

Outstanding Achievement for All

Strategic Plan

2017-2022



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CEO'S INTRODUCTION

Welcome to the first Strategic Plan of the Mulberry Schools Trust, which commenced in September 2017 for five years until August 2022.

The Mulberry Schools Trust is a multi-academy trust (MAT) that focuses on delivering high quality provision for local families in Tower Hamlets and central East London. Founded by Mulberry School for Girls on 1st May 2017, the Trust is a 'family of schools' which all share a common ethos and a set of values that place moral purpose and systemic improvement for all children at its core. The Trust works hard to ensure **outstanding achievement for all**.

Trustees, governors and the executive team share a clear vision which is premised not on growth for growth's sake but on the contribution that the Mulberry Schools Trust can make to the wider education system. The Trust's strategy for growth and development during the first five years of its life is set out here, in this document.

The Trust has three open schools – Mulberry School for Girls, Mulberry UTC and Mulberry Academy Shoreditch. In the next few years, the Trust aims to develop two new schools – Mulberry School for Boys and Girls, a free school approved by the Secretary of State and Mulberry Nursery and Primary School. We have in September 2018 a staff of almost 350 and we are educating over 2,700 young people; these numbers will increase over the next few years. It is also possible that other schools may wish to join the Trust and so this plan sets out the strategic approach that the Mulberry Schools Trust will take to this.

It is of paramount importance to ensure that all existing schools in the Trust remain strong whilst leading the establishment of new provision and contributing more widely to school improvement through 'school to school support'. Thus strategic planning is crucial to the success of the whole family of schools. This document is the keystone for development of the Mulberry Schools Trust and sets the vision, ethos and terms for our work for the next five years.

Dr Vanessa Ogden - Chief Executive Officer, Mulberry Schools Trust

THE MULBERRY SCHOOLS TRUST

Our Board of committed trustees, governors and staff have come together to create a family of schools that has at its heart inclusion and equality of opportunity. In all its work, the Mulberry Schools Trust aims to generate **outstanding achievement for all**.

The Mulberry family of schools has its base in the area of Tower Hamlets, providing education in communities where there are high levels of child poverty. The areas where the Trust is based have a poverty index in the uppermost quintile. This is despite being amidst the wealth and affluence of the City, Docklands and the artistic, sporting and entrepreneurial business hubs of Spitalfields, Shoreditch, Tech City and the Olympic Park.

Trustees believe that a great education is a life chance. It is the means by which young people can find their way into the jobs and other opportunities that exist locally. Equality and diversity issues in wider society continue to present barriers for our pupils and their families and this plays out in schools system wide, with social disadvantage presenting serious limitations to educational achievement in general. The Trust's aim is to change this.

A strong foundation for this work has been established over the past twelve years at Mulberry School for Girls, Mulberry UTC and Mulberry Academy Shoreditch.



The Trust's base on the fringe of The City of London

Schools in the Trust have led the way in developing education for children who have to deal with serious social and financial difficulties. Academic standards over the past decade and successive inspections show a track record of continuing improvement and outstanding outcomes. Never complacent, schools in the Trust strive to be the very best they can be.

Ofsted Inspection Outcomes

Mulberry School for Girls

2013 *an outstanding school - exceptional leadership*

"Students' social, moral, cultural and spiritual development is exceptional. Mulberry girls are highly ambitious, confident and principled. Students are very aware of their rights and responsibilities as young women growing up in twenty-first century Britain."

Ofsted section 5 report 2013

Mulberry Academy Shoreditch

2012 an outstanding school (as Bethnal Green Academy)

2006 special measures (as Bethnal Green Technology College)

The Mulberry Schools Trust has a curriculum known as Mulbacc that is traditional and academic in our 11 – 19 schools. At the UTC Mulbacc is focused on high level technical expertise and enriched employer engagement.

Students perform well in response to Mulbacc, as evidenced in recent results.

Key Result

Mulberry School for Girls

2018 Progress 8 in the top 4% of schools nationally

Mulberry Academy Shoreditch

2018 Progress 8 in the top 35% of schools nationally

Mulberry UTC*

2018 Level 2 Technical Diplomas 74% Distinction*, 82% Distinction or better, 100% Pass **Care Assistant Qualification** 100% Pass

* UTC's first year of results – Level 2 only (a one year course). Level 3 reports in 2019.

Fully comprehensive and taking children from the schools' immediate local communities, the proportion of students requiring the pupil premium in the Trust is well over twice the national average – 6 in 10 – yet our performance in a curriculum of rigour exceeds that of more advantaged counterparts nationally. In the Trust's schools, disadvantage does not hold us back; we are proud to compete and we work hard to be the best, regardless of circumstances.



Visit by HRH the Duchess of Cornwall in February 2012

The Mulberry Schools Trust includes a Teaching School which offers primary and secondary ITT (Initial Teacher Training) and CPD (Continuing Professional Development). The CEO is a DfE designated NLE (National Leader in Education), contributing extensively to system-wide school improvement. The Trust also provides well-known arts and enrichment programmes, working closely with the National Theatre, the Donmar Warehouse, the BFI (British Film Institute) and other arts partners. There is a strong offer for parents through the community learning centre we have built called 'The Mulberry and Bigland Green Centre'. We offer classes including fitness, volunteering and return to employment, parenting, jewellery making, ICT, English language, First Aid, plumbing. We also run health and well-being conferences and social events for parents.

The Mulberry Schools Trust is well-known for its agenda on equality and in particular for its promotion of the universal secondary and tertiary education of girls globally. As a result, there have been high profile visits from HRH the Duchess of Cornwall in 2012 and in 2015, when the First Lady of the United States of America Michelle Obama chose us to launch her campaign for girls' education at Mulberry School for Girls.

THE GROWTH OF THE TRUST

The future plans of the Trust are for a wider family of schools in a Mulberry partnership collectively providing an outstanding education for all children and young people in our care. As well as expanding more traditional provision in nursery, primary, single sex and co-educational schooling, the Trust is offering an equally rigorous provision for those who seek an alternative to an academic education through its University Technical College (Mulberry UTC) – an alternative that is the equivalent in technical learning to the A' level 'gold standard'.



APPLY TODAY!

Are you moving into Year 10 or Year 12?
Interested in a career in Health Care, Health Science or Creative Industries?
www.mulberryutc.co.uk/apply

Employer-led learning beyond the classroom

Join Mulberry UTC

The banner features a diagonal rainbow stripe on the left. Below the text, there are four small images: a student in a suit (Creative and Digital Media), a student with a camera (Performing and Production Arts), a student in a lab coat (Health Science), and two female students (Health and Social Care). At the bottom, there are logos for Mulberry, Barts Health, UCL, Film, Bank of America, Merrill Lynch, Goldsmiths, and National Theatre.

Schools within the Trust include Mulberry School for Girls (the founding school), Mulberry Academy Shoreditch and Mulberry UTC, which opened in 2017. The Trust currently plans to develop its family to include:

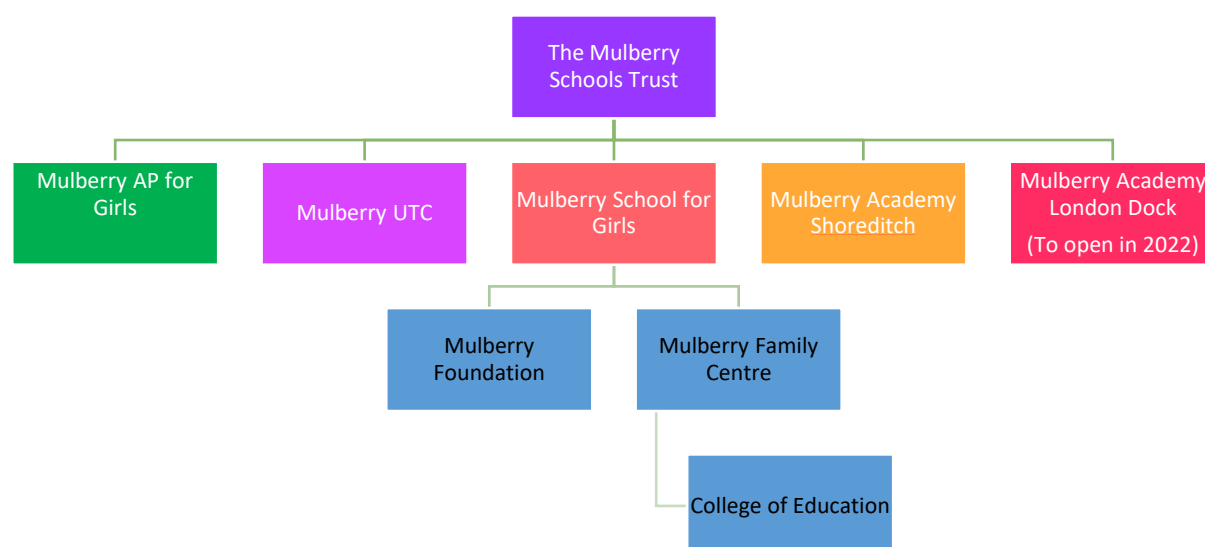
- Mulberry School for Girls
- Mulberry UTC
- Mulberry Academy Shoreditch
- Mulberry Nursery and Primary School
- Mulberry Co-educational Academy
- Mulberry Alternative Provision for Girls

With nursery and primary education in the Trust, we will be able to offer exciting opportunities for pupils and parents from the very start of their child's education. Often children suffer in the transition from primary to secondary school. We will be able to offer a wider, more seamless experience for pupils by partnering secondary and primary schools. Our professional knowledge will be mutually enhanced and primary schools will have access to more resources such as specialist teaching facilities or mentoring from older students. Through primary and secondary partnership, we can enrich the experience of pupils of all ages.

Primaries that wish to join the Trust will be individual entities with their own unique identity whilst partnered with a secondary school in the Trust, thereby ensuring close relationships and maximum mutual benefit from the curriculum, professional learning and resources. Whilst the Trust has a shared ethos with much common policy and practice, there is no 'template' approach to the curriculum, pastoral care and leadership – i.e. there is much creative freedom with regard to teaching practice, for example. This is because the Trust believes that outstanding

schools offer bespoke and tailored provision to the communities they serve and so whilst some practice is common, a 'one size fits all' approach to everything is inappropriate.

Over ten years from 2017, the Trust aims to grow to a family of around 10 - 15 schools, which will cover the breadth of school provision from 3 – 19. This also includes our family learning provision for parents through the Mulberry and Bigland Green Centre.



Whilst the Trust will open or take on new schools, it is also committed to system-wide school improvement and to making a full contribution to the development of a 'world-class' school system in England through its Teaching School.

THE TRUST'S EDUCATION FRAMEWORK

THE TRUST'S VISION

The vision of the Mulberry Schools Trust is to be a key local provider for quality in education as well as a leading player in a school-led system of groups and chains. This vision is underpinned by moral purpose – a desire to do more to improve the quality of education system-wide – and a commitment to schools working together to secure an inclusive, ambitious, collegiate and high quality offer.

A Mulberry education is premised on three underpinning principles:

1. **Access to education and the chance to be educated is a human right in a civilised world.** A state school like those in the Mulberry Schools Trust should provide a high quality education for every child regardless of the barriers. As well as the intrinsic value in this, there are important social and economic reasons for doing this that affect the peace and security of our society profoundly.
2. **Education should provide rich intellectual and personal development for individuals and communities of people.** An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially.
3. **Education is a public good.** To have universal school education brings economic and social benefits to the whole of society as well as enriching the human condition: it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

All that the Mulberry Schools Trust seeks to provide through the education it offers is driven by these principles. They shape the aims of the Trust's education: the curriculum that is delivered, the personal development that is offered and the wider opportunities for enrichment that are provided.

THE TRUST'S EDUCATION AIMS

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.

Bringing Down Barriers to Success

Those responsible for the schools in the Mulberry Schools Trust have a deep understanding of the issues that face disadvantaged students and how to overcome the barriers that poverty and social exclusion create. They also know how to ensure that able pupils, who often fare less well in our schools, achieve according to their real potential. They have a track record in this work as well as in work to support pupils with severe and complex needs. Pedagogy and practice in inclusion is cutting edge amongst the staff and governors of the school.

For example, we know that networks of support are essential for young people in their early careers; they are often started at school. Therefore everything possible is done by the Trust's

schools to make connections and foster relationships with external partners in higher education, business, industry, the arts and the sciences in support of students in the Mulberry family. Equally, destinations for pupils with severe and complex needs are well-planned for and carefully considered in order to ensure their success in transition.

Relatively few young people in the communities that our schools serve have gained high-level employment in our local area, which includes the City of London and Canary Wharf. Poverty and over-crowding is high amongst local families. Local young people currently are often consigned to roles that do not bring with them the wealth, power and voice which our local institutions and employers tend to confer on employees from outside of the borough.

Youth unemployment is high and there is a local drugs economy along with associated gangs and sexual exploitation of women. Tensions can be high and social harmony is increasingly fractured at the present time while the country comes to terms with increasing immigration, Brexit, the war in Syria and anxiety about terrorism: locally, the sense of all this is intense and strains community relations.

What we provide in schools in the Mulberry Schools Trust is an enticing and attractive alternative to both the fee-paying education sector and to falling into life on the street. We build community cohesion through our extended school provision. We offer the chance for students to develop their own sense of self as a young person, to decide their place in the world and to articulate their power to achieve. We provide the means by which, through intellectual and applied learning, students will make outstanding educational progress and can access careers at all levels in London, New York and Beijing. We ensure young people encounter a holistic view of gender, race and identity which grounds its power in equality, sensitivity and shared control. The schools model together a world in which there is a 'partnership of equals' of women with men, boys with girls - a world where diversity and rich cultural and religious heritages are valued and respected - a world in which voices are heard and power is negotiated.

There is an emphasis on high quality subject teaching supported by high quality support for learning and intervention. Inclusion services support personal development and there is excellent pastoral care. Leadership is strong with high levels of expertise in education supported by knowledgeable, committed and challenging governance.

The Mulberry Schools Trust's corporate and arts partners such as Bank of America Merrill Lynch, the British Film Institute, the National Theatre, the London Stock Exchange Group, the Donmar Warehouse, the Southbank Centre and others all contribute extensively to the wider extra-curricular experiences that the Mulberry Schools Trust is able to offer in support of its aims.



CURRICULUM & LEARNING EXPERIENCE IN TRUST SCHOOLS

Provision for pupils' learning in schools within the Mulberry Schools Trust is framed by a formal curriculum and extra-curricular offer known as 'Mulbacc' (the Mulberry Baccalaureate) – the hallmark of a Mulberry education. The development of confidence, creativity, leadership skills and a love of learning underpin every stage of the provision that is made – from nursery schooling through to adult education.

Underpinning all of this work are the values of:

- academic scholarship and ambition to do well
- intellectual rigour and technical prowess in vocational learning
- independence in learning
- partnership with other schools, industry, colleges and universities including Oxbridge and the Russell Group
- support for local families' ambitions and aspirations
- global citizenship, global awareness and a commitment to British identity
- creativity and the arts, fostering confidence and creativity

Mulbacc is characterised by rigour and high expectations at all levels. There is an emphasis on high quality subject teaching reinforced by high quality support for learning and intervention. Inclusion services support personal development and there is excellent pastoral care. Leadership is strong with high levels of expertise in education supported by knowledgeable, committed and challenging governance.

The experience of learning, teaching and curriculum in schools within the Trust will:

1. Provide curriculum pathways appropriate to high levels of academic challenge in the traditional curriculum and intellectual rigour in the applied learning curriculum at all key stages and will consist of
 - Subject mastery with academic voice & love of number
 - High quality, confident writing and speaking
 - Computing & the creative use of technology to support knowledge, innovation and invention
 - Confidence gained from performance, self-expression & public speaking
 - Creative and artistic skills as well as development of cultural capital and critical thinking
 - Collaborative learning and purposeful group work
 - SMSC dimensions of learning & sense of identity which includes 'Britishness' and global citizenship
 - Physical fitness & motor skills

2. Prepare for and foster a love of learning in subject / technical disciplines in all phases and will consist of
 - National Curriculum
 - Writing, reading & mathematics
 - Skills in scientific & technological enquiry
 - Aptitude leading to proficiency in at least 1 MFL other than mother tongue
 - Understanding of the globe & the chronology of human history
 - Citizenship, politics, religious education & PSHEE
 - The arts, sport & culture
3. Be entitled to an enriched education through The Mulberry Pledge which gives access to, in all phases
 - Enrichment education programmes (mirroring the Women's Education programme at Mulberry School for Girls)
 - Sports coaching in particular cricket, football, rugby, martial arts, hockey, fencing, rowing, climbing
 - Arts & cultural visits including art galleries, museums, theatre
 - Visits abroad
 - The Duke of Edinburgh's Award
 - Outdoor education
 - The full extended learning offer
4. Academic intervention programmes and support for learning for all phases, consisting of
 - Prep
 - Star Academy
 - Literacy & numeracy catch-up
 - Voice work
 - The Inclusion & support team

Whilst the methods of delivery will vary according to age, mixing as appropriate play-based learning with thematic study and discrete subject-based teaching, the aim is to ensure high levels of achievement in the 'Mulbacc' by age 16 either in academic or technical qualifications. The Trust considers this to be a suitable base for specialising further at advanced level in either academic or technical learning at one of the Trust's sixth forms or the UTC prior to university or apprenticeship.



The Virtual Learning Environment

Schools within the Mulberry Schools Trust will have access to a Virtual Learning Environment (VLE) – an online learning platform – by the end of 2019. This is a shared portal to which each school will have its own access point and on which all learning resources for pupils will be stored. Pupils and staff will be able to access units of work and resources as well as activities and assessments. This allows teachers to prepare more easily, cutting down workload. It allows pupils to carry out supported independent learning. It helps pupils to ‘prep’ lessons beforehand and parents / carers to help their children at home.

Inclusion, Support for Learning and Pastoral Care

An inclusive provision across the Mulberry Schools Trust is an essential part of the ethos that underpins it. Provision is comprehensive and, with the exception of our Special and Alternative Provision, all schools have a mixed ability intake that follows the Tower Hamlets admissions policy and the DfE’s Admissions Code.

As far as possible, pupils with severe and complex needs are accommodated in the mainstream schools in the Trust. Where (on rare occasions) the standard curriculum is not appropriate for a child, this is discussed with parents, the child and senior leaders to agree a rigorous alternative with challenging progress milestones. Pupils with special educational needs and disability (SEND) and pupils with EAL (English as an additional language) have access to specialist assistance to ensure that their needs are fully met. Specialist teachers carry out reviews and update Education and Healthcare Plans (EHCs). At times, pupils may be referred to specialists in the Inclusion team or they may be referred to external services such as CAMHS or social services.

Pastoral care is essential to support pupils’ achievement and it is regarded by the Trust as an area of professional expertise that is closely tied to Inclusion. Each school in the Trust has a team of Heads of Year / pastoral leaders who take responsibility for pupils’ personal development and well-being. They oversee teams of form tutors and contribute to the development of PSHE (Personal, Social and Health Education). They use the Inclusion service to support their work and they have a multi-agency panel meeting monthly to ensure that pupils causing concern in relation to their personal needs are properly supported.

The multi-agency elements of the Inclusion service will eventually be shared with some dedicated officers based in schools and some that will be offered centrally. These services may include:

- A school counsellor
- A school nurse
- A learning mentor
- An attendance and welfare officer
- Child protection officers
- A school social worker
- A police liaison officer
- A parent liaison officer
- Educational psychology and speech therapy services

Safeguarding of pupils is a priority and so the pastoral care team in each school works alongside this multi-agency team to promote pupils' well-being and safety.

Parent liaison and support has proved critical to the success of pupils within schools in the Trust. Schools in the Trust benefit from a family learning programme. Mulberry's dedicated centre for parents – the Mulberry and Bigland Green Centre – with a Children's centre and extensive offer of classes in basic skills, advice and support workshops on such issues as breast cancer, drugs addiction, safety on the internet and prevention of extremism is offered to all.

RAISING ACHIEVEMENT IN TRUST SCHOOLS

Raising achievement for all pupils has the highest priority in the work of the Mulberry Schools Trust. Schools within the Trust have common approaches to school self-evaluation as well as learning and teaching that are tried and tested in helping learners to make exceptional progress. This requires the Trust to provide high quality learning and teaching, reflective practice, rich professional development and an abundance of opportunities for pupils through extended learning programmes. We are doing this through: the Mulberry College of Education and the Mulberry College of Arts and Enrichment.

Every minute, every lesson, every day....



The Mulberry College of Education

We must ensure that the daily diet of learning for pupils in all the Trust's schools is high quality. This requires teachers and support staff to be the best that they can be. We must provide a rich culture of professional learning, reflective practice and self-evaluation set against the on-going context of pupils' progress over the course of an academic year. To this end, the Mulberry Schools Trust is committed to encouraging teaching and support staff colleagues to engage in professional dialogue about learning; we promote collaboration, experimentation and research into how we can best serve the needs of our students. We encourage all our staff members to be reflective practitioners and we support colleagues in their own life long learning. We want an atmosphere of intellectual curiosity and innovation with regard to pedagogy and practice.

To carry out this work, the Trust has established an Associate Headteacher position at Mulberry School for Girls to develop and lead the **Mulberry College of Education**. The College holds the work of Mulberry's Teaching School commitment. This includes partnership work with other schools and higher education organisations as well as taking responsibility for the Trust's internal work on pedagogy, self-evaluation, pupils' progress and classroom practice. As the Trust grows, it is envisaged that the Associate Headteacher will become Director of Education in the Trust. The College will ultimately bring in its own funding and develop its role as a separate, integral part of the executive structure.

The College's work includes:

- Development of Trust-wide classroom pedagogy and practice
- Deployment of Leading Practitioners to support improvement across the Trust
- ITT and NQT induction across the Trust
- Leadership programmes across the Trust
- Training for headship
- Trust-wide CPD and training for support staff and executive officers
- External partnership – City Excellence in Teaching, Teach in the City and Challenge Partners
- Fetch Me a Pen

Whilst each school in the Trust takes responsibility for these aspects of their work, the College draws together a community of practice and celebrates outstanding development and innovation in education whilst seeking continuous improvement.

The Mulberry College of Arts and Enrichment

The Mulberry College of Arts and Enrichment brings together all the work of the Arts team, the Extended Learning team and the Women's Education Office as well as community and family learning work. The College is led by a second Associate Headteacher of Mulberry School for Girls and has a small team that includes the Director of Arts, the Director of Technical Theatre and the Director of Community Learning.

The Trust offers through the College shared provision for extended learning and curriculum enrichment. There is already an extensive offer across schools, which includes the Global Classrooms Model United Nations USA programme, competitive sports, the Duke of Edinburgh's Award, outdoor education, public speaking and debate, the Women's Education programme and a well-known arts education programme. There is a theatre company, a dance company and a choir as well as a developing band and orchestra. There is also an alumni theatre company.

Pupils' achievement is supported and enhanced by this wider extended curriculum offer. The team involved in the College of Arts leads the arts and enrichment strategy of the Trust and ensures full participation by Trust schools, monitoring impact on students' achievement and outcomes.

Leadership of Raising Pupils' Achievement

Whilst all schools within the Mulberry Schools Trust self-evaluate, quality assure their work, improve provision for learning and teaching and target pupils for additional support effectively, the Colleges of Education and the Arts provide the stretch and challenge to enable all people – children and adults – who belong to the Trust to be at their best.

The College of Education fulfils the professional needs of teachers, leaders and support staff in all schools across the Trust, improving practice and ensuring that all children and young people maximise their potential in learning, attainment and progress.

The College of Arts and Enrichment offers enriched personal development and learning of the highest quality for children, young people and their families to ensure they achieve at their

best, leaving school as confident, creative leaders, ready to take their rightful place in wider society.

All three elements of this offer of the Mulberry Schools Trust are essential to high achievement and human flourishing.

THE MULBERRY SCHOOLS FOUNDATION

The Mulberry Schools Trust is establishing as part of its strategy a charitable foundation. The foundation will support the children, parents, communities and staff who belong to its schools. It is called The Mulberry Schools Foundation.

The Mulberry Schools Foundation has created an endowment, drawn from the legacy of one of the previous chairs of governors of the founding school, Mulberry School for Girls and some other funds that have been raised. Dr Walter Ross was Chair of Governors of Mulberry School for Girls for more than two decades, until 2005. Upon his death in 2015, Dr Ross bequeathed money to the school with no restrictions and so the governors of Mulberry determined to use the money for the establishment of this charitable foundation and the extension of Mulberry's reach through the work of the new multi-academy trust.

Building on a number of important projects carried out by schools within the Trust over the past few years, the Mulberry Schools Trust has a national presence. Schools within the Trust have undertaken work that contributes to system-wide improvement in education through, for example, Teach First's trust board, the Fair Education Alliance, working with heads to lead the Somerset Challenge or involvement in extensive 'school to school' support.

The Trust also has an international reach through Mulberry School for Girls' work to forward girls' education globally, following Michelle Obama's visit to Mulberry in 2015 and our return visit to the White House. The CEO is also extending the Trust's reach to South East Asia through partnership with Women of the Future and more widely to South Asia, the US, South America and Oceania through partnership with the WOW Foundation.

The Foundation will focus its work on a number of areas:

- The global nature of identity for pupils, examining education's role in intersectionality and the way in which contemporary experience of 'multiple identity' needs support and nurture in schools.
- The need for education to focus on human flourishing within a national and international context, creating schools that build the kind of civilisation that values human worth in all its diversity rather than denigrates it.
- An international contribution to educational improvement, policy and knowledge about: education and gender; the relationship between education and 'place'; and effective education in areas of social and financial disadvantage.

The Foundation is in its early stages and so initially, it will be the locus of the following work:

1. The national leadership programme for disadvantaged girls, Girl Leading, which was established by Mulberry School for Girls to continue the legacy of Mrs Obama forwarding girls' education after the launch of her Let Girls Learn campaign at the school in June 2015.
2. An education and policy 'think tank' with an international reach focused on the following areas initially: intersectionality and education in schools; gender and

education; school improvement; disadvantage and how to combat its impact in education; education and 'place'.

3. Scholarships, bursaries, book grants and school prizes.
4. A 'hardship fund'.

A longer term, more extensive work plan will follow once the Foundation is secure.



Visit by Michelle Obama to Mulberry School 16th June, 2015

STRATEGIC PRIORITIES

STRATEGIC PRIORITIES FOR THE TRUST

The strategic priorities for the Mulberry Schools Trust Board are focused on the quality of education. Despite the fact that much of the Board's work has to be business driven – in that it takes seriously its responsibility for the good stewardship of significant levels of finance, estate, human resources and other assets – nevertheless, the reward for involvement in the Board as a trustee comes through being part of the success story for the children and young people who go to schools within the MAT.

Therefore, the Board's focus is to ensure that the education aims, the curriculum and learning experience for pupils and the continual improvement of pedagogy and practice remain at the forefront of all that it does. The Board places children at the heart of its work and its purpose is to ensure that the education they receive is the very best, underpinned by excellent financial management.

The strategic priorities of the Mulberry Schools Trust for 2017 – 2022 are:

1. **Outstanding Schools:** To provide an outstanding education in each school that belongs to the Trust, tailored to the needs of pupils, their families and the community. A focus on pedagogy for pupils who experience disadvantage and an understanding of the distinctive context for each school, ensuring provision is bespoke to need, are central to this priority.
2. **Trust-wide Education Support:** To develop three areas of work to enhance the quality of education provided in all schools across the Trust:
 - a. The Mulberry College of Arts and Enrichment, offering rich personal development and achievement
 - b. The Mulberry College of Education, offering professional development and training for all staff
 - c. VLE (Virtual Learning Environment) platform, providing supported self-study for pupils

The Trust will build upon its wide partnerships with others to support this work.

3. **Excellent Management of Finance and Resources:** To ensure that the executive support, finance, estate, assets and other resources of the Trust are deployed wisely and developed to enhance the education provided in all its schools.
4. **A National Contribution to Education:** To grow in a planned way, exercising due diligence and care to ensure that it is not 'growth for growth's sake' but an improvement to the offer for children. The Trust will aim to grow to between 10 - 15 schools over 10 years.
5. **Outstanding Governance:** To build a strong Board and a system of governance that excels in its work and leads systemic school improvement.

6. **International Reach:** To establish a charitable foundation that supports the work of the Trust, building on the work we have done to promote girls' education. It will build on the global nature of identity which pupils now have, looking at education's role in intersectionality and human flourishing. It will make an international contribution to educational improvement, policy and knowledge and understanding about: education and gender; the relationship between education and 'place'; and education in areas of social and financial disadvantage.

Planning in relation to each of the Board's strategic priorities will be undertaken in the following way:

- Priorities One and Two will be supported by planning from the Education Team
- Priorities Three, Four and Five will be supported by planning from the Executive Services Team (which includes the CEO, COO/Director of Finance and Resources, the Director of MAT Development, the Director of Estates, the Director of Information Systems and the HR Director)
- Priority Six will be the province of the CEO

Importantly, schools within the Trust will develop their planning around five key areas of provision:

1. **Provide the highest quality academic and technical learning that lead to excellent progress for all pupils**
 - Learning & curriculum
 - Standards, progress & assessment
 - Extended learning & enrichment
 - Support for learning including prep, academic mentoring & intervention
2. **Provide the highest quality personal development and safeguarding so that pupils come to classes confident, secure, happy & ready to learn**
 - Pastoral care
 - Ethos & voice
 - Safeguarding & child protection
 - Personal development education (careers advice, PSHE etc)
3. **Provide a rich professional learning environment for all staff and contribute to the work of the Trust's Teaching School**
 - Professional learning for teaching & support staff including ITT, NQT Induction, Business, Finance, HR, Admin & Resources, Leadership Development & Subject Teaching development programmes
 - Career progression & talent management for teaching & support staff
 - School to school support within & beyond the Trust through the Teaching School's work
 - Research-informed practice

- 4. Maintain and develop a reciprocal, enriched relationship with stakeholders**
 - Community & family learning
 - Governance
 - Partners such as employers, third sector organisations etc
- 5. Maintain outstanding provision of business, finance, ICT and premises services for schools in the Trust**
 - Finance & resources including HR
 - Premises including health & safety, site management & risk
 - ICT

OUTCOMES FOR THE TRUST

The Trust community will work together to achieve a highly stimulating, rewarding and inspirational provision, within which each stakeholder will play their part. Outcomes will be both qualitative and quantitative. Quantitative outcomes are measured by Key Performance Indicators (KPIs). They are set out in a separate document and reviewed annually.

Qualitative outcomes will relate to qualities of character and dispositions. Measures will be as follows:

The Mulberry Schools Trust pupil will be:

- focused, highly motivated, ambitious and creative
- strongly aware of the responsibilities of citizenship and of their role as global citizens
- committed to learning and to personal growth
- an enthusiastic participant in all of the extraordinary opportunities the school has to offer both within and outside the formal taught curriculum.

The Mulberry Schools Trust teacher / support staff member will be:

- highly skilled as a result of extensive professional development opportunities
- dedicated to pupils' success, ambitious for the school, flexible and hard working
- an effective partner with others in supporting and challenging all learners including those with additional or special educational needs
- tireless in working with parents and carers to ensure every learner achieves their full potential
- an exceptional provider of pastoral care.

The Mulberry Schools Trust trustee / governor will be:

- committed to the outstanding achievement and well-being of every pupil
- dedicated to furthering the aims of the Trust
- conscientious in helping Trust staff to ensure resources are used effectively to achieve outstanding outcomes for pupils
- a strong advocate for the pupils and families of the Trust and of the reputation of the schools within it.

Qualitative feedback will be harvested from a number of sources including:

- Ofsted inspection judgements
- Challenge Partners and other school reviews
- Questionnaire surveys of parents / carers at academic consultation evenings
- Regular community learning events designed to take feedback from stakeholders
- Pupil voice and staff surveys
- The school self-evaluation cycle of each school
- Letters from the public, government and other education-related institutions

- Completion of The Mulberry Pledge
- Trust and governor evaluation
- The Board development programme

KEY PERFORMANCE INDICATORS (KPIs) FOR SCHOOLS WITHIN THE TRUST

Key Performance Indicator (KPI) Principles

The principles underpinning the Trust's choices of KPIs are as follows:

1. For a KPI regime to be effective then it needs to be tightly focussed on those areas that are key to our evaluation of overall progress
2. Each KPI should have a target which is informed by previous performance and national performance for all and, where appropriate, similar schools. Targets should always be challenging and should have an overall trajectory into the future that leads each school to an improved and outstanding position
3. KPIs should be susceptible to improvement by leaders' action and should measure the outputs of this action
4. Performance against a KPI should be unambiguous i.e. there should be no difficulty in evaluating the performance as a result of the measurement that has been made
5. Performance against each KPI should be easily summarised for Trustees, but should allow interrogation in much finer detail by each Local Governing Body, the Trust Executive Team and the senior leadership of each school
6. All KPIs should be evaluated whenever they are presented and this evaluation should make clear judgements about performance against the target as well as eliciting plans for further improvement.

Domains of information

The KPI domains are:

1. Early Years Performance
2. KS1 Performance
3. KS2 Performance
4. Secondary Key Stage 4 Performance
5. Sixth Form Key Stage 5 Performance
6. Self-Evaluation against Ofsted Criteria
7. Attendance
8. Admissions
9. Exclusions
10. Quality of Teaching and Learning
11. Employer Engagement at the UTC
12. Resources (Finance and Staffing)