



Celebration Report

Mulberry Schools Trust

2024-25

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Mulberry
Schools Trust



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Chair's foreword



Academic year 2024/2025 was one of purposeful growth and steady progress across the Mulberry Schools Trust.

Trustees continued to focus on strengthening the quality of education in every Mulberry school, ensuring that our work remains grounded in our core aim of outstanding achievement for all. We saw schools in London and East Sussex move forward with determination: securing improved outcomes, deepening pastoral support and widening opportunities through enrichment and partnership work.

The strength of collaboration between our schools, from peer reviews and subject networks to shared leadership development, was a highlight of the year. It ensured that each school is supported by a wide community of expertise, while maintaining the individuality that makes our Trust so vibrant.

We are proud of the progress we saw across every stage of learning this year – from the curiosity and confidence of our youngest children taking their first steps in education to the maturity and preparedness of our oldest students as they move toward their futures. These achievements remind us of the importance of the long-term stewardship provided by the Trust Board: ensuring that our governance, financial planning and resource management continue to evolve in line with the needs of a growing organisation and the young people and communities we serve.

On behalf of the trustees, I extend sincere thanks to school leaders, staff, families, governors and students for all they have contributed during 2024/2025. It is a privilege to serve communities that place such value on education.

Jane Farrell

Chair of the Mulberry Schools Trust Board

Transforming Lives Together





“The strength of collaboration between our schools, from peer reviews and subject networks to shared leadership development, was a highlight of the year.”

A message from our CEO



This was a year of extraordinary endeavour and shared purpose across the Mulberry Schools Trust. In every school – from our established communities in London to our new partners in East Sussex – students gained rich experiences, powerful learning and a strong sense of belonging. Their achievements reflect the dedication of staff and the trust placed in us by families.

Our students continued to flourish academically, technically and creatively. The success of this year's Year 13 cohort, as highlighted in Going Places 2025 (see page 22), demonstrates the determination and confidence that characterise Mulberry young people. Their destinations span leading universities, specialist colleges, apprenticeships with major employers and first steps into the workplace, showing what becomes possible when high expectations, expert teaching and inspirational enrichment come together.

This year also saw the national profile of the Trust continue to grow. The visit of Her Majesty The Queen to officially open Mulberry Academy London Dock in February 2025 was a moment of pride for our students, staff and wider community, recognising the quality of education and ambition within our schools. At the same time, Mulberry Academy Shoreditch played a significant system-leadership role, hosting the Department for Education, the Secretary of State for Education and a series of national conferences focused on attendance and inclusion.

Our strategic plan (see below) emphasises “place-based change”, and during 2024/2025 we saw its impact clearly – through strong partnerships, responsive leadership and a curriculum shaped by local need. This included an important period of development for our partners in East Sussex, where school leaders and staff worked with great commitment to secure sustained improvement.

We also continued to deepen our system leadership through the East London Teaching School Hub, the Mulberry College of Teaching, our Mulberry Changemaker Programmes and high-quality partnerships that give students authentic and meaningful opportunities. These endeavours sit alongside the steady work of governance, finance and central services, ensuring our schools are well supported and able to thrive.

Our Annual Report and Accounts for 2024/2025 have now been published (see page 11). Together with this Celebration Report, they show the breadth, depth and spirit of a remarkable year for our Trust.

It is a privilege to lead this community of schools.

Dr Vanessa Ogden CBE
CEO of the Mulberry Schools Trust

To access our latest Strategic Plan and other Trust publications, please scan the QR code.

SCAN ME





Outstanding achievement for all

Access to an exceptional life-enriching education for all children, whatever their circumstances



8 schools

5 secondary schools
1 university technical college
2 primary schools



6,542
Students



365
teachers



330
support staff



70
trustees and
governors



Key Stage 2

Reading **67%**
Expected standard
Maths **78%**
Expected standard
Writing **74%**
Expected standard

Greater depth
Reading **15%**
Maths **30%**
Writing **15%**



Key Stage 4

A8 **48.7**
45% 9-5 inc English
and Maths
74% EBACC entry



Key Stage 5

712 Post-16 students
38% disadvantaged
Average grade **C**
Average Technical
grade **Merit+**



Exam results highlights

Reflecting the hard work, commitment and dedication of students, staff, school leaders, parents and carers.

Key Stage 4 – GCSE, Technical and Vocational

Our Key Stage 4 results are significantly above. On key measures, we are significantly above average as a multi-academy trust; several indicators place us amongst the top 20% of trusts nationally.

The attainment of disadvantaged students, who make up nearly half of our student body, is significantly above national average, placing us in the top 5% of multi academy trusts. This is particularly important given that almost all our young people follow an academically rigorous curriculum, with participation in English Baccalaureate qualifications amongst the highest in the country.

Key Stage 5 – A Level, Technical and Vocational

Sixth Form students within Mulberry Schools Trust achieve excellent results in a range of academic, technical and vocational qualifications. In summer 2025, the average A Level grade improved across the Trust, despite an increased cohort with lower prior attainment.

Our disadvantaged students performed particularly well, demonstrating our commitment to outstanding achievement for all, and our support for every student to achieve their potential. Students leaving Sixth Form progressed to a range of positive destinations, with 77% securing places on competitive university courses or highly sought-after apprenticeships.

Key Stage 4 Data 2025

EBACC entry **74%** (National 40%)
26% 5+ EBACC (National 18%)
45% 9-5 including English and Maths (National 46%)
 Attainment 8 **48.7** (National 46)
48% of cohort disadvantaged (national 27%)
68% EAL

Key Stage 5 Data 2025

712 Year 13 students across the Trust
38% disadvantaged
 Average grade **C**
 Average Technical grade **Merit+**
77% of Year 13 students entered university or apprenticeships

Other Data 2025

Attendance **93.8%** (National 92.9%)
 Suspensions **2.6%** (National 11.3%)
 Permanent exclusions **0%** (National 0.1%)
 Disadvantaged suspensions **2.9%** (National 27.3%)

Governance arrangements

The Trust maintains a strong and effective governance framework that ensures compliance with statutory and regulatory requirements, provides robust oversight and supports strategic leadership. Governance is delivered through Members, the Trust Board, its Committees and Local Governing Bodies, all working together to support informed decision-making and continuous improvement across the Trust.

Governance is underpinned by the Seven Principles of Public Life, which guide conduct, decision-making and accountability at every level.

The Members

The Trust is overseen by five company Members, responsible for safeguarding the Trust's constitution and holding the Trust Board to account. During the year, Members met for the Annual General Meeting, where they reviewed the Trust's performance, received and approved the annual report and accounts, and confirmed that the Trust continued to operate in line with its charitable objectives and statutory responsibilities.

The Mulberry Schools Trust Board

The Trust Board is responsible for setting strategic direction, overseeing educational performance and ensuring financial sustainability. Throughout the year, trustees monitored progress against priorities, fulfilled statutory duties and held executive leaders to account.

A key development during the year was the Trust Board's annual strategic away day. This provided focused time to review performance, agree future priorities and consider how governance structures should evolve to support the Trust's growth. Trustees also engaged with the Confederation

of School Trusts' Next Generation Governance principles, strengthening clarity of purpose, accountability and impact. In support of continuous improvement, the Board agreed to commission an external review of governance in 2025/2026.

Committees of the Trust Board

The Trust Board continued to be supported by its Committees: Standards, Finance, Audit and Risk, and Pay. These Committees met regularly, operating under agreed terms of reference and reporting directly to the Board.

Local Governing Bodies

Local Governing Bodies continued to provide effective local oversight during the year. A new Local Governing Body was established for Mulberry Academy London Dock, now fully constituted with nine governors, strengthening governance at school level.

Commitment to inclusivity

The Trust remains committed to inclusive governance. This year, 57% of trustees and governors identified as being from Global Majority backgrounds, ensuring governance reflects and represents the communities we serve.



Financial information



To access the Mulberry Schools Trust 2024-2025 Annual Report and Accounts, please scan the QR code.





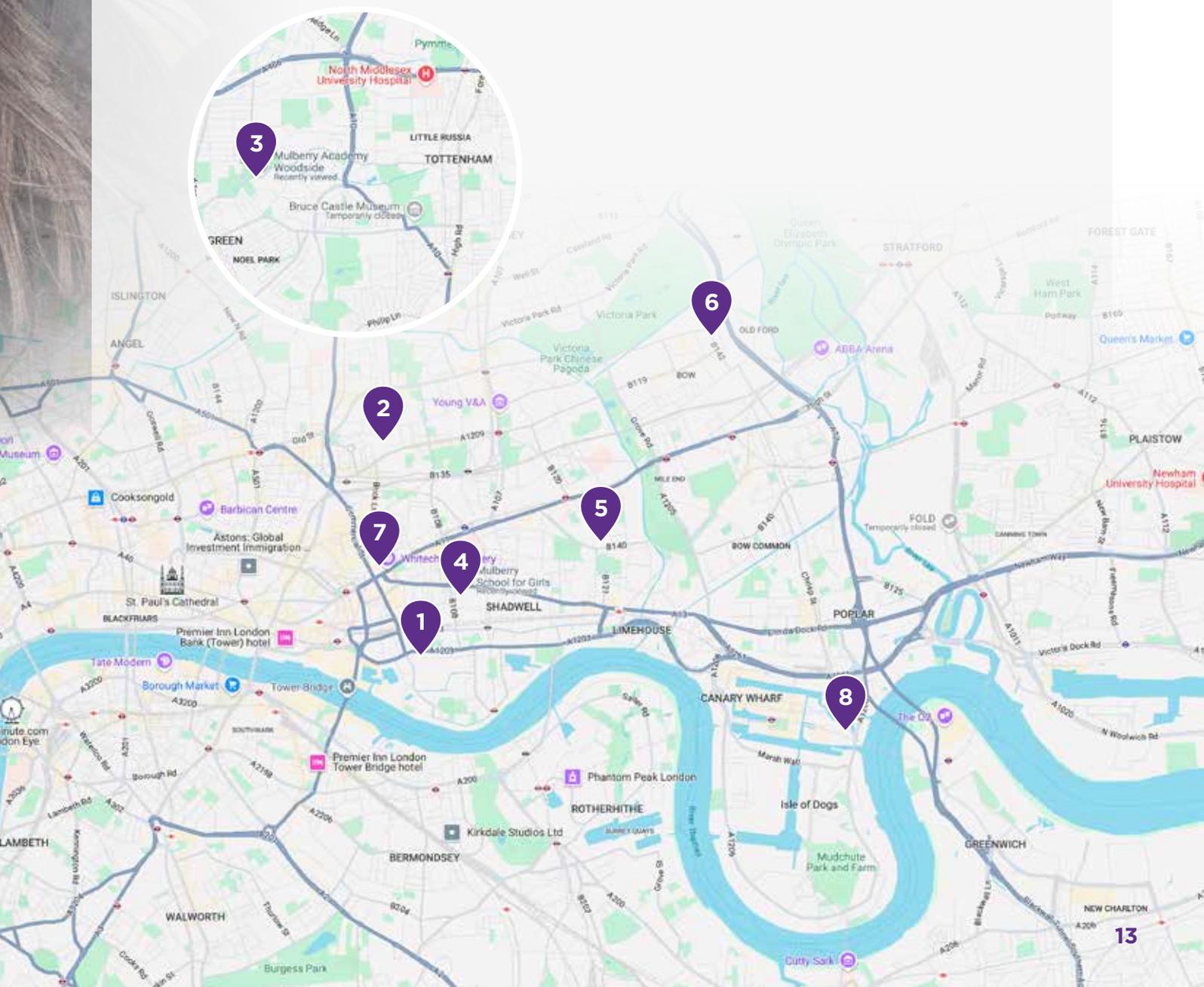
Reflections from our school leaders

– highlights from across
the Mulberry family

2024/2025

Our schools

- 1 Mulberry Academy London Dock
- 2 Mulberry Academy Shoreditch
- 3 Mulberry Academy Woodside
- 4 Mulberry School for Girls
- 5 Mulberry Stepney Green Maths, Computing and Science College
- 6 Mulberry UTC
- 7 Mulberry Canon Barnett Primary
- 8 Mulberry Wood Wharf Primary





Mulberry Academy London Dock

Principal: Christopher Harvey

Mixed comprehensive school for students aged 11-19

www.mulberrylondondock.org



What made 2024/2025 a special year for your school?

Our first full year in our new home was crowned by the historic visit of Her Majesty The Queen, who officially opened Mulberry Academy London Dock in February 2025. Students showcased science and STEM projects, performed with the Mulberry Schools Trust Choir and shared artwork inspired by the local community. The day became a celebration of learning and togetherness – local primaries lined the entrance with flags joined by parents, staff, trustees and governors, all sharing in the pride of the moment. The visit highlighted the confidence, talent and teamwork shown by our founding cohort, and signalled to our community, partners and London more broadly that London Dock had begun its journey with real momentum.

What are you most proud of?

I am proud of how quickly our founding students made London Dock their own. They built friendships, embraced enrichment clubs and spoke with confidence when sharing their learning with visitors. Just as importantly, the everyday routines took hold, students embraced the exploration of new ideas, enjoyed their adventures beyond the classroom and celebrated our core values of Diligence, Open-Mindedness, Citizenship and Kindness. At the same time, key partnerships helped us to embed sustainability and community voice in the way we learn and work.

How does this connect to the Trust's vision?

This year proved how much place matters. Our Passivhaus building provides excellent conditions for learning, while our curriculum and enrichment offer ensure ambition and creativity thrive. Together, these foundations mean every child can feel proud, supported and inspired to succeed.



Mulberry Academy Shoreditch

Executive Principal: Ruth Holden

Principal: Melissa Gibson

Mixed comprehensive school for students aged 11-19

www.mulberryacademymulberry.org



What made 2024/2025 a special year for your school?

This was a year where our students looked outward and our school played a national role. Students travelled internationally, widening their horizons and strengthening their sense of independence through cultural exchange and new experiences that broadened their understanding of the world. At home, we hosted the Department for Education's National Attendance Conference, welcoming the Secretary of State and school leaders from across the country. It was a proud moment to host colleagues here in Shoreditch, share the journeys of our young people and highlight the purposeful, supportive environment they enjoy every day.

What are you most proud of?

We are proud that we have made attendance a whole-school priority. Through our role as a DfE Attendance Hub, we supported more than 60 schools, sharing strategies that have helped us embed strong routines and a culture where every day counts. Alongside this, our students demonstrated independence and maturity, representing the school superbly on international visits, in enrichment activities and at home in their studies.

How does this connect to the Trust's vision?

Every child deserves to be present and to participate fully in learning. By making attendance a community focus and giving students memorable opportunities at home and abroad, we strengthened the foundations for success and embodied the Trust's belief in outstanding achievement for all.



Mulberry Academy Woodside

Headteacher: Angela Wallace

Mixed comprehensive school for students aged 11-16

www.mulberrywoodside.org



What made 2024/2025 a special year for your school?

Our school was full of creativity, enterprise and meaningful community connections. Students met employers during National Careers Week, joined workshops with visiting professionals and explored a wide range of future pathways. They developed sustainability projects for the “Solutions for the Planet” competition, where one team won first place with a thoughtful plan tackling homelessness. Alongside this, students worked with primary schools to deliver creative sessions, strengthening their communication skills and building partnerships across the community. They also took part in leadership activities, cultural celebrations and enrichment projects that encouraged ambition and opened new doors for learning.

What are you most proud of?

I am proud of the enthusiasm our students showed in everything they did. They spoke confidently at Q&As, presented bold solutions to environmental challenges and gave thoughtful performances in assemblies. They approached new experiences with maturity, supported their peers and demonstrated real pride in their school. Families and staff supported them throughout, helping to build a culture where young people take ownership of their learning and achievements.

How does this connect to the Trust’s vision?

When students see that their learning has purpose, they flourish. This year showed that education is about more than personal success – it is about contributing to the wider community, building confidence and acting with integrity. That sense of belonging and responsibility sits at the heart of the Trust’s vision and continues to shape the experience of every child at Woodside.



Mulberry School for Girls

Headteacher: Alice Ward

A comprehensive school for girls aged 11-19

The founding school for the Trust

www.mulberryschoolforgirls.org



What made 2024/2025 a special year for your school?

This was a year where learning stretched far beyond the classroom. Students explored new ideas through our Mulberry x Gresham College lectures, hearing from leading academics on subjects as diverse as mathematics, literature and science. They also learned directly from experienced diplomats, building their knowledge of global affairs. Our students strengthened international connections through the "Let Afghan Girls Learn!" exchange and brought energy to adventurous activities - whether on our first ski trip, residential in Girona or the Duke of Edinburgh expedition.

What are you most proud of?

I am proud of how our students embraced these opportunities with generosity and enthusiasm. A record number of Year 12s became reading mentors, giving their time to support younger peers every week. Our whole community also came together for Culture Week 2025 - a celebration of language, food, music and tradition that brought families, staff and students together. The annual Celebration of Reading event, which highlighted the joy and mental wellbeing benefits of books, was another standout moment that showed our values in action.

How does this connect to the Trust's vision?

This year proved that outstanding achievement is about more than grades. It is about growing in confidence, curiosity and kindness. By offering rich experiences at home and abroad, we gave our students the chance to thrive as learners and as young people ready to shape their future.



Mulberry Stepney Green Maths, Computing and Science College

Executive Headteacher: Paramjit Bhutta

Head of School: Zumon Chowdhury

Mixed comprehensive school for students aged 11-19

www.mulberrystepneygreen.org



What made 2024/2025 a special year for your school?

The year was filled with challenge, adventure and preparation for the future. Students took part in outdoor learning in the Lake District, where they raft-built, hiked and tested their resilience in new environments. They also achieved success in Greenpower racing, demonstrating technical skill, teamwork and impressive problem-solving under pressure. Alongside this, students participated in creative arts showcases, competitive sports fixtures and leadership opportunities that allowed them to develop confidence and responsibility. Our Sixth Formers worked hard to prepare for progression to university and apprenticeships, supported by structured enrichment activities, careers workshops and study programmes that widened their choices and raised aspirations.

What are you most proud of?

I am proud of the teamwork and determination I witnessed throughout the year. Students encouraged one another during demanding residential, supported friends in their exams and contributed to community events with maturity and kindness. They showed dedication in lessons, curiosity in enrichment and respect for each other's successes. Families and staff worked closely together to make sure every student had the support, guidance and encouragement they needed to thrive.

How does this connect to the Trust's vision?

Our school believes that education is about more than results – it is about character, resilience and ambition. By giving students opportunities to challenge themselves, work collaboratively and take pride in their achievements, we helped them grow into confident young people ready to take their next steps.



Mulberry UTC

Principal: Daniel Seed

Mulberry UTC is a University Technical College for 14-19 year olds

www.mulberryutc.org



Personal Development:
Outstanding (Ofsted, 2025)



What made 2024/2025 a special year for your school?

Our Health and Creative Industries specialism truly flourished during the year. Students met professionals ranging from midwives and psychologists to theatre technicians, designers and publishers, gaining insight into pathways across both sectors. They took part in creative projects with the intergenerational arts charity Magic Me, employer-led briefs and technical workshops that challenged them to apply their learning with purpose.

This work was recognised during our Ofsted inspection in March 2025, which included Outstanding for Personal Development.

What are you most proud of?

I am proud of how our students found and strengthened their professional voice. They asked thoughtful questions of visiting specialists, presented their own work with confidence and showed maturity in how they responded to feedback. They collaborated effectively during performances, practical assessments and group projects, demonstrating resilience and independence. They discovered that success in health and the creative industries is not just about skill, but about teamwork, empathy, communication and the willingness to refine their work.

How does this connect to the Trust's vision?

By combining technical excellence with creative exploration, we gave students the agency to shape their own futures. This year highlighted the impact of trusting young people, setting high standards and providing meaningful opportunities that allow them to flourish.



Mulberry Canon Barnett Primary

Headteacher: Anita Croft

Primary school for children aged 3-11

www.mulberrycanonbarnett.org



What made 2024/2025 a special year for your school?

Our children brought imagination, energy and teamwork to every project. A standout moment was their award-winning entry at the Greenpower Goblin car competition, where they proudly collected the 'Greenest Bodywork' award for designing and building a car from recycled plastic. This achievement reflected the creativity and environmental awareness we nurture from the very start of school life. In classrooms, children shone in science through their CREST Award projects, asked thoughtful questions in humanities, and expressed themselves with joy in art and performance. They developed problem-solving skills, resilience and independence, showing that even our youngest learners are capable of great things.

What are you most proud of?

I am proud of the determination and curiosity our children displayed throughout the year. They worked hard in lessons, supported each other with kindness and took real pride in their achievements. Families played a vital role too, joining us for celebrations, assemblies and workshops. Their encouragement created a strong sense of partnership, helping to ensure that children were not only successful learners but also confident members of a caring school community.

How does this connect to the Trust's vision?

High expectations start in the early years. This year showed that when children are encouraged to be ambitious, creative and collaborative, they develop the confidence and skills that will stay with them for life. By working together we lived the Trust's vision of outstanding achievement for all.



Mulberry Wood Wharf Primary

Headteacher: Sarah Jane Bellerby

Primary school for children aged 4-11

www.mulberrywoodwharf.org

Reception to Year 6
London E14

Personal Development:
Outstanding (Ofsted, 2025)

Behaviour and Attitudes:
Outstanding (Ofsted, 2025)

EYFS: Outstanding (Ofsted, 2025)



What made 2024/2025 a special year for your school?

Our Ofsted inspection in May 2025, was a defining moment, recognising outstanding Early Years provision, behaviour and personal development. This success reflected the dedication of staff, the enthusiasm of our children and the strong partnership we share with families. Beyond the inspection, children enjoyed a rich programme of trips, outdoor learning and creative activities that brought their curriculum to life. Performances, exhibitions and community events filled the school with energy, and children relished opportunities to explore new places, work with visiting specialists and celebrate their achievements with parents and carers.

What are you most proud of?

I am proud of the nurturing environment we have created. Children showed curiosity in the classroom, kindness in the playground and growing confidence during assemblies and performances. They supported one another, celebrated successes together and demonstrated impressive maturity for their age. Parents and carers were active partners, working with us to ensure every child felt supported, valued and ready to learn each day. The pride we all felt in our Ofsted result was matched by the pride we see daily in children's learning, friendships and joyful moments of discovery.

How does this connect to the Trust's vision?

This year showed that strong foundations are built through collaboration. By working closely with families and supporting our youngest learners, we create the conditions for children to grow in confidence, curiosity and resilience, preparing them to succeed as they progress through their education.

Our Sixth Form offer

The Mulberry Schools Trust is extremely proud of its Sixth Form offer, which combines inclusive provision with academic challenge and technical excellence. Students across the Trust have access to a wide range of academic, technical and vocational courses, enabling them to tailor their studies to their individual interests and future goals. This ensures that all young people within our schools develop the knowledge and skills needed for university study, apprenticeships or employment.

To access our *Going Places 2025* publication, please scan the QR code.

SCAN ME



Teaching at Sixth Form level within the Trust is of a consistently excellent standard, with highly qualified staff providing expert guidance and support to help students succeed. Beyond the classroom, students benefit from a wide range of enrichment opportunities including leadership initiatives, work experience, internships and cultural activities. These experiences help them to develop confidence, resilience and the transferable skills needed for future success.

The Trust also places a strong emphasis on careers guidance and progression. Students receive tailored support and explore a variety of pathways, enabling them to move on to excellent destinations including leading universities, competitive apprenticeships and skilled employment. This reflects the quality of education provided by our schools, the ambition of our students and the support they receive from their families and communities.

Personal development and wellbeing are central to the Sixth Form experience. Students are supported to navigate the transition to adulthood, make informed choices and develop as well-rounded individuals. Additional support is available for those who need it, ensuring all students can flourish and thrive.

Each year, the outcomes of this work are captured in our *Going Places* publication. *Going Places 2025* celebrates the destinations achieved by Sixth Form students across the Trust, highlighting progression to leading universities, specialist institutions, apprenticeships and employment. It reflects not only academic success, but the breadth of pathways pursued by our students and the careful guidance that supports them. *Going Places 2025* provides a powerful insight into the impact of our Sixth Form provision and the futures our students are shaping.



Beyond Mulberry Schools Trust

Mulberry Schools Trust also plays a vital role in supporting education across the wider school system and empowering young people on a global stage. The Trust is committed to sharing expertise, supporting schools facing challenging circumstances and working in partnership with others who share our values.

The Trust works closely with schools facing challenges, providing guidance and support to help them achieve sustainable improvement. Through these partnerships, we extend the impact of our work, driving lasting improvements in communities that really need it.

The Trust also makes a significant contribution to research and knowledge-exchange through a wide range of partnerships, professional development programmes and collaborative networks. This includes Reconnect London, which brought together London schools to share knowledge and practice with each other following the Covid-19 pandemic.

The Trust's impact reaches globally through its flagship Global Girl Leading programme, which empowers young women to create change locally, nationally and internationally. Each year, the Global Girl Leading Summit brings together students from across the Trust and around the world to take part in workshops, debates and leadership activities. The programme celebrates the voices and ambitions of girls everywhere, inspiring them to become values-led leaders and changemakers.

Through these activities, Mulberry Schools Trust demonstrates its commitment to achieving excellence for all. By supporting other schools, developing leaders, and inspiring communities locally and globally, the Trust continues to make a lasting and positive impact on education both within and beyond its own schools.



Mulberry Changemaker Programmes

Across the 2024/2025 academic year, the Mulberry Changemaker Programmes continued to enrich education across the Trust, creating opportunities that extend beyond the classroom. Through creativity, leadership, STEM and global partnerships, students developed confidence, skills and ambition – shaping positive change locally, nationally and internationally.

Mulberry Schools Foundation

Throughout the 2024/2025 academic year, Mulberry Schools Foundation strengthened the work of Mulberry Schools Trust through targeted fundraising, international partnerships and community skills development. Fundraising at Mulberry Wood Wharf Primary, including multiple school fêtes, generated ringfenced income directly benefiting pupils and enriching school life. The Global Girl Leading Summit continued to expand its international reach, welcoming over 600 attendees from partner schools both in person and online. Student-led fundraising across the Trust enabled five students and two staff from Lenana Girls High School in Kenya to attend the 2025 summit. The Foundation also supported the OITIJ-JO sewing project, helping parents gain employable skills and confidence. In the coming year, the Foundation will expand fundraising and pursue grant opportunities to sustain the Mulberry Changemaker Programmes.

Mulberry Arts

Mulberry Arts delivered an ambitious programme offering students meaningful access to creative industries and professional practice. In February, a creative careers fair marked the opening of Mulberry Academy London Dock by Her Majesty Queen Camilla, highlighting pathways with partners including TAIT, Royal Central School of Speech and Drama and Genesis Theatre Design Programme. April saw the annual Rightful Place conference examine Equity, Diversity and Inclusion in production arts through talks, panels and workshops. In July, One House on Brick Lane premiered to audiences of more than 750, featuring a student cast and student-led production team from across the Trust. Additional initiatives included the Making Our Girl's Voice Heard pilot involving Year 9 students and the launch of the Mulberry Academy of Music. The work of Mulberry Arts has been made possible with support from the Backstage Trust, The Portal Trust, TAIT, and a private donor.





To download our Mulberry STEM Academy strategic plan 2025-2028 and recent driver race cards celebrating five years of student achievement, please scan the QR codes.



Mulberry Production Arts Academy

Cohort 3 of the Mulberry Production Arts Academy completed a rich year of technical, creative and professional development through more than 55 hours of specialist workshops, trips and careers events. Students worked closely with industry professionals, including Rc Annie on blood effects and Afsana Begum on design practice, before presenting concepts to award-winning designers ULTZ and Sadeysa Greenaway-Bailey. Major projects included leading the Mulberry Arts Rightful Place Conference for over 150 delegates, forming the production team for One House on Brick Lane, supporting the Global Girl Leading Summit and delivering the largest Mulberry Festival of Arts to date. The year concluded with a four-day residential in the Netherlands, visiting world-class production venues and the Dutch Grand Prix, demonstrating links between the Arts and STEM.

Global Girl Leading

Global Girl Leading is a student-led leadership programme designed to build confidence, voice and agency in girls. In 2024, students applied to become Global Girl Leaders, taking on roles as facilitators, hosts and logistics organisers at the annual Global Girl Leading Summit. The summit was held at the Queen Elizabeth II Conference Centre with Tina Tchen (Executive Vice President, Strategy & Impact, The Obama Foundation) as keynote speaker. Creative projects including Letters to Our Daughters, Speakers' Corner and Her Story, Our Inspiration premiered at a livestreamed global summit, followed by a reception at the Houses of Parliament. Global Girl Leaders engaged with organisations such as WOW, including a visit to Buckingham Palace, The Female Lead and Amazon, and showcased work to Queen Camilla. We strengthened our international partnerships with trips to New York, Mexico City and Italy. Overall, 600 students involved in this programme developed skills in leadership, collaboration and campaigning skills, empowering them to challenge gender inequality locally and globally.

Mulberry STEM Academy

The Mulberry STEM Academy, delivered in partnership with the Mercedes F1 team, continued to open pathways into Science, Technology, Engineering and Maths. In 2024-2025, over 250 students aged 7-19 participated. At KS4, 84 students completed CREST silver awards, Python programming qualifications and Greenpower car races, with 68% achieving grade 7+ in Maths and 46% achieving grade 7+ across science subjects and Maths. At KS5, 46 students completed EPQs, robotics courses, CREST awards, careers conferences and work placements, with 21% achieving AAB at A level. 40% are now studying Engineering at University including Queen Mary University of London, City University of London, Exeter University and Imperial College London. Students also achieved a top-five finish in the international Greenpower final. 37 students have now started Engineering degree courses and our incredible Engineering laboratory hosted at Mulberry UTC and developed in collaboration with Mercedes is now ready to open its doors.



Growing Careers Locally

The Mulberry Schools Trust continued to strengthen its commitment to developing a skilled and confident workforce rooted in our local communities. The East London Teaching School Hub (ELTSH) continued to support teachers at every stage of their careers through an enhanced suite of programmes. Early Career Teachers benefited from high-quality training and expert mentoring, while experienced colleagues engaged in National Professional Qualifications that supported leadership growth in areas such as behaviour, teaching, senior leadership, and headship.

The Mulberry College of Teaching also grew in strength across 2024/2025. Our trainee teachers experienced a carefully sequenced programme of study and school-based learning with all achieving Qualified Teacher Status (QTS), ensuring they were well prepared for the realities of the classroom. Many trainees completed placements within our schools and chose to begin their teaching careers in the Trust, contributing to the strong pipeline of local talent we are proud to develop.

This year also saw continued progress in our wider people strategy. Colleagues took part in Trust-wide conferences, wellbeing initiatives and career development events that promoted professional curiosity and long-term growth. Alongside this, we strengthened our wider offer to colleagues through our *Great Place to Work and Grow* leaflet (see below). We remain committed to attracting, developing and retaining the very best people, recognising that our staff are the foundation of our students' success.

We believe that our high-quality professional development programmes, demonstrate the Trust's commitment to nurturing skilled and ambitious teachers and leaders locally. By investing in our workforce and creating an environment where colleagues can thrive, we ensure that children and young people across our schools benefit from passionate, knowledgeable staff who are firmly rooted in the communities they serve.







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