

Mulberry UTC  
*Where learning works*



## **Self-Evaluation Form**

**Spring Term 2020**

## Introduction

Mulberry UTC, which opened in September 2017, is part of the Mulberry Schools Trust, a multi-academy trust that focuses on delivering high quality educational provision for local families in Tower Hamlets and central East London. Founded by Mulberry School for Girls in May 2017, the Trust is a 'family of schools' which have at their core a common ethos and a set of values that emphasize inclusion, moral purpose, equality of opportunity and systemic improvement for all children. The trust currently comprises three schools: Mulberry School for Girls, Mulberry UTC and Mulberry Academy Shoreditch. A fourth school, Mulberry Academy London Dock, is currently in development and scheduled to open in September 2022.

As a University Technical College, Mulberry UTC makes a unique contribution to the Trust by focusing on the delivery of high quality technical and vocational learning. Mulberry UTC is the trailblazer for this element of the trust's provision, leading the way in ensuring that technical learning is delivered to the highest possible standard, to maximise the ability of students to secure professional employment and to access the full range of economic opportunities. The school's mission statement, 'Where Learning Works', encapsulates this vision and signposts both the school's future direction of travel and its role within the trust. Crucial to this vision is the development of appropriate curriculum pathways for individuals and groups of students, which enable them to pursue their interests and passions and to combine academic, vocational and technical learning in ways that work for them.

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. Many students at Mulberry UTC face multiple challenges, disadvantages and vulnerabilities in their lives outside of school. A key guiding principle for the school, in keeping with the vision and values of the Mulberry Schools Trust, is a commitment to supporting young people to overcome the barriers that poverty and social exclusion create and ensuring that all students are able to achieve their real potential. The provision of high quality teaching and learning, excellent pastoral care and personalised support and guidance are central to this, as is the development of inclusive practices that enable all young people to succeed.

Many of our pupils and their families face challenges because of social disadvantage, which in turn can present serious limitations to educational achievement. The education provided by Mulberry UTC aims to overcome this by ensuring all students achieve educational excellence, regardless of their socio-economic circumstances or other characteristics. Like other schools within the trust, we are also conscious of the importance of networks of support which can be crucial for young people in their early careers and which are often started at school. Our students do not tend to have the professional connections which young people from more privileged backgrounds can utilise by, for example, sourcing work experience placements or making introductions to successful professionals within industry. Everything possible is therefore done by the school to make connections and foster relationships with external partners in higher education, business, industry, the arts and the sciences in ways that can support our students as they start to forge their way into professional careers.

Many students attending Mulberry UTC have not succeeded in their previous educational settings and have joined the school because they are looking for a different approach or a fresh start. For some, the need is for a more appropriate curriculum; for others, there are undiagnosed special educational needs or a need for intensive therapeutic interventions. A large number of students make use of our school counsellor and other services to which the school provides access, including support for young people with issues relating to substance abuse, mental health, family dysfunction and multiple other issues. Within this challenging context, we offer the chance for young people to develop their own sense of self as a young person, to decide their place in the world and to articulate their power to achieve. As a result, many young people 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. During their time at the school, students rapidly improve their knowledge, skills, confidence, self-esteem and resilience, enabling them to secure outstanding destinations that are closely linked with the UTC's areas of technical specialism. This includes young people with special educational needs, whose destinations are carefully considered and well-planned for in order to ensure their success in transition.

Within the communities that our school serves, relatively few young people have previously gained high level employment in our local area, which includes the City of London, Canary Wharf and the creative economy of Shoreditch in east London. In contrast with the wealth of these elements of the local economy, amongst the families we serve there are high levels of poverty and over-crowding as well as youth unemployment and involvement with the local drugs economy, with its associated exploitation of both young men and young women. In this context, it is particularly important that 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 our students in terms of their examination outcomes and destinations, as well as their well-being.

Mulberry UTC is committed to the creation of a sustainable and replicable approach which enables young people from disadvantaged backgrounds to achieve success in high profile and prestigious professional occupations. A key element of this approach is the development of the interpersonal skills which are required for success in technical learning and which are essential in the professional workplace. At Mulberry UTC, the approach to behaviour management is one which emphasizes the importance of students becoming 'professional and work-ready', and staff are explicit with students about the importance of this. For example, when discussing the importance of punctuality or professional conduct around the school building, staff remind students about the implications within a workplace of being late or not behaving in a professional manner.

As part of the school's emphasis on the development of students as young professionals, we have identified a series of seven key characteristics, which the school seeks to develop in its students in order to ensure that they can succeed in the twenty-first century professional workplace:

1. Confidence and self-belief
2. Resilience and adaptability
3. Creativity and innovation
4. Independence and self-motivation
5. Passion, drive and commitment
6. Ambition and aspiration
7. Problem-solving and the ability to take informed risks

These characteristics are developed through the formal taught curriculum as well as through project work, extra-curricular activities, trips and visits, work experience and the enrichment programme. One way in which students gather evidence about their development of professional characteristics is through online portfolios using MS Teams, which also provides an effective and efficient mechanism for recording and monitoring students' participation in extra-curricular activities.

Our goal is for students leaving Mulberry UTC to be informed experts who are confident in their own skills, talents and abilities and can therefore become pioneers in their chosen industries. In our health specialism, we

teach students about virtual reality surgery and introduce them to relevant role models such as Professor Shafi Ahmed, who pioneers innovative approaches to the use of technology in medicine. Students are taught clinical skills by experts during work experience at the Royal London or Whipps Cross Hospital and are taught first aid skills by visiting staff from the London Ambulance Service. Through the Science Seminar Series, students develop expert knowledge about complex issues and problems within the health service and how they can contribute to solving these.

Through activities such as 'Humanities Live', students learn more about key issues within their chosen specialist areas of study. In the creative industries, in 2018-19 students took part in a series of workshops led by the cast and crew of ANNA, the National Theatre's pioneering production which broke new ground in terms of using sound technology to transform the theatrical experience and which was rehearsed in the UTC's state of the art theatre. The English National Opera teach students about theatricality and set design, while colleagues from the BFI provide students with unique insight into the work of the British film industry. Every year, KS4 students visit Half Moon Theatre to learn about the range of careers that are available within the theatre industry.

We want students who graduate from Mulberry UTC to be thoughtful, creative problem-solvers who are able to take calculated risks in order to overcome obstacles. The maths curriculum specifically sets out to ensure that students develop strong problem-solving skills. Other subject areas are now also being encouraged to focus on this, as part of a school-wide focus on the development of problem-solving skills during spring and summer 2020. Students are given the opportunity to take calculated risks activities in a safe environment, for example during outdoor activity sessions at Shadwell Basin and on the day-long trip to Stubbers which all Year 10 students will take part in during February 2020. During the school's regular project weeks, students are required to work together in teams to solve problems and respond to briefs that have been provided to them by industry partners.

A further key challenge for our students is to develop the confidence to be able to make their voices heard and to take up their rightful places in professional occupations. The school explicitly develops students' confidence through the use of oracy protocols in lessons which encourage teachers to model formal spoken English and to raise their expectations for students' spoken contributions. Students regularly make presentations, including to other students in assemblies and to representatives from university and employer partners. The use of debate as a teaching and learning strategy is encouraged and students have multiple opportunities to take part in debating competitions outside the classroom, for example through the Model UN programme, the Sheriff's Challenge and the Jack Petchey Speak Out Challenge, which a UTC student was the regional champion for in 2018.

Student voice is part of the school's regular programme of self-evaluation and students regularly meet with senior leaders and with visitors to talk about their learning and to reflect on their progress. Student prefects take part in a wide range of activities aimed at improving students' confidence and helping them to develop networking skills. Mock interviews are provided for students applying for university, for example for those applying to study nursing and midwifery where entrants are usually interviewed and competition for places can be fierce. During personal development sessions in tutor time, students take part in informed discussions about current affairs with the aim of helping to ensure both that their knowledge of work events is sufficient and that they have the ability to discuss

The school has a well-equipped library and students are encouraged to read widely and to form book groups; all staff display on their classroom doors the books they are currently reading as a way of modelling good reading habits. Creative writing is prominent across the school and several students have successfully entered creative writing competitions, leading to pieces of writing being published and shared with a wider audience. At the same time, students are given the opportunity to become skilled users and critical consumers of the digital

technologies which define the twenty first century workplace. Mobile phones are not used in school, owing to the associated safeguarding risks and the distraction created by the presence of social media and within a school environment. Instead, students use laptops, tablets, Macs and PCs provided by the school to enrich their learning experience. In Media, students use professional-standard cameras, lights, tripods and other industry-relevant equipment.

The school takes seriously its responsibility to help students develop the skills needed for effective independent study, particularly in the Sixth Form. An independent learning strategy is in place, which sets our minimum expectations for the amount of time students should spend each day and each week studying outside of lesson time. Sixth Form students have regular timetabled independent study sessions within the school day, usually supervised by a member of staff. Teaching staff provide independent learning booklets and track students' progress towards the tasks set out in these booklets on a regular basis. MS Teams and other digital platforms are used to provide additional resources, including digital textbooks which students can access electronically both inside and outside of school. To ensure students use technology safely, e-safety lessons are provided as part of the personal development/PSHE programme.

Helping students to develop the resilience needed to succeed in a competitive workplace environment is a priority when working with young people from socio-economically disadvantaged backgrounds. The professional atmosphere and ethos of Mulberry UTC, with its emphasis on high expectations and individual accountability, is an important aspect of this. Students who encounter difficulties are provided with unconditional support but are nevertheless expected to maintain the highest possible standards of behaviour and conduct. A number of students have become homeless while attending the school, many have experienced mental health difficulties; others have encountered abuse, neglect or serious physical illness, including a student who is being treated for life-threatening cancer. Every possible resource is made available to these students including expert pastoral and safeguarding provision, our own school counsellor and school nurse and the support of outside agencies including the local authority, NHS, CAMHS and other services. As a result, most students are able to overcome the challenges they encounter in their lives outside of school and go on to achieve considerable success in their technical, vocational and academic qualifications.

The school has structured programmes in place to ensure that UTC graduates are strong team players who are able to succeed in the diverse twenty-first century workplace, successfully navigating that space in a creative and productive way. A strong pastoral system is in place, with all students benefitting from the support of a tutor and tutor group. Vertical groupings are used for specific purposes, such as Interfaith Days and project week. Students have multiple opportunities to manage their social environment, for example the student-run school football team and the Charity and Equality committee who recently organised a non-uniform day for the Great Ormond Street Hospital charity. They are also encouraged to develop an appreciation of work life balance and of the benefits of taking on responsibilities which enable them to make a contribution to the school community, for example as part of the student council. Students and parents comment that they benefit greatly from these experiences in terms of developing confidence, maturity and responsibility.

Mulberry UTC students are passionate about inclusion and diversity and are able to use this passion to make the world a better place. They look after and support each other when going through difficulties. They organise collections for local food banks, volunteer for local and global charities such as We.org and the Whitechapel Mission, and take part in campaigns about issues they feel passionate about, for example in relation to climate change. During their time at the school, they develop the knowledge, skills, confidence needed to excel in their future professional careers, to make their voices heard and to respond successfully to rapidly changing global environments.

## Headlines

Mulberry UTC is a good school with some outstanding features.

### Key strengths of the school

<p><b>Quality of Education: Intent</b></p> <p>OUTSTANDING</p>	<ul style="list-style-type: none"> <li>• The curriculum is carefully planned, organised and managed to ensure that all students follow appropriate pathways and that they succeed in their chosen courses.</li> <li>• The curriculum is tailored to the needs of individual students and to the demands of the labour market.</li> <li>• Ambitious targets are set for all students and most of them achieve their targets.</li> <li>• Schemes of learning are coherently planned and sequenced so that students cumulatively build up knowledge &amp; skills needed for qualifications.</li> <li>• All students access the full curriculum; the UTC is fully inclusive.</li> <li>• Students specialise in a way that is appropriate within the UTC context.</li> </ul>
<p><b>Quality of Education: Implementation</b></p> <p>GOOD</p>	<ul style="list-style-type: none"> <li>• Overall quality of TL&amp;A is 'Good' with much 'Outstanding' practice.</li> <li>• Overall quality of marking, feedback &amp; assessment is 'Good'.</li> <li>• Teachers plan lessons &amp; sequences of lesson effectively.</li> <li>• Teachers give students high quality feedback and students know where they need to improve.</li> <li>• There is a culture of high expectations, aspirations and excellence in relation to academic and technical achievement.</li> <li>• Engagement with employer and university partners is strong and has a positive impact on students.</li> </ul>
<p><b>Quality of Education: Impact</b></p> <p>GOOD</p>	<ul style="list-style-type: none"> <li>• Overall outcomes are judged to be good, based on the UTC's first full set of examinations in summer 2019.</li> <li>• Students make significant progress in all subjects and in both key stages.</li> <li>• KS4 students' progress accelerates significantly after they join Mulberry UTC; in 2019 85% of Year 11s met or exceeding their baseline targets in English &amp; Maths.</li> <li>• Progress &amp; attainment in English &amp; humanities at KS4 is very strong, with .</li> <li>• Year 12 students who have not previously succeeded in education achieve well; average grade Distinction for L2 Business and Health and Social Care.</li> <li>• Progress &amp; attainment in technical &amp; vocational subjects at KS5 is strong, with positive Completion and Attainment score for Digital Media and positive VA for other technical/vocational subjects.</li> <li>• There is a smaller than average gap between disadvantaged and non-disadvantaged students.</li> <li>• Destinations for Post-16 students are outstanding, with 85% of students going on to university and the rest going into apprenticeships or employment.</li> </ul>
<p><b>Behaviour and attitudes</b></p> <p>GOOD+</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Exclusions decreased rapidly during 2019 and are now below national average.</li> <li>• Relationships among learners and staff reflect a positive and respectful culture.</li> <li>• Learners feel safe and incidents of bullying or discrimination are extremely rare.</li> <li>• Attendance improved significantly during 2018-19 from 88% to 93%; comprehensive strategies to continue to improve attendance are now in place and KS4 students' attendance is better than it was in their previous schools.</li> </ul>
<p><b>Personal Development</b></p>	<ul style="list-style-type: none"> <li>• The school has a strong positive ethos and culture.</li> <li>• Pastoral care and welfare are excellent.</li> </ul>

<p>OUTSTANDING</p>	<ul style="list-style-type: none"> <li>• The promotion of students’ spiritual, moral, social and cultural development and their physical well-being is good.</li> <li>• Incidents of bullying or discrimination are extremely rare and, when they do occur, are dealt with swiftly and robustly by members of staff.</li> <li>• Students benefit from a wide range of employer engagement opportunities, ensuring they are well-prepared for entry into future careers.</li> <li>• Students take part in a wide range of extra-curricular and enrichment activities, developing voice, confidence and employability skills.</li> <li>• A comprehensive personal development curriculum is in place at both KS4 and KS5.</li> <li>• The UTC supports learners to develop their character – including their resilience and independence – and helps them know how to keep physically and mentally healthy.</li> </ul>
<p><b>Leadership and Management</b></p> <p>GOOD+</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Support from the Trust, including the Trust Board and the Local Governing Body, is outstanding.</li> <li>• Members of the Local Governing Body visit regularly, are closely engaged and well-informed about the school.</li> <li>• Senior leaders are rigorously focused on improving teaching, learning, assessment and student outcomes, with high expectations for all members of the school community.</li> <li>• Senior and middle leaders engage with their staff and are aware and take account of the main pressures on them.</li> <li>• Subject leadership across the school is strong.</li> </ul>

**Key priorities for improvement for 2019-20:**

- Improve achievement and progress in A-level Maths, Chemistry, Psychology and Biology.
- Improve achievement and progress in KS4 Maths and in technical subjects at KS4.
- Improve the quality of middle leadership across the school.
- Ensure that the culture of high expectations is fully embedded throughout the school, with a particular focus on the quality of Sixth Form students’ learning during Independent Study.
- Further improve student attendance in both key stages to a minimum of 95%.
- Continue to improve student recruitment, particularly in relation to Year 10.
- Ensure that the UTC’s budget is balanced and that robust financial plans are in place for the future.
- Ensure that partnerships in all areas of the curriculum are as strong as they should be, so that students within the creative industries specialism benefit from employer engagement as much as students within the health specialism.

## Student cohort and characteristics

- There are currently 322 students on roll with the majority (280) in the sixth form
- There are currently 42 students in KS4 - 29 in Year 10 and 14 in Year 11
- In Year 11, one out of the 14 students on roll has not attended school regularly since February 2019, owing to health difficulties that led to prolonged in-patient admission followed by a referral to individual tuition, which is provided by London East Alternative Provision (LEAP).
- 80% of students are girls and 20% are boys
- The largest ethnic group within the school population is Bangladeshi (53%). The school community also includes students from a wide range of other groups including White English/British (6%), Black Somali (2%), Other Black African (2%), Greek, Indian, Italian, Moroccan, and Pakistani.
- 71% of students speak English as an additional language compared to a national average of 16.5%
- 72% of students identify as Muslim and 8% of students identify as Christian
- More than half of students are eligible for Pupil Premium, which is significantly higher than the national average of 28.6% (Y10: 62%, Y11: 50%, Y12: 62%, Y13: 64%).
- A greater than average number of students are known to social care, with 5 students on Child in Need plans and one student on a Child Protection plan.
- The level of Special Educational Needs is higher at Mulberry UTC than the national average:
  - 52 students (16.1%) have SEN compared to 14.4% nationally
  - 9 students (2.8%) have an EHCP
  - The level of SEN is particularly high in Year 12 (42 students or 21%)
  - Some KS4 students have only had SEN diagnosed since joining Mulberry UTC. For example, in the Year 11 cohort who left in summer 2019, one student was diagnosed with ASD, one with ADHD, and another with ASD and ADHD. None of these students came to Mulberry UTC with an EHCP and all had significantly under-achieved and experienced significant behaviour difficulties during KS3 at their previous schools.



## 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 and in the world outside of school. A key element of the school's vision is to provide young people with a high quality technical and vocational education that leads them to fulfilling future careers. The curriculum is coherently planned and sequenced in a way that enables students to develop the knowledge and skills they need for future learning and employment. It was developed over an eight-year period by a working group that included employer and university partners, who were intimately involved in the choice of qualifications and the creation of specific technical and vocational pathways for young people.

The school's curriculum is carefully planned to ensure that it provides students with the maximum possible opportunities to succeed. Mulberry UTC places particular emphasis on the provision of appropriate curriculum pathways for young people who are interested in developing their technical and vocational capabilities in order to succeed in professional contexts. 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.

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.

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 a series of full days on placement in a hospital (Health and Social Care), attendance to regular enrichment sessions with potential employers (Health Science), a work experience placement (Business) or industry engagement through modules on the course (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 2019).
- 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’ where visiting professionals discussing their roles with students; regular visits from professionals including the London Ambulance Service.
Media	Visits to the BFI; workshops with expert professionals from the media industry
Theatre	Workshops with the National Theatre and with ENO; regular theatre visits
Business	Work experience; regular visits from professionals

The UTC has the same academic and technical ambitions for all learners. Learners study a broad and balanced 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.
- Students at Key Stage 5 follow a bespoke curriculum at either Level 2 or Level 3 which combines academic and technical qualifications.
- Sixth Form students who have not yet secured a pass in GCSE English or maths are supported to re-take this qualification.
- 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 accelerate rapidly from their baseline assessments and make steady progress towards achieving their target grades.

A strategy is in place to support students' development of independent learning skills. The curriculum also provides for students' development of self-esteem, confidence, resilience and positive relationships with others.

- 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.
- 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.
- Continue to create opportunities to support students to read widely & develop academic literacy
- Ensure that the school's provision of Religious Education meets the requirement of the Locally Agreed Syllabus.
- Ensure that 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**

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.

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. Sixth Form students have secured university places 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 who graduated from Year 11 in summer 2018 took up Sixth Form places at the Brit School for Performing Arts. Sixth Form students secured places to study film, media, and other related subjects.

At Mulberry UTC, teachers have expert 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 science 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, progress in maths improve during 2018-19 compared with 2017-18.
- 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 took place during 2018-19, 92% were judged to be Good, and 38% Outstanding. 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.

<b>Appraisal observations</b>		
	<b>2017 – 2018</b>	<b>2018-2019</b>
Number of observations	22	29
Outstanding	45%	39%
Good	91%	92%
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 resigned from the UTC and left in summer 2019.
- 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 2019 focused on the development of outstanding Teaching and Learning, with a focus on use of data, stretch and challenge, behaviour for learning and 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.

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 that ran during science week in spring 19 focused 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 supported students in remembering content in the longer term and integrating ideas into bigger concepts and will be repeated in spring 2020
- 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. The accuracy of internal assessment is demonstrated by the close proximity between teachers' predictions and results obtained in summer 2019.

- 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 and 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 which is well-stocked both with books and with digital technology and is well used by students. All Year 12 and Year 13 students have supervised independent study in the library during times when they are not in lessons.
- 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.

- Students take part in a wide range of literacy activities outside the classroom including creative writing competitions, speaking and debating tournaments.

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 members of the Senior Leadership Team 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:

- A-level Chemistry: Improve the quality of teaching of non-organic chemistry and ensure it is at the same standard as the teaching of organic chemistry.
- A-level Maths and Psychology: Ensure new specialist teachers deliver improved outcomes.
- A-level Biology: Implement effective standardisation/moderation, to ensure predictions are more accurate.
- Ensure high quality of teaching and leadership are in place consistently across the school.
- Increase the extent to which teachers of science and maths subjects at both KS4 and KS5 are guiding students towards an in-depth understanding of complex scientific and mathematical concepts, which can then be applied with confidence in different situations including but not limited to examination questions.
- Continue to support students to read widely and to develop academic literacy.
- Improve consistency in approach to feedback across 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**

### **Key Stage 4 results 2018-19**

In 2018-19 there were 27 students in Year 11. These students came to the school with Key Stage 2 prior attainment scores broadly in line with national average, but many had not achieved well during KS3 and therefore needed to make very rapid progress after joining the UTC in Year 10. In addition, a number of students joined Mulberry UTC after being outside of education for significant periods of time (e.g. because they had been home educated).

The results of GL Assessment baseline tests taken at the start of KS4 suggest that few students in this cohort had made good progress during KS3. Comparison against these baseline tests show that in maths, 86% met the grade expectation and 48% exceeded by one GCSE grade or more. In English, 87% met the grade expectation, 70% exceeded by one GCSE grade or more and 39% exceeded by two grades or more.

The data below, which summarises the achievements of this cohort in relation to key measures and in comparison to national averages and predictions, excludes one student who moved to alternative provision in the early part of Year 11 and did not take any GCSE exams.

<b>Outcome area</b>	<b>National</b>	<b>Prediction May 2019</b>	<b>Final outcome</b>
Students achieving grades 9-4 in English and Maths	65%	59.3%	62%
Attainment 8	44.5	41.91	37.6.5
Disadvantage gap (difference between A8 scores for PP students and non-PP students)	-12.8	-2.7	-3.2
Basics (9-4 English and Maths)	N/A	63%	63%
Basics (9-5 English and Maths)	40%	18.5%	23%

These are significant achievements for this cohort of students, given the level of disruption and turbulence they experienced before joining Mulberry UTC.

Areas of strength for this cohort include:

- Significantly below average gap between the attainment of PP and non-PP students
- In GCSE English, 81% of students achieved grade 4+ and 62% achieved grade 5+
- In GCSE history, 75% achieved grade 4+ and 58% achieved grade 5+
- In GCSE maths, 65% of students achieved grade 9-4
- In GCSE sociology, 69% achieved grade 9-4 and 56% achieved grade 9-5
- 65% of students achieved two GCSE sciences at grade 4+ and 42% achieved two sciences at grade 5+
- 23% of students achieved grade 9-7 in English and 12% achieved grade 9-7 in maths

### **KS5 results 2018-19**

Prior attainment for students joining Mulberry UTC at Key Stage 5 is significantly lower than other local schools, including other secondary schools in the Mulberry Schools Trust. Sixth Form students at Mulberry UTC have not experienced success in terms of academic attainment in the way that many Sixth Form students have. They are also more likely to encounter social, emotional or mental health difficulties or to have involvement with social care or other statutory agencies.

In 2018-19:

- The average GCSE A8 grade for Year 12 was 3.1 (compared to 4.5 for Sixth Form students at Mulberry School for Girls) and for Year 13 was 3.9 (compared to 4.9 at Mulberry School for Girls)



- Over 55% of students in Year 12 in 2018-19 were re-sitting GCSE maths
- A number of students in Year 12 joined Mulberry UTC after spending a year studying at another sixth form and needing to re-start their sixth form studies, often due to making poor progress as a result of choosing inappropriate courses
- 22% of students in Year 13 were re-sitting or had re-sat GCSE maths
- 12% of students in Year 13 were in their third year of sixth form, having progressed to Level 3 from Level 2 courses
- 13% of students in Year 12 were former Level 2 students who have had the opportunity, at Mulberry UTC, to progress to Level 3

Students in the Sixth Form at Mulberry UTC follow professional pathways at Level 2 and Level 3 which combine academic and technical qualifications. This enables many young people who would not otherwise be able to access post-16 study to do so. Despite their relatively low starting points, the majority of students in the Sixth Form at Mulberry UTC complete their courses and most achieve their target grades. Overall progress for these students is good and the majority of students successfully secure university places or apprenticeships in relevant subject areas.

### Technical course outcomes

#### Level 2

L2 HSC – Average grade Distinction; 71% D\*, 76% D\*-D

L2 Business – Distinction

#### Level 3

L3 Digital Media – Average grade double Distinction; 64% D\*-D

L3 Health and Social Care Diploma – Average grade DM, 56% D\*-D

L3 Health and Social Care Extended Diploma - DDM/DMM

L3 Health Science Foundation Diploma – MM

L3 Health Science Diploma – MM

#### A-level

% A* - A	6.1%
% A* - B	16.9%
% A* - C	40%
% A* - E	95.4%

These results enabled students to successfully take up university and apprenticeship places in subjects connected to the professional pathways followed by students at Mulberry UTC, including areas nursing, midwifery and biomedical science, animation, film and games design. XX % are now attending a Russell group uni, Y % are in Uni etc

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.

- Key Stage 4 students achieved well in their GCSE and technical qualifications; most students achieved their target grades.
- Key Stage 5 students achieved well in Level 2 & Level 3 technical qualifications
- In Level 2 Health and Social Care, 71% of students who completed the qualification achieved a Distinction\* (the national average is M-).
- In many A-level subjects, most students achieved well despite low starting points. Particular staffing challenges in A-level Maths and Psychology mean the progress was weaker in these subjects. In addition,

progress in A-level Chemistry and Biology was weaker than expected. Teaching and learning have now been strengthened in these subjects and students are making much better progress this year.

- 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 was positive in terms of the quality of assessment being undertaken by teachers and the quality of work being produced by students in technical subjects.

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 left Mulberry UTC and progressed to destinations that met their interests and aspirations.
- Sixth Form students who left in summer 2019 progressed to university courses in 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.
- The majority of students in the current Year 11 cohort have expressed a desire to apply 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.
- The majority of students in the current Year 13 cohort have applied to university and some have already received offers to study subjects related to their technical specialisms. Some students are also applying for apprenticeships and a small number have decided to apply to apprenticeships only.

### **Key areas for improvement:**

#### **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
- 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.

#### **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 demonstrated 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 developed 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 Sixth Formers leaving after a Level 2 course, to ensure that they are sustained in their destinations.

## **Section 2: Behaviour and attitudes**

Mulberry 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.

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 2018-19, 11% of students in Year 11 had a CIN plan; in 2019-20, 43% of students in Year 11 either have or have had a CIN plan or special guardianship arrangement
- In 2018-19, 14% of Year 13 students had either current or historical social care involvement; in 2019-20, 10% of Year 13 students have either 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 all students can thrive despite these challenges, both in terms of academic and technical achievement and in terms of students' 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 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.
- Students behave well around the school site and use the school building in a responsible manner at break and lunchtimes.
- On the rare occasion that disruption to learning occurs in lessons, it is swiftly and robustly dealt with by teachers with support from members of the Senior Leadership Team where appropriate.
- Incidents of poor behaviour are rare. There was a substantial decrease in the number of fixed term exclusions during 2018-19; there have been two fixed term exclusions in 2019-20 and no permanent exclusions.
- All Year 10 and 11 students take part in 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.
- 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.
- All sixth form students have at least 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 and art therapist, who also runs an art club 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 since 2017.
- An Educational Psychologist from Tower Hamlets is employed to work in school one day a week, primarily to assess students who do not have EHCPs but who the school feels may need 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 to school was a significant issue during 2017-18 and 2018-19, particularly for Key Stage 4 students. A significant proportion of students joining Mulberry UTC in Year 10 had low attendance in their previous schools. Attendance of students at KS4 during 2018-19, whilst just below national average, showed significant improvement compared to students' Year 9 attendance at their previous schools. During 2019-20, attendance is currently just below national average.

- In 2018-19, the Y10 and Y11 cohort had average attendance at their previous schools of 90%
- Y11 attendance at Mulberry UTC during 2018-19 was 93% for KS4
- 37% of Year 11 students in 2018-19 had persistent absence in their previous school; 16% of these pupils had PA at Mulberry UTC, a significant improvement
- In 2018-19, three students in Year 10 (21%) had attendance below 80% in their previous schools. Two of these students had significantly improved attendance during the year; only one had attendance below 80% at MUTC.
- During 2018-19, 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 11 were at risk of permanent exclusion from their previous schools.

A comprehensive set of strategies 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 further phone calls and home visits are then made where appropriate.
- 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 are made.
- Fixed penalty notices and court action are used when students are persistently absent without good reason.

As a result of these measures, attendance improved significantly during 2018-19 and continue to improve during 2019-20.

#### Key areas for improvement

- Improve attendance and punctuality at both key stages to a minimum of 95% attendance.
- Ensure that behaviour is consistently outstanding across all year groups at all times.
- Ensure that the number of fixed term exclusions is below national average.
- Continue to ensure that there 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.

### **Section 3: Personal development**

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

**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, with a regular trip to the United Nations in New York to take part in the international Model UN conference.
- Year 12 students visited Westminster and had a tour of Parliament by a local MP. This had a positive impact on their engagement and motivation 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.
- One Year 12 student has recently secured a place on the 'OxFizz' programme which supports students from disadvantaged backgrounds to apply to Oxford and Cambridge Universities.

**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 LBTH. 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 have successfully taken part in a series of Model United Nations conferences, including one hosted at Mulberry UTC in December 2017. 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:**

- 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.
- Fully embed 'professional and work-ready' approach to behaviour management in both key stages.
- 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.

## **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 as part of the Mulberry Schools Trust Leadership Academy. This includes 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 and an MBA programme for MUTC staff with Barts NHS Trust is currently being explored.

### **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 schoolspolice 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.

#### **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.
- The school week is structured in a way that promotes good work life balance amongst staff, with students finishing lessons at 2.10pm on Friday afternoons. There are no formal or scheduled meetings held after this time, to ensure that staff have maximum flexibility in the way they use this time. They are permitted to leave the building after 2.30pm on Fridays.
- The school adheres to the trust's policy on work life balance, which states that colleagues should avoid sending emails before 7am or after 7pm.
- Several members of staff have made flexible working requests and these have been agreed.
- 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

**Keys areas for improvement:**

- With support from the Mulberry Schools Trust, continue with the programme of training and development for members of the Local Governing Body, to ensure that they are able to make a full contribution to supporting the school on an ongoing basis.
- Develop a structured programme of work with parents, with a particular focus on working with the parents of new Year 10 and Year 12 students, to ensure that constructive relationships are developed with all parents of students attending the school.
- Ensure that newly appointed members of the leadership team who have taken up secondments in 2019-20 are fully inducted into the role and able to make a full contribution to the senior team.
- Ensure that middle leaders in every subject area, including the new Head of Health and Social Care and the new Director of Learning for the Creative Industries, are able to provide high quality leadership in their respective areas.