Mulberry UTC School Improvement Plan 2024-25

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) 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.

Introduction to our School Improvement Plan

At Mulberry UTC, we are driven by the desire to make a lasting difference to our students, 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.

As a University Technical College, we must combine the high academic standards offered by the very best schools with a technical education and preparation for the world of work that is unparalleled in mainstream education.

Our curricular and extracurricular offer for 2024-25 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. We aim to make our students professionals – not just in terms of the skills they possess, but also in terms of their attitudes and conduct.

Our 2024-25 School Improvement Plan sets out how we will build on the success the school has achieved since its opening in 2017, including its March 2020 Ofsted Inspection, when the school was graded 'good' in all areas.

School Context

- The UTC admits students in Year 10 and Year 12.
- The UTC currently has 526 students on roll. Of these 35 are in Year 10, 42 in Year 11, 275 in Year 12 and 174 in Year 13.
- 75% of the roll is female, 25% are male.
- 45% of the school are entitled to free school meals
- 9 students, 1.7% of the school roll, have an EHCP
- KS4 students are considered to be of low prior attainment (the cohorts are below national averages) according to both our GL Assessment Baseline test and KS2 data where it is available. For example, In Year 10 48% of students are considered 'below average' in baseline testing, 18% are considered above average.

2024-25 priorities – summary

Priority	How we will achieve it
1. Student outcomes that show excellent progress and attainment on academic and vocational courses. So that our outcomes are • Top 10% of UTCs for progress in KS4 English and Maths • Top 25% of UTCs for attainment in English and Maths • 70% of students achieve 9-4 in English and Maths • 50% of students achieve 9-5 in English and Maths • Average A-level grade C • Average Technical grade Distinction	• Consistent use of our teaching and learning framework across all lessons. • Consistent use of our behaviour and reward policy by all staff. • Planning the academic year to ensure that the needs of academic and vocational courses are well met. • Deliver exceptional high quality teaching of academic and technical subjects - supported through good quality professional development
2. Every student to progress to an ambitious and fulfilling destination on leaving the UTC. • Year 11: retain at least 50% of cohort. All others to college place or level 2 apprenticeship • Level 2: retain 75% to level 3. Remaining students guided to apprenticeship • Year 13: 70% to gain university place. 30% to gain apprenticeship	• Excellent UCAS guidance for Y12 and Y13 • Careers interviews and personal guidance for every student. • Comprehensive information and guidance on local and national progression routes including apprenticeships • Work experience placements for Y10 and Y12 students.
3. Students have highly professional attitudes towards learning and attendance • Attendance at KS4 and KS5 to be 90% or above • Persistent absence to be lower than 20% • Suspensions lower than 5% roll • No repeat suspensions • Detentions and IE use 20% reduction on 2023-24	• Attendance strategies and interventions that ensure students are here every day, on time. • Robust systems to encourage and support professional behaviour at all times
4. An innovative and exciting curriculum that that helps students become ambitious and well-rounded professionals in the workplace • Student voice recognises employer-relevance on curriculum • Validation of curriculum as relevant by our employer sponsors • At least one speaker per week • At least 100 industry relevant trips/visits undertaken	• The introduction of further T-Levels to enhance the offer we already provide. • Further increasing the extent to which learning is applied to the world of work in all lessons. • Cross curricular projects that show students the connections between our specialisms and the ways in which what they learn can be applied in different contexts. • Greater use of employer partnerships such as the successful one we already have with Barts Healthcare Trust. • The development of the Mulberry UTC Student Charter that gives every UTC student a minimum entitlement to work related extracurricular activities • Regular visits by speakers from across our specialisms to the UTC so that our students meet professionals and are inspired by their stories.
5. An ever growing reputation that secures 40 students into Y10 and 300 into Y12 for the 2025-26 academic year.	• A marketing strategy that explains the difference in the offer we make to that given by many other institutions • The opportunity for a face to face and one to one interview for every prospective student who makes an application.

1. Student outcomes that show excellent progress on academic and vocational courses.				
Action	*Who*	*Completion Date*	*Resources Needed*	*KPIs*
Improve outcomes in CNAT courses through careful monitoring of coursework, clear protocols for late hand ins, better choice of assignments, use of moderators reports from last year and thorough preparation for summer exams	AGR, RTU, SGR	Coursework completion by February 2025. Exam preparation to begin then and continue until summer	OCR training Use of library where students are behind on work	• Average grade of at least L2P in all CNAT courses • All coursework units in all courses to be completed with resubs by all students • All coursework to be finished by February
Termly development focus is planned to address key areas for improvement – e.g. MFA, adaptive practice, homework and IS (share best practice and improve consistency across the school)	EHA/SGR	End of each term	Staff development time	• Each termly focus is then seen implemented in teachers' practice through lesson observations, bool looks and student voice.
Development focus includes effective QA and monitoring to accurately assess current position and plan intentionally going forward, e.g. termly LWs, book/folder looks, student voice (share best practice and improve consistency across the school)	All ELT and MLT	Monitored at end of each half term	Staff development time	• Record of lesson observations • Record of book looks • Record of student voice exercises • Impact of these over time measured in termly analysis by EHA
Students in all year groups set challenging and well organised homework/independent study that supports classroom learning	SGR (lead)	Ongoing – continuously monitored	Online platforms (Sparx/Uplearn/Seneca) Extra Money for Uplearn and Seneca to come from learning resources busget	• Student voice and analysis if homework section on TeaMS reveals 1 hour work per night KS4 and 10 hours work per 360glh course for KS5
CTEC deadlines to be well publicised and rigorously enforced so that students do not fall behind and work has proper opportunities for corrections. Resubmissions to be properly annotated for students so that they can maximise available marks	SSA, RTU, AGR, SGR	Monitored at each hand in deadline for CTEC work	Use of library where students are behind on work	• Number of students late handing in at each deadline to fall throughout the year as the new system is embedded
Folder Organisation to improve for Sixth Form students both physically and online so that work is well	SGR (lead), CGR	Ongoing – continuously monitored	Clear guidance for students and teachers on folder organisation.	• Book looks show consistency in

organised and can easily be revised from / handed in.	(online aspect)		Reorganisation of Teams system for CTEC work	• way folders are organised. • Students' work to be in clear sections.
A programme of intervention which is based on current levels of progress and prior attainment and includes: In-class support, specific tasks set for independent study and extra-curricular intervention on evenings/weekends and holidays where needed.	SBR/SGR	Programme for Nov mocks, March mocks and real exams	Money to pay staff for Saturday and holiday work - £5,000 in budget	• Teachers to provide rationale for, and expected impact of, interventions. These to be measured In successive mock exam results.
Teacher's individual practice to be developed through: • Personal reflections on the teaching framework and action plans created as a result • The feedback they receive from learning walks • The feedback they receive from book looks	EHA (lead)	Ongoing – continuously monitored	Staff development time	• Learning walk hub to reveal improving practice in key development areas for each teacher over time.
Staff development is intentionally and tactfully planned to meet the needs of the school whilst challenging staff to develop their practice towards mastery (STAR)	EHA	Ongoing – continuously monitored	Staff development time	• Staff views of their development time are that it is positive and useful. • The foci of staff development are clearly seen impacting on staff practice revealed through learning walks and book looks
Low readers are identified through baseline testing and provided with structured and planned intervention by the SEN team Reading data is shared effectively with teachers so that they can plan their resources effectively	JWR/EHA	Identified by October 1st Intervention in place by October half term	Teaching Assistant Time, potentially a literacy programme such as Lexia	• Intervention programme produces improvement in reading measured through new baseline testing. • Learning walks show teachers producing suitable resources for their classes
Reading is of a higher profile, with an effective reading programme for tutor time in place being delivered by all tutors to all students weekly. "Get the	JWR/EHA	Tutor time programme in place in September	Tutor time	• Student voice on the UTC reading programme is positive

UTC reading" uses articles related to our specialisms and asks all students to engage with these texts and discuss comprehension questions.		Monitoring for impact each half term	Staff time to create reading comprehensions	• Students display better comprehension skills which are notices by teachers
Adaptive practice is prevalent through teachers' use of all available data eg. SEN/PP/attainment/prior assessments

Adaptive practice is directly informed by the IEPs that have been developed for each student | SBR/SGR /EHA/JKI | Ongoing | SISRA, IEPs | • In all lessons seen, teachers are effectively using available data on pupil need to ensure every student is engaged and both supported and challenged |
| All teachers use exam board platforms to make effective use of: student exemplars, examiners reports and unit level analysis | All ELT | Ongoing | Exam board platform access, post-results services | • The impact of this should be seen in lesson resources and in improved coursework unit grades for technical qualifications |

2. Every student to progress to an ambitious and fulfilling destination on leaving the UTC.				
Action	Who	Completion Date	Resources Needed	KPIs
All careers activities to be tracked against GATSBY benchmarks to ensure we meet or exceed them as a school	SGR	Ongoing – continuously monitored	Compass + Unifrog	• Tracking every half term is reviewed by SGR and DSE. All benchmarks met or actions decided
Students to be individually tracked against their progress towards the experiences promised to them in the UTC Charter so we can ensure each of them is having the experiences we intended	SGR	Ongoing – continuously monitored	Teams system Evolve? Compass + Unifrog	• Tracking every half term is reviewed by SGR and DSE. All benchmarks met or actions decided
All students in Year 10 and Year 12 to experience meaningful work experience / work immersion	SGR	Year 10 and Year 12 Work experience weeks	New appointment – careers coordinator	• Tracked through Unifrog, 100% participation rate expected
Students in Health and Social Care to have the opportunity for extended periods of work experience	SGR/AGR	In place by end of autumn term	New appointment – careers coordinator Turing Scheme funding	• 50% of H&SC Y12 students participate in regular projects this year, rising to 100% next year
An average of one speaker per week to visit the UTC across the year, these speakers to come from a range of industries and backgrounds	SGR (leads)	Ongoing – continuously monitored	All staff to contribute to this	• Students are able to talk confidently about different careers through their experiences with speakers
Each Year 13 student to have a UCAS mentor to guide them through the application process	NAL/SGR	All UCAS applications completed by Christmas holidays - target	New 2ics in Sixth Form	• All UCAS applications to be completed by Christmas holidays
Speakers visits and careers information to actively promote apprenticeships at all levels so that students are well informed about these	SGR	Apprenticeship Week	New appointment – careers coordinator	• 30% of level 2, 20% of year 13 to enter apprenticeships
Employer links to be developed so that there is a greater	RTU/SSA/SGR/AGR	Ongoing – continuously monitored	Staff time	• Every L3 course to have at least one employer based project

sense of integration with the curriculum				• in place for September 2025
University Links – e.g. goldsmiths project and University of Sunderland Partnership to be developed so that students have fruitful opportunities for interaction with higher education	DSE	UoS activities in Autumn term Goldsmiths Project launch in January	None	• Every student to visit 3 universities (as per the charter). • Every student to have heard from a university speaker in the MUTC
A regular and robust evaluation of careers provision which involves all stakeholders and leads to revision where needed	SGR	Every half term	Compass	• Compass + outcomes to be evaluated each half term and all outstanding actions to be completed in the following term
All students at transition points receive high quality careers guidance from a Level 6 trained careers officer	SGR	By February half term	New appointment – careers coordinator	• Careers coordinator activity to be tracked. All students to have met her by end of year.
Maintain a up to date alumni network to attend and advise students at key points	All ELT	By the end of December	Linkedin account	• 10x active alumni recruited by December • 30x by June

3. Students have highly professional attitudes towards learning and attendance				
Action	*Who*	*Completion Date*	*Resources Needed*	*KPIs*
Behaviour policy developed further to match the needs of our students and staff well trained on how to apply it successfully	JKP	Ongoing – review of policy in December	Staff Development Time	• Suspensions fall as a % of roll to national average levels • IE falls to no more than 0.5% of roll in it each day
Teachers know what setting up for success looks like (checklist) and are provided with specific feedback on this	EHA (lead)	October	Staff Development Time	• Every teacher given specific feedback on checklist • Impact measured using: attendance, behaviour points for first half term.
Development of Attendance Policy and its application so that it responds effectively to the needs of students at the UTC	SBR	Ongoing – identify needs using data and tailor intervention accordingly	Attendance Officer Attendance Dashboard	• Attendance surgeries where parents and students give views on the barriers to attendance so that we can respond to these • Attendance hots headline targets: 90% overall less than 20% PA
Attendance rewards that incentivise all students to either maintain excellent attendance or improve their attendance	SBR	Ongoing – identify needs using data and tailor intervention accordingly	Budget for rewards	• Students' views are positive about attendance ;policy • Students' views show our attendance system is well understood
Use attendance data effectively to target intervention at particular types of students or particular courses/times of the day etc.	SBR	Ongoing – identify needs using data and tailor intervention accordingly	Attendance Officer Attendance Dashboard	• Attendance dashboard generates well defined and minuted actions. Actions are carried out • Impact of actions is measured and new actions generated
Mental health support for all students as needed that rapidly improves conditions such an anxiety	JKP	Impact to be evaluated each term	School Counsellor Step Forward Safe East Drop ins	• Improved attendance of students who see counsellor. • Reduction in IE/suspensions for students who see the counsellor

4. An innovative and exciting curriculum that that helps students become ambitious and well-rounded professionals in the workplace

Action	Who	Completion Date	Resources Needed	KPIs
Introduce more innovations to the technical curriculum: embedded employer links, key speakers, novel approaches to practical work.	RTU/SSA/SGR/AGR- leads of technical subjects	Ongoing but review of implementation in January 2025	TBC – new careers coordinator post	• Every L3 course to have at least one employer based project in place for September 2025 • Key speakers that link to each major unit of work for every L3 course
Continue to review and refine curriculum intent at a whole school and subject level	SBR	Review of curriculum intents for all subjects in summer 2025	Staff gained time	• New website curriculum area launched October 2025 • Review and refinement complete summer 2025
Ensure clear and helpful schemes of learning are in place for all subjects in a common format	SBR and all subject leads	Completed for autumn 2024, ensure these are in place across the year by January 2025	Staff meeting time	• Review all SoL at SLT level during January 2025 – all SLT to agree they are in common format and helpful to curriculum deliver
Further develop PSHE and RSE to that they meet all statutory frameworks and respond effectively to the safeguarding and personal development needs of our students	SBR	Ongoing – continuously monitored	Cost of external speakers and potentially of commercial resources	• Safeguarding audit February 2025 to ensure all aspects of this are complete • Student voice to confidently recall topics covered in PSHE and RSE
Introduce AAQs should they become the vocational qualification that replaces CTECs	RTU/SSA/SGR/AGR- leads of technical subjects	Plan in place following final government decision on timeline for qualification reform	TBC depending on final post-16 qualification landscape	• All work on AAQs completed by April 2025
Develop the curriculum in existing T-Levels and launch one more occupational specialism in media and health in September 2025	AGR/RTU	Confirmed by February 2025	Careers coordinator to help find new placements	• New T-level chosen October 2024 • Operational with at least 8 students September 2025

5. An ever growing reputation that secures 40 students into Y10 and 300 into Y12 for the 2025-26 academic year.				
Action	Who	Completion Date	Resources Needed	KPIs
Host our usual open events, but also add open events during the school day for prospective Year 10 and Year 12 students so that students and parents can see a typical school day.	DSE	Events to take place in Spring and Summer term	Marketing budget so that they can be properly promoted	• Open days take place Spring 2025 •
Find new and innovative ways to directly market the UTC to Year 9 and Year 11 students and parents through social media channels	DSE	Marketing in 2nd half of autumn term	Advice/consultancy from Julie Cordice and BDT	• Social media strategy operational by December 2024
Ensure that the UTC is well promoted by the Tower Hamlets admissions service.	DSE	Throughout the year, impact of SLA to be evaluated at the end of the year	Cost of SLA	• Monitor admissions termly. Need at least 3 this year.
Ensure that Open Evening promote the UTC's vision by maintaining the "I am a…" theme used in 2023-24	DSE	3x open evenings as per calendar	Cost of badges, sweets etc	• Open evening feedback from adults and students excellent, as it was last year
Rewrite the prospectus so that it forms an up-to-date view of the UTC's work.	DSE	By January 2025		• New prospectus January 2025
Update the website so that photos and text show the very best of the UTC in 2024	DSE	By January 2025	Cost of photographer Make new videos	• New website is attractive and complemented by stakeholders