

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,
Whether our families have been here for centuries, or whether we have just arrived,
IN THE EAST OF THE CITY, THE SOUL OF LONDON ITSELF.
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 ALL.** The hope for a brighter tomorrow for ourselves.
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.

Publication date: November 2025

Mulberry
Schools Trust





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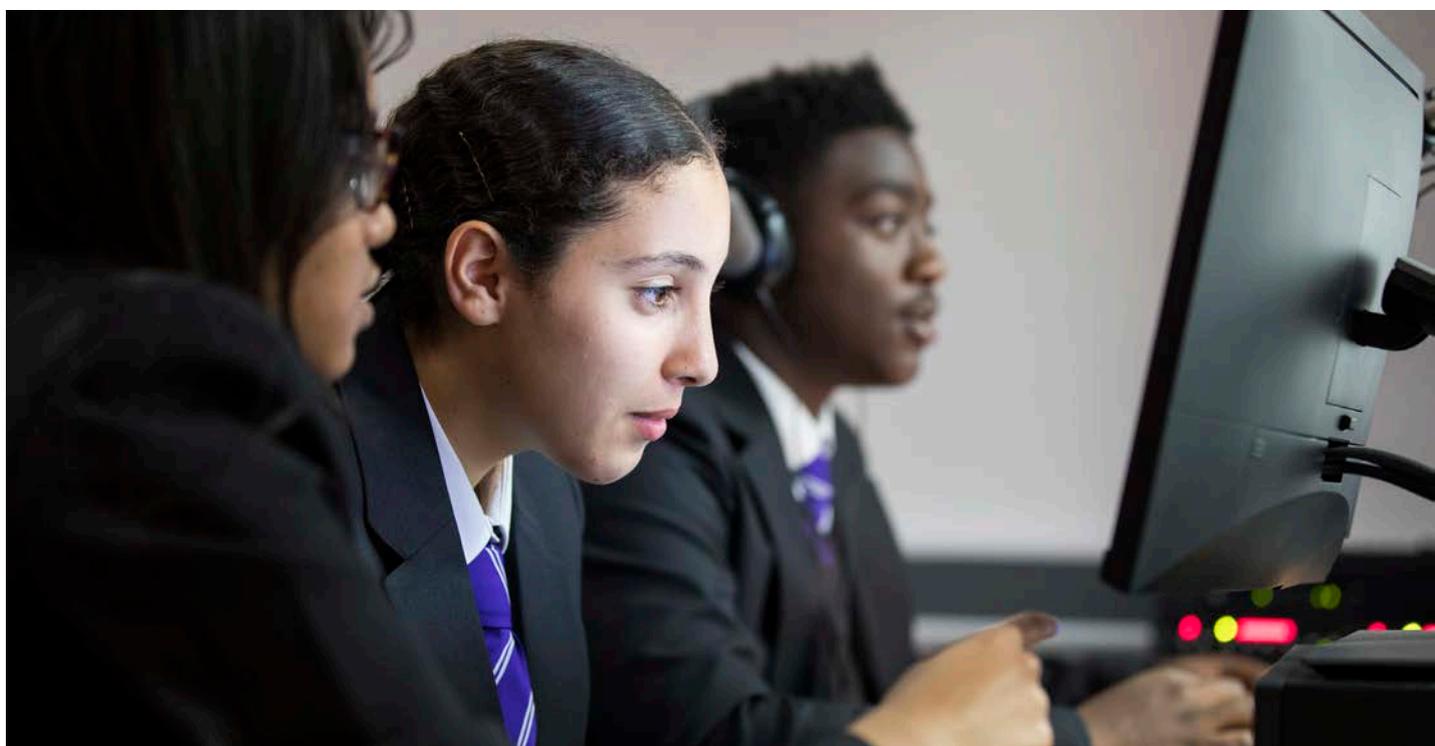
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CEO's Introduction

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.

- From 2017, we have built a strong infrastructure for all our strategic priorities.
- **Become a family of eight schools**, including two primary schools and six secondary schools, which work collegiately to provide high quality education that deals effectively with socio-economic disadvantage.
- **Founded a lean and nimble Executive Services Team**, led by an experienced Chief Officer for 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 and the Mulberry College of Teaching, which provides ITT in English.
- **Set up our charitable foundation** – the Mulberry Schools Foundation – which raises money to support students, their families and our community.
- **Developed a research and school improvement service**, 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.
- **Built strong school improvement partnerships in East Sussex** leading to the growth of a new Mulberry family of schools in that region.





Governance is strong with a board of Trustees that have the skills at executive 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 – and where the intersections of race, faith, class, gender and special needs add to the challenges 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 DfE Regional Directors 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.

Our five years of activity by the Mulberry Schools Trust between 2022 and 2027 is set out in this 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 CBE
Chief Executive Officer
Mulberry Schools Trust

The Mulberry Schools Trust

The Mulberry Schools Trust is based in London and East Sussex, 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 in London of the City and Docklands as well prosperous market towns and villages in East Sussex.

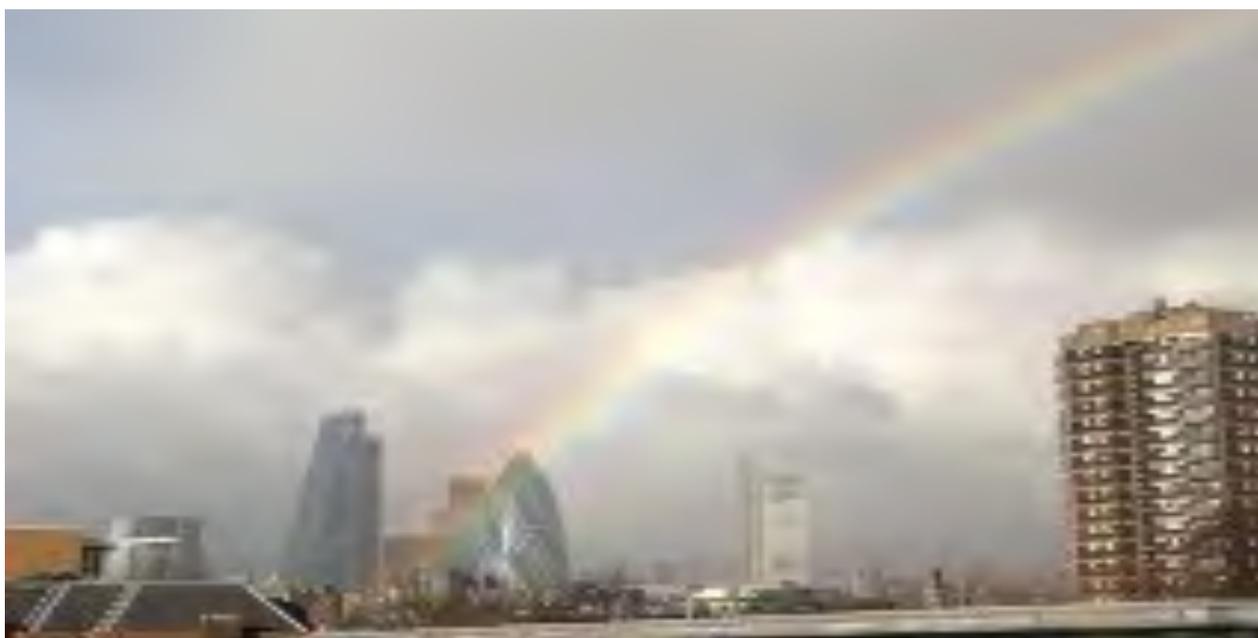
Our vision and values

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 funded 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 are proud of their identity, which includes fundamental British values as well as a rich and diverse cultural and religious heritage from urban and rural England 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 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 dependent 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 ten years since incorporation, we encompass eight schools in London and a cluster of six in East Sussex seeking to join our MAT at the end of 2025. These schools sit at the heart of all MST’s work, supported by a strong business and governance infrastructure led by a lean and agile Central Services Team.

Our schools in London have become very strong and have a mix of Ofsted judgements of good and outstanding with many strengths between them and a track record of sharing practice. In East Sussex, whilst some schools are very secure, others are on a rapid journey of improvement from Ofsted inadequate and RI judgements. Leaders are ambitious, aspirational and working hard to secure a quality of education that is at least ‘good’.

Each school has its own character whilst 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 and the South East. To this end, we have developed 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, subject networks and a leadership academy. In the next phase of the Trust’s development, we are preparing for further schools to join as the system becomes increasingly school led. This will include an all through 5-19 Alternative Provision school in the London Borough of Tower Hamlets. By December 2025, we will be educating over 10000 students, employing over 1000 staff.

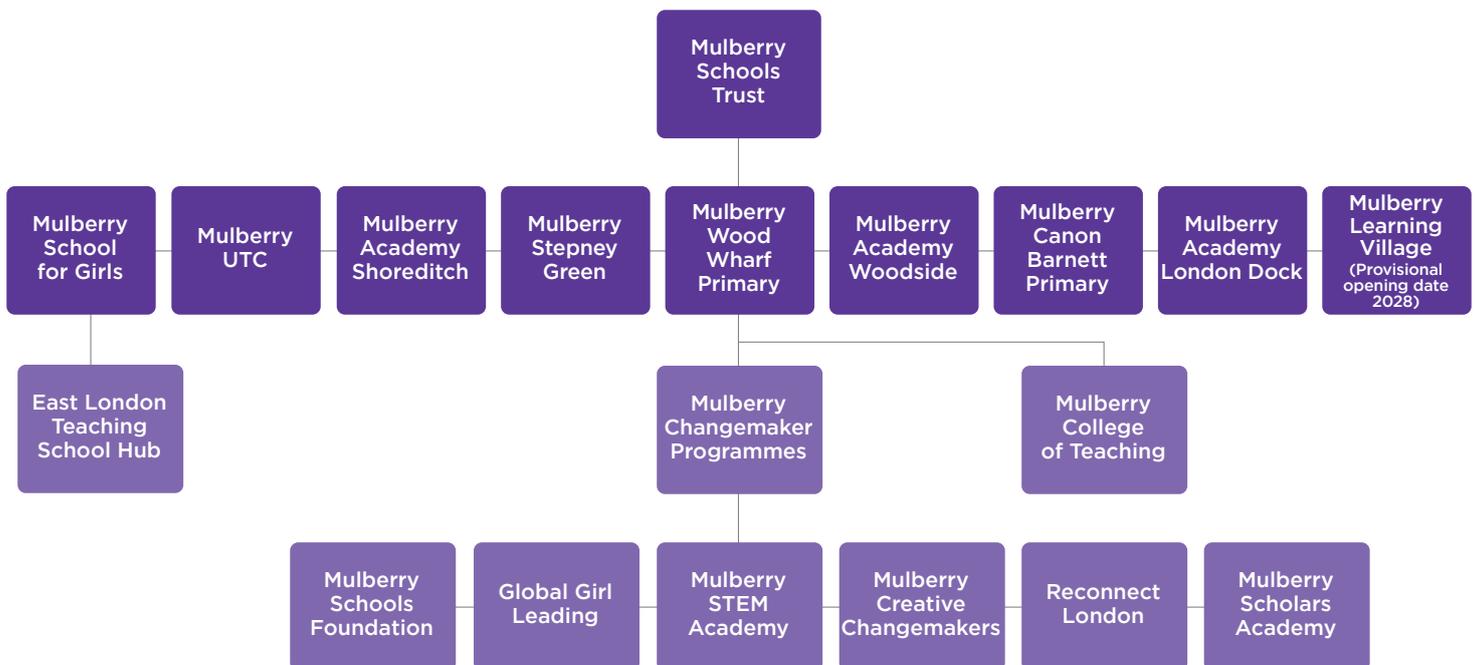


Fig 1: The Mulberry Schools Trust 2023 onwards

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 and the Mulberry College of Teaching** 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 Changemaker Programmes, especially Global Girl Leading and Model United Nations** – two programmes that develop our model of student voice and leadership across the Trust, ensuring we build knowledge of the complex geo-political world which will need to be successful. In both programmes, students develop their confidence, critical thinking and leadership skills, becoming advocates for each other – and for all young people across the globe.
- **Mulberry Production Arts Academy** – an extensive programme in production arts, including 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 technical production arts skills.
- **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.
- 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.

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 have reached a strong position eight years into that plan, with robust governance, secure finances and good central services with an outstanding offer of Trust-wide programmes for students and staff. The next period looks bright and exciting, as we develop our work in East Sussex.

Visit by Mrs Michelle Obama



Evaluation of Strategic Plan 1 2017–2022

1. Outstanding Schools

Since 2017 we have grown from two to nine schools, one in pre-opening, with a cluster of six from East Sussex wishing to join.

- The quality of education is judged ‘Outstanding’ in one school and ‘Good’ in all the others currently in our Trust July 2025, many with outstanding features.
- Outcomes at KS4 in our secondary schools are strong. Very strong progress is made by disadvantaged students. Significant improvements have been made.
- 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 as a strong MAT, evidenced through a successful bid to open a new primary and build a new secondary for the LA, our accreditation as a teaching school hub 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 KS4 outcomes are not as strong as English and must improve.
- 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

Trust-wide education support is delivered through the East London Teaching School Hub (ELTSH) and an expanding enrichment offer that now includes the Mulberry STEM Academy.

- Accredited in 2020 to serve Hackney and Tower Hamlets, the ELTSH has established strong foundations and contributes to high levels of staff retention.

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 known as Mulberry College of Teaching.
- Improve our IT service to support learning better, developing a VLE 'Mulberry Learn'.

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 is 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 nine (one in pre-opening) and hope to be 10-15 schools over the period of 2022–2027. 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 offer
 - iv. The creation of a knowledge hub and innovation lab to inform and improve the Trust’s work, with a focus on place (as we explore different geographical regions, how disadvantage impacts in different communities and the strategic work we can do to transform lives)
 - 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 2025-2026

For 2025-2026, 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, post-16 and AP) to include:
 - i. Embedding networks (including subject and pastoral) to ensure we effectively share best practice and developing models for this work with increased numbers of schools, in different geographical areas. To consider how writing is developed coherently across our schools
 - ii. A framework for assuring the quality of education; through common approaches to school self-evaluation and school improvement planning, to training in the new inspection framework and to developing a new model for Trust peer reviews
 - iii. Leadership development work, and particularly for new Heads and new middle leaders, through training programmes and coaching, as well as developing a team of system wide leaders and developing sustainability and succession planning for future developments, including Trust growth
 - iv. 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
 - v. Creating bespoke rapid action plans through our school-to-school improvement work, ensuring that any school joining the Trust with areas requiring urgent attention receives focused support to secure sustained progress



- b. Creating a space for Designated Safeguarding Leads (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
- 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 and East Sussex
- d. Post-16 provision across Trust schools and the UTC, to include:
 - i. Improving a coherent curriculum offer for post-16 learners across The Trust
 - ii. Securing outstanding teaching and learning at post-16 in academic and technical subjects
 - iii. Increasing the uptake of places at top universities
 - iv. Having a first-class enrichment offer
- 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 Executive Services Team budget
 - ii. Building the finance team to cope with MAT growth
 - iii. Harmonising systems between schools within the Trust
 - iv. Ensure school leaders have robust budgetary planning skills and training, that will allow them to make careful and strategic decisions, in pursuit of outstanding outcomes, in a climate of less resourcing
- 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. 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. Reducing staff absence and securing even better recruitment and retention through forensic and ongoing 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, keeping these under regular review, and careful consideration of brand and identity if serving different communities
 - 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
 - v. Develop our digital presence on social media, using analytics to drive this strategy
- f. Estates – creating and implementing an effective plan for premises management and capital development
 - i. Completing new builds – Wood Wharf and developing our AP, due to open in 2028
 - ii. Preparing for PFI hand-back at Stepney Green 2027 and Mulberry School for Girls 2029
 - iii. Creating a five year capital development plan, funded through SCA (School Conditions Allocation)
 - iv. Establishing a consistent approach to premises management that ensures statutory compliance

3. Entrepreneurial Schools

Strengthening Mulberry Changemaker programmes

- a. Mulberry Creative Changemakers – reviewing and developing, 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, and which also involves primary age girls.
 - ii. An outstanding MUN programme which is developed in primary.
- d. Research hub
 - i. Creating a knowledge hub for research and understanding about disadvantage and its effect on education and particularly how disadvantage may impact in different communities, and the importance of place.
- 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
- b. The Mulberry College of Teaching: a recruitment and retention strategy
 - i. Embed a high-quality accredited Initial Teacher Training programme specialising in Secondary English, but exploring a second subject for 2026
 - ii. Create a strong brand identity and ethos that recruits a diverse cohort of trainees from the local community who are likely to be retained
 - iii. Develop a strong and collegiate partnership of local schools (Trust and non-Trust) to provide further professional development and retention opportunities

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. Resources (Finance and Staffing)

Financial Planning 2022–2027

Mulberry Schools Trust Highlights		Year prior to current strategic plan						
Version: As at October 2025		Actual	Actual	Actual	Actual	Actual	Forecast	Forecast
		period to 31/08/2021	period to 31/08/2022	period to 31/08/2023	period to 31/08/2024	period to 31/08/2025	period to 31/08/2026	period to 31/08/2027
Number of schools in the Trust		3	4	7	7	8	8	8
Schools	MSfG							
	MUTC							
	MAS							
	MSG							
	MWW							
	MAW							
	MCB							
	MALD							
Student numbers	Primary	-	-	224	259	295	353	416
	Pre 16	2,008	3,026	4,238	4,386	4,403	4569	4758
	Post 16	999	1,437	1,621	1,792	1,844	1942	1921
		3,007	4,463	6,083	6,437	6,542	6,864	7,095
	Growth on prior year	236	1,456	1,620	354	105	322	231
Funds (excluding fixed assets and pensions)	£3,598,000	£4,744,000	£10,556,000	£12,252,000	£13,692,000	£13,529,000	£13,529,000	
Average number of staff	Teachers	177	250	294	363	365	376	391
	Non Teaching	143	189	237	320	330	340	345
	Mngt	24	37	40	58	62	62	62
		344	476	571	741	757	778	798

Information above is based on existing schools in the Mulberry School Trust. However, the Trust is currently in a due diligence process with two other Trusts.

The expectation is that six schools will join the Mulberry Schools Trust during the period ending 31/08/2026.

Key: MSfG – Mulberry School for Girls
MUTC – Mulberry UTC
MAS – Mulberry Academy Shoreditch
MSG – Mulberry Stepney Green Maths, Computing and Science College
MWW – Mulberry Wood Wharf Primary
MAW – Mulberry Academy Woodside
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 despite falling rolls.
- 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 with members of the executive leadership team, including in finance, HR, business, IT, estates, operations and health and safety, through an 'operations team'. Schools continue to receive bespoke packages of individualized support, depending on their local context and school improvement priorities, through the Trust education team. The corporate affairs team will continue to develop valuable external partnerships, our unique changemaker programmes, excellent governance and our public facing role.

Construction Projects 2025-2026

- **Mulberry Wood Wharf Primary (completion during 2025-2026)**
- **Mulberry Learning Village (completion 2028)**





Appendices

Appendix 1 – Destinations

In 2025, Year 13 students have once again excelled. They have secured places at top universities across the UK, including Oxford, Imperial and UCL, as well as specialist institutions in the arts, sciences and engineering. We are also especially proud that, for the first time in the Trust's history, one of our students will be studying at Harvard University in the USA. Others are beginning prestigious apprenticeships with global companies, gaining opportunities to combine study with professional training. Some have entered employment in sectors where their talents, skills and commitment will make an immediate difference. Every destination tells a story of hard work, courage and aspiration, and we are proud of them all. A full list of our 2025 Sixth Form destinations can be found on page 26.



Destinations 2025

Anglia Ruskin University
Birkbeck, University of London
Brunel University of London
City St George's, University of London
Coventry University
Cumbria
De Montfort University
Escape Studios
Gap Year
Goldsmiths, University of London
Harvard University
Imperial College London
Keele University
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
Medway School of Pharmacy
Middlesex University
Queen Mary, University of London
Regents University London
Royal Holloway, University of London

Royal Veterinary College
SOAS, University of London
SP Jain London School of Management
The University of Law
University College London
University of Birmingham
University of Brighton
University of Cumbria
University of Dundee
University of Durham
University of East London
University of Essex
University of Greenwich
University of Kent
University of Liverpool
University of Oxford
University of Plymouth
University of Portsmouth
University of Southampton
University of Surrey
University of the Arts London
University of West London
University of Westminster
University of York

Apprenticeships • Degree Apprenticeship • Employment

Apprenticeship – Amazon (Digital
and Technology) – Business Analyst
Apprenticeship – Amazon Cyber Security
Apprenticeship – Best Practice
Apprenticeship – Business and Marketing
Apprenticeship – Education
Apprenticeship – Finance
Apprenticeship – Matchbox Nursery

Apprenticeship – Optician
Apprenticeship – Pharmacy
Apprenticeship – Shell
Apprenticeship – TfL
Apprenticeship – UCL and
Mulberry Teaching
Degree Apprenticeship – Maths Teaching

Mulberry School for Girls

“ I am deeply grateful to Mulberry School for Girls for the incredible support and preparation I received throughout my journey to Harvard University. From inspiring teachers who nurtured my curiosity, to the tailored guidance I received during the application process, Mulberry provided the foundation that made this achievement possible.”

Fetuma Hassan

Harvard University
Government Concentration
with a Secondary in Economics

Mulberry Academy Shoreditch

“ I am deeply grateful to the Mulberry Schools Trust as without the support systems, the impeccable teaching at my Sixth Form and the opportunities in the wider Trust – I would not have believed in myself nor would I have been propelled forward to achieve my dreams.”

Habiba Miah

University College London
History and Politics • A* A A

Mulberry UTC

“ I am so pleased to be following my dream to be a Midwife. It's an exciting time!”

Princia Caria

London South Bank University
Midwifery
Distinction Merit (CTEC Level 3)
and D (A Level)

Mulberry Stepney Green

“ My seven years at Mulberry Stepney Green have been deeply rewarding, with growth, learning and unforgettable experiences. The teachers' support and opportunities like the Mulberry STEM Academy fuelled my passion for engineering, shaping my perseverance and preparing me to pursue Electrical Engineering with confidence.”

Muhammad Yaseen Zoarder

Imperial College London
Electronic and Electrical Engineering
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 associate 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.

A work place that values you

- Annual programme of conferences and Trust-wide events
- Generous paid annual leave
- Continuous Professional Development
- Cycle to Work scheme
- Employee Assistance Programme including free counselling
- Teacher Pensions' scheme, or Local Government Pension Scheme
- Eyecare vouchers
- Family friendly policies
- Free gym, in some schools, open for all to use
- Paid sabbatical opportunities
- Priority admission for children of staff working two years or more within the Trust
- Season Ticket Loans
- Subsidised staff meals



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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

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



Mulberry

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