

Mulberry UTC
Where learning works



Self-Evaluation Form

Spring Term 2021

Introduction and context

Mulberry UTC is a popular, successful and rapidly expanding school which opened in September 2017 in Bow, in the heart of east London. It is part of the Mulberry Schools Trust (MST), a multi-academy trust that focuses on delivering high quality educational provision for local families in Tower Hamlets and central East London. At the heart of the school's vision is the development of appropriate curriculum pathways for individuals and groups of students, enabling them to achieve and succeed through a combination of academic, vocational and technical learning. The school's curriculum also emphasizes personal and professional development, with a tutorial and pastoral programme that involves students being encouraged to demonstrate a series of specific characteristics identified as being key to students' future success.

Founded by Mulberry School for Girls in May 2017, Mulberry Schools 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 2023.

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 alongside the academic curriculum. 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 and thereby maximising the ability of students to access the full range of economic opportunities. The school's mission statement, 'Where Learning Works', encapsulates this vision, signposting the school's future direction of travel and highlighting its particular role within the trust. The school's expertise in technical learning was crucial when, during the lockdown period in summer 2020, Mulberry UTC led the Trust-wide introduction of Microsoft Teams as an online learning platform. This helped ensure all three schools in the Trust could rapidly move operations online again in January 2021.

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, to ensure all students can achieve their potential. The provision of high quality teaching and learning, excellent pastoral care and personalised support and guidance are central to this, alongside the development of inclusive practices that enable all young people to succeed. The strength of the school's commitment to supporting and including all students, and to ensuring that every barrier to success is over-turned, was evident in its response to the pandemic during 2020-21.

Many students and their families face challenges because of social and economic disadvantage, which in turn can present serious limitations to educational achievement. Mulberry UTC aims to overcome this by ensuring all students achieve excellence, regardless of their circumstances. Like other schools within the trust, the school is 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. Many UTC 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 supports students as they forge their way into professional careers.

Most of the young people who choose to join Mulberry UTC in Year 10 or Year 12 do so because they are attracted by the school's innovative curriculum, world-class facilities, supportive culture and welcoming atmosphere. Some students have not succeeded in their previous educational settings and are looking for a fresh start; some are looking for a more appropriate curriculum, while others have undiagnosed special educational needs. Many students make use of the additional support provided by the school's pastoral and SEN teams, including teaching assistants, the school counsellor and the school nurse. A significant minority of students need support with issues relating to substance abuse, mental or physical health difficulties, family dysfunction and multiple other issues. Within this context, Mulberry UTC provides the opportunity for young people to feel a sense of community, explore their place in the world and re-activate their self-esteem and self-belief. During their time at the school, students rapidly improve their knowledge, skills, confidence and resilience, enabling them to secure outstanding destinations that are closely linked with the UTC's areas of technical specialism. As a result, many young people who have previously struggled in education succeed at Mulberry UTC, whether they join the school at the start of Key Stage 4 or Key Stage 5. This includes young people with special educational needs, whose destinations are carefully considered and well-planned in order to ensure their success in transition.

Amongst many local families, 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 young men and women. For many UTC students, family circumstances deteriorated during 2019-20 owing to the impact of the pandemic. 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 and social exclusion faced by increasing numbers of young people and their families are seen as challenges to be overcome through high quality educational opportunities, rather than 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 Mulberry UTC students in examinations, destinations and improved 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. At present, relatively few young people from the immediate local area take up professional careers in the City of London, Canary Wharf and the creative economy in Shoreditch. As well as high quality teaching and learning, Mulberry UTC prepares students for the professional workplace through a strong focus on personal and interpersonal skills, which are developed through the tutorial programme, PSHE curriculum and the House System. The school's approach to behaviour management emphasizes the importance of students becoming 'professional and work-ready'. When discussing the importance of dress code, punctuality, attitude to learning or professional conduct, staff remind students about the implications within a workplace of being late or not behaving in a professional manner. This leads to a greater sense of agency amongst young people, since they understand the reasons why developing particular characteristics and exhibiting certain behaviours is important. As a result, the school is a positive and purposeful environment in which students behave towards others with respect, tolerance and understanding.

There are seven sets of characteristics which the school seeks to develop in its students, to ensure 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 PSHE, tutorials, project work, extra-curricular activities, trips and visits, work experience and the enrichment programme. Heads of House have responsibility for ensuring that all students gather evidence about their development of professional characteristics through online portfolios using Teams, which also provides an effective mechanism for recording and monitoring students' participation in extra-curricular activities.

Students' experience of practical and applied learning during their time at the school helps ensure they can succeed in their chosen industries. Health and Social Care students learn clinical skills during work experience within Barts Health NHS Trust and are taught first aid skills by visiting staff from the London Ambulance Service. Science students learn about virtual reality surgery through role models such as Professor Shafi Ahmed and, through the Science Seminar Series, develop expert knowledge about key aspects of the health service such as phlebotomy and organ transplant. As a result, students are well-equipped to take up places at university to study nursing, midwifery, paramedic or biological sciences, or to take up apprenticeships within the NHS. During the lockdown period of summer 2020, several Year 13 students were employed within local hospitals as healthcare assistants; the practical skills and contextual knowledge they had developed during their time at Mulberry UTC enabled them to take up these key roles in local hospitals during the first wave of the pandemic.

Students leaving Mulberry UTC are well-informed about their chosen areas of study and confident in their own skills, talents and abilities. Through activities such as 'Humanities Live', students learn about key issues within their chosen areas of study in the humanities and social sciences. In the Creative Industries, students learn how to use cameras, microphones and digital editing equipment to create their own films, animations, radio programmes and audio books. Performing and Production Arts students took part in a series of workshops led by the cast and crew of ANNA, the National Theatre's pioneering production which was rehearsed in the UTC theatre. The English National Opera teach students about theatricality and set design, while the BFI provides 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. The industry insight which students gain through these experiences leaves them well-placed to succeed at university and in their future professional careers within the creative industries.

Students who graduate from Mulberry UTC are thoughtful, creative problem-solvers who are able to take calculated risks in order to overcome obstacles. The maths curriculum teaches students problem-solving skills which can be applied in project work. Students learn how to take calculated risks activities in a safe environment during outdoor activity sessions at Shadwell Basin and the annual day trip to Stubbers for all new Year 10 students. Teachers are encouraged to model formal spoken English, raising expectations for students' spoken contributions in lessons. Students regularly make presentations in assemblies and speak with confidence to representatives from university and employer partners. Debate is used regularly as a teaching and learning strategy and students have multiple opportunities to take part in debating competitions outside the classroom, through the Model UN programme, the Sheriff's Challenge and the Jack Petchey Speak Out Challenge.

Student voice is developed through the House System, with House Captains, Vice Captains and House Ambassadors elected every year through an application and interview process. Students regularly meet with senior leaders and visitors to talk about their learning and to reflect on their progress. House representatives take part in a wide range of activities aimed at improving students' confidence and helping them to develop networking skills. During personal development sessions in tutor time, students take part in informed discussions about current affairs, building knowledge of world events and learning how to have constructive conversations about controversial issues. As a result, students are well-prepared for college, university and job interviews, with high success rates for students applying to competitive degree courses.

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's success in teaching students how to use digital technologies was crucial to its ability to maintain continuity during the lockdown periods of summer 2020 and spring 2021. With the school building required to close at short notice, students were able to continue learning online, engaging in live interaction with teachers on a daily basis. During this time, 100% of students engaged with online learning and with daily pastoral check-ins. Over 100 laptops were given out to students, to ensure they were able to be part of the online school. Despite students not being able to attend school in person, all students were able to follow their normal timetable and to access high quality online lessons delivered by their teachers, to ensure they were able to continue to make progress in their qualifications.

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. 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. Students' confidence about using technology and their understanding of how to do so safely ensured there have been no serious breaches of the school's online learning Code of Conduct during the lockdown period.

The school takes seriously its responsibility to help students develop the resilience needed to succeed in a competitive workplace environment. An emphasis on high expectations and individual accountability, along with unconditional support and encouragement, is an important aspect of this. Students who encounter difficulties are helped and supported but nevertheless expected to maintain high standards of behaviour. A number of students have become homeless while attending the school, some have experienced mental health difficulties; others have encountered abuse, neglect or serious physical illness, including a student treated for life-threatening cancer. Every possible resource is made available to these students including expert pastoral and safeguarding provision, a school counsellor, school nurse and outside agencies including CAMHS. This support continues remotely during the periods of time when the school building is closed to students, with appointments taking place on the phone or online. As a result, most students overcome the challenges they encounter in their lives outside of school and go on to achieve success in their technical, vocational and academic qualifications.

A comprehensive, well-structured personal development programme helps ensure Mulberry UTC graduates are strong team players who can succeed in the diverse twenty-first century workplace. Students benefit from the support of a Head of House, tutor and vertical tutor group with the House System. Vertical groupings promote positive relationships between students from different year groups. Students have multiple opportunities to manage their social environment, for example the House Captains, a student-run school football team and the

Charity and Equality committee. Students are 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. Students and parents comment that they benefit greatly from these experiences in terms of developing confidence, maturity and responsibility. The strength of community developed within the school was evident in the support that continued to be shown by students towards each other during the lockdown period.

Mulberry UTC students are passionate about inclusion and diversity and use this passion to make the world a better place. The school's Social Justice and Equality Working Group creates a space for students to discuss issues of race, inclusion and diversity. As a result, students from diverse backgrounds and circumstances work together successfully, respect each other 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 elements of outstanding practice.

Key strengths of the school

<p>Quality of Education: Intent</p> <p>GOOD</p>	<ul style="list-style-type: none"> • The curriculum is carefully planned, organised and managed to ensure that all students follow appropriate pathways and succeed in their chosen courses. • The curriculum is tailored to the needs of individual students and the demands of the labour market, ensuring students are well-prepared for professional careers. • Ambitious targets are set for students and most successfully achieve their targets. • Schemes of learning are coherently planned and sequenced so that students cumulatively build up the knowledge & skills needed for qualifications. • All students access the full curriculum; the UTC is fully inclusive. • Students specialise in particular subjects in a way that is appropriate within the UTC context; most students combine academic, technical and vocational courses.
<p>Quality of Education: Implementation</p> <p>GOOD</p>	<ul style="list-style-type: none"> • The overall quality of teaching, learning and assessment is consistently 'good' across the school with some 'outstanding' practice in all subject areas. • The overall quality of marking, feedback & assessment is 'good', with some outstanding practice e.g. tracking of students in technical subjects. • Teachers plan lessons and sequences of lesson effectively. • Teachers provide timely and high quality feedback, so that students know where they need to improve and how to make the necessary improvements. • There is a culture of high expectations, aspirations and excellence in relation to academic, vocational and technical achievement. • Engagement with employer and university partners is strong and this has a positive impact on students' achievement and their destinations.
<p>Quality of Education: Impact</p> <p>GOOD</p>	<ul style="list-style-type: none"> • Overall outcomes are judged to be good, based on the UTC's first full set of examinations in summer 2019. • Student outcomes at both Key Stage 4 and 5 in summer 2020 were outstanding. • Students make significant progress in all subjects and in both key stages. • KS4 students' progress accelerates significantly after they join Mulberry UTC. • Progress and attainment in English and humanities at KS4 is very strong. • Year 12 students who have not previously succeeded in education achieve well; average grade Distinction for L2 Business and Health and Social Care.

	<ul style="list-style-type: none"> • Progress & attainment in technical & vocational subjects at KS5 is strong, with a positive Completion and Attainment score for Digital Media and positive VA for other technical/vocational subjects. • There is a smaller than average gap between disadvantaged and non-disadvantaged students. • Destinations for Post-16 students are outstanding, with 85% of students going on to university and the rest going into apprenticeships or employment.
Behaviour and attitudes GOOD	<ul style="list-style-type: none"> • Behaviour of students in both key stages is excellent; students behave well, show respect to each other and behave 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 and shared study spaces. • Exclusions decreased rapidly during 2018-19 and are now significantly below national average, with no fixed term or permanent exclusions made since March 2020 and none made so far in academic year 2020-21. • Relationships among learners and staff reflect a positive and respectful culture. • Learners feel safe and incidents of bullying or discrimination are extremely rare. • Comprehensive strategies to continue to improve attendance are in place and KS4 students' attendance is better than it was in their previous schools.
Personal Development GOOD	<ul style="list-style-type: none"> • The school has a strong positive ethos and culture; the House System helps ensure that pastoral care and welfare are excellent. • The promotion of students' spiritual, moral, social and cultural development and their physical well-being is good. • Incidents of bullying or discrimination are extremely rare and, when they do occur, are dealt with swiftly and robustly by members of staff. • Students benefit from a wide range of employer engagement opportunities, ensuring they are well-prepared for entry into future careers. • Students take part in a wide range of extra-curricular and enrichment activities, developing voice, confidence and employability skills. • A comprehensive personal development curriculum is in place at both key stages. • The school supports learners to develop character and helps them know how to keep physically and mentally healthy.
Leadership and Management GOOD	<ul style="list-style-type: none"> • The Principal, Executive Principal, Trust and Local Governing Body are fully focused on and committed to achieving the vision of a UTC which provides all students with an outstanding education. • Support from the Trust, including the Trust Board and the Local Governing Body, is outstanding. • Members of the Local Governing Body visit regularly, are closely engaged and well-informed about the school. • Senior leaders facilitate high quality training, ensuring staff are equipped to deliver high quality teaching, learning, assessment, leading to excellent student outcomes. • Leaders have high expectations for all members of the school community, engage with staff and take account of pressures on them. • Subject leadership and subject expertise across the school is strong, leading to a consistently high quality of teaching in all subject areas.

Ongoing whole school priorities:

- Maximise student progress and achievement for all learners at KS4 and KS5.
- Ensure there is no significant gap between the attainment and progress of different groups.
- Continue to develop the 'professional and work-ready' approach in all students in all areas of the school.
- Ensure all students attend school every day, including those in hard to reach groups.
- Secure and sustain high quality employer engagement and partnerships in all areas of the curriculum.
- Continue to recruit students into Year 10 and Year 12, to ensure ongoing financial viability.

Specific priorities for 2020-21:

- 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.
- Fully establish a House System, to further improve the quality of pastoral care across the school.
- Strengthen the role of Directors of Learning, with a focus on the leadership of teaching and leading and the SEF cycle as well as responsibility for the quality of teaching, learning and assessment.
- Broaden the provision of extra-curricular activities and enrichment across the school.
- Track students' involvement in extra-curricular activities, to ensure all students participate.
- Improve the quality and focus of Sixth Form students' learning during Independent Study.

Student cohort and characteristics

- There are 393 students on roll with the majority (324) in the sixth form.
- There are 69 students in KS4 - 29 in Year 11 and 40 in Year 10.
- 72% of students are girls and 28% are boys
- The largest ethnic group within the school population is Bangladeshi (51%). 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%
- 78% of students identify as Muslim and 10% 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%.
- In January 2021, 189 students out of 393 were eligible for free school meals (48%).
- A greater than average number of students are known to social care, with 4 students on Child in Need plans and one student on a Child Protection plan (January 2020).
- The level of Special Educational Needs is higher at Mulberry UTC than the national average, which is 10.5%. The proportion of students in each year group on the SEN register increased in 2020-21:

	2019-20	2020-21
Year 10	11%	20%
Year 11	7%	11%
Year 12	12%	20%
Year 13	10%	15%

- The proportion of students with an Education, Health and Care Plan is higher than the national average. In January 2021, 10 students at the school (2.6%) have an EHCP.

Section 1a: Quality of education - Intent

Mulberry UTC provides appropriate curriculum pathways for young people who are interested in developing their technical and vocational capabilities alongside academic qualifications. The school provides young people with a high quality academic, technical and vocational education which is tailored to the needs and interests of students and which leads them to fulfilling future careers. The curriculum is carefully designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need. 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. Through close collaboration with sponsors and partners, the school has designed a world class curriculum that is enhanced by high quality work experience and visiting speakers, as well as comprehensive pastoral support and a full range of extra-curricular opportunities. As a result, students achieve well in their qualifications and progress to college, university, apprenticeships and employment in areas relating to the UTC's areas of technical specialism.

Mulberry UTC recognises and values the talents and abilities of young people with practical, creative, technical and social skills, as well as those who excel at academic learning. 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. Interventions and alternative curriculum pathways are used when appropriate, but the focus is always on quality first teaching in the classroom. 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

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.'*
- *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)
- 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. This results in high quality,

well-planned lessons which structure students' learning and ensure they achieve well.

- 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 2020).

Employer engagement in the curriculum at Mulberry UTC

Curriculum area	Employer engagement
Health and Social Care	Work experience within Barts Health NHS Trust
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, technical and vocational 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 secure to meaningful destinations, either university, apprenticeships, further study or employment. All learners follow a curriculum programme which enable them to do this and as a result all students progress successfully.
- Students in Key Stage 4 students follow a core curriculum of English Language, English Literature, Maths and double Science plus academic and technical/vocational options. Many choose to stay at Mulberry UTC for Sixth Form as a result of the high quality experience they have during KS4.
- Students at Key Stage 5 follow a bespoke curriculum at either Level 2 or Level 3 which combines academic and technical/vocational qualifications. Sixth Form results are excellent as a result of students following an appropriate curriculum, receiving high quality teaching and being well-supported by the school.
- Sixth Form students who have not yet secured a pass in GCSE English or maths are supported to re-take, with results for students retaking GCSEs consistently above national average.
- 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.
- Sixth Form students use Teams to study independently at home, using resources created by their teachers and regularly submitting coursework and homework online.
- During autumn 2020, students who were unwell or self-isolating continued to join lessons and learn remotely using Teams, ensuring they kept up with their work to help minimise gaps in learning.
- 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 and this helps ensure they are ready to progress and to succeed when they enter university or employment.
- 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. The school is a supportive community where students look after each other; 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 outside of school relating to substance abuse or other harmful behaviour, students are supported by the school with the support of outside agencies including the police and social care.

Keys areas for improvement:

- Ensure all students have opportunities for employer engagement across all courses and both key stages.
- Continue to create opportunities to support students to read widely & develop academic literacy skills.
- Ensure provision of Religious Education meets the requirement of the Locally Agreed Syllabus.
- Ensure provision of health, relationships and sex education meets the new statutory requirements that came in place in September 2020
- Ensure that the 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 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 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.

Teachers at Mulberry UTC have expert knowledge of the subjects and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise, through subject-specific training which increase subject knowledge and 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.
- Teachers in maths have undertaken CPD to improve the quality of teaching, learning and assessment; as a result, progress and achievement in maths improved significantly between during 2018 and 2020.
- 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 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 (e.g. Foley Sound in Media taught by the Head of Media supported by sound specialists from the National Theatre)

Teachers are able to present subject matter clearly, to check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. By responding and adapting their teaching as necessary, teachers ensure all students can access the curriculum so they are able to succeed and achieve.

- 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 was developed at Mulberry School for Girls).
- Subject leaders and teachers have good specialist subject knowledge and are able to communicate this to students in appropriate ways.
- Fewer lesson observations than usual took place during academic year 2019-20, owing to the pandemic closure. All members of teaching staff had at least one appraisal observation and all of these observations were graded at least 'Good'. This is indicative of an improvement in the quality of teaching and learning which has continued and which means that all observations are expected to be at least good in 2020-21.

Formal lesson observations		
	2018-2019	2019-20
Number of formal observations	29	14
Outstanding	11 (38%)	7 (50%)
At least Good	27 (93%)	14 (100%)
Requires Improvement	2 (7%)	0

- 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. All teaching staff have also received appraisal training, to ensure they fully understand the process used to make judgements about QTL.
- 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 2020 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.
- A full day of training for teachers in relation to online learning was held in January 2020; as a result, teachers' confidence about delivering remote learning effectively to students increased significantly.
- 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 apply their learning meaningfully through opportunities to engage with employers in their specialist areas, although some activities have paused in 2020-21 owing to the pandemic. For example:
 - Students in Media work with a film organisation, the Mouth that Roars, on Saturdays
 - A level Chemists visit UCL to see NMR-Spectroscopy first hand
 - Year 10 and Year 12 visit the National History Museum and Science Museum
- A programme of activities that ran during science week in spring term 2019 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.
- 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 stimulate different clinical scenarios and enable students to practice skills learnt in Elsevier Clinical Skills in 'real life'

Teachers and leaders use assessment information effectively to gauge progress, identify gaps in learning and intervene where necessary to reinforce key concepts or correct misconceptions. Leaders understand the limitations of assessment data and do not use it in a way that creates unnecessary burdens for staff or learners.

- Prior and current attainment data is used to inform lesson planning and to plan interventions.
- All students joining the school in Year 10 undertake GL Assessment baseline tests, to ensure the school is well-informed about their current levels of competence in key areas.
- Teachers are provided with detailed information about students' prior attainment when students join the school, including KS2 data and, for Sixth Form students, students GCSE and tech/voc grades.
- Target grades are generated as soon as students join the school, based on prior attainment data, and are shared with teachers to inform their planning.
- During the autumn term, as teachers learn more about the new students they are teaching, they monitor and adapt their lesson planning appropriately to ensure lessons are pitched at the right level.
- A school-wide template is used for seating plans, incorporating 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 by SLT as part of learning walks.
- Students receive regular feedback on their work, using templates designed for this purpose by subject teams, and re-visit these regularly to support progress in their learning.
- Students can track teacher feedback, which follows a WWW/EBI format with a literacy target and scholarship grade. Teachers track and monitor students' implementation of feedback into their work.
- SLT undertake weekly learning walks where 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.
- There is clear evidence of pupils responding to feedback quickly and effectively, as evidenced in responses to teacher's comments, improved class work and improved drafts of coursework.
- Form tutors and Heads of House 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. 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. Where possible, these were made available electronically during the lockdown periods in summer 2020 and spring 2021.
- Teachers encourage reading in many ways, 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:

- The school undertakes termly self-evaluation periods (the SEF cycle), providing a structure for the process of gathering evidence about the quality of teaching, learning and assessment.
- The SEF cycle has a different focus each term, depending on areas of priority identified by SLT.
- SEF cycle activities include marking checks, work scrutiny, learning walks, peer learning opportunities and lesson observations; the aim is to celebrate good practice, share purposeful interventions and identify any areas of concern where the quality of provision does not meet expectations.
- Termly SLT monitoring fortnights take place, with a focus on gathering evidence that can provide a comprehensive picture of practice in teaching, learning and assessment across the school.
- The termly data cycle requires all teachers to analyse the progress data for each class they teach once a term, completing a progress review template which is then analysed by Directors of Learning.
- As part of the data cycle, Directors of Learning present their analysis of progress data within their area to the Principal and Vice Principal as part of Raising Standards meetings, where actions required in particular subject areas or at a whole school level are discussed and agreed.
- Form tutors and Heads of House 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.

Keys areas for improvement:

- A-level Chemistry: To improve student outcomes, enhance the quality of teaching of non-organic chemistry so that it is at the same standard as the teaching of organic chemistry.
- A-level Maths: Ensure all students achieve target grades, including those with lower prior attainment.
- A-level Psychology: Ensure improved outcomes in summer 2020 are maintained in 2021.
- A-level Biology: Implement effective standardisation/moderation, to ensure predictions are more accurate.
- A-level Sociology: Ensure all teachers are able to deliver at the required standard so that all students achieve target grades despite changes in staffing during 2019-20.
- 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 learning.
- Ensure that teachers work effectively with TAs to close gaps for students with SEND.

Section 1c: Qualify of education – Impact

Key Stage 4 Outcomes

In 2019-20 there were 13 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. By the end of KS4, all students had made progress in line with national expectations and many had exceeded their targets. This is in the context of the enforced closure of the school owing to the pandemic in spring/summer 2020.

KS4 outcomes 2019-20

Outcome area	National	Prediction May 2020	Final outcome
Attainment 8	50.2	53.46	58.12
Disadvantage gap (difference between A8 scores for PP students and non-PP students)	- 13.6*	-7.54	-8.29
Basics (9-4 English and Maths)	71%	92%	92%
Basics (9-5 English and Maths)	50%	62%	69%

*2019, not 2020 data

Areas of strength for this cohort include:

- A8 score significantly above national average
- Smaller than average gap between PP and non-PP students
- Only one student did not achieve grade 9-4 in English and maths

Key Stage 4 Destinations

Year 11 destinations 2019-20

- 38.5% students enrolled onto level 3 courses at Mulberry UTC Sixth Form
- 92.3% students enrolled onto level 3 courses and 1 student enrolled on to level 2 courses
- Students who did not join the Sixth Form at MUTC joined:
 - London Academy of Excellence
 - UCL Academy
 - Woking FC Sports Academy
 - Epping College
 - City and Islington college

Key Stage 5 outcomes

Prior attainment for students joining Mulberry UTC at Key Stage 5 is significantly lower than other local schools,

including other secondary schools in Mulberry Schools Trust. Many 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 2019-20:

- The average GCSE A8 grade for Year 12 was 4.1
- 41% of students in Year 12 in 2019-20 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
- 33% of students in Year 13 were re-sitting GCSE maths
- 65% of former Level 2 students have had the opportunity, at Mulberry UTC, to progress to Level 3

In 2020-2021:

- The average GCSE A8 grade for Year 12 is 4.4.
- 30% of students in Year 12 in 2020-21 are 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
- 30% of students in Year 13 are re-sitting GCSE maths
- 63% of former Level 2 students 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 vast majority of students in the Sixth Form at Mulberry UTC complete their courses and most achieve their target grades. Progress and achievement for these students is good and the majority of students successfully secure university places or apprenticeships in relevant subject areas.

Key Stage 5 outcomes 2019-20

Level 2

L2 HSC – Average grade Distinction; 68% D*, 71% D*-D

Level 3

- L3 Digital Media: Average grade Distinction+; ~50% D*D*
- L3 Health and Social Care Diploma: Average grade Distinction; 50% of students achieved DD or above
- L3 Health and Social Care Extended Diploma: Average grade Distinction; over 75% of students achieved at least two Distinctions
- L3 Health Science Foundation Diploma: Average grade Distinction
- L3 Health Science Diploma: Average grade Distinction; 100% of students achieved at least 1 Distinction grade; 66% of students achieved 2 Distinction grades or above
- L3 Health Science Extended Diploma: Average grade Merit+; 75% of students achieved at least 1 Distinction grade

A-level

% A* - A	13.8%
% A* - B	43.1%
% A* - C	92.7%
% A* -E	100%

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.

Level 2 HSC students: 38 students

- 47.3% students enrolled onto level 3 courses at Mulberry UTC VI form
- 5.3% students secured a level 3 apprenticeship in childcare

Examples of destinations if students have gone to if not enrolled at Mulberry UTC

- Morpeth VI form- level 3 business
- Saint Thomas VI form
- Kingsway College- level 3 HSC
- Level 3 apprenticeships in childcare

Key Stage 5 Destinations

Year 13 destinations 2019-20 (78 students)

- 70 students secured university places (90%)
- 13% of destinations are Russell Group universities
- 1 student secured job in NHS
- 1 student secure dental nurse apprenticeship
- 1 students invested in a business
- 1 student looking for a job
- 4 students looking for an apprenticeship

University	Subject	Number of students
Anglia Ruskin	Paramedic Science, Health and Social Care	2
City university	Children's Nursing (2), Intro to Health Science (2) Law(2), Aeronautical Engineering (1), Midwifery (1)	8
Coventry University	Media Production	1
Cumbria University	Primary Education with QTS (2), Education studies (1)	3
Goldsmiths	Media and Communication (1), Social Work (1)	2
Greenwich University	Psychology with counselling (2), Early years (1) Social Work (1), Business management (1), Public Health (2), Psychology (1), Sociology and Criminology (3) Midwifery (1), Nursing children (1),	13
Kings College London	Adult nursing (2), Children's Nursing (3), Nursing with reg as a mental health nurse (1)	6
Leeds	Interdisciplinary Science with Foundation Year	1
Loughborough	Automotive Engineering with foundation year	1
LSBU	Children's nursing (6), Adult nursing (1), Architecture (1), Social Work (1)	9
Middlesex	Early childhood studies (2), Education studies (1), Biomedical Science (1),	4
QMUL	International Relations (1), Business Management (2), Biology with foundation year (1)	4

Ravensbourne	Editing and post production (2), Media production (1), Digital Photography (1)	4
St Georges	Diagnostic Radiography	1
Suffolk	Digital Film Production	1
UEA	English lit with CW	1
UEL	Education Studies (2), Early childhood studies (1), Social Work (2), Child Psychology (1)	6
Westminster	Sociology and criminology (1), Biomedical sciences with foundation (1), International Relations (1), Graphic design	4

At Mulberry UTC, learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well in the qualifications they undertake.

- Key Stage 4 students achieve well in their GCSE and technical qualifications; most students achieve their target grades and many exceed them.
- Key Stage 5 students achieve well in Level 2 and Level 3 technical qualifications
- In Level 2 Health and Social Care, 71% of students who complete the qualification achieved a Distinction* (national average is M-).
- Students achieve well in A-level subjects despite low starting points.
- Staffing challenges in A-level Maths and Psychology mean progress was weaker in these subjects in 2018-19; this improved in 2019-20 and progress in A-level Chemistry and Biology also improved.

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

- Students leaving Year 11 and Year 13 achieve well in their qualifications and progress to destinations that meet their interests and aspirations.
- Sixth Form students progress 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; others 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 minimal gap between progress & attainment of PP and non-PP students
- Ensure all students in Key Stage 4 are given the support they need to make rapid progress, regardless of the experience they had before coming to Mulberry UTC.

KS5

- Raise attainment & progress in A-level Maths, Chemistry, Psychology and Biology.

- Ensure 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 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 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 is a positive, friendly and supportive school within which students from a wide range of 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. A strong sense of community and belonging created at Mulberry UTC continued to be evident during the pandemic in 2020-21, when all students continued to engage with school life in a positive and constructive way, even when working remotely.

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. The school provides an environment in which all students can thrive despite these challenges, both in terms of academic, technical and vocational achievement and students' personal development. This is evidenced through improved attendance, above average progress and attainment 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.

- Students behave well around the building, showing respect to each other, behaving in a polite and courteous way and using the school building in a responsible manner at break and lunchtimes.
- 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.
- 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 were two fixed term exclusions in 2019-20 and no fixed or permanent exclusions so far in 2020-21.
- All Year 10 and 11 students take part in Physical Education, which involves students going off-site to take part in a range of physical activities, ensuring 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. This is evident in the large numbers of students applying for House Captain positions.
- Good behaviour is promoted by a strong pastoral system which includes form tutors and Heads of House; students are regularly rewarded through behaviour points, certificates, phone-calls to parents/carers and postcards home.
- 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 demonstrating the behaviours that will be

expected of them when they enter the workplace; they understand that 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 House Captains, Vice Captains and Ambassadors 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.
- Students' 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.
- During independent study time, Sixth Form 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 and to a high standard.
- 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 Child Protection and Safeguarding policy is in place and safeguarding training has been provided by the Designated Safeguarding Lead for all members of support staff and 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 via the CPOMS online system, enabling swift follow up and effective tracking of interventions.
- Teachers and leaders have strong relationships with students; students say 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.
- Positive relationships have been established with parents and carers, who are pleased with the way in which the school works in partnership with them to support students and to provide them with opportunities to which they would not otherwise have access.
- Additional support for students encountering difficulties is provided by the school counsellor, who has a caseload of students who are being supported with social, emotional and mental health difficulties.
- An Educational Psychologist from Tower Hamlets is employed on an SLA, to support the school in assessing students' needs and identifying appropriate interventions.
- 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 policy 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 CPOMS and referred to the Assistant Principal responsible for Pastoral care. This allows for an investigation and action to be taken based on the severity of the bullying behaviour and the impact on the victim.
- The electronic record keeping of incidents on CPOMS allows for such incidents to be tracked and monitored. It is also possible for staff to use CPOMS to record racist incidents. This year there has been one recorded racist incident.
- The Sixth Form 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. Significant improvement was made to attendance in 2019-20, as a result of improved systems, structures and staff training. In 2020-21, attendance was adversely affected by the pandemic and it is difficult to compare attendance during this time with attendance during previous years.

A comprehensive set of strategies for improving attendance is in place and these have continued during the periods of enforced closure during the pandemic.

- Any students who have not arrived at school by 9am received a phone-call home between 9 and 10am.
- 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; improving attendance 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 continued to improve during 2019-20 up to the point at which the school was forced to close in March 2020.

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.
- Maintain fixed term exclusions below national average.
- Continue to ensure there are minimal incidents of bullying or discrimination.
- Collect further evidence about students' and parents' views about the school.

Section 3: Personal development

The quality of personal development, behaviour and welfare of students at Mulberry UTC is a strength of the school.

The curriculum provides for learners' broader development, enabling them to develop and discover their interests and talents. Students have access to a rich programme of employer engagement as a core part of the curriculum, ensuring 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 visit Westminster and had a tour of Parliament by a local MP. This has 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 students who otherwise would not progress into education or employment take up further training and apprenticeships.
- A number of students have attended talks and visits 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 and one current Year 13 students has applied to Cambridge.
- 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 school supports learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

- A comprehensive tutorial programme is in place which explicitly 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 ensure students are not engaged with social media during the school day. This is a contributory factor to the high level of focus in lessons which is evident throughout the school.
- Staff are confident about how to address issues involving social media; 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.
- Strong links with employer sponsors and partners ensure students receive regular guidance about their future careers and work-related opportunities. This is reflected in students' confidence about their future destinations and the excellent destinations secured so far by Year 11, 12 and 13 leavers.
- Students have weekly assemblies led by Heads of House, 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 Petchey 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

- The tutorial programme has a positive impact on pupils' behaviour, safety and SMSC development.
- The Personal Development curriculum has been re-written to take account of the new statutory guidance about PSHE and Relationships and Sex Education.
- Teachers 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 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 have many opportunities to explore British values. They understand their rights and responsibilities and are able 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. Students 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 in both key stages.
- Continue to raise awareness and understanding of how social, emotional & mental health difficulties impact on learning and wellbeing amongst students, staff and parents/carers.
- Ensure PSHE policy and curriculum fully reflects new statutory guidance and that comprehensive schemes of learning are in place in both key stages.
- 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 good. 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 teaching and non-teaching staff, including an extensive range of leadership development opportunities as part of the Mulberry Schools Trust Leadership Academy.
- Staff across the school take part in a wide range of internal and external training programmes including leadership coaching, lesson observation training, subject-specific and exam-board training and leadership development. As a result, a significant number of staff have progressed to promoted roles, including middle leaders progressing to senior leadership.
- Four members of staff have taken part in a Women in Leadership programme run by Mulberry Schools Trust, resulting in two of them progressing to promoted roles.
- A weekly teaching and learning briefing, run by Directors of Learning, provides staff with the chance share good practice; in 2020-21 these sessions have predominantly focused on remote learning pedagogy, which has given teaching staff increased confidence about key aspects of online teaching.
- An annual Teaching and Learning conference, run by school and Trust staff, provides in-depth training in key aspects of subject-specific pedagogy and practice.
- Regular, high quality safeguarding training is provided for all school staff, ensuring teaching and non-teaching staff know how to maintain 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

- Heads of House, 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)
- Opportunities for parents to meet staff are scheduled every term, through parents' evenings and Academic Review Days. These are carried out via telephone and video calls during the pandemic.
- Heads of House meet 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 dealt with swiftly and effectively. The impact is evident in low internal and fixed term exclusions.

- 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 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. During the pandemic, the senior leadership team have prioritised staff welfare and as a result staff report that they have felt extremely well-supported during this time.

- The SEF cycle includes regular opportunities for staff to give feedback to the senior leadership team and to contribute to the development of school policy.
- Teaching and support staff are performance managed by line managers who receive 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.
- The school's academic calendar is organised in a way that avoids creating additional workload, minimises unnecessary meetings and promotes a good work life balance amongst staff.
- During the pandemic, the academic calendar was reviewed and directed time re-purposed to support staff in meeting the considerable additional operational demands made of them during this time.
- Students finish lessons at 2.10pm on Friday afternoons and there are no formal or scheduled meetings after this. Teaching staff have the flexibility to leave the building after 2.30pm on Fridays or to catch up with marking and planning, ensuring they can have a proper break from work over the weekend.
- 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. This helps preserve the boundary between work and home.
- Several members of staff have made flexible working requests and most have been agreed, helping ensure low staff turnover because colleagues are able to balance home and work commitments.
- Line management meetings follow a consistent approach and use a standard template, resulting 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 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, long-service payments for support staff and a Christmas bonus paid every year in December.
- Staff doing lunchtime duties are provided with a free lunch by the school, to support senior staff 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 by the Trustees of Mulberry Schools Trust and 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 providing appropriate challenge to senior leaders. The UTC Principal attends the Trust Board, Finance and Standards Committees, where the UTC is closely scrutinised.
- Trustees and governors are forward-thinking and committed to strengthening and promoting the UTC;

trustees and governors 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, helping ensure the efficient and effective management of financial resources.
- Trustees have great knowledge and expertise which supports the school's senior leadership team and provides greater opportunities for pupils. Members of the Local Governing Body successfully led the transition from the Project Steering Group, which steered the project during the pre-opening phase, into a knowledgeable, confident and highly effective Local Governing Body.
- High quality, professional and regular communication between MST trustees, Local Governors and staff ensures governors are well informed when discussing key areas of the school's work.
- Bespoke, purposeful training based on need is run for Trustees and Governors and the MAT subscribes to two online professional learning portals for Governors, resulting in governors having up to date knowledge and expertise, which enables them to provide strategic advice and support to the school.
- Members of the Local Governing Body are closely involved with the school's strategic development, taking seriously their responsibility to hold senior leaders to account for students' progress, safeguarding, student recruitment and destinations.
- Governors undertake regular visits to MUTC during the school day, including visits to lessons and meetings with members of staff. Visits took place remotely during autumn 2020 and spring 2021.
- Governors stayed in close contact with the school during the lockdown periods in 2020-21, attended LGB meetings remotely and provided a range of support from a distance during this time.
- Governors are closely involved with the development of the UTC's specialist curriculum, bringing expertise from their roles within their own professional organisations, ensuring the UTC's curriculum reflects relevant business and industry requirements.

Keys areas for improvement:

- Continue with the programme of training and development for members of the Local Governing Body, to ensure 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 the parents of new Year 10 and Year 12 students, to ensure constructive relationships are developed with all parents.
- Ensure newly appointed members of the leadership team who have taken up post in 2020-21 are fully inducted and able to make a full contribution to the senior team.
- Ensure middle leaders in every subject area provide consistently high quality leadership to their teams.
- Ensure the House system is fully embedded, with Heads of House leading the provision of student welfare and support, student voice and the development of key characteristics.