



Mulberry UTC

School Improvement Plan

2021-2022

FINAL – July 2021

Mulberry Schools Trust Aims and Ethos

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

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

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

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

Mulberry UTC School Improvement Plan 2021-2022

The 2021-22 School Improvement Plan (SIP) sets out how we will build on the success the school has achieved during its first four years, including the successful Ofsted inspection in March 2020, which graded the school 'Good' in all areas.

In keeping with the aims and ethos set out in the Mulberry Schools Trust Strategic Plan, this one-year SIP focuses on ensuring that we provide for our students the best possible educational opportunities including access to an appropriate curriculum, high quality teaching and learning, excellent pastoral care and support and a full range of extra-curricular activities, enrichment and leadership development opportunities.

As a University Technical College, we have a particular focus on preparing young people for the world of employment, by ensuring our students have access to practical and applied learning, high quality industry experience and employer-led projects, through which they can develop the skills they need to succeed when they leave school. Our curriculum is designed to meet the needs and interests of local young people, preparing them effectively for future professional careers within areas where there are local and national skills shortages.

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

Key ongoing areas of focus:

- Continue to maximise student progress and achievement for all learners at KS4 and KS5.
- Continue to reduce gaps in attainment and progress between different groups e.g. PP/non-PP, SEN/non-SEN and male/female.
- Continue to ensure teaching, learning and leadership are strong in all areas of the school.
- Continue to secure and sustain high quality employer and university engagement in all learning areas.
- Continue to PAN - at least 40 students in Year 10 and 240 students into Year 12 - to ensure ongoing financial viability.

Specific priorities for 2021-22:

- Improve the quality consistency of teaching, learning and assessment across the school, so that all teachers in all subject areas are consistently providing an outstanding learning experience for students.
- Continue to strengthen the role of Directors of Learning, with a focus on leadership of teaching and leading, the SEF cycle and responsibility for the quality of teaching, learning and assessment.
- Ensure the House system is fully embedded at the heart of the school, including a fully-fledged student leadership programme, student-led newsletter and a full programme of extra-curricular activities in which all students participate.
- Following the pandemic, put into place a programme of work focusing on the reinforcement of professional expectations, including punctuality, attendance and attitude to learning.
- Further develop the school's work on equality, diversity and inclusion, through the creation of a Student Diversity Council and a reinvigoration of the Social Justice and Equality Working Group.
- Strengthen the provision of staff CPD and training for Early Career Teachers, in collaboration with the Teaching School Hub, and ensure all staff have a short and medium-term plan for their professional development and progression.
- Continue to lead the Trust's work on the effective use of digital technologies, maintaining the ability to move schools online if required and maximising the impact of Mulberry Learn and other technologies for learning and reduction of staff workload.
- Review the curriculum offer and further refine provision; prepare for the introduction of a new curriculum pathway in September 2022 focused on high-tech design and engineering.

Responsibility for strands of the 2021-22 School Improvement Plan:

Area of work	Member/s of SLT responsible	Key Priorities
<u>Target 1:</u> Outstanding student progress, achievement and destinations	Sally Brian (Senior Vice Principal)	Maximise progress and achievement of all pupils, with a specific focus on those students who arrive at the UTC having not achieved their full potential in the previous phase of learning.
<u>Target 2a:</u> Outstanding teaching, learning, assessment and employer/university engagement in Creative Industries and Health	Emily Hatcher (Assistant Principal) with Marty Cook (Director of Learning – Creative Industries) and Fakhra Khan (Director of Learning – Health)	Ensure teaching, learning and assessment is always at least ‘good’ and regularly ‘outstanding’; strengthen middle leadership; further improve staff CPD; develop & sustain partnerships with employers and universities in a way that positively impacts on student achievement and progression.
<u>Target 2b:</u> Outstanding teaching, learning, assessment and employer/university engagement in Science/Maths and Humanities/Business/IT	Leonie Coulson (Assistant Principal) with Sausan Saleh (Director of Learning – Science & Maths), David Dobbs (Director of Learning – Humanities, Business and IT)	
<u>Target 3:</u> Outstanding pastoral provision, rooted in the House System, leading to students exhibiting professionalism and a work-ready mindset	Ade Barber (Director of Pastoral Provision)	Ensure the House System is fully embedded and that Heads of House effectively lead pastoral provision; reinforce professional expectations following the pandemic; further improve the tutorial and PSHE programme; ensure all students take part in extra-curricular activities & enrichment.
<u>Target 4:</u> Equality, diversity and inclusion are embedded in all areas of the school, so that all students and staff feel safe, included and supported	Katharine Vincent (Principal)	Complete a whole-school audit of equality, diversity and inclusion and act on the findings; ensure all staff and students are actively involved in promoting and celebrating diversity, e.g. through Student

		Leadership Council, Social Justice and Equality Working Group.
Target 5: Ensure the school's reputation continues to grow, that student numbers meet PAN and that a full range of employer and university partnerships are in place	Alison Taylor (Director of Progress) and Katharine Vincent (Principal)	Ensure a full range of marketing and student recruitment activities are in place, including Open Evenings and visits to careers fairs; coordinate links with employer and university partners, to maximise impact and potential benefits for students and to ensure all students progress to positive destinations.

Key Performance Indicators: Key Stage 4

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

Key Performance Indicators: Key Stage 5

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

Target 1:					
Outstanding student progress, achievement and destinations					
Maximise progress and achievement of all pupils, with a specific focus on those students who arrive at the UTC having not achieved their full potential in the previous phase of learning.					
Member of SLT responsible: Sally Brian (Senior Vice Principal)					
Outcomes					
Key Stage 4 <ul style="list-style-type: none"> Progress 8 score of minimum +0.1 Attainment 8 score of minimum 51 9-5/9-4 English and Maths at least in line with the national average All students attain minimum of a Grade 4 in all GCSE subjects All students achieve at least Level 2 Merit in all technical subjects No A8/P8 gap between the following micro-populations of pupils: disadvantaged, SEN, males Destinations: <ul style="list-style-type: none"> 100% of students stay in education, employment or apprenticeship 			Key Stage 5 <ul style="list-style-type: none"> Positive VA score for GCSE English and Maths APS of > 33.66 for academic subjects APS of > 28.47 for technical subjects For academic subjects: <ul style="list-style-type: none"> Average grade of B- (above national average) 100% of all academic grades A*-E VA score of 0.5 For technical subjects: <ul style="list-style-type: none"> Average grade of a D- (above average national) 100% of all technical grades D*-P VA score of 0.5 Destinations: <ul style="list-style-type: none"> 100% of leavers enter education, employment or apprenticeship 100% of students who apply to university gain a place 100% of students applying to apprenticeships secure a place 35% of students who apply to university gain place at a Higher Tariff institution 		
Objective	Actions	Timescale	Resources	Lead	Evaluation
1.1 Robust systems in place for baseline assessments of students	<ul style="list-style-type: none"> Implement baseline testing in July 2021 for incoming students, to ensure key attainment data is collected prior to September 2021 so that this can inform groupings and decisions 	July-Sept 2020	Subscription to SISRA;	SBR	

on entry and the setting of aspirational target grades.	about where to focus support for individuals and groups of students		Subscription to GL Assessment for baseline assessments		
	<ul style="list-style-type: none"> Ensure systems are in place at enrolment to collect information required about prior attainment, in order to generate aspirational targets for students 	August 2021 (KS5); Sept 2021 (KS4)	Data Officer	SBR	
	<ul style="list-style-type: none"> Ensure targets are communicated to students, parents/carers and teachers in a timely fashion at the start of the academic year. 	Sept 2021		SBR	
	<ul style="list-style-type: none"> Inform parents about grading systems and target grades at both KS4 and KS5, and communicate regularly with parents about students' progress. Run parent workshops to explain how targets are set and what they mean. 	Ongoing (parents evenings, ARD, reports, parent workshops)	Admin support for parent workshops and translation	SBR	
1.2 Robust systems in place for the monitoring students' progress towards target grades and effective communication about this with students and parents/carers.	<ul style="list-style-type: none"> Continue system of half-termly data drops for Currently Working at (CWA), predicted grades and scholarship grades. 	Ongoing	Data Officer	SBR	
	<ul style="list-style-type: none"> Continue to closely monitor and evaluate the data collected at each data drop, via discussion with middle leaders and senior line managers, to ensure prompt action is taken to address under-achievement when it arises. 	Ongoing		SBR	
	<ul style="list-style-type: none"> Create personalised student-friendly progress trackers as part of reporting cycle and make use of tutor time to encourage students to take ownership of their progress. 	Ongoing		SBR, with support from Heads of House	
1.3 All staff use data forensically to track and monitor students' progress, to plan	<ul style="list-style-type: none"> Identify any progress and attainment gaps for Year 10 and Year 12 students at the end of 2020-2021, to ensure resources are deployed 	July 2021- August 2022	Subscription to SISRA	SBR	

appropriate interventions and to evaluate the impact of these interventions.	effectively to address and overcome any areas of under-achievement during 2021-2022.				
	<ul style="list-style-type: none"> Run training for new staff and refresher training for existing staff about the importance of student progress data and how to use it effectively, including use of SISRA. 	September 2021		SBR	
	<ul style="list-style-type: none"> Further refine internal progress tracking systems for KS4 and KS5, so that each learning area has a robust and appropriate system of tracking student progress in each qualification. 	September 2021		SBR	
	<ul style="list-style-type: none"> Use EEF guidance to ensure that robust measures are in place to measure the impact of any interventions put into place to support students' progress. 	Ongoing		SBR	
	<ul style="list-style-type: none"> Ensure an appropriate programme of intervention is in place for the year, including plans for weekend and/or holiday provision 	Ongoing		SBR	
1.4 Effective measures in place to monitor progress and performance in each learning area	<ul style="list-style-type: none"> Hold Raising Standards meetings following key data drops throughout the year, to analyse & evaluate student progress data and identify focus areas for intervention to address under-achievement. 	Sept 2021- July 2022	Subscription to SISRA	SBR with LCO	
	<ul style="list-style-type: none"> Ensure the monitoring of student progress is a key focus in all SLT line management meetings. 	Sept 2021- July 2022	Subscription to SISRA	SBR with DoLs	
	<ul style="list-style-type: none"> Support Directors of Learning to take a greater role in the tracking and monitoring of student progress, reporting back at each SLT meeting about the progress of students in each key stage. 	Sept 2021- July 2022	Subscription to SISRA	SBR	

1.5 Effective reporting to Governors and the Trust about student progress and the impact of interventions	<ul style="list-style-type: none"> Prepare reports about student progress for Local Governing Body meetings, Standards Committee and the Trust Board. 	Sept 2021- July 2022		SBR	
	<ul style="list-style-type: none"> Prepare reports about planned intervention programmes and their impact for governors/trustees. 	Sept 2021- July 2022		SBR	

Target 2:

Outstanding teaching, learning, assessment and employer/university engagement

Ensure teaching, learning and assessment is always at least 'good' and regularly 'outstanding'; strengthen middle leadership; further improve staff CPD; develop & sustain partnerships with employers and universities in a way that positively impacts on student achievement and progression.

Members of SLT responsible:

Target 2a – Creative Industries and Health: Emily Hatcher (Assistant Principal) with Marty Cook (Director of Learning – Creative Industries) and Fakhra Khan (Director of Learning – Health)

Target 2b – Science/Maths and Humanities/Business: Leonie Coulson (Assistant Principal) with Sausan Saleh (Director of Learning – Science & Maths), David Dobbs (Director of Learning – Humanities, Business and IT)

Outcomes

- Student outcomes, as set out in Target 1 above, fully achieved
- Curriculum vision clear and shared effectively with all key stakeholders
- High quality schemes of learning in place across the school in all subject areas
- All teaching at least good and regularly outstanding
- All members of teaching staff use assessment effectively to support and monitor students' progress
- Students develop independent learning skills; Sixth Form students use independent study time effectively
- Strategic plan for staff CPD in place and all staff have access to high quality professional learning & development

Objective	Actions	Timescale	Resources	Lead	Evaluation
2.1 Curriculum vision clearly articulated and understood by staff, students and other key stakeholders	<ul style="list-style-type: none"> • Directors of Learning present curriculum vision to SLT and then to governing body. 	Autumn term 2021		EHA and LCO with DoLs	
	<ul style="list-style-type: none"> • Directors of Learning run workshop for parents/carers, explaining curriculum vision and giving insight into subject and qualifications. 	Autumn term 2021		DoLs	

2.2 High quality schemes of learning in place which reflect curriculum vision and support students to achieve and progress	<ul style="list-style-type: none"> Review schemes of learning in technical & vocational subjects, to ensure they are appropriate for practical and applied subjects and that they are focused on preparing students for the world of work. 	Sept 2021– August 2022		EHA and LCO with DoLs	
	<ul style="list-style-type: none"> Review schemes of learning in academic subjects, to ensure they meet the standards required by GCSE and A-level examinations and that they have an appropriate emphasis on developing students' academic knowledge and skills. 	Sept 2021– August 2022		EHA and LCO with DoLs	
2.3 High quality classroom practice consistently across the school	<ul style="list-style-type: none"> Ensure all teaching staff within the learning area are fully inducted into key systems & processes including curriculum vision, schemes of learning, behaviour policy. 	Sept-Oct 2021		EHA and LCO with DoLs	
	<ul style="list-style-type: none"> Plan and run programme of weekly teaching and learning briefings for teaching staff, focused on improving consistency in relation to key aspects of classroom practice. 	Sept 2021– August 2022		EHA and LCO with DoLs	
	<ul style="list-style-type: none"> Plan and run whole school Inset days at the start of each term and Teaching and Learning conference on the last Friday before October half term, focused on improving the consistency of classroom practice. 	Sept 2021– August 2022		EHA and LCO	
	<ul style="list-style-type: none"> Directors of Learning lead the monitoring and development of teaching and learning through the SEF cycle; termly focus for CPD and the SEF cycle on a specific aspect of classroom practice, chosen by Directors of Learning. 	Sept 2021– August 2022		DoLs	
2.4 High quality assessment in place across the school	<ul style="list-style-type: none"> Review (and, if necessary, re-write) whole-school marking & assessment policy, to ensure appropriate systems and processes are in place to provide tailored and appropriate feedback in academic and technical/vocational subjects. 	Autumn term 2021		EHA and LCO	

	<ul style="list-style-type: none"> Ensure appropriate marking & assessment policy is in place within each learning area and that it is followed by all staff. 	Autumn term 2021		EHA and LCO	
	<ul style="list-style-type: none"> Review schemes of learning to ensure high quality Assessment for Learning (AfL) practice is embedded in every subject area. 	Autumn term 2021		DoLs	
	<ul style="list-style-type: none"> Ensure all teachers in all subject areas are using the equivalent of 'green sheets' which provide feedback to students at the end of each unit or key assessment. 	Autumn term 2021		EHA and LCO	
2.5 All students develop independent learning skills, particularly in the Sixth Form	<ul style="list-style-type: none"> Review the provision of independent study spaces within the building, to ensure they are fit for purpose and used in an appropriate way. 	Autumn term 2021		LCO	
	<ul style="list-style-type: none"> Ensure every subject area uses Teams to provide high quality online resources for independent and home learning. 	Autumn term 2021		LCO	
	<ul style="list-style-type: none"> Gather feedback from students about their experience of independent learning, inside and outside the UTC building; use this to find ways of making independent learning more effective. 	Autumn term 2021		LCO	
2.6 Staff professional development	<ul style="list-style-type: none"> Create whole-school strategy for staff CPD, for teaching and non-teaching staff, to ensure all staff have a roadmap for their professional development and access to high quality learning opportunities. 	Sept 2021– August 2022		EHA	
	<ul style="list-style-type: none"> Create bespoke plans for any non-subject specialists, to ensure they have access to high quality subject-specific professional development. 	Sept 2021– August 2022		EHA	
	<ul style="list-style-type: none"> Review the professional learning of non-teaching staff to ensure they have opportunities to learn, develop and progress. 	Sept 2021– August 2022		EHA	

Target 3:

Outstanding pastoral provision, rooted in the House System, leading to students exhibiting professionalism and a work-ready mindset

Ensure the House System is fully embedded and that Heads of House effectively lead pastoral provision; reinforce professional expectations following the pandemic; further improve the tutorial and PSHE programme; ensure all students take part in extra-curricular activities & enrichment.

Member of SLT responsible: Ade Barber - Director of Pastoral Provision

Outcomes

- All students fully participate in house activities and in a full range of extra-curricular activities and enrichment, including PP, SEN and other vulnerable pupils.
- Heads of House take a key role in the promotion of positive behaviour, rewarding students for achievement and participation and their positive contributions to the school and to the wider community.
- Reduction in behaviour incidents and behaviour points, as students successfully develop the seven UTC characteristics which encapsulate professionalism and work-readiness.
- Minimal use of internal exclusions – where used, they lead to significant improvement in behaviour. No permanent exclusions.
- Students continue to say that they feel safe, supported and respected in school.
- Bullying and discrimination continue to be extremely rare and to be dealt with swiftly and effectively.
- Attendance at least 95% at both KS4 and KS5.
- The learning of British values and diversity of the UK is shown through the assembly schedule, wider opportunities, visits, discussions and literature.
- Students show progress in PSHE lessons at KS4 and KS5, including in relation to the new agreed statutory guidance on Relationships and Sex Education.
- Students' spiritual, moral, social and cultural education is evident in the way they behave both inside and outside of school.

Objective	Actions	Timescale	Resources	Lead	Evaluation
3.1 Professionalism and a 'work-ready' mind-set established across the school	<ul style="list-style-type: none"> • Continue to train and support Heads of House, so they can play a key role in creating and upholding high standards of student behaviour. 	Sept 2021– August 2022		ABA	

	<ul style="list-style-type: none"> • Heads of House plan sessions for tutors to deliver to students at the start of the year, explaining the house system and how it helps to give students more support and more opportunities. • Heads of House ensure that tutors deliver sessions to students that explain the behaviour policy and how it links to the need for professionalism and a work-ready mind-set. • All staff reinforce the vision of professionalism and a work-ready mind-set when rewarding positive behaviour and challenging negative behaviour. 				
3.2 Professionalism and a 'work-ready' mind-set - student conduct in and around the building	<ul style="list-style-type: none"> • All staff reinforce the expectation that students arrive at lessons ready to learn and on time. Staff are ready to greet students in a positive way at the start of lessons and to provide them with 'do now' activities. • Students' behaviour at break and lunchtime is calm and professional; members of staff on duty monitor & help maintain this with support from SLT. • Students are rewarded for showing respect, being courteous towards each other and towards adults, and taking pride in themselves and their school. • Heads of House ensure students' positive behaviour is rewarded in a regular and systematic way. • Students are aware of what constitutes bullying and discrimination and that this is not accepted at school, in their future workplaces or the wider community. They understand how the school deals with this behaviour and how this links to society and the law. 	Sept 2021 – August 2022		ABA	Ongoing
3.3 Professionalism and a 'work-ready' mind-set – attendance and punctuality	<ul style="list-style-type: none"> • SLT on duty greet students at the main entrance every morning to sanction and praise on the basis of punctuality and uniform. • Heads of House deal with attendance and punctuality issues on a daily basis, using the attendance strategy with targeted groups and tiered interventions. 	Sept 2021 – August 2022		ABA	Ongoing

	<ul style="list-style-type: none"> • Students at risk of becoming PA identified early and interventions put into place by tutors and Heads of House. This includes Attendance Panel meeting with tutors, Heads of House, DoPP and Vice Principal. • Students whose attendance is affected by medical issues are quickly referred by Heads of House to the School Nurse for support in attending school. • Pastoral Support Officer sends out daily attendance updates to Heads of House as well a weekly overview for SLT, identifying key issues with attendance in each tutor group and across the school. 				
3.4 Professionalism and a 'work-ready' mind-set – recognition and reward	<ul style="list-style-type: none"> • All staff use reward systems effectively, including use of SIMS to record achievement points. • Heads of House continue to refine systems for rewarding students in a tangible way for their achievements, their attitudes and their participation. • Directors of Learning continue to successfully implement systems for rewarding students' positive behaviour in lessons, linked to vision of students demonstrating professionalism and a 'work-ready' mind-set. 	Sept 2021– August 2022		ABA	Ongoing
3.5 Professionalism and a 'work-ready' mind-set – supporting rehabilitation	<ul style="list-style-type: none"> • DoPP continues to use inclusion panel as a forum to share data on students' behaviour, to identify patterns and links with pastoral issues and to agree strategies which support students' individual needs. • Where appropriate, teachers use short term sanctions in line with the behaviour policy. • Heads of House implement pastoral support plans (PSP) where students need significant additional support with behaviour; these are reviewed regularly and shared with relevant staff. • All staff use the behaviour management policy escalation processes appropriately. 	Sept 2021– August 2022		ABA	Ongoing

	<ul style="list-style-type: none"> • DoLs devise clear expectations and escalation routes for sanctions and rewards relating to behaviour in lessons, to tackle low level disruption and truancy. • Heads of House oversee the issuing of internal exclusions and the quality of provision during the period of exclusion, including students' reintegration, referring to the Internal Exclusion procedures. • Heads of House highlight patterns amongst key groups of students including gender, ethnicity, pupil premium, SEN and those known to social care when looking at SLT detention and internal exclusion data. Issues to be raised at Inclusion panel to inform a strategic approach. 				
3.6 All students participate in a range of extra-curricular activities including PP, SEN and other vulnerable pupils.	<ul style="list-style-type: none"> • Heads of House introduce full programme of extra-curricular activities and enrichment for students, including house competitions, music, art and sport and residential activities (if allowed by health situation). • Students maintain e-portfolios detailing all the opportunities they have participated in, which are updated in tutor time or PSHE lessons. • Tutors monitor students' participation in house activities and their uptake of extra-curricular/enrichment opportunities. • Heads of House record and track students' involvement with extra-curricular activities and enrichments, identifying where students should be rewarded, finding ways to ensure all students are included and making sure that there is full participation by all students across the school. • Heads of House identify further opportunities that can be introduced to develop students' character, voice and leadership skills. 	September 2021– August 2022	Funding for enrichment and extra-curricular activities	ABA and Heads of House	
3.8 Students show progress in PSHE lessons at KS4 and KS5 and which includes the new agreed statutory	<ul style="list-style-type: none"> • Teaching and learning in PSHE at KS4 and SLT monitoring fortnights. 	September 2021–		ABA	Ongoing

<p>guidance on Relationships and Sex Education</p>	<ul style="list-style-type: none"> • Pastoral team continue to review SOL for personal development and to provide guidance for staff responsible for the delivery of the lessons • Ensure successful planning of the Relationships and Sex Education curriculum for September 2021 delivery 	<p>August 2022</p>			
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Target 4:

Equality, diversity and inclusion are embedded in all areas of the school, so that all students and staff feel safe, included and supported

Complete a whole-school audit of equality, diversity and inclusion and act on the findings; ensure all staff and students are actively involved in promoting and celebrating diversity, e.g. through Student Leadership Council, Social Justice and Equality Working Group

Member of SLT responsible: Katharine Vincent (Principal)

Outcomes

- All students and staff feel safe and included within the diverse school community.
- Students participate in social activism in a positive and meaningful way, challenging injustice in society and helping to improve the world around them.
- Student leadership structures enable students to become equality champions and ambassadors.
- Learning about British values and celebration of the diversity of the UK is shown through the assembly schedule, wider opportunities, visits, discussions and literature.
- Students' rich spiritual, moral, social and cultural education is evident in the way they behave both inside and outside of school.
- Students and staff from diverse background are able to succeed and progress within the school.
- Feedback from students and staff reflects the school's values of inclusivity, equality and anti-racism.

Objective	Actions	Timescale	Resources	Lead	Evaluation
4.1 Diversity and Inclusion plan fully implemented and the impact of planned actions evaluated	<ul style="list-style-type: none"> • Report to Governors each term about progress towards the objectives set out in the Diversity and Inclusion Action Plan. • Ensure all staff are aware of the planned actions, that they understand the importance of this area of work and that they have an opportunity to contribute to it. 	September 2021– August2022		KVI	
4.2 Social Justice and Equality Working Group fully embedded and has significant impact	<ul style="list-style-type: none"> • Ensure full programme of activities planned for 2020-21 takes place in 2021-22. • Set up Student Equality Council to give students a voice about EDI issues and a forum in which to discuss them. 	September 2021– August2022		KVI	

<p>4.3 Peer mentoring programme supports students in feeling a strong sense of belonging to the school community</p>	<ul style="list-style-type: none"> • Mentors to be appointed through a rigorous application process and trained appropriately. • Mentees identified via the Heads of House, including those most at risk of social isolation or vulnerability. • Ensure mentoring happens regularly and is reviewed consistently. 	<p>September 2021– August2022</p>		<p>ABA and HoH</p>	
<p>4.4 Students’ rich spiritual, moral, social and cultural development is evident across the curriculum</p>	<ul style="list-style-type: none"> • Teaching and learning briefings used to demonstrate good practice in incorporating SMSC in the classroom. • Directors of Learning to identify opportunities for SMSC in their SOL. 	<p>September 2021– August2022</p>		<p>ABA</p>	
<p>4.5 The learning of British values and diversity of the UK is shown through the assembly schedule, wider opportunities, visits, discussions and literature</p>	<ul style="list-style-type: none"> • Heads of House ensure the assembly schedule matches up with key cultural calendar events throughout the year and also reflects British values of democracy, the rule of law, individual liberty and mutual respect and tolerance • Ensure learning of British values and diversity in the UK is reflected and developed through visits, discussions and literature. • Students participate in a student-led mock election to embed greater understanding of Britain’s democratic parliamentary system. 	<p>September 2021– August2022</p>		<p>ABA and HoH</p>	
<p>4.6 The school’s workforce reflects the diversity of its student community; staff at all levels from diverse backgrounds are able to succeed and progress</p>	<ul style="list-style-type: none"> • Ensure staff recruitment process continues to emphasis the valuing of diversity, to attract candidates from a range of difference backgrounds. • Implement Trust-wide HR policies aimed at promoting equality, diversity and inclusion. • Respond to findings of Trust survey about EDI in an appropriate way. • Continue to survey staff about their views of a wide range of issues, including EDI. • Continue to provide staff with access to professional development opportunities that can support increased diversity in leadership e.g. BAME Leadership course. 	<p>September 2021– August2022</p>		<p>KVI</p>	

Target 5:

Ensure the school's reputation continues to grow, that student numbers meet PAN and that a full range of employer and university partnerships are in place

Ensure a full range of marketing and student recruitment activities are in place, including Open Evenings and visits to careers fairs; coordinate links with employer and university partners, to maximise impact and potential benefits for students and to ensure all students progress to positive destinations.

Members of SLT responsible: Alison Taylor (Director of Progress) and Katharine Vincent (Principal)

Outcomes

- Partnerships with 4 key universities successfully established
- Employer partners play a full role in the school in every subject area
- Recruit to PAN – 40 students in Year 10 and 240 students in Year 12
- Ensure Mulberry UTC has a positive reputation in the local community and beyond
- High quality marketing materials, including school newsletter, produced on a regular basis and shares inside and outside the school community
- Continue with specific focus on the development of the theatre and the creative industries specialism
- Mulberry UTC continues to meet the Gatsby criteria for high quality careers education

Objective	Actions	Timescale	Resources	Lead	Evaluation
5.1 Recruit a sufficient number of students to ensure the UTC is financially viable	<ul style="list-style-type: none"> • Ensure enrolment and induction is a positive experience for all new Y10 and Y12 students. • Visit at least 10 local schools to hold assemblies in the autumn term. • Visit at least 10 local careers fairs and progression events. • Visit at least 10 careers fairs/progression events in the wider area. 	September 2021– August2022	Applicaa admissions portal; Admissions officer	ATA	

<p>5.2 Ensure Mulberry UTC has a positive reputation in the local community and beyond:</p>	<ul style="list-style-type: none"> • Continue to work closely with the MST Director of Marketing and Communications to ensure high quality communications are produced and distributed on a regular basis. • Continue with high quality regular updates on social media, increasing the number of followers and enhancing the online reputation of the school. 	<p>September 2021– August 2022</p>	<p>Admissions Officer; support from Trust Director of Marketing and Communications</p>	<p>ATA and KVI</p>	
<p>5.3 High quality employer engagement and partnerships in all areas of the curriculum</p>	<ul style="list-style-type: none"> • Director of Progress to oversee links with employer partners, creating and regularly updating list of employer partners working with the school and sharing opportunities with students & staff. • Directors of Learning to link with employers to run projects that give students opportunities to work with employers in a sustained and meaningful ways. • Continue to develop online materials that support and enhance the school’s partnership and employer engagement work. 	<p>September 2021– August 2022</p>		<p>ATA with DoLs</p>	<p>Ongoing</p>
<p>5.4 Employer and university partnerships fully established across the school</p>	<ul style="list-style-type: none"> • Continue to work closely with members of the local governing body on implementation of the governors’ strategic plan. • Continue to support members of the local governing body in completing the actions they have agreed, including regular visits and involvement with marketing/student recruitment activities. • Continue to identify further areas where sponsors and partners can contribute in ways that further enhance the quality of provision on offer at the UTC, including the sourcing of new partnerships. 	<p>September 2021– August 2022</p>	<p>Support from partners & sponsors</p>	<p>KVI</p>	<p>Ongoing</p>
<p>5.5 Continue to ensure that Mulberry UTC meets the Gatsby criteria for high quality careers education</p>	<ul style="list-style-type: none"> • Heads of House ensure that students use enrichment hub on Teams to keep a record of all careers education and employer experiences. • Heads of House evaluate 2020 and 2021 student destinations and review careers provision in light of 	<p>September 2021– August 2022</p>		<p>ATA</p>	

	<p>this, to ensure all students receive appropriate information, advice and guidance.</p> <ul style="list-style-type: none"> • Further develop employer links with local businesses, public sector and non-profit organisations, determining where it is possible to work together for mutual benefit. • Review provision of work experience and, where appropriate, develop virtual work placements and/or employer mentoring. 				
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