical subjects. 	September 2020– August 2021		Directors of Learning	
2.4 Developing independent learners	<ul style="list-style-type: none"> Review the provision of independent study spaces within the building, to ensure these are fit for purpose. Ensure every subject area uses Teams to provide high quality online resources for independent and home learning. Gather detailed feedback from students about their experience of independent learning, inside and outside the UTC building; use this to find ways of making independent learning more effective. 	September 2020– August 2021		Directors of Learning	Ongoing
2.5 Digital Learning	<ul style="list-style-type: none"> All teachers are confident using Microsoft Teams to share resources, assess work and give feedback. 	September 2020– August 2021	MS Teams	Directors of Learning	Ongoing – good progress

	<ul style="list-style-type: none"> • All teachers are able to use Teams to deliver high quality learning to students when they are working remotely. • All students are proficient using Teams to access learning and submit work online when working remotely. 				made in this area
2.6 Staff professional development	<ul style="list-style-type: none"> • Create professional learning map for teaching staff, in light of individual learning conversations that took place during 2019-20 and the changing needs of the school and its students. • Create bespoke plans for any non-subject specialists, to ensure they have access to high quality subject-specific professional development. • Review the professional learning of non-teaching staff to ensure they have opportunities to learn, develop and progress. 	September 2020– August2021		Directors of Learning	Ongoing

Target 3: Behaviour and attitudes - Professionalism and a work-ready mind-set

Outcomes

- House system successfully established and impacts positively on culture and ethos of the school, with all students fully participating in house activities and valuing their experience of being a member of a House.
- Heads of House take a key role in the promotion of positive behaviour, rewarding students for achievement and participation and their positive contributions to the school and to the wider community.
- Students are regularly rewarded for their achievements, their positive attitudes and their contributions to the school community.
- Reduction in behaviour incidents and behaviour points compared with 2019, as students successfully develop the seven UTC characteristics which encapsulate professionalism and work-readiness.
- Minimal use of fixed term or internal exclusions; where they are used, they are used effectively and lead to improvement in behaviour.
- No permanent exclusions
- Students continue to feel safe, supported and respected; bullying and discrimination continue to be extremely rare and to be dealt with swiftly and effectively
- Attendance at least 95% at both KS4 and KS5

Objective	Actions	Timescale	Resources	Lead	Evaluation
3.1 Professionalism and a 'work-ready' mind-set – establishing the vision	<ul style="list-style-type: none"> • Provide appropriate training for Heads of House, so that they can play a key role in creating and upholding high standards of student behaviour. • Heads of House plan sessions for tutors to deliver to students at the start of the year, explaining the house system and how it will help to give students more support and more opportunities. • Heads of House ensure that tutors deliver sessions to students that explain the behaviour policy and how it links to the need for professionalism and a 'work-ready' mind-set. • All staff reinforce the vision of professionalism and a 'work-ready' mind-set when rewarding positive behaviour and challenging negative behaviour. 	September 2020– August2021		Sally Brian	House system introduced in Sept 2020
3.2 Professionalism and a 'work-ready' mind-set -	<ul style="list-style-type: none"> • Students arrive at lessons ready to learn and on time. Staff are ready to greet students in a positive way and to provide them with 'do now' activities. 	September 2020– August2021		Sally Brian	Ongoing

<p>student conduct in and around the building</p>	<ul style="list-style-type: none"> • Students’ behaviour at break and lunchtime is calm and professional; members of staff on duty monitor & help maintain this with support from SLT. • Students’ show respect, are courteous towards each other and towards adults, and take pride in themselves and their school. • Heads of House ensure students’ positive behaviour is rewarded in a regular and systematic way. • Students are aware of what constitutes bullying and discrimination and that this is not accepted at school, in their future workplaces or the wider community. They understand how the school deals with this behaviour and how this links to society and the law. 				
<p>3.3 Professionalism and a ‘work-ready’ mind-set – attendance and punctuality</p>	<ul style="list-style-type: none"> • SLT on duty greet students at the main entrance every morning to sanction and praise on the basis of punctuality and uniform. • Heads of House deal with attendance and punctuality issues on a daily basis, using the attendance strategy with targeted groups and tiered interventions. • Students at risk of becoming PA identified early and interventions put into place by tutors and Heads of House. This includes Attendance Panel meeting with tutors, Heads of House and Vice Principal. • Students whose attendance is affected by medical issues are quickly referred by Heads of House to the School Nurse for support in attending school. • The new role of Attendance, Welfare and Inclusion Officer is established, with a remit for supporting with safeguarding as well as improving attendance. • AWIO sends out daily attendance updates to Heads of House as well a weekly overview for SLT, identifying key issues with attendance in each tutor group and across the school. 	<p>September 2020– August2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing</p>

<p>3.4 Professionalism and a 'work-ready' mind-set – recognition and reward</p>	<ul style="list-style-type: none"> • All staff use reward systems effectively, including use of SIMS to record achievement points. • Heads of House devise system for rewarding students in a tangible way for their achievements, their attitudes and their participation. • Directors of Learning continue to successfully implement systems for rewarding students' positive behaviour in lessons, linked to vision of students demonstrating professionalism and a 'work-ready' mind-set. 	<p>September 2020– August2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing</p>
<p>3.5 Professionalism and a 'work-ready' mind-set – supporting rehabilitation</p>	<ul style="list-style-type: none"> • VP continues to use inclusion panel as a forum to share data on students' behaviour, to identify patterns and links with pastoral issues and to agree strategies which support students' individual needs. • Where appropriate, teachers use short term sanctions in line with the behaviour policy. • Heads of House devise pastoral support plans (PSP) where students need significant additional support with behaviour; these are reviewed regularly and shared with relevant staff. • All staff use the behaviour management policy escalation processes appropriately. • DoLs devise clear expectations and escalation routes for sanctions and rewards relating to behaviour in lessons, to tackle low level disruption and truancy. • Heads of House oversee the issuing of internal exclusions and the quality of provision during the period of exclusion, including students' reintegration, referring to the Internal Exclusion procedures. • Heads of House highlight patterns amongst key groups of students including gender, ethnicity, pupil premium, SEN and those known to social care when looking at SLT detention and internal exclusion data. Issues to be raised at Inclusion panel to inform a strategic approach. 	<p>September 2020– August2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing</p>

Target 4: Personal Development and the enrichment curriculum

Outcomes

- All students participate in a range of extra-curricular activities and enrichment, including PP, SEN and other vulnerable pupils.
- 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 PSHE lessons at KS4 and KS5, including in relation to the new agreed statutory guidance on Relationships and Sex Education
- Students' spiritual, moral, social and cultural education is evident
- Students and parents reflect positively on their experiences of pastoral support and PSHE at Mulberry UTC
- Mulberry UTC continues to meet the Gatsby criteria for high quality careers education

Objective	Actions	Timescale	Resources	Lead	Evaluation
4.1 All students participate in a range of extra-curricular activities including PP, SEN and other vulnerable pupils.	<ul style="list-style-type: none"> • Heads of House introduce full programme of extra-curricular activities and enrichment for students, including house competitions, music, art and sport and residential activities (if allowed by health situation). • Students maintain e-portfolios detailing all the opportunities they have participated in, which are updated in tutor time or PSHE lessons. • Tutors monitor students' participation in house activities and their uptake of extra-curricular/enrichment opportunities. • Heads of House carefully record and track students' involvement with extra-curricular activities and enrichments, identifying where students should be rewarded, finding ways to ensure all students are included and making sure that there is full participation by all students across the school. • Heads of House identify further opportunities that can be introduced to develop students' character, voice and leadership skills. 	September 2020– August2021	Funding for enrichment and extra-curricular activities	Sally Brian with Heads of House	Ongoing. Most extra-curricular activities paused owing to Covid situation.

<p>4.2 The learning of British values and diversity of the UK is shown through the assembly schedule, wider opportunities, visits, discussions and literature</p>	<ul style="list-style-type: none"> • Heads of House ensure the assembly schedule matches up with key cultural calendar events throughout the year and also reflects British values of democracy, the rule of law, individual liberty and mutual respect and tolerance • Directors of Learning ensure learning of British values and diversity in the UK is reflected and developed through visits, discussions and literature. • Students participate in a student-led mock election to embed greater understanding of Britain’s democratic parliamentary system. 	<p>September 2020– August2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing Small group assemblies resumed in November 2020 after being paused owing to Covid situation</p>
<p>4.3 Students show progress in PSHE lessons at KS4 and KS5 and which includes the new agreed statutory guidance on Relationships and Sex Education</p>	<ul style="list-style-type: none"> • Teaching and learning in PSHE at KS4 and SLT monitoring fortnights. • Pastoral team continue to review SOL for personal development and to provide guidance for staff responsible for the delivery of the lessons • Ensure successful planning of the Relationships and Sex Education curriculum for September 2020 delivery 	<p>September 2020– August 2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing</p>
<p>4.4 Students participate in a range of Mulberry Schools’ Trust extended learning opportunities which encourage debate and discussion across the trust schools and beyond</p>	<ul style="list-style-type: none"> • Mulberry UTC students continue to take up opportunities provided by the Trust extended learning provision • Mulberry UTC to continue to host extended learning opportunities such as conferences and other events 	<p>September 2020– August2021</p>	<p>Funding for weekend conferences and other extended learning opportunities</p>	<p>Sally Brian (Vice Principal)</p>	<p>Ongoing Most extended learning paused owing to Covid situation</p>
<p>4.5 Students’ spiritual, moral, social and cultural education is evident across the curriculum</p>	<ul style="list-style-type: none"> • Teaching and learning briefings used to demonstrate good practice in incorporating SMSC in the classroom. • Directors of Learning to identify opportunities for SMSC in their SOL. 	<p>September 2020– August2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing</p>

<p>4.6 Students and parents reflect positively on their experiences of pastoral support at Mulberry UTC</p>	<ul style="list-style-type: none"> • Continue to track and monitor referrals to the School Counsellor/Art Therapist, the educational psychologist and other external organisations providing pastoral care, to identify patterns and support the delivery of personal development. • Develop a model of group art therapy sessions to establish a culture of openness around stress and anxiety. • Ensure that all teachers and tutors are aware of their roles as the ‘first contact’ on matters of attendance, behaviour and student wellbeing. • Survey students and parents about their experiences of the pastoral support at Mulberry UTC • Continue to use CPOMs effectively; train new staff on its use and update training for existing staff. 	<p>September 2020– August2021</p>	<p>School counsellor; EP</p>	<p>Sally Brian (Vice Principal)</p>	<p>Ongoing New school counsellor started just before October half term.</p>
<p>4.7 Continue to ensure that Mulberry UTC meets the Gatsby criteria for high quality careers education</p>	<ul style="list-style-type: none"> • Heads of House ensure that students use e-portfolios to keep a record of all careers education and employer experiences. • Heads of House evaluate 2019 and 2020 destinations and review careers provision in light of this. • Further develop employer links with local businesses, public sector and non-profit organisations, determining where it is possible to work together for mutual benefit. • Ensure academic subjects make use real world scenarios in their schemes of learning, particularly in maths and English. • Introduce a mock interviews/Business and industry day (KS4) • Continue to develop employer links and create database of all contacts. • Review provision of work experience and, where appropriate, develop virtual work placements and/or employer mentoring. 	<p>September 2020– August2021</p>		<p>Sally Brian (Vice Principal)</p>	<p>Ongoing Most development work with employers paused owing to Covid situation; some happening online.</p>

Target 5: Marketing, recruitment and employer engagement

Outcomes

- Recruit a sufficient number of students to ensure the UTC is financially viable:
 - September 2020: 40 Y10 and 200 Y12
 - September 2021: 60 Y10 and 250 Y12
- Ensure that Mulberry UTC has a positive reputation in the local community and beyond
- High quality marketing materials, including school newsletter, produced on a regular basis and shares inside and outside the school community
- Continue with specific focus on the development of the theatre and the creative industries specialism

Objective	Actions	Timescale	Resources	Lead	Evaluation
5.1 Recruit a sufficient number of students to ensure the UTC is financially viable	<ul style="list-style-type: none"> • Ensure enrolment and induction is a positive experience for all new Y10 and Y12 students. • Visit at least ten local schools to hold assemblies in the autumn term. • Visit at least ten local careers fairs and progression events. • Visit at least ten careers fairs/progression events in the wider area. • Appoint an admissions officer to coordinate the admissions process 	September 2020– August2021	Admissions Officer; support from Trust Director of Marketing and Communications	Principal with Directors of Progress	Ongoing
5.2 Ensure that Mulberry UTC has a positive reputation in the local community and beyond:	<ul style="list-style-type: none"> • Continue to work closely with the MST Director of Marketing and Communications to ensure high quality communications are produced and distributed on a regular basis, including newsletter. • Continue with high quality regular updates on social media, increasing the number of followers and enhancing the online reputation of the school. 	September 2020– August 2021	Admissions Officer; support from Trust Director of Marketing and Communications	Principal with Directors of Progress	Ongoing
5.3 High quality employer engagement and partnerships in all areas of the curriculum	<ul style="list-style-type: none"> • Directors of Learning lead high quality project-based learning experiences which: <ul style="list-style-type: none"> - Giving students the opportunity to work with employers in a sustained and meaningful way 	September 2020– August2021	Admissions Officer; support from Trust Director of	Principal with Directors of Progress	Ongoing

	<ul style="list-style-type: none"> - Realise quality of learner engagement and motivation - Give insight into the world of work - Clearly articulate connections with academic and technical qualifications • Develop online materials that support and enhance the school's partnership and employer engagement work. 		Marketing and Communications		
5.4 Employer and university partnerships fully established across the school	<ul style="list-style-type: none"> • Continue to work closely with members of the local governing body on implementation of the governors' strategic plan. • Continue to support members of the local governing body in completing the actions they have agreed, including regular visits and involvement with marketing/student recruitment activities. • Continue to identify further areas where sponsors and partners can contribute in ways that further enhance the quality of provision on offer at the UTC, including the sourcing of new partnerships. 	September 2020– August2021	Support from partners & sponsors	Principal	Ongoing
5.5 Theatre specialism fully developed	<ul style="list-style-type: none"> • Review impact of theatre steering group and, following review, create new strategy for next stage of development for the theatre specialism. • Recruit a full cohort of students to the theatre specialism and retain these students within the course throughout its duration. • If health conditions permit, establish regular programme of performances in the UTC theatre which are open to students and members of the local community. • Establish online activities relating to the theatre specialism that can support and enhance face to face provision. 	September 2020– August2021	Support from MSfG and the NT	Principal	Ongoing