

Mulberry Schools Trust

Outstanding Achievement For All Strategic Plan 2022-2027

OUR HISTORY

From across the globe, and from across time, we have found ourselves here,

IN THE EAST OF THE CITY, THE SOUL OF LONDON ITSELF.

Whether our families have been here for centuries, or whether we have just arrived,

ALL OF US HAVE MADE OUR HOMES HERE.



This cover contains artwork and poetry from schools in the Trust.

THE FUTURE. IT IS WHAT UNITES US ALL. and for our children. **IT IS WHAT BRINGS US THOUSANDS OF MILES TO FIND A NEW HOME.**
It is what pushes us to **BUILD HIGHER**, to **GO FURTHER**, to **EXPLORE NEW IDEAS** and **MAKE NEW CONNECTIONS.**
To learn from one another and **TO MAKE OUR COMMUNITY EVER STRONGER.**
TO HELP OUR CHILDREN GO FURTHER THAN WE EVER COULD.

Mulberry
Schools Trust





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CEO's Introduction

Welcome to the Strategic Plan of the Mulberry Schools Trust, set for five years from September 2022 to August 2027. This is the second five-year strategic plan produced by the Trust since its incorporation as a MAT (multi-academy trust) in 2017.

Since we were established in 2017, we have grown in a planned and thoughtful way, whilst also responding to requests for system-wide school to school support. At the heart of our MAT sits the commitment to 'Outstanding Achievement for All' and this guides every decision that is made by Trustees about the work we do. We have always been clear that growth will not be for 'growth's sake' – and that our capacity to deliver on high quality of education for every student will remain always our central priority.

Between 2017 and 2022, we have built a strong infrastructure for all our strategic priorities for the first five years.

- **Become a family of eight schools**, including two primary schools and one secondary school currently under construction, which work collegiately to provide high quality education that deals effectively with socio-economic disadvantage.
- **Founded a lean and nimble central services team**, led by an experienced Director of Performance and Operations, to ensure the statutory obligations of the Trust are fulfilled and to give strength to the business framework that supports our schools.
- **Established a Teaching School Hub** which leads professional training for teachers in Tower Hamlets and Hackney, with accreditation for providing ITT (initial teacher training) and a commitment to the development of support staff.
- **Set up our charitable foundation** – the Mulberry Schools Foundation – which raises money to support students, their families and our community.
- **Developed a 'Knowledge and Innovation Hub'**, which informs and promotes our entrepreneurial system-wide work across London.
- **Created a Trust-level enrichment offer** focused on STEM, the arts and global education.





Governance is strong with a board of Trustees that have the skills at senior level to secure the good stewardship of finance and other resources, holding the principals, the central services team and CEO to account for what we do. Trustees have local knowledge and connections. All are committed to eradicating the disadvantages experienced in families where financial resources are stretched too thin – known in policy terms currently as ‘levelling up’ – and where the intersections of race, faith, class, gender and special needs add to the challenge for children. We do this with a successful ‘can-do’ approach that is nuanced to context, fosters confidence and breaks down barriers.

The Mulberry Schools Trust is an involved contributor to system-wide school improvement in London. In the past five years, the Trust has supported at the request of the Regional Schools Commissioners five well-known schools facing challenging circumstances. We engage in other less complex partnership work with schools too. Our philosophy is built on a model of ‘place-based change’ which is framed within strong contextual knowledge and a commitment to high quality education for every child. We believe the civic leadership of school MATs to be an important component of a school-led system which brings out the best in everyone and this belief drives our work.

The next five years of activity by the Mulberry Schools Trust is set out in this new strategic plan. It builds on the achievements to date and looks to the future. I hope you enjoy reading it – and, if you are not already involved, perhaps joining us in our work.

Dr Vanessa Ogden – Chief Executive Officer, Mulberry Schools Trust

The Mulberry Schools Trust

The Mulberry Schools Trust is based in east London, providing education in communities where high levels of child poverty exist. Schools in the Trust together have a disadvantage 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.

Our vision and values

This photograph, taken from the top of the Pennington Street warehouse in 2014, is symbolic of the promise we make to our students. A Mulberry education is thoughtfully constructed to ensure that every student in our care through their education has the best possible opportunity to be well qualified, skilled and confident when students leave us so they can lead socially, spiritually and economically prosperous lives.

Mulberry Trustees believe that a great education is a life chance. It is the means by which young people can find their way into jobs and assure their future financial security, happiness and wellbeing. Equality and diversity issues in wider society continue to present barriers for many of our students and this plays out in schools, system-wide, with social disadvantage presenting limitations to educational achievement. The Trust's aim is to change this for every child.

A Mulberry education is premised on three under-pinning 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.



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

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 wellbeing. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

These principles 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.

Our aims for education

The Mulberry Schools Trust aims 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 students 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, the Caribbean, Morocco, Egypt, Europe and many other parts of the world.

Every student 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. Students will learn the intellectual skills and technical language for the subjects they study so that they can perform at the highest level. Students 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. Students 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. Students will be supported to develop confidence, resilience and security in their abilities and identity and to extend their talents. Students 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 students' high aspirations and self-determination** through opportunities for leadership, engagement with higher education and the professional workplace and experience of different cultures. Students 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. Students will actively work for positive social change.

The Trust carefully constructs its education, weaving together these three components in different ways to suit each school and its community. So much of an outstanding school experience is dependant on leaders' understanding of context and how best to adapt their education toolbox to individual children and young people, their families and their communities. Schools are intricately connected to the places in which they are situated; dynamics within the local community affect what comes into schools on a daily basis – equally, good schools are a source of sustained, regenerative place-based change. Therefore, an understanding of community sits at the heart of all that we do, informing the way that each school works.

Visit by HRH the Duchess of Cornwall in October 2019



The Development and Growth of the Trust

Over the past five years since incorporation, we have become a family of eight schools which sit at the heart of all the Trust's work, supported by a strong business and governance infrastructure led by a lean and nimble central services team.

Our schools have a mix of Ofsted judgements of good and outstanding with many strengths between them and a track record of sharing practice. Each school has its own character and yet we share a common family identity. This is an important part of our signature as a multi-academy trust. Our school principals and headteachers are accomplished leaders who enjoy the opportunity to stretch themselves professionally. The Trust provides an environment in which leaders can learn from each other and engage in wider system work both within the MAT and across London.

To this end, we have been developing an infrastructure for sharing practice more effectively so we can continuously improve the quality of education for our students. This includes Trust-wide peer reviews of learning and teaching, leading practitioners, subject networks and a leadership academy. We are learning this year about early years and primary age specialism as colleagues join us from Canon Barnett primary school, extending our policy, teaching and curriculum work from age 19 right down to age 2 provision. We are excited to extend in this way, bringing this to bear on our second primary school, Wood Wharf.

In the next phase of the Trust's development, we are preparing for further schools to join as the system becomes increasingly school led. We hope this will include some secondary, some primary, AP provision and SEND provision. Some of our most experienced school leaders will lead clusters of schools to ensure that we are an inclusive Trust. As of September 2022, we will be educating over 5000 students and employing 500 staff.

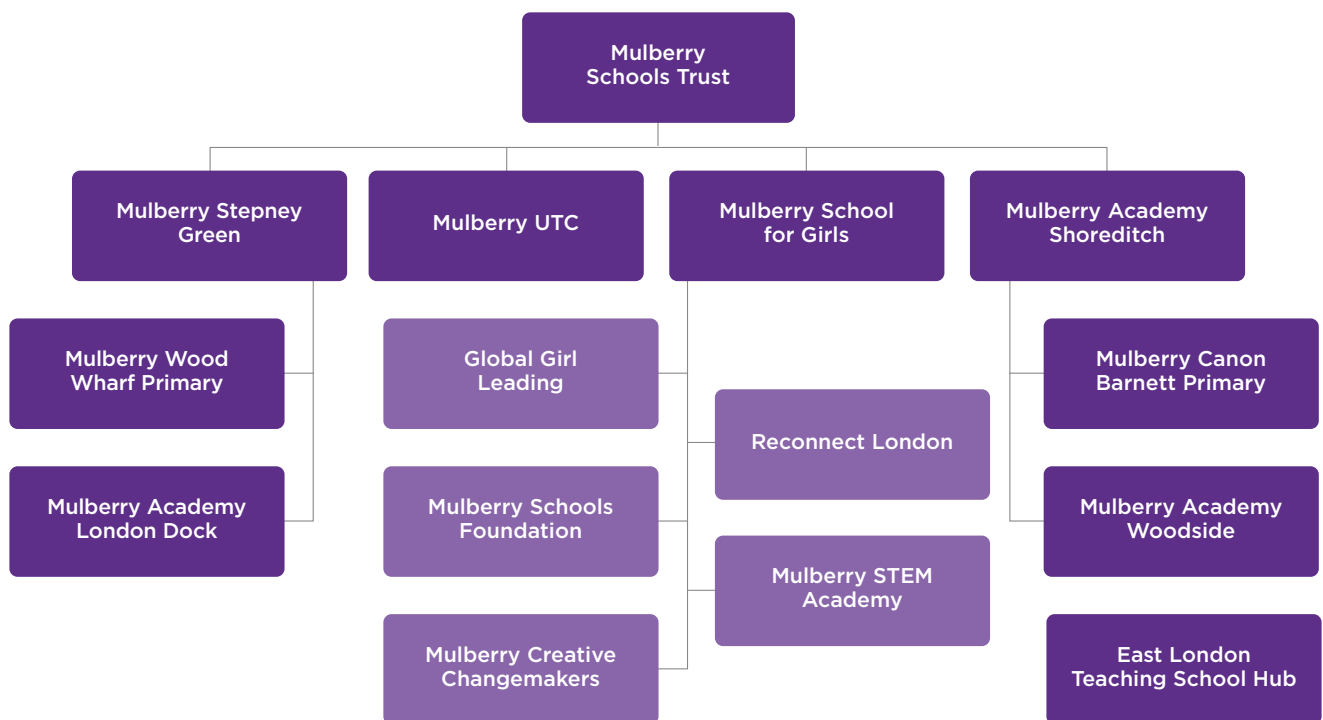


Fig 1: The Mulberry Schools Trust 2023 onwards

In addition to our work in schools, we have developed a number of other elements of our provision, each designed to extend what can be offered to staff and students.

- **The East London Teaching School Hub** – which offers ITT (Initial Teacher Training), the ECF (Early Career Framework), NPQs (National Professional Qualifications) in leadership and CPD (Continuing Professional Development). This is system leadership work in Tower Hamlets and Hackney to support outstanding teaching and leadership across the region whilst also improving practice within the Trust.
- **Mulberry Creative Changemakers** – an extensive Trust-wide arts provision spanning theatre, dance, music, film, conferences and training for employment in the creative industries. An extensive range of partners are engaged in this work, focused on developing confidence, exploring identity and developing skills in public speaking and performance.
- **Mulberry STEM Academy** – a supplementary school running on Saturdays and in the holidays for students aged 5-18, with an alumni programme. It is sponsored by Mercedes-Benz Grand Prix Ltd and aims to create a talent pipeline amongst our students into careers in STEM-related industries. These industries are not yet ethnically diverse and gender equality remains problematic. This programme is a deep and longitudinal initiative to bring about systemic change.
- **Mulberry Schools Foundation** – a charity which raises funds to provide deep and meaningful opportunities for students and their families which cannot be afforded within their usual financial constraints, for example travel bursaries, books and equipment, the Global Girl Leading programme, Model UN and so on. The Foundation aims to level up the playing field financially, giving the added value through such resources to those that do not have them.
- **Reconnect London** – a research and development arm of the Trust's work, which allows Mulberry to build its own knowledge base about disadvantage, community and education as well as creating entrepreneurial activity to address the disadvantage gap for children in education. During the pandemic lockdown in response to the difficulties families were experiencing, Mulberry co-founded with the Dunraven Education Trust 'Reconnect London' which aims to better understand and target the impact of lockdown on disadvantage.

As we look to the future through this new strategic plan, we know we are part way through a journey. In 2017, the Mulberry Schools Trust set out planned growth of between 10 and 15 schools over a decade including AP and SEND provision. We anticipate that the DfE's preferred size of MAT will be 20 schools and so we may have to adjust to this. We have reached a strong position, with robust governance, secure finances and good central services with an outstanding offer of Trust-wide programmes for students and staff. The next five years looks bright and exciting, as we move on from the Covid pandemic challenges of 2020-2022 and plan for the next five years of the Trust's work.

Visit by Mrs Michelle Obama
16th June, 2015



Evaluation 2017–2022

1. Outstanding Schools

Since 2017 we have grown to four open secondary schools with four others due to open in 2022/2023. Due to the Covid-19 pandemic we do not have externally validated KS4 and KS5 outcomes, but we can evidence the following evaluative conclusions about the quality of provision.

- The quality of education is judged 'outstanding' in two schools and 'good' in two schools. Our primary joining the Trust is also judged 'good'.
- Outcomes at KS4 in our secondary schools are strong. Very strong progress is made by disadvantaged students (2021 P8 +0.70). Significant improvement made, particularly at KS5 (Value added 2021 +0.5) and in Maths (20% improvement in 9-5).
- Increased numbers of year 7 and year 12 applications, particularly first and second choices. These numbers reflect our strong reputation for delivering an outstanding education.
- Recognised by the RSC and LA as an outstanding MAT, evidenced through a successful bid to open a new primary, our accreditation as ELTSH and our work on system wide education.
- Our partnerships are a signal of our outstanding leadership, drive and passion to deliver a world class education, for example our five year partnership with Mercedes-Benz Grand Prix Ltd.
- Our destinations are very strong at year 11 and year 13.
- Attendance in our schools is very high. Exclusions are very low.



Key areas for improvement

- Maths GCSE and A level outcomes in some schools are not as strong as English.
- Reduce Trust variation in subjects/stages, particularly achievement at KS5.
- Introduction of subject networks, data analysis across the Trust and primary support.
- Sustain growth at our UTC.

2. Trust-wide Education Support

The Mulberry College of Education has thrived. We are accredited as a Teaching school hub, our VLE was redeveloped as Mulberry Learn. Our arts/enrichment offer now includes our STEM Academy.

- The Mulberry College of Arts and enrichment has impacted on more young people, particularly those disadvantaged.
- The Mulberry College of Education offers a variety of outstanding leadership programmes.
- We were accredited in 2020 as the 'East London Teaching School Hub' serving Hackney and Tower Hamlets. 740 teachers are currently training with us. Staff retention is strong.
- Mulberry Learn, developed in 2019 using Microsoft Teams, has revolutionised our teaching, communications and efficiency.

Key areas for improvement

- Further expand our cross-Trust work in the arts and particularly Music.
- Continue to develop the ELTSH as a strong business, becoming an accredited ITT provider.
- Knowledge hub. Case studies and research reports on a range of school improvement themes.

3. Excellent Management of Finance and Resources

Our financial management has been efficient and prudent. Effective marketing has led to a strong identity at both school and Trust level. Our Trustees and executive leaders have ensured that resources have been deployed effectively to enhance the education of young people. A slim, efficient central services team are and are delivering a good quality service to all schools in finance, communications, HR, estates, performance and governance.

Key areas for improvement

- Increase student numbers at MUTC, so that it is financially sustainable.
- Plan for growth, including the use of the central contribution charge, and particularly in regard to new school provision and growth.
- Continue to improve the HR service ensuring we recruit and retain the very best staff.
- Review and further improve IT systems across the Trust.
- To develop a cluster of primaries and become an accredited ITT provider.

- Central services: embed roles and responsibilities and division of autonomy/centralisation.
- To successfully unlock PFI, bringing Facilities management in house.

4. A National Contribution to Education

We have grown from two schools to six and hope be 10-15 schools over the period of the next five further years. Growth has been carefully managed. We have completed careful due diligences around our growth and our system wide improvement work.

- Our outreach work has led to strong retention, particularly for leaders and executive leaders, who have had opportunities to take on additional responsibilities.

Key areas for improvement

- Plan growth and associated financial plans to include 10-15 schools over the next five years in clusters of primary (4-6), secondary (6-8), special school/alternative provision and a nursery.

5. Outstanding Governance

Our governance at Local Governing Body level, and at Trust Board is outstanding. Governors are strategic, highly skilled, supportive, challenging and decisive. They have provided direction in periods of change, ensuring the Trust has carefully balanced its growth with sustained school improvement.

Key areas for improvement

- New model of governance and accountability for more schools and mixed phases.

6. International Reach

The Trust has forged a strong partnership with schools internationally including visits, joint projects and student conferences. The Trust has set up a charitable foundation to support this work.

Key areas for improvement

- Develop and then embed the work of the foundation through fund raising and income generation.
- Ensure the foundation has a clear developmental plan for its five-year growth in making and sustaining contributions to educational improvement, policy and practice, internationally.

Strategic Priorities for the Trust

The strategic priorities for the Mulberry Schools Trust Board are focused on outstanding achievement for all – the quality of education and the business and governance infrastructure that supports it. The Board’s focus is to ensure that the education aims, the curriculum and learning experience for students and the continual improvement of pedagogy and practice remain at the forefront of all that it does. Diversity, equality and inclusion are woven into the work of each strand.

The strategic priorities of the Mulberry Schools Trust for 2022–2027 are:

1. **Excellent Schools:** To provide an excellent education in each school that belongs to the Trust, tailored to the needs of students, their families and the community. A focus on pedagogy and practice and an understanding of the distinctive context for each school, ensuring provision is bespoke to need, are central to this priority. An understanding of the impact of disadvantage on progress and achievement and how to combat this is an essential component of the Trust’s work.
2. **Excellent Finance, Governance and Resources:** To ensure that the executive support for governance, finance, HR, ICT, estate, assets and other resources of the Trust are deployed wisely and developed to enhance the education provided in all its schools.

Sir Lewis Hamilton and Toto Wolff, CEO, Mercedes-Benz Grand Prix Ltd launch the Mulberry STEM Academy, November 2020.



- 3. Entrepreneurial Schools:** To offer outstanding opportunities for students and their families through Mulberry Changemakers.
- i. Mulberry Creative Changemakers – a programme of arts education across the Trust
 - ii. Mulberry STEM Academy – a programme of STEM education, run through a Saturday and holiday supplementary school
 - iii. Global Girl Leading – a programme of leadership by girls and for girls across the globe. MUN is part of this programme
 - iv. Reconnect London – the creation of a knowledge hub and innovation lab to inform and improve the Trust’s work, with a focus on disadvantage
 - v. The Mulberry Schools Foundation – the establishment of a charity to raise funds for students, their families and the community.
- 4. System Contribution:** To make a contribution to the school system through school-to-school support and other professional outreach, as requested by the Regional Directors and as considered important by Trustees. Leadership of the East London Teaching School Hub supports the improvement of practice within the system and includes teacher development programmes from ITT and Early Career Teacher training to NPQH.

Activities for 2022-2023

For 2022-2023, these Trust-wide strategic priorities for Mulberry will translate to the following activities:

1. Excellent Schools

- a. Building and embedding a comprehensive infrastructure for sharing practice and raising achievement in the curriculum and teaching across the Trust (primary, secondary and post-16) to include:
 - i. Setting up subject networks leading to an annual MST leadership conference
 - ii. A peer review programme annually
 - iii. Leading practitioner work in schools across the Trust
 - iv. The leadership academy
 - v. Improving the pipeline of talent into senior leadership within the Trust from teachers and support staff of Black, Asian and other minoritised groups of people.
- b. Creating a space for DSLs and pastoral leaders to exchange ideas, support each other and improve the quality of provision across all schools in the Trust to include:
 - i. A DSL network to include DSL governors and deputy DSLs across the Trust
 - ii. Behaviour for learning working party across the Trust
 - iii. Annual pastoral and inclusion Trust-wide conference



- c. Building the Trust's expertise in primary, early years and nursery practice to include:
 - i. Creating a forum for sharing and improving practice amongst primary practitioners
 - ii. Building up numbers of applications to our primary schools
 - iii. Examining primary and secondary school liaison
 - iv. Building partnerships with other nursery and primary schools across the East London TSH.
- d. Strengthening Mulberry UTC to include:
 - i. Improving student numbers into Y10 and Y12 to give financial sustainability
 - ii. Building a Mulberry Production Arts Academy to complement the STEM Academy and to run in tandem with Genesis Theatre Design
 - iii. Building strength in the creative industries specialism, enabling students to gain access to apprenticeships in digital and production arts with key arts providers
 - iv. Commencing a third specialism in engineering with access to STEM apprenticeships, complementing the creative industries digital acceleration.
- e. Establishing a world class AP school to meet the needs of the London Borough of Tower Hamlets and other Local Authorities:
 - i. The provision will include much needed therapeutic support, family centred provision and personal development as well as an appropriate and ambitious curriculum.
- f. Ensuring consistency of community learning provision for parents across the Trust to include:
 - i. Community liaison network of parent liaison officers across the Trust with regular meetings to share practice.

2. Excellent Finance, Governance and Resources

- a. Finance – continuing to build a strong financial framework for MST by:
 - i. Setting up the finances of the Trust so that there is a sustainable central services team budget
 - ii. Building the finance team to cope with MAT growth
 - iii. Maximising financial resources through investment
 - iv. Harmonising systems between schools within the Trust.
- b. Governance – reviewing and strengthening governance to keep pace with growth:
 - i. Embedding a new governance structure appropriate for a medium sized Trust, with a continuing focus on DEI
 - ii. Developing a strategy for growth
 - iii. Reviewing governance practice, including evaluation, training and board packs.
- c. Human Resources – improving HR services across the Trust and promoting a healthy and inspiring workplace culture by:
 - i. Improving HR practice across the Trust’s team of business partners
 - ii. Developing the talent pipeline of leaders amongst teaching and support staff with a focus on improving diversity and closing pay gaps
 - iii. Resolving issues of staff absence and turnover through better evaluation of workplace culture
 - iv. Learning from the best examples of current working practice in people management and implementing that learning.



- d. ICT and asset management – developing an effective Trust-wide, school-based ICT service that supports digital learning by:
 - i. Reviewing IT technical provision across the Trust and building new leadership capacity
 - ii. Assessing all digital assets across the Trust and creating a development plan focused on refreshment, sufficiency and new technologies
 - iii. Building an effective support service for digital learning.
- e. Marketing and communications – building Mulberry’s identity as a community partner within east London and more widely as an entrepreneurial system leader by:
 - i. Building identity across MST schools through websites, a suite of documents and films and front of house conventions for public face
 - ii. Building a collective of on site specialists, one in each school, to manage communications
 - iii. Learning from highly effective MATs what strategies and activity they use to build national presence
 - iv. Developing a strategy for drawing together friends of Mulberry to involve them in the work of the Mulberry Schools Foundation.
- f. Estates – creating and implementing an effective plan for premises management and capital development
 - i. Completing new builds – Wood Wharf and Mulberry London Dock
 - ii. Preparing for PFI hand-back at Stepney Green 2027 and Mulberry School for Girls 2029
 - iii. Creating a five year capital development plan.

3. Entrepreneurial Schools

Strengthening Mulberry Changemaker programmes

- a. Mulberry Creative Changemakers – creating a Trust-wide arts provision with two core aims:
 - i. Building confidence, creativity and leadership through performance art devising theatre, film, dance and music productions across the Trust
 - ii. Creating a route into employment in technical and production arts through training in design, digital and engineering using the model of Genesis Theatre Design at the UTC.
- b. The Mulberry Stem Academy with Mercedes-Benz Grand Prix Ltd
 - i. Creating a pipeline of talent from young people of backgrounds under-represented in STEM industries, particularly in relation to ethnicity, social class and gender
 - ii. Developing high quality engineering education through success in the Greenpower design and racing challenge.



- c. Global Girl Leading
 - i. Establishing a global sisterhood of girls advocating for girls and leading change through education focused on voice, visibility and power of choice using conference and leadership exchange programmes written by students
 - ii. Reinstating an outstanding MUN programme.
- d. Reconnect London
 - i. Creating a knowledge hub for research and understanding about disadvantage and its effect on education, especially post-pandemic
 - ii. Bringing London school system-leaders together to tackle lockdown recovery for disadvantaged young Londoners through test and learn innovations to improve participation and achievement.
- e. The Mulberry Schools Foundation
 - i. Building the pool of financial resources to support Mulberry Changemaker programmes and hardship grants.

4. System Contribution

- a. The East London Teaching School Hub
 - i. Continue to build highly effective collaborative practice in teacher training and development across Hackney and Tower Hamlets
 - ii. Develop a strong ITT offer
 - iii. Create a strong brand for high quality professional development with a strong delivery team and robust business model.

Key Performance Indicators (KPIs)

Key Performance Indicator (KPI) Principles

The principles underpinning the Trust's choices of KPIs.

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.

Key Performance Indicator (KPI) Principles

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)

Financial Planning 2022–2025

Mulberry Schools Trust Highlights		Year prior to current strategic plan								
Version: As at Sept 22		Actual	Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast
		period to 31/08/17	period to 31/08/18	period to 31/08/19	period to 31/08/20	period to 31/08/21	period to 31/08/22	period to 31/08/23	period to 31/08/24	period to 31/08/25
Number of schools in the Trust		1	2	3	3	3	4	7	8	8
Schools	MSfG	MSfG	MSfG	MSfG	MSfG	MSfG	MSfG	MSfG	MSfG	MSfG
			MUTC	MUTC	MUTC	MUTC	MUTC	MUTC	MUTC	MUTC
				MAS	MAS	MAS	MAS	MAS	MAS	MAS
							MSGr	MSGr	MSGr	MSGr
								MWW	MWW	MWW
								Canon Barnett	MCB	MCB
								Joining School	Joining School	Joining School
									MALD	MALD
Student numbers	Primary	-	-	-	-	-	-	241	305	369
	Pre 16	1,041	1,084	1,925	1,959	2,008	3,029	4,247	4,468	4,631
	Post 16	355	448	645	812	99	1,438	1,702	1,834	1,856
		1,396	1,532	2,570	2,771	3,007	4,467	6,190	6,607	6,856
	Growth on prior year		136	1,038	201	236	1,460	1,723	417	249
Funds (excluding fixed assets and pensions)		£2,326,730	£1,685,697	£1,991,204	£2,266,00	£3,598,00	£3,754,277	£3,575,017	£2,656,481	£3,780,186
Average number of staff	Teachers	93	99	170	165	177	254	334	341	355
	Non Teaching	79	84	130	128	143	174	272	282	294
	Mngt	15	21	26	26	24	32	45	52	53
		187	204	326	319	344	460	650	675	703

Key: MSfG – Mulberry School for Girls
MUTC – Mulberry UTC
MAS – Mulberry Academy Shoreditch
MSGr – Mulberry Stepney Green Maths, Computing and Science College
MWW – Mulberry Wood Wharf Primary
MCB – Mulberry Canon Barnett Primary
MALD – Mulberry Academy London Dock

Over the past five years since incorporation, the Mulberry Schools Trust has strengthened the financial position of its schools. This is due to:

- Improvements in the quality of education, making its schools more popular with families
- Careful stewardship of public money through tightly managed financial systems with appropriately targeted expenditure
- Strong Trust Board oversight of the work of the executive services team.

We continue to support our schools to grow and develop, responding sensitively to contextual circumstances and lending support wherever necessary. Schools are led responsibly by our headteachers and there is a strong, productive relationship between the Trust's finance team, (including each school's finance officer) and senior leaders. The Director of Estates provides support where necessary to ensure the Trust's assets are well maintained, including the management of PFI contracts. Mulberry UTC is a new build by the Trust and by 2024, the Trust will have added two further new school buildings to the portfolio of assets for which it has responsibility.

Construction Projects 2022-2023

- Mulberry Academy London Dock
- Mulberry Wood Wharf Primary





Appendices

Appendix 1 – Destinations

Year 13 students across the Mulberry Schools Trust continue to gain a place at some of the UK's top universities and others embark on further study, high quality degree apprenticeships or enter the world of work.

In 2022, some chosen subjects studied at university included Accounting, Advertising and Brand Design, Aerospace Engineering, Animation, Biomedical Science, Business Management, Computer Science, Digital Marketing, Economics, Engineering, English, Law, Mathematics, Medicine, Midwifery, Nursing, Paramedic Science, Philosophy and Economics, Politics, Product Design, Social Work, Software Engineering and Sports Management. A full list of our 2022 destinations can be found on page 25.



Destinations 2022

Anglia Ruskin University
Birkbeck, University of London
Brunel University London
Canterbury Christ Church University
Cardiff Metropolitan University
Cardiff University
City, University of London
Goldsmiths, University of London
Imperial College London
Imperial College of Science,
Technology and Medicine
King's College London
Kingston University
Lancaster University
London Metropolitan University
London School of Economics and
Political Science, University of London
London South Bank University
Middlesex University
Open University
Oxford Brookes University
Pearson College London
(including Escape Studios)
Queen Mary University of London
Ravensbourne University London
Regent's University London

Roehampton University
Royal Holloway, University of London
Sheffield Hallam University
SOAS University of London
St George's, University of London
Swansea University
University College London
University of Brighton
University of Cambridge
University of Cumbria
University of East Anglia
University of East London
University of Essex
University of Exeter
University of Greenwich
University of Hull
University of Law
University of Manchester
University of Oxford
University of Portsmouth
University of Roehampton
University of Sussex
University of the Arts London
University of Warwick
University of West London
University of Westminster

Apprenticeships and Internships

Apprenticeship at Deloitte
Apprenticeship at Ernst & Young
Apprenticeship at Morgan Stanley
Apprenticeship at Swiss RE
Apprenticeships at Ipsos (x3)
Apprenticeships in Childcare
Internship at Reconnect London

Mulberry School for Girls

“Aim for the stars! There’s no question that this is the philosophy at Mulberry. The teachers have been an amazing support during my time at Mulberry, where they have taken care of me and guided me through the last seven years. I’m really excited for the future.”

Jubeda Salem

University of Oxford, History
(A* A* A C)

Mulberry Academy Shoreditch

“The teachers at Mulberry Academy Shoreditch are the best! They are passionate and know everything about their subject which has allowed me to learn so much and succeed. Their support and guidance throughout the last two years has meant that I have been able to grow and progress in my subjects. The expertise of my teachers and the experience I have had in lessons has made me excited to go on to study more at university. I am so grateful for what I have learnt from the teachers in the Sixth Form.”

Radid Sarker

University of Manchester, Mathematics and Physics (A* A A A B)

Mulberry UTC

“Hard work really does pay off! I’m just so happy with my grades, I got into Morgan Stanley with an apprenticeship and needed CCC equivalent but achieved D*D*B. Thank you to all my teachers who helped me achieve this, but also to my peers who created a strong learning environment which encouraged me to work harder every day. I’m excited for the future and my journey ahead!”

Asha Sulaiman

Morgan Stanley, Apprenticeship in Equity Research (D* D*, Double Distinction Star and B, A-Level)

Mulberry Stepney Green

“My teachers at Mulberry Stepney Green were extremely supportive and professional. They provided me with outstanding teaching and exposed me to high quality extra and super curricula activities. It was this combination of instruction and support that enabled me to secure outstanding results and a place at Imperial College London. The quality of provision at the school is extremely high and I would encourage everyone to join and experience this for themselves.”

Intishar Misbahul

Imperial College London, Electrical & Electronic Engineering (A* A* A* A)



Appendix 2 – Valuing our staff

We know students achieve better when the staff around them are motivated and highly qualified. The Mulberry Schools Trust ethos of life-long learning is not just for students. We are committed to encouraging teaching and support staff 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 also take staff wellbeing seriously at Mulberry Schools Trust, here are just some of the great benefits for all staff.

Encouraging a happy and healthy work environment

- Teachers' Pension Scheme (TPS)
- Local Government Pension Scheme (LGPS)
- Employee Assistance Programme and support
- Free breakfast
- Free gym (at some sites)
- Paid sabbatical opportunities
- Free parking (at some sites)
- Subsidised staff restaurant
- Annual programme of conferences and Trust-wide events with high profile speakers
- Cycle to Work scheme
- Annual service award
- Long service awards
- Season Ticket Loan



Mulberry Wood Wharf Primary

“As a former student, I feel privileged to be a part of the Trust. As an employee at Mulberry Wood Wharf, I have very strong support and my wellbeing is given a lot of importance. The children here bring so much joy with their own individual personalities. It is clear to see how much potential each child has and they are always eager and keen to learn more!”

Teaching Assistant

“For me working in a school in the Mulberry Schools Trust is like working within a community. When people ask me about my job, I say that this feels like not just a job, but a collaborative community where students, staff and extended staff all work together and everyone is there to support one another.”

Music Teacher

Mulberry Academy Shoreditch

Mulberry School for Girls

“Staff at the Mulberry Schools Trust believe that every child is a leader and has the capacity to lead their own learning. We want them to go on to do great things and we know a lot of that comes from the support that we give them at our schools.”

Deputy Headteacher

Mulberry Academy Shoreditch

“I feel involved and happy with the people I work with and I really enjoy working with the students. My job is challenging, but I enjoy that and I feel like I make a difference.”

Attendance Officer

“Opening a new school provides a really unique and exciting opportunity because it gives us a completely blank slate to design curriculums that are broad, challenging, ambitious and innovative. That’s hugely exciting for our Trust and our schools and the young people that we are going to serve!”

Lead Practitioner, English

Mulberry Schools Trust

Mulberry Stepney Green

“It is a real pleasure to be part of the Mulberry Schools Trust, where all staff are valued and respected.”

Head of Faculty

“As my first teaching job, Mulberry UTC has provided me with great opportunities for growth which I really appreciate. I have been able to progress in my career and gain tremendous experiences in various ways. From a Health and Social Care Teacher to a T-Level Lead, I have been able to successfully explore the Health specialist field. Being able to liaise with colleagues between the schools has also been a good experience.”

T-Level Lead


Mulberry UTC






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