



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools



Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

MULBERRY SCHOOL FOR BOYS

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	x <input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	x <input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	x <input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	x <input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	x <input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	x <input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	x <input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	x <input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x <input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	x <input type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x <input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	x <input type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	x <input type="checkbox"/>	<input type="checkbox"/>

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	x <input type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

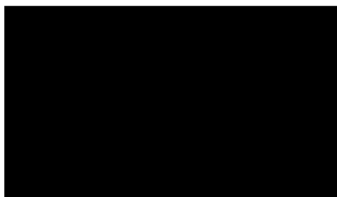
- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:



Position:



Print name:



Date:

NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Please tick to confirm that you have included all the items in the checklist:

X <input type="checkbox"/>

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

We intend to set up an 11-19 six-form entry boys' comprehensive school to replicate the outstanding Mulberry School for Girls. The boys' school will share the features that have led to the girls' school becoming an exceptionally successful provider with a securely established reputation both locally and nationally - or even internationally as seen in the links made in 2015 with the USA's First Lady and her initiative 'Let Girls Learn'.

We intend not only to continue to let girls learn at Mulberry School for Girls but also to ensure that boys learn at Mulberry School for Boys. The community wishes us to educate their sons as well as their daughters and we share that wish.

Mulberry School for Girls is a 7-form entry 11-19 comprehensive school in Tower Hamlets. The school has pioneered outstanding education for girls stretching back over 50 years.

In 1964, Mulberry School for Girls began on the site previously occupied by Blakesley Street School established in 1905 and so this part of Whitechapel has been a locus for education for over a century. In December 1965, the School was officially opened.

In the year of Mulberry's half centenary, governors have considered carefully the school's future within the new framework for state education. Governors' vision for Mulberry School for Girls and the new Mulberry family of schools is that Mulberry is a key local provider for quality in education and should be a leading player in a school-led system of groups and chains.

This vision is underpinned by moral purpose - a desire to do more to improve the quality of education for all children and young people - and by a commitment to local schools working together to secure the future of Tower Hamlets education through an inclusive, ambitious, collegiate and high quality offer.

The Mulberry family has its home in the area of Tower Hamlets, providing for those communities that are disadvantaged, whilst living adjacent to the wealth and affluence of the City and adjacent to housing amongst the most expensive in the country.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

A Strong Foundation of Success

Our school has always been ambitious for its pupils and their families. In the past decade, Mulberry School for Girls has completed a complete re-build and refurbishment of its buildings to improve facilities for learning and for families. Academic standards have also improved significantly. Successive inspections in have endorsed the quality of our achievements.

2013 *an outstanding school - exceptional leadership*

2010 *an outstanding school - head teacher's visionary practice*

2007 *a good school - outstanding leadership*

2002 *a very good school*

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

Ofsted section 5 report 2013

Mulberry students perform exceptionally well academically in response to the Mulberry curriculum that is traditional and academic. Mulberry's average GCSE grade in summer 2015 was B-, a grade shared by only four other schools in the DfE's list of similar schools in the Performance Tables for 2015.

However, the proportion of Mulberry students attracting the pupil premium grant is twice that of the other three highest performing schools, Lampton, Mossbourne and Rosedale. The level of disadvantage experienced by Mulberry students is no barrier to competing with the very best schools in the country. Students achieve significantly above expectation at GCSE and nine out of ten girls go on to university degree courses at some of the top universities in the country.

The Minister of State for Schools stated by letter to the school in 2013 "Your results show that you are amongst the 100 top performing schools in terms of progress... Your school is exceptionally effective in educating its pupils, including those on free school meals, and I commend you for everything that you are doing in this area."

In 2015, Mulberry School for Girls was ranked in the third percentile of schools nationally for value-added in pupils' best 8 GCSEs. More than half of all pupils achieved the EBacc award, significantly above the national average and especially high for students entitled to the pupil premium, always seven or eight out of ten girls.

The new Minister of State for Schools has written again to congratulate the school for being in the top 100 non-selective schools in the country with regard to pupils' performance in the EBacc curriculum and with regard to the progress of pupils KS2 – 4 in their best 8 GCSEs.

For all these reasons, Mulberry School for Girls was given the status of Teaching School and in 2011, the headteacher was designated a National Leader in Education. Mulberry School for Girls is a member of the Mayor of London's Gold Club. These awards reflect the national profile of our school and acknowledge the significant

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

amount of school to school support that Mulberry has provided to help build capacity system-wide.

It is our intention to extend the opportunity of a Mulberry education to as many members of our community as we can in order that all might share its benefits. The Mulberry experience is driven by a strong curriculum – the Mulbacc curriculum and an extended learning and enrichment programme. Our vision is for a family of schools in a Mulberry Partnership collectively providing confidence, creativity, leadership and learning.

“We believe the time is right to extend our Mulberry opportunities to an even wider range of children and young people in our locality. For this reason we intend to establish a range of settings where we can ensure that the best of what we do is open to all learners from early years into adulthood. It is our intention that we contribute to the Tower Hamlets community in Shadwell by ensuring that children, young people and their families can aim as highly as possible and can succeed in all of their ambitions.” [REDACTED]

Our plan is to develop a partnership of schools all adopting the successful Mulberry brand. The process has already started with Mulberry University Technical College opening in September 2017.

Mulberry University Technical College provides a groundbreaking employer-led education developing young people as innovators and experts in their chosen technical field who strive for excellence. Learners will leave ‘industry-ready’ and equipped to enter higher education. They will be highly desirable employees and / or undergraduates. They will have the capacity and technical capabilities to excel in the workplace, enabling digital technology, the arts and media, health and medicine to compete at the highest level. Every learner at MUTC is valued and respected equally, enjoying the highest possible standard of provision supported by leading employers and universities.

In our draft prospectus 2016, we have stated the intention to establish a Mulberry Family of Schools led by a MAT called The Mulberry Schools Trust. (Our MAT sponsor application is currently under-going assessment. The MAT will incorporate Mulberry UTC and Mulberry School for Girls. Governors plan to extend provision in the Mulberry Family of Schools as follows:

(Free school submissions March 2016 are emboldened).

- Mulberry School for Girls (the founding school)
- Mulberry UTC September 2017
- Mulberry Nursery and Primary School September 2018
- **Mulberry School for Boys September 2018**
- Mulberry Co-educational Sixth Form College
- Mulberry Special and Alternative Provision

This application demonstrates the commitment of governors at Mulberry School for Girls to the vision it espouses – to make more provision available through the

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

requirement for more pupil places at secondary level as a result of basic need. Mulberry School for Boys will be a local comprehensive school to partner the girls' school and will form the start of planned growth of the Mulberry Family of Schools.

Aims for Education at Mulberry School for Boys

Our aim is to develop the very highest aspirations in the young men at Mulberry School for Boys 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 boys will proud of their identity, which includes strong British values as well as a rich and diverse cultural and religious heritage from Bangladesh, Somalia, Pakistan, Morocco, Egypt, Eastern Europe and England.

Every boy will be given an education that has three key aims:

1. To engender high levels of academic ambition with knowledge of how to learn and how to communicate one's learning with strong understanding through high quality, confident writing and speaking. Boys will learn the intellectual skills and technical language for the subjects they study so that they can perform at the highest level. Boys 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. Boys 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. Boys will be supported to develop confidence, resilience and security in their abilities and identity as men and to extend their talents. Boys 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 boys' high aspirations and self-determination through opportunities for leadership, engagement with higher education and the professional workplace and experience of different cultures. Boys 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. Boys will actively work for positive social change.

Mulberry School for Boys will benefit from what has been achieved in Mulberry School for Girls through understanding systemic disadvantage and working hard to open doors for students.

Mulberry School for Girls has a deep understanding of the issues that face disadvantaged students and how to overcome the barriers that poverty and social exclusion create. Pedagogy and practice in inclusion is cutting edge amongst the staff and governors of the school.

For example, knowing that networks of support are essential for young people in their early careers that are often started at school, everything possible is done and will continue to be done to make connections and foster relationships with external

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

partners in higher education, business, industry, the arts and the sciences in support of students in the Mulberry family.

For the brothers of girls at Mulberry, there are particular issues about finding your place as a young man in a world which appears to devalue your heritage, culture and faith as a young Muslim leading to anger, alienation and feelings of disenfranchisement. Relatively few young men gain high-level employment in our local area, which includes the City of London and Canary Wharf. Poverty and over-crowding is high amongst local families. Local young men currently are often consigned to roles which do not bring with them the wealth, power and voice which our local institutions and employers confer on employees from outside of the borough. Youth unemployment is high and there is a local drugs economy along with associated gangs and sexual exploitation of women into which local boys easily get drawn at an early age because they feel disempowered.

There is often jealousy expressed by boys of what girls have at Mulberry and where boys are brothers of girls at Mulberry, there is evidence that this jealousy has led to domestic violence. The local white community complains of youth misbehaviour by young men which, in a diverse community, they attribute to race and culture. Tensions can be high and social harmony is increasingly fractured at the present time while the country comes to terms with increasing immigration and asylum, the war in Syria and anxiety about terrorism: locally, the sense of all this is intense and strains community relations because of the anger which is felt especially by boys who do not have the outlet that Mulberry girls have.

What we will provide at Mulberry School for Boys will be an enticing and attractive alternative for young men to street life in our local area. It will build community cohesion through our extended school provision in the same way that we do at Mulberry School for Girls. It will offer the chance to develop your own sense of self as a young man, to decide your place in the world and to articulate your power to achieve. It will provide the means by which, through intellectual and applied learning, you will make outstanding educational progress and can access careers at all levels in London, New York and Beijing. It will help young men encounter a holistic view of masculinity which grounds its power in equality, sensitivity and shared control. The boys' school and the girls' school will model together a world in which there is a 'partnership of equals' between women and men, boys with girls - a world where diversity and rich cultural and religious heritages are valued and respected - a world in which voices are heard and control is negotiated.

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

Mulberry's corporate and arts partners such as Bank of America, Merrill Lynch, the British Film Institute, the National Theatre, the London Stock Exchange Group, the Donmar Warehouse, the Southbank Centre and others will all contribute extensively to

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

the wider extra-curricular experiences that Mulberry is able to offer in support of its aims. (See section D1).

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 7			180	180	180	180	180	180
Year 8				180	180	180	180	180
Year 9					180	180	180	180
Year 10						180	180	180
Year 11							180	180
Year 12								180
Year 13								

Totals			180	360	540	720	900	1080
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Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	3.3 at KS3 & 4	Mandatory	
Maths	3.3 at KS3 & 4	Mandatory	
Science	3.3 at KS3 5 at KS4	Mandatory	All pupils will study double science at KS4
History	1.6 at KS3 to Y8	Mandatory	
Geography	1.6 at KS3 to Y8	Mandatory	
History or Geography	2.5 at KS4 from Y9	Mandatory	
MFL (French with either Spanish or Bengali)	3.3 to Y8	Mandatory	
MFL (Either French, Spanish or Bengali)	2.5 at KS4 from Y9	Mandatory	8 pupils with severe and complex needs will take Asdan qualifications instead. 10 pupils will undertake a BTec qualification and Study Plus instead.

Religious Studies	1 period of 50 mins at KS3 to Y8	Mandatory	
Religious Studies	1.6 at KS4 from Y9	Mandatory	
Citizenship	1 period of 50 mins at KS3	Mandatory	
PE	1.6 at KS3 & KS4	Mandatory	Dance is taught discretely at KS3 to all pupils rather than in PE lessons
Drama	1 period of 50 mins at KS3	Mandatory	
Art	1 period of 50 mins at KS3	Mandatory	
Music	1 period of 50 mins at KS3	Mandatory	
Technology (Graphics, Food, Textiles & RM)	1.6 at KS3	Mandatory	Choice is from: Art, Drama, Dance, Music, Graphics, RM, Food, Textiles
Art and Technology Choice at KS4	2.5 at KS4	Mandatory	All pupils must take a GCSE in art or technology
Golden Time	2.5 at KS4	Mandatory	All pupils must choose one of either: Triple Science, Citizenship GCSE, History GCSE, BTec Technical Theatre, Computer Science GCSE
Computer Science	1.6 at KS3	Mandatory	
For KS5 subjects, please see D1			Four subjects in Y12 and three or four in Year 13 at L3. L2 includes maths and / or English GCSE resit. Entry Level for students with severe and complex needs.

[Add more lines as appropriate]

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Mulberry School for Girls: serving the community of Shadwell. Mulberry School for Boys will serve the same Shadwell community and the student body will share the same characteristics, apart from gender.

Our profile 2015/2016 (Raise summary report unvalidated 2015)

NUMBERS ON ROLL YEARS 7-11	1,050
NUMBERS ON ROLL SIXTH FORM	390
GENDER	GIRLS SCHOOL
ETHNICITY	BANGLADESHI 93%
ENGLISH AS AN ADDITIONAL LANGUAGE	92%
EDUCATION AND HEALTH CARE PLAN	4%
DISADVANTAGED STUDENTS	70%
FAITH BACKGROUND	MUSLIM
DISADVANTAGE MEASURE (RAISE)	HIGHEST QUINTILE
DESTINATIONS 16+	99% SUSTAINED 87% MULBERRY SIXTH FORM
DESTINATIONS 18+	89% HIGHER EDUCATION
BEST 8 VALUE ADDED KS2-4 THIRD PERCENTILE NATIONALLY	1041 DISADVANTAGED STUDENTS 1042 OTHER STUDENTS

Girls and boys in the family's secondary schools will experience Mulberry's seven-year learning journey - Year 7 to Year 13 – known as the Mulberry Baccalaureate with these key features:

- Curriculum pathways appropriate to high levels of academic challenge appropriate to need or high levels of intellectual rigour in applied learning – as at the UTC
- Mulberry learners' subject mastery
- Academic intervention

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- Formative feedback & learning to learn
- Academic writing & the importance of number
- The Mulberry Pledge

Provision for students' learning in all of the schools belonging to the family will be framed by the formal curriculum that is both traditional and academic and an extra-curricular offer that reflects the ethos and values of the Mulberry Family. The development of confidence, creativity and innovation, leadership skills and a love of learning in pupils underpin every stage of the provision that is made - from nursery schooling through to adult education.

Approaches to teaching and learning: maintaining consistency

Learning in the Mulberry family is characterised by rigour and high expectations at all levels. Fundamental to each phase of general education is:

- a focus on literacy with a view to developing high levels of competence in academic writing
- an approach to teaching numeracy which creates enjoyment of and flair in number
- engagement with computing and the creative use of technology to support knowledge, innovation and invention
- opportunities to gain confidence from performance, self-expression and public speaking
- development of creative and artistic skills as well as cultural capital and critical thinking
- development of the spiritual, moral, social and cultural dimensions of learning and a sense of identity which includes 'Britishness' and global citizenship
- physical fitness and motor skills

In addition, early years, primary and secondary education at Mulberry schools will prepare for and foster a love of learning in subject disciplines including:

- generation of enthusiasm and skills in scientific enquiry
- development of aptitude leading to proficiency in at least one modern foreign language other than mother tongue
- awareness and understanding of the globe and the chronology of human history
- analysis and interpretation of historical, social, political, ethical and religious issues

Whilst the methods of curriculum delivery will vary according to age, mixing as appropriate play-based learning with thematic study and discrete subject-based teaching, the aim is to ensure high levels of achievement in the Mulberry Baccalaureate, known as 'Mulbacc' at age 16 either in academic or technical qualifications. We consider this to be a suitable base for specialising further at advanced level in either academic or technical learning prior to university or employment.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

'Mulbacc' at Key Stage 4 is the EBacc suite of qualifications plus a creative art / technology.

Boys will benefit from the **Mulberry Pledge** that includes an entitlement to:

- Personal development including personal, social, and health education
- Involvement in pupil voice and leadership
- Men's education programmes (mirroring the women's education programmes at Mulberry School for Girls which focus on developing the attributes and skills necessary to be a successful young woman in the 21st century). Men's education programmes will include confidence-building programmes, debate, Venture Scouts, Mulberry Talks (similar to Ted Talks), inter-generational programmes with local elders etc.
- Arts within the curriculum and in the extended curriculum, including the Edinburgh Festival arts apprenticeship programme, Mulberry Theatre Company, the Mulberry Dance Company, Mulberry Choir, Mulberry Films, Mulberry Brass Band and so on
- Sports coaching, in particular in cricket, football and hockey as well as rowing and fencing
- Global citizenship and the Global Classrooms Model United Nations programme
- Extended learning and mentoring
- WOW (Women of the World) commonwealth and its partner programme BAM (Being a Man) at the Southbank Centre
- Outward Bound programmes
- The Duke of Edinburgh's Award Scheme
- Visits abroad

Mulberry learning community

All schools in the Mulberry Family will be part of a vibrant learning community; staff and students have a shared responsibility to ensure that **all** students develop a range of skills to be active, independent and life long learners. All learning will provide appropriate levels of challenge linked with pupils' prior attainment and learning, variety and pace in order to maximise the opportunities for pupils to develop their confidence, creativity and innovation, leadership and love of learning in order to attain the necessary qualifications to broaden their life chances.

The Mulberry Family of Schools is inclusive and for pupils of all abilities in their learning. Teaching and learning will be personalised, using a wide range of differentiated techniques including kinaesthetic learning and online independent study. There will be a Virtual learning Environment or online Learning Platform to support pupils to be independent learners and which all schools in the family will share and develop.

We want all our learners to make exceptional progress so that they can successfully compete in a global workplace. It is our responsibility to carefully and accurately track student progress and to intervene appropriately through personalised planning so that all pupils succeed. We must ensure that the daily diet of learning for all our students is high quality: every minute; every lesson; every day.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The Mulberry Family of Schools is equally committed to encouraging outstanding teaching and it supports staff colleagues to engage in professional dialogue about learning; we promote collaboration, experimentation and research into how we can best serve the needs of our students. We encourage all our colleagues to be reflective practitioners and to support colleagues in their own life long learning. There is a Teaching School at Mulberry School for Girls known as **Mulberry College of Teaching and Leadership (MCTL)** and this will be extended to all schools in the family.

MCTL is led by a senior deputy headteacher at Mulberry School for Girls and a senior middle leader who is Director of Professional Learning with responsibility for Initial Teacher Training. Together with a team of Leading Practitioners at Mulberry School for Girls, they offer professional advice, support and consultancy to teachers at Mulberry and in other schools, where school-to-school support is provided.

There are three significant projects that will be central to the Mulberry Family of Schools:

- City Excellence in Teaching – a cluster of 8 secondary schools working in partnership with the Institute of Education, University College London, to train 70 School Direct and PGCE participants in 2015/2016 as well as Teach First teachers
- Fetch Me a Pen – funded by the London Schools Excellence Fund, this project works to develop pupils' academic writing through teachers' professional development, raising standards in EBacc subjects and leading to significantly higher performance at A* - B in GCSE and later at A' level
- Senior Leadership and Subject Middle Leadership development programmes

The team of Leading Practitioners will expand to include all subjects at primary and secondary level working across all schools in the family to provide support and development.

At the Mulberry Family of Schools, learning does not just take place in the classroom. Therefore, much importance is placed on personal development appropriate to further and higher education as well as the workplace. Students are encouraged to develop an understanding of how they can become better learners, how emotional intelligence and personal learning and thinking skills can help them progress as well as their responsibility as community members and successful citizens.

The boys' school will take on the approaches to learning and teaching that exist at Mulberry School for Girls. Mulberry has identified six areas of pedagogy that lead to high quality teaching, learning and progress:

- Planning for Progress
- Assessment for learning
- Differentiation
- Dialogue
- Literacy
- Engagement

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

This is known as **PADDLE** and all teachers and support staff in schools belonging to the family are expected to use these elements of teaching when planning for learning. Teachers are expected to adapt department schemes of work, lesson plans and resources in light of the specific needs of their pupils. They must record accurate assessment data and provide regular formative feedback to pupils in line with school policy. If students are not on track, wave 1 and 2 interventions must be deployed quickly to prevent any students falling behind.

Assessment for Learning will be used throughout the schools as well as other formative feedback methods.

Professional learning at Mulberry

Professional Learning is at the heart of Mulberry: there is an extensive professional development programme that offers teaching and learning workshops and leadership development at all levels.

- Every teacher creates their own Personalised Professional Development Plan where they seek to tweak an aspect of their pedagogy to further enhance the quality of teaching.
- Coaching is a key part of professional learning at Mulberry; all senior and middle leaders have an external coach whom they meet each term.
- All staff are given time to engage in coaching conversations at regular points throughout the year.
- Colleagues at Mulberry are reflective practitioners and all in-house training is led by colleagues for colleagues.

Mulberry has its own **team of leading practitioners** each of whom has a subject or thematic specialism. The team will be deployed across the family of schools

Leading practitioners are colleagues who are responsible for raising standards in the quality of teaching and learning in the Mulberry Family. The main purpose of the role is to secure outstanding outcomes for pupils by ensuring outstanding pedagogy and practice.

Leading practitioners (LPs) achieve this by:

1. **Consistently modelling** outstanding pedagogy and practice with excellent outcomes for pupils
2. **Sharing best practice.**
3. **Demonstrating excellent interpersonal skills** so that they successfully support the professional development of colleagues in a variety of ways
4. **Making a significant contribution to the strategic planning, delivery and evaluation** of whole school, faculty and departmental improvements to the quality of teaching and learning
5. **Engaging with evidence based research to inform** teaching and learning innovations
6. **Demonstrating the impact** of their role through robust impact **evaluation** and a portfolio of evidence

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Special educational needs in the Mulberry family

All of the family's schools will be as inclusive as the girls' school. By way of example, set out in the table below are the number and type of Education, Health and Care Plans currently represented in Mulberry Girls.

A similar profile can be expected for the boys' school. The high level of expertise in the special educational needs team in the girls' school will be shared with the boys' school in order that the boys with special educational needs will achieve as well as similar students in the girls' school.

NEED	NUMBER
Speech, language and communication	17
Profound and multiple learning difficulty	4
Social, emotional and mental health	5
Hearing impairment	4
Visual impairment	4
Physical disability	3
Other	5

The most able learners in the Mulberry family

Around one third of each cohort of students enters Mulberry girls with higher prior attainment in line with the national average proportion. On all measures of attainment and progress, this group of students achieves significantly better than similar students nationally – although this is true also for students in the school with lower prior attainment and middle prior attainment.

Boys will be expected to match this performance as a result of the application of the same curriculum, including enrichment, and the same approaches to learning and teaching.

Curriculum subjects

The Mulbacc curriculum is a rich, academic curriculum for 11-19 year olds providing a seven-year learning journey with these features:

- a strong, successful emphasis on basic skills - literacy, numeracy, ICT
- a rigorous and unashamedly ambitious approach to academic learning
- inclusion and differentiation
- a flourishing, vibrant arts and science education
- an extensive extra-curricular programme
- opportunities for performance, self-expression and public speaking
- global citizenship and political literacy

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- growth in leadership skills and understanding.

Mulbacc: Key Stage 3 - a two to three year programme depending on subject

- KS3 Subject Mastery linked to Mulberry levels 1 - 9
- Assessment for Learning & formative feedback to pupils
- Academic writing & voice / reading for pleasure
- The importance of number
- Schemes of learning KS5→KS3

Pupils will choose to specialise in a language and a humanity (history or geography) in Year 9 with the option to take a second from the suite available in Year 10 as Golden Time. RS and citizenship remain in the taught curriculum as discrete subjects and as core at KS3 with RS remaining core at KS4 and citizenship moving to a choice within Golden Time. **For allocation of time per subject, please see the table at the beginning of section D1.**

Students will be registered at 8.40 each morning up to 9.00 in tutor groups of 30. Assemblies will take place during registration for a year group in rotation. Lessons will be of 50 minutes duration. There will be six lessons each day. There will be 30 lessons per week per day. The curriculum will be delivered in 25 hours per week. Enrichment will occur during the lunch break from 12.40-13.50 and at the end of the school day from 15.30 onwards. The 180 students admitted to the boys' school in each cohort will be taught in seven classes in Key Stage 3.

Mulbacc: Key Stage 4 - a two - three-year programme depending on subject

Key Stage 4 shows the core of subjects all students will study as part of the MulBacc, a core of 11 GCSE qualifications (brackets shows the weekly allocation of 50 minute lessons).

- English language and literature (4)
- Mathematics (4)
- Double science (6)
- History or geography (3)
- Modern language French or Spanish (other than mother tongue) (3)
- Art and technology (a choice from drama, art, music, dance, graphics, resistant materials or product design) alongside a media group and a hospitality group. (3)
- Religious Studies (2)
- Physical education (Junior Sports Leader Award / Sports Studies) (2)

MulBacc Golden time (3)

Three periods within the 30 available lessons for choices from

- Triple science
- Citizenship/history
- Computer science
- BTEC technical theatre studies

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

A small group of selected students (around ten with moderate to severe learning difficulties) will be guided to the Asdan course with some GCSEs.

A larger group of up to 30 will follow a Study Plus pathway of nine GCSEs (without a language) and will take a BTEC option together with an enhancement of maths or English as needed.

Physical education at Mulberry School for Boys Key Stages 3, 4 and 5.

The site planned for the boys' school is less well equipped with space for physical education than is the case at the site of the girls' school. It is intended to share the facilities on the site of the girls' school whenever possible, for example for team games, but in addition the sports listed below will be provided.

In recognition of the importance of channelling the energy of the Mulberry boys to support readiness for academic study, the following menu of sporting activity will be available, bearing mind the nearness of the Olympic Park

- Rowing (exploiting proximity of the site of the boys' school to the Thames)
- Martial arts and judo
- Boxing, including kick boxing
- Climbing
- Racquets - squash, badminton
- Cricket (nets, skills training)
- Hockey (indoor or using MSfG's astroturf pitch)
- Football (indoor or using MSfG's astroturf pitch)
- Fitness in a fitness suite, weight training
- Distance running (London marathon)

Mulberry School for Boys Sixth form: 2022 and beyond

The 7 Year Learning Journey: key characteristics of provision ay Key Stage 5

- Advanced level standardisation and learning
- KS4 standardisation – specifications, grading → numbers
- Mulberry levels KS3
- Changes in performance measures linked to curriculum provision
- Termly progress reporting linked to self evaluation cycle and data collection
- Recording and reporting of progress to parents / carers

Subjects will be offered in four career pathways:

- Science and mathematics
- Humanities
- Visual Arts
- Applied Learning

We will encourage students to think seriously about their future career plans when deciding on their post 16 subject choices. Experience shows us those students that

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

have carried out research on different careers and really spend time thinking about what they want to do in the future make better choices that then lead to greater academic success. We are not expecting students to know exactly what job they want to do in 5 years time, but it is essential that they at least give serious thought to which subject areas/careers they may want to work in.

We will ensure that students take appropriate courses, because we know that this is absolutely vital in ensuring academic success. There will be a limited number of places on each pathway, and so in negotiating the most appropriate pathway for each student, we will look at students' mock and predicted grades and also the reasoning behind their choices. We will not let students take courses that we feel are unlikely to lead to academic success.

- Students choosing the science and mathematics pathway will be expected to study either four subjects from mathematics, further mathematics, biology, chemistry and physics or three of these and one humanities subject.
- Students taking the humanities pathway are expected to take four subjects from the humanities or three from humanities and one from the visual arts pathway.
- Mathematics, economics and two humanities are another possible combination.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

The methods for measuring pupils' performance and setting challenging targets will match those in the girls' school. Mulberry School for Girls has a well-developed system for ensuring that performance data on pupils' progress and achievement is used formatively and diagnostically as well as summatively to inform governors about the school's performance. As described above in section D1, the team of core staff working from Mulberry School for Girls will provide the support and challenge to staff in the boys' school to ensure that the approaches to assessment and to target setting are compliant with the Mulberry model. They will cover:

- Pastoral education
- Inclusion services & multi-agency support / Child protection and safeguarding
- Parent and family learning & support

D2 – measuring pupil performance effectively and setting challenging targets

- Behaviour, rewards & sanctions
- Pupil premium analysis & targeting

Tracking and Handling Pupil-Level Data

On admission to Mulberry School for Boys, the school will ensure that KS2 statutory assessment data has been obtained from the feeder school and/or Keys to Success. On enrolment of a post-16 student, the school will require proof of all qualifications and grades achieved for applicants who are external to the school. Extensive liaison will have taken place with primary schools for any student with an EHCP prior to transition and all relevant data will be available. As at the girls' school, specific assessments will be used with pupils on entry to help inform planning, such as reading age, spelling age, numeracy level, language level, Cognitive Ability Tests. All available data will be entered on the school's MIS system so that it is available to staff and will be used as the basis for target setting and grouping.

In addition, the school will ensure that pupils' files are transferred from primary schools usually in the summer term but at least by the end of the first month of the autumn term so that a rounded picture of the pupil, their strengths and needs can be built up and shared, as appropriate, with relevant staff. This will include their latest school report, progress, behaviour and attendance data. Induction processes will add student and parent views to this bank of information.

Data collection, tracking, analysis and reporting systems, along with the school's MIS system, will be managed by a designated officer, initially supported by established systems and experienced staff at Mulberry School for Girls. The school will fully comply with the Data Protection Act.

The school will publish an annual data collection and reporting calendar that will match that of the girls' school to ensure strength and consistency in processes of measuring, tracking and improving progress.

The progress of all students will be monitored and tracked against expected outcomes. In the Mulberry Family of Schools, pupils are expected to make 4 levels of progress during their time in KS3 and KS4 learning. Staff will be trained in how to use SIMS efficiently to submit accurate and timely data. The school will use bespoke and commercial formats to display, interrogate, analyse and report on this data. Forensic use of data related to intervention will be crucial. From this data, intervention programmes such as, for example, 'Prep' are facilitated. Prep is an intervention programme for pupils in Years 7 – 11 for those that are under-achieving and who need teacher support in addition to Wave 1 and 2 intervention. It takes place after school for two hours and is compulsory for pupils whose progress data demonstrates the need. The programme is led and managed by the deputy head responsible for performance and standards with a team of progress tutors. The boys' school will run this programme and others such as Star Academy (for pupils in Y11 in danger of not getting a good

D2 – measuring pupil performance effectively and setting challenging targets

pass in English and maths GCSE) and Alta (for pupils in Y11 who are able to get straight A* / A grade passes at GCSE).

Subject heads and pastoral leaders will ensure that analysis of progress for pupils entitled to the pupil premium will feature as a key area for intervention.

Pupil progress data will be analysed termly in Years 7 – 10 and half termly in Years 11 – 13. Heads of subject with their senior leader line manager will use this information to target pupils for subject interventions as well as to analyse the quality of teaching in each subject area. Heads of Year will use this information to facilitate programmes such as Prep. A progress report will be made termly to the senior team and the governors through the performance and standards committee. In addition, the first full governing body meeting of each year is dedicated to examination performance and analysis of the August results and the senior team is held to account.

Pupils will engage with their own progress data with their subject teachers, their tutors and through the more formal progress review and target setting system. There will be an academic review day twice a year during which pupils gain time to spend with their tutors discussing progress and reviewing their targets. This is followed up in tutor registration time.

The Director of Inclusion and Pastoral Care will ensure that safeguarding, child protection, attendance and behaviour data is regularly monitored on a weekly basis with Heads of Year. This data is reported to the governors through the standards committee. There is a weekly multi-agency SIP panel meeting for Heads of Year with the Director of Inclusion and all staff within the Inclusion service – i.e. the AWO, the school counsellor, the school social worker and any other expert that is required.

In addition to annual full reports and parents' evening discussions, parents and carers will access achievement, behaviour and attendance data online via the school's 'Learning Gateway'.

As at Mulberry School for Girls, the school will combine year-on-year data in order to analyse trends over time and will benchmark performance against like schools and national data. In particular, the school will make use of 4 Matrix, SISRA, Raise-on-line, Fischer Family Trust, ALPS as tools for improving the school's performance and ensuring that pupils entitled to pupil premium make the progress that they should.

Target-Setting for Pupils' Progress and Performance

Individual student attainment targets for each of their subjects will be set based on the school's expected progress from KS2 assessment results or the school's expected progress from GCSE results (Y12/13). This will be representative of the progress made by the top 20% of students nationally.

D2 – measuring pupil performance effectively and setting challenging targets

Targets for each student's Y11 outcomes are set from their KS2 reading and maths scores. Mulberry School for Girls is in the process of devising a system that reflects the new KS2 scores and the new GCSE grades. The boys' school will adopt this approach. Current targets are set at 4 levels of progress, with the exception of those below 3c, who have targets set on 3 levels of progress and those above 6c who have targets set on 5 levels of progress. The new system will mirror this ambition. The English target is set from the reading score; the maths target set from the maths score and all other targets from the average of the two. Students are also given an attainment 8 target and a progress 8 target.

Targets for post-16 students' outcomes will be set from their GCSE outcomes, using DfE L3 value-added tables and ALPS for L3 programmes and awarding bodies' national benchmark data for L2 programmes.

All pupils will be given attendance targets of 98%.

Targets are shared with pupils and parents when set, will be available via the on-line parental Gateway and are published on all reports. Progress is compared to the targets at each data collection point and strategies to accelerate progress developed with students and parents where necessary.

These individual targets inform the setting of school annual attainment and achievement targets, reflecting the Mulberry Family of Schools' Key Performance Indicators.

Assessment, Recording and Reporting to Parents

Schemes of learning will detail the assessment opportunities (and relevant criteria) built into each unit of work and the expectations for formative and summative feedback. A range of assessment methods, matched to the learning being assessed, will be used. Teaching teams meet to standardise assessment judgement and to moderate work assessed against exam criteria. Teachers record assessment outcomes individually and use these records to provide feedback to students and inform the data submitted at school-wide data collection points (see above).

Curriculum maps and the school's assessment calendar identify an annual timetable for significant assessments, formal tests, mocks, external exams and the assessment evidence that feeds into each reporting point.

Pupils' progress is monitored regularly against their targets and any under-achievement picked up and acted on. A comprehensive intervention programme is available to all students should they under-achieve, targeting individuals and their learning in a tailored way to bring them in line with expected progress – as described above. Formal progress reviews will take place regularly through parent consultations,

D2 – measuring pupil performance effectively and setting challenging targets

pupil self-review days and annual reporting to supplement ongoing online provision of achievement information.

Self-Evaluation and Quality Assurance for High Levels of School Performance

“an institution congenial to reflective practice would require a learning system within which individuals could surface conflicts and dilemmas and subject them to productive public enquiry, a learning system conducive to the continual criticisms and restructuring of organisational principles and values.” **MacGilchrist, Myers and Reed, 1997**

The principles underpinning the school self-evaluation process at Mulberry School for Boys reflect a commitment to providing the best education for each individual student in relation to his/her specific needs. The school's policy on self-evaluation, together with its emphasis on teaching and learning, assessment for learning (personalised learning) and professional development, work together to provide a rigorous framework of pedagogical understanding and data information for classroom practice. Performance is improved through teachers' critical awareness, informed by data tracking, evaluation and planning. The results of this can be seen in classroom practice and students' attainment.

The review and self-evaluation process is an essential component of the school's work to ensure pupils achieve well. In order to raise standards and secure consistently effective teaching and learning, Mulberry School for Boys will seek to review and evaluate performance on an ongoing cyclical basis, thus providing the information necessary to make revisions to policy and adjust practice where appropriate.

The Self-Evaluation (SEF) Cycle: Progress in Subject Departments

A school self-evaluation calendar will be published every year as part of the academic calendar. Each half term, there is a different focus for self-evaluation as determined by the School Improvement Plan. This model enables a consistent approach whereby all subjects are focused on the same area of school improvement but allows for flexibility within the system in recognition of the specific needs of specialisms, subjects and their teams. The cycle is underpinned by regular, purposeful monitoring and tracking of student progress data so that colleagues are able to respond to and adapt practice immediately in light of their explorations.

Every half term the following SEF cycle takes place:

1. Classroom teachers and Heads of Subject (HOS) scrutinise current data and identify key areas for intervention and specific students that require additional support.
2. HOS meet with the senior leaders to discuss the following questions:

D2 – measuring pupil performance effectively and setting challenging targets

- a. What does the current data tell us about the learning landscape in your subject?
 - b. Why does the current learning landscape exist? What more do we need to know?
 - c. What actions and/or interventions are required? How will we know whether these have been successful?
 - d. Review of the quality of teaching and professional learning
 - e. Focus for next Self Evaluation (SEF) Period
3. HOS then lead a SEF fortnight to learn more about the agreed hypotheses for exploration. The SEF fortnight includes a learning walk; pupil voice survey and book check.
 4. HOS have a follow up meeting with their senior line manager to report findings and agree on action required.

To support the self-evaluation process, the following meetings are calendared throughout the year:

- School Leaders Forum (SLF): provides CPD opportunities for school leaders to share effective self-evaluation activities and develop strategies to lead learning and raise attainment in their areas of responsibility. The specific content for these forums is responsive to the emerging needs of subject and year leaders throughout the year.
- Team Teaching and Learning Communities: HOS lead their teams to develop teaching and learning within the team, in response to the findings of their self-evaluation activities. Specialisms / subjects may choose to run specific workshops, arrange peer coaching, peer observations etc.

School Self-Evaluation Cycle: Progress of Year Groups and the role of Heads of Year (HOYs):

HOYs also conduct half-termly self-evaluations. They review the quality of tutor time and registration activities during the allocated SEF fortnight for each half term. They review pupils' attendance, punctuality and participation in enrichment activity over the previous half-term and pupils' progress in securing their progression from their current programme. They evaluate support in relation to child protection and safeguarding issues. This cycle is overseen by their senior line manager through the existing line management structure.

When a HOY's year group is the focus for the SEF cycle, they are invited to all progress meetings and participate in subject specific SEF fortnight activities where appropriate. Each HOY uses progress data to identify targeted intervention groups (TIGs) for progress and participation and, in liaison with subject leaders, intervention coordinators and other key staff, creates an appropriate strategic plan to support their TIG. YLCs

D2 – measuring pupil performance effectively and setting challenging targets

meet with the Deputy Headteacher in charge of Raising Standards each half term to monitor and evaluate the progress of the TIGs in their year group.

School Self Evaluation Cycle: Personalised Professional Development Plans:

As with all schools in the Mulberry family, Mulberry School for Boys is a professional learning community and every teacher is encouraged to reflect on their own classroom practice and refine it in order to ensure high-quality learning for all pupils. Therefore every teacher in the Mulberry Family of Schools completes a Personalised Professional Development Plan (PPDP) which focuses on an area of teaching and learning that they would personally like to develop over the year. It is advisable that they focus on an area of practice that complements their Specialism / Subject Improvement Plan and SEF cycle priorities. Colleagues are also encouraged to attend professional learning opportunities that will complement their PPDPs. They may also choose to use their PPDP target as one of their Appraisal targets but this is not compulsory.

School Self-Evaluation Cycle: senior leadership team

The senior leadership team supports the SEF cycles outlined above through their line management of specialism / subject and year groups. At the end of each SEF cycle they discuss findings at the senior leadership team meeting and identify common trends and respond accordingly. A verification system operated by the senior leadership team which cross-checks the quality of practice across the school and ensures consistency. Evidence of this monitoring is provided to the Headteacher. Where inconsistency is identified, the line managing Deputy Head is informed and he/she addresses this with the HOS/HOY.

In addition, the following SEF activities take place:

- Whole school Self-Evaluation Form and summary statement of evidence is regularly updated by the senior leadership team to provide a comprehensive summary of the school's work. The following headings are used:
 - The achievement of students
 - The quality of teaching
 - Behaviour and safety of students
 - Leadership and management.
 - School's context
- Formative feedback checks take place every half term. A selection of pupils' books / folders are randomly selected and scrutinised to monitor the regularity and quality of marking and feedback. Findings are then shared and fed back into the SEF cycle.
- Review of the quality of teaching: every term the Deputy Head with responsibility for teaching and learning reports to the senior team and Governors on the quality of teaching based on formal lesson observations conducted as part of the Appraisal process.

D2 – measuring pupil performance effectively and setting challenging targets

Annual Performance Review and Evaluation:

In addition to the regular SEF cycle, the following annual reports are completed:

- **Appraisal Process:** a review meeting is held in which Appraisal targets for the previous year are reviewed and new targets are set in line with the Appraisal Policy. Throughout the course of the year, two formal lesson observations are conducted. If a lesson is judged less than good, a support plan and further observation is scheduled. The Appraisal process is line managed by individual senior leaders who take responsibility for quality assuring the review, evaluation and action planning process. They also ensure that monitoring is being carried out within departments over the course of the year.
- **Annual Subject Exams Analysis:** Heads of Subject produce a written document that analyses and reports on student progress and attainment at both key stages 4 and 5. This is done by heads of subject using comments from year 11 teachers on the performance of individual students and using data they are provided with such as 4 Matrix and SIMS marksheets. The exam analysis is completed as part of the SEF document. Heads of Subject also discuss results with the senior leadership team and identify key strengths and areas for improvement.
- **Annual Self Evaluation Review:** Heads of Subject and HOYs produce a written document that evaluates each subject area or year group under the following headings:
 - Summary of Self Evaluation Review
 - The achievement of students
 - The quality of teaching
 - Behaviour and safety of students
 - Leadership and management.
- Guidance is provided to ensure that reviews are evidence based, measure the impact of previous action plans and that data is used accurately and forensically in forming judgements and areas for improvement.
- **Annual Subject/Year Improvement Plans:** a written document that outlines key targets and tasks as a result of the Self Evaluation Review, SEF cycle and whole school strategic plan and targets agreed after consultation at the annual school Improvement Planning Conference for all senior and middle leaders.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels							
Staffing Organogram – Mulberry School for Boys							
	18/19	19/20	20/21	21/22	22/23	23/24	24/25
	7	7,8	7,8,9	7,8,9,10	7,8,9,10,11	Year 12	Year 13
SENIOR LEADERSHIP TEAM							
Principal L29-35	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Vice principal L23-27: whole school achievement			1.0	1.0	1.0	1.0	1.0
Assistant vice principal key stage 3 academic and pastoral L18-22, head of Year 7, PSHE lead to 2020	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant vice principal key stage 4 academic and pastoral L18-22			1.0	1.0	1.0	1.0	1.0
Assistant vice principal key stage 5 head of sixth form L18-22					1.0	1.0	1.0
MIDDLE LEADERSHIP TEAM							
Head of mathematics, numeracy and science TLR 1B	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant head of mathematics TLR 1A				1.0	1.0	1.0	1.0
Head of science TLR 1B			1.0	1.0	1.0	1.0	1.0
Assistant head of science TLR1A				1.0	1.0	1.0	1.0

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels							
Head of English, literacy and humanities TLR 1B	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant head of English TLR1A				1.0	1.0	1.0	1.0
Head of humanities TLR 1A			1.0	1.0	1.0	1.0	1.0
	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Assistant head of humanities TLR2B				1.0	1.0	1.0	1.0
Head of PE TLR1A	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Head of expressive arts, design and technology TLR1B	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant head of expressive arts TLR 2B				1.0	1.0	1.0	1.0
Head of design and technology TLR1A			1.0	1.0	1.0	1.0	1.0
Assistant head of design and technology TLR2B				1.0	1.0	1.0	1.0
Head of languages (Spanish and French) TLR1A			1.0	1.0	1.0	1.0	1.0
Assistant head of languages TLR2B				1.0	1.0	1.0	1.0
THEMATIC LEADS							
Special educational and additional needs co-ordinator including EAL, safeguarding, child protection TLR 1B	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Coordinator for numeracy TLR2A			1.0	1.0	1.0	1.0	1.0
Coordinator for literacy TLR2A			1.0	1.0	1.0	1.0	1.0

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Coordinator for English as an additional language TLR2A			1.0	1.0	1.0	1.0	1.0
Coordinator for PSHCE and PREVENT TLR 2A			1.0	1.0	1.0	1.0	1.0
TOTAL LEADERSHIP ROLES	7.0	7.0	17.0	24.0	24.0	24.0	24.0
	18/19	19/20	20/21	21/22	22/23	23/24	24/25
SUBJECT TEACHERS MAIN PAY RANGE	5.0	18.0	20.0	26.0	40.0	45.0	45.0
TOTAL TEACHING	12.0	25.0	37.0	50.0	64.0	75.0	80.0
RATIO TEACHER TO STUDENTS	1:15	1:14.4	1:14.5	1:14.4	1:14.3	1:14.1	1:15
SUPPORT STAFF							
Higher level teaching assistant	1.0	1.0	2.0	2.0	3.0	3.0	3.0
Teaching assistants	2.0	4.0	6.0	6.0	6.0	6.0	6.0
PE coaches (not on the staff establishment to be kept under review)	2.0	4.0	6.0				
Science technician	1.0	1.0	1.0	2.0	2.0	3.0	3.0
Technology technician	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Librarian			1.0	1.0	1.0	1.0	1.0
Midday supervisors	2.0	4.0	6.0	6.0	6.0	6.0	6.0

The Mulberry Family (the Trust) and Mulberry School for Boys

The staffing structure set out above draws upon existing provision at Mulberry School for Girls. It both mirrors the staffing structure at Mulberry and allows for sharing in the first few years to provide economies of scale. During the first four years of growth to establish the quality of provision and ensure that strength and capacity are built, leadership will be closely directed by Mulberry School for Girls on behalf of the Mulberry Schools Trust.

The Mulberry Schools Trust will appoint the current headteacher of Mulberry School for Girls as Chief Executive Officer (CEO) and she will remain Principal of Mulberry

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

School for Girls for this period. As CEO, she will oversee the leadership of all schools in the family.

An Associate Principal at Mulberry School will assist her in the girls' school who will lead that school in partnership with her. A principal will be appointed for Mulberry UTC and another for Mulberry School for Boys.

The future primary schools will each have a Head of Primary reporting to the Principal of Mulberry School for Boys and a Head of Primary reporting to Mulberry School for Girls.

The CEO who is also the Principal of Mulberry School for Girls will lead and line-manage: the Associate Principal of MSfG (who will line manage the Head of Primary); the Principal of Mulberry UTC and the Principal of MSfB (who line manages the Head of Primary).

Over ten years, a leadership structure for education support services for the MAT will develop commencing with the appointment of a Chief Operating Officer with a finance specialism in the early stages of growth, a clerk to the governors and an Executive Assistant to the CEO with responsibility for marketing and public face. This executive support service structure will be paid for through top-slicing school budgets and will be led by the Chief Operating Officer reporting to the CEO.

The staffing structure is a traditional one, as it is at Mulberry School for Girls, with a strong emphasis on the delivery of the MulBacc curriculum.

Pastoral support consists of heads of year and tutor teams drawn from the staff and appended to their teaching role as additional Mulberry expectations.

CLASSROOM TEACHING

The staff in the girls' school will be deployed to secure subject expertise in the initial set up phase in the first three years, so that boys in years 7,8 and 9 are taught by staff with specialist knowledge of their curriculum subjects.

As the boys school is established, there will be capacity for the staff in the boys school to offer support to other schools in the Family.

MIDDLE LEADERSHIP

Middle leaders will be able to draw upon the schemes of learning and lesson plans used in the family of schools and they will be supported to develop those to best meet the needs of the boys.

Systems and structures underpinning learning and teaching will be implemented using the Mulberry models, for example for student assessment, monitoring performance, developing teaching.

SCHOOL IMPROVEMENT

All of the school improvement functions will be discharged by the Mulberry teams (see above D1)

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

PASTORAL SUPPORT

Each tutor group of boys will have their own tutor who will remain as tutor for the five years of Key Stages 3 and 4. Boys will be organised into Year Groups for purposes of pastoral care and for social and other purposes such as competitions, fund raising

The special educational needs coordinator will be an associate member of the special educational needs team in the girls' school (although based in the boys school) for purposes of professional support and guidance for the first three years.

EDUCATION SUPPORT

The following functions will be provided centrally working out of Mulberry School for Girls

- Data: provision of and analysis, evaluation
- Financial services
- Human resources services
- Legal services
- Education welfare services
- Education psychology services
- Health and safety, premises and estates
- Governance support

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Mulberry School for Girls' track record speaks for itself and the school was commended by the inspection team that visited in summer 2013 for the transformative effect it has on all of its pupils. Like Mulberry School for Girls, the boys' school will be a truly local school, admitting boys from the immediate neighbourhood around the school. The Prevent strategy below sets out our approach that has proven exceptionally effective in maintaining cohesion in our school population and in our neighbourhood.

The 'Prevent' Strategy at Mulberry School for Boys

D4 – the school will be welcoming to pupils of all faiths/world views and none

At Mulberry School for Girls, we have always been regarded as a model of good practice with regard to preventing any form of extremism and we will ensure that the same is true for the boys' school and the UTC. We have constantly worked together with families, governors and the local community to protect our pupils from the effects of different kinds of extremist behaviour, including the EDL or groups that sympathise with terrorism. In 2008, the school and its staff were involved in advising the government on how best to approach community cohesion and the policy approach to preventing extremism. We had a visit from central government to discuss our approach and Deborah Weston, Director of Spiritual, Moral, Social and Cultural Development became a key adviser until the 2011 strategy was published.

The approach that we will take is built on the following principles:

- It is good practice in any school to be constantly vigilant in combatting suspicion or distrust between different groups of people represented in the school's community. Mistrust and a sense of injustice lie at the heart of division that can lead to extremist activity.
- The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life as things change depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- Having a stake in the opportunities that Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education which sees pupils leave school confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism. This is what our parents want and this is what Mulberry delivers.

The strategy is delivered through the following elements of our provision:

1. The Curriculum: Curriculum content is carefully constructed. Pupils follow a traditional broad and balanced curriculum focused on subject mastery. Religious Studies is taught by specialists and is compulsory for all students up to age 16. It includes extensive study of all faiths with a focus on Christianity and Islam at KS4. Misconceptions are addressed in relation to scripture and religious text. In English, texts are from the English canon. They reflect Britain's diversity. Citizenship was a discrete compulsory subject at KS3 until 2014 – 2015, when it was introduced into PSHE. Democracy, rule of law and global citizenship is taught as well as tolerance, diversity and respect. There is a strong PSHE curriculum that includes sex and relationships education, health education, drugs education and social issues amongst other learning. Arts subjects, including dance, music and drama are compulsory until age 14 after which it is compulsory to specialize in at least one arts subject at GCSE. History and geography are compulsory till age 14 after which it is compulsory to study at least one of the two. Humanities subjects cover life in Britain historically and in contemporary times. Politics and sociology are popular options at KS5 alongside History and Geography in the girls' school and we anticipate the same for the boys. Swimming will be taught in Year 7.

D4 – the school will be welcoming to pupils of all faiths/world views and none

* There is a whole curriculum audit of opportunities for spiritual, moral, social and cultural development that should be read alongside this guidance.

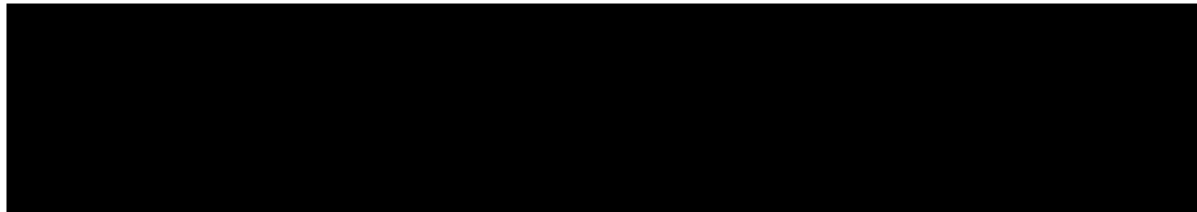
2. Arts Education: study of the arts at Mulberry is safeguarded through its School Specialism that is Arts Specialism. Through careful work with families, Mulberry has no withdrawal from the study of arts subjects and this has been so for at least five years. Boys will perform publicly in dance and drama through the Mulberry Dance Company and the Mulberry Theatre Company, which has performed in Edinburgh for four years to critical acclaim as well as at the Southbank Centre, Southwark Playhouse and next year at the Royal Court. The Mulberry Dance Company has performed at the Royal Opera House and Sadlers' Wells. Every boy will perform publicly in Year 9 as part of the Year 9 arts project. A Winter Gathering is held every year at Christmas, taking themes related to Christmas and the arts team lead the whole school community in carol singing for pupils and parents at the end of the Christmas term – all staff join in regardless of culture, faith or background. Similar celebrations are held in the school for other reasons, for example the Queen's Diamond Jubilee when the school held a 'Right Royal Knees Up' in true cockney east end style.

3. Extra-Curricular Provision: all boys must be involved in clubs and other activities that enrich the curriculum in the Mulberry Family of Schools. There is a 'Mulberry Pledge' which covers 12 areas of an enriched education which the school pledges to offer and which pupils pledge to take up. Some of the major programmes offered are listed:

- Global Classrooms – MUN programme. Mulberry has run this conference programme for nearly 9 years. It is co-educational and it involves writing resources, training staff from other schools and training pupils as committee chairs, rapporteurs and leaders. Over 30 schools regularly access this programme, including schools from Japan, the USA, Slovenia, Israel and Palestine.
- The Youth Conference – over 20 schools regularly attend this. It is led by the sixth form, supported by teachers. Themes relating to justice, tolerance and equality are explored.
- Arts Partnerships – pupils have supported the establishment of WOW (the Women of the World) and BAM (Being a Man)
- [REDACTED] The school has recently gone into partnership with the Donmar Warehouse. [REDACTED]
[REDACTED]
[REDACTED] The school has a longstanding partnership with the National Theatre. The Mulberry Youth Conference in 2015 was held there. The conference focused on [REDACTED] and themes connected with the play. The Royal Court Theatre is working with the Mulberry Alumni Theatre Company to create and produce a play for performance at the Royal Court. The BFI (British Film Institute) is a filmmaking partner and has supported the school's work through 'Cutting East' – a young filmmaker's festival in East London and Cinematique – a project related to French cinema that enables pupils to make films and show them in Paris.

D4 – the school will be welcoming to pupils of all faiths/world views and none

- Women's Conferences – there have been over 10 conferences for girls and young women giving them access to a variety of successful women from different fields including business and industry. Themes cover ambition, aspiration, resilience and determination to make a positive difference to society.
- Duke of Edinburgh's Award Scheme: the school has run the D of E scheme for over 8 years with several students achieving gold awards in the past and it is expected that the programme will run for the boys' school.
- Magic Me – is an inter-generational arts project that the school has offered for over 11 years. It engages a group of diverse older women from the East End with Year 9 and 10 pupils at Mulberry. We will set up a similar programme for the boys to engage with older men in the community.
- Women's Education Office Programmes – include Girl Guides, Mulberry Extra, Human Rights Club, and United Cultures of Mulberry School etc. A Men's Education Office will be established for the boys running programmes tailored to the needs of young men in the 21st century
- Trips and Visits: pupils will engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment. Examples include: the battlefields in Ypres, Cheddar Gorge, Wales, Edinburgh, Venice, Berlin, Andalucía in Spain, Paris and the UN in New York.
- Pupil Voice: Mulberry will have a strong School Council and a range of other initiatives for student leadership that allow pupils to have input into the strategic planning for the school. A democratic process will be in place to ensure fair representation.



5. Parent and Family Programmes: parents and families will have access to help, advice and support through our community-learning programme. In 2012, we opened the Mulberry and Bigland Green Centre to provide a space for families and their learning. Courses in childcare, parenting, access to employment, fitness, literacy, numeracy and ICT are offered together with enrichment trips, events and social space. Much support is given to parents at crucial times of options choice, mock examinations and learning intervention programmes. Building trust with families has supported our ability to provide a rich arts education.

6. Safeguarding: Mulberry has employed extensive safeguarding services for pupils as part of its commitment to the whole child and this service will be shared by the boys' school. They include: a School Health Advisor, a School Social Worker, two Attendance and Welfare Advisors, a School Counsellor (we are shortly to engage a second), Learning Mentors and Academic Mentors. There is an Inclusion Co-ordinator as well as a senior member of staff on the SLT, both of whom lead on Child Protection. We also have the service of a police liaison officer. These services are co-ordinated effectively by the Assistant Head in charge of Inclusion. Records are meticulously kept and referrals followed up conscientiously. Liaison with Social

D4 – the school will be welcoming to pupils of all faiths/world views and none

Services, CAMHS and other agencies is carried out actively. Monitoring of pupils' internet access is regularly carried out to ensure they are safe.

7. Governance: the governing body will be actively involved in the life of the school, supporting the pupils and their families to do well. There will be broad representation on our governing body from our parent community, our partners in the arts and employment as well as education, finance and legal expertise.

This comprehensive approach to ensuring that pupils have access to the highest quality education which offers experience in the world beyond Mulberry to equip pupils to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind. Pupils in the Mulberry Family are proud of their British heritage – whether it be British Bangladeshi, British African etc. And the school is proud of their achievements as they leave and go on to work, university and successful careers in fields such as teaching, clinical services, public health, political leadership and the City.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

The Mulberry Schools Trust has undertaken a robust assessment of evidence of need for this proposed school for boys in Tower Hamlets on four key aspects of demand – context, population growth, quality of provision locally and parental choice. In each of these sections, there is compelling evidence that there is a need for a boy's school in Tower Hamlets in order to give parents an informed choice based on the quality of provision.

Context – redressing disadvantage

The need for the Mulberry School for Boys is driven by the problem of disadvantage and worklessness in Tower Hamlets, which is high: the cycle of deprivation and health inequality is as poor as it was in 1898 (Barts Health NHS Trust 2012; The Marmot Review 2010). Child poverty in our local area is severe (Save the Children, 2011). Unemployment, especially youth unemployment, is high compared to the rest of London according to the GLA and the Office of National Statistics.

Despite more success in schools in Tower Hamlets, evidence from Nomis (2012) shows that many residents cannot engage with the formal labour market. Reasons include: low levels of qualifications compared to the skills demanded in London which often require graduate level awards, lack of affordable / accessible childcare, sickness and disability (48% of people on IB / ESA have mental health issues), engrained culture of worklessness and opportunities presented by the informal economy (i.e. street life, drugs and petty crime). These reasons are all interconnected with poverty and deprivation: Tower Hamlets remains one of the most deprived areas in the country according to Nomis (2012) and rates of FSM in 2016 are 54% against a national average of 13%. Mulberry School's IDACI rating is 0.6, one of the highest in the country and the boys' school's rating is likely to be the same because we will share the same families.

In this context, there is a clear demand for education providers who know the local landscape to tackle these challenging demographics in a systematic and outcome driven way. The vision of the Mulberry Family of Schools is to play a distinctive and influential leadership role within the local area in altering this landscape: to reduce inequalities; to transform health and well-being; to empower local residents to take control of the situation; and, through education to bring prosperity, work and social harmony to the Tower Hamlets community. Mulberry School for Boys is fundamental to our vision for local transformation.

At the present time, young women leaving Mulberry School for Girls buck the local trend. Most pupils who go to Mulberry go on to university and, whereas ten years ago unemployment amongst Bangladeshi women was very high there is increasing evidence that this is changing in Tower Hamlets as women prove to be more successful than their male counterparts both in education and in local employment. We believe that the same can be true for local boys and young men. Our vision is that the

E1 – provide valid evidence that there is a need for this school in the area

brothers of girls who go to Mulberry should have access to the same outstanding education that is open to their sisters. Parents want this and we wish to provide it.

Projected Population Growth

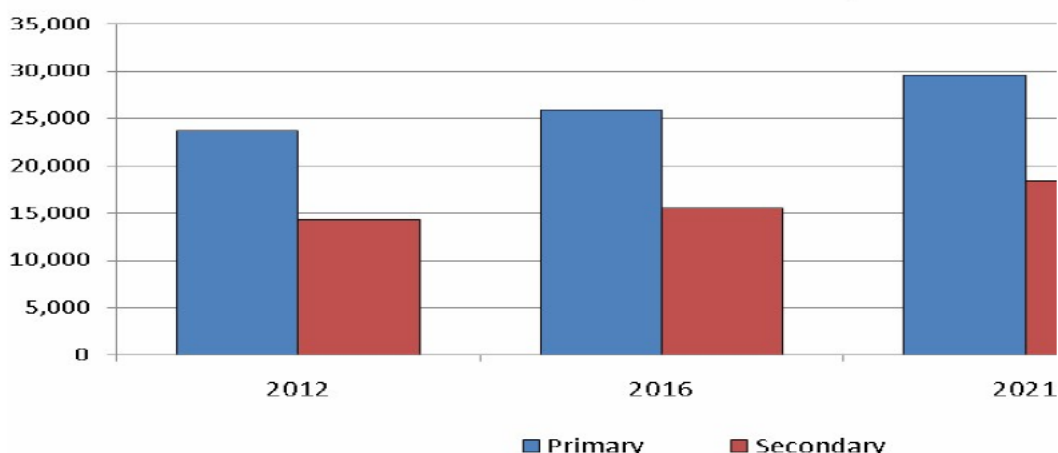
There is a clear case for a further secondary school capacity in Tower Hamlets to be provided due to the rise in population growth. The Office for National Statistics published its mid- 2014 population estimates in June 2015. The mid-year estimates found that the population of Tower Hamlets was estimated to be 284,000 as at June 2014. This represents an increase of around eleven thousand people over the year – a percentage increase of 4.1 per cent – the second largest percentage rise in England and Wales, after the City of London (+5.5 per cent).

Tower Hamlets has a relatively young population, characterised by a high proportion of young adults. The proportion of children under 16 is 20 per cent. The London Borough of Tower Hamlets 'Planning for School Places' 2012 – 2022' document states that by 2022 there will be a need for a further 27 forms of entry (FE) in the borough for secondary school places. So far for next year it is projected that there is a need for an additional 11 FE. The Year 7 roll in 2012 of 2,524 is projected to increase to 3,793 in 2022 – a rise of 50%. The total secondary roll (11-16) in 2012 of 12,743 is projected to increase to 18,303 in 2022 – a rise of 44%.¹

The GLA borough population projections input into the school roll projections model and provide the context for the local council's projected school roll figures. These projections for the number of school age children within the borough are related but differ from the actual number attending LBTH schools. For children of secondary school age there are significant increases projected, with the numbers aged 11 to 15 have increased over 9% in 2016. Further growth is then projected between 2016 and 2021. This would take the secondary school aged population from an estimated 14,278 in 2012, to over 18,396 in 2021 (an additional 4,118 secondary age children over the 2012 estimate).

¹ London Borough of Tower Hamlets, 'Planning for School Places 2012 – 2022', September 2012

E1 – provide valid evidence that there is a need for this school in the area
GLA Tower Hamlets Population Projections



Source: GLA BPO Population Projections - 2011 round

There is clear evidence for the need for more secondary provision. We have chosen to apply to establish a boys’ school because there is more single sex provision for girls than boys and our local partner boys’ secondary school, Stepney Green, is proposing to become co-educational. This will leave only one boys only mainstream school in the borough and that is a Catholic faith school. This means that other than the independent Islamic boys’ schools, there will be no choice for parents who are not Catholic who wish for boys only education. In addition, the gender balance between boys and girls in local co-educational schools is very unequal which creates other problems.

Quality of Provision for Boys

The quality of education for boys in Tower Hamlets is significantly less good than for girls. Where parents wish for a boys only education, their choices are very limited. Many boys’ schools are poor (see the table below). This is both unnecessary and unacceptable. We are fully sensible of the issues raised by HMCI in September 2014, when it was exposed that issues of Islamic extremism were surfacing in the borough. Mulberry School for Girls has a track record of excellence in preventing extremism. Our ‘Prevent’ strategy has been praised by the Secretary of State in her letter supporting the development of the Mulberry Family of Schools (appended). We wish to tackle issues of extremism for boys and believe that a great education is the only way in which to do so successfully. We think that Mulberry School for Girls should offer the same opportunities to boys – and that with our experience, we can make a significant difference to boys’ feelings of disenfranchisement and gain the positive engagement of those who feel their voices are not heard.

Performance Comparator with 1 mile of Mulberry School for Girls

*information is from the DfE Performance Tables for 2015

School	Type	Gender Mix	Last Ofsted	Numbers on Roll	2015 GCSE A* -	FSM

E1 – provide valid evidence that there is a need for this school in the area

					C with E and M	
Jamiatul Ummah School	Other Independent School	Single Sex Boys	Independent Schools Standards Not Met	180	100%	N/A
Wapping High School	Free School – Mainstream	Mixed	Requires Improvement	168	N/A	N/A
Madani Girls' School	Other Independent School	Single Sex Girls	Met Independent Schools Standards	251	54%	N/A
London Enterprise Academy	Free School – Mainstream	Mixed	N/A	91	N/A	N/A
Ebrahim Academy	Other Independent School	Single Sex Boys	Independent Schools Standards Not Met	94	58%	N/A
London East Academy	Other Independent School	Single Sex Boys	N/A	146	96%	N/A
Bishop Challoner Catholic Federation of Girls Schools	Voluntary Aided School	Single Sex Girls	Outstanding	898	65%	57%
Bishop Challoner Catholic Federation of Boys Schools	Voluntary Aided School	Single Sex Boys	Good	577	64%	39%
Swanlea School	Community School	Mixed	Outstanding	1236	75%	70%
Al Ashraaf Secondary School	Other Independent School	Single Sex Boys	Requires Improvement	28	N/A	N/A
Sir John Cass Foundation and Redcoat Church of England	Voluntary Aided School	Mixed	Outstanding	1587	75%	70%

E1 – provide valid evidence that there is a need for this school in the area

Secondary School						
Stepney Green Maths and Computing College	Community School	Single Boys	Good	916	59%	68%
Mazahirul Uloom London School	Other Independent School	Single Boys	Independent Schools Standards Not Met	96	42%	N/A
Darul Hadis Latifah	Other Independent School	Mixed	Requires Improvement	154	72%	N/A
The Complete works Independent School	Other Independent School	Mixed	Good	37	3%	N/A

Parental Choice

There is a high level of demand for a Mulberry School for Boys as demonstrated by the evidence contained in section E2 and by the letters from parents and the school community contained in the annexes. Please see below. Parents should have choice. In a context where there is an increasing demand for places because of basic need, there is a compelling case to offer outstanding boys' only provision so that parents do not feel the need to send their sons to inadequate independent schools in order to obtain it.

Please tick to confirm that you have provided evidence as annexes:

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

Strategies used to engage members of the community

We engaged with the local community in a range of ways. As part of Mulberry School for Girls' existing community engagement strategies, we spoke to a wide range of parents whose children attend the school and the neighbouring primary school Bigland Green. We also conducted a survey with members of the local community and interviewed parents of primary school children from across London when they visited Mulberry School for Girls for Year 6 open days. During January to February 2016, we also held the statutory consultation for the Mulberry UTC and spoke to stakeholders about the plans for the Mulberry Family of Schools. The Student School Council and Parent Council of Mulberry School for Girls were also consulted on the proposal to open a secondary school for boys. The strategies used to demonstrate the evidence of demand is as follows:

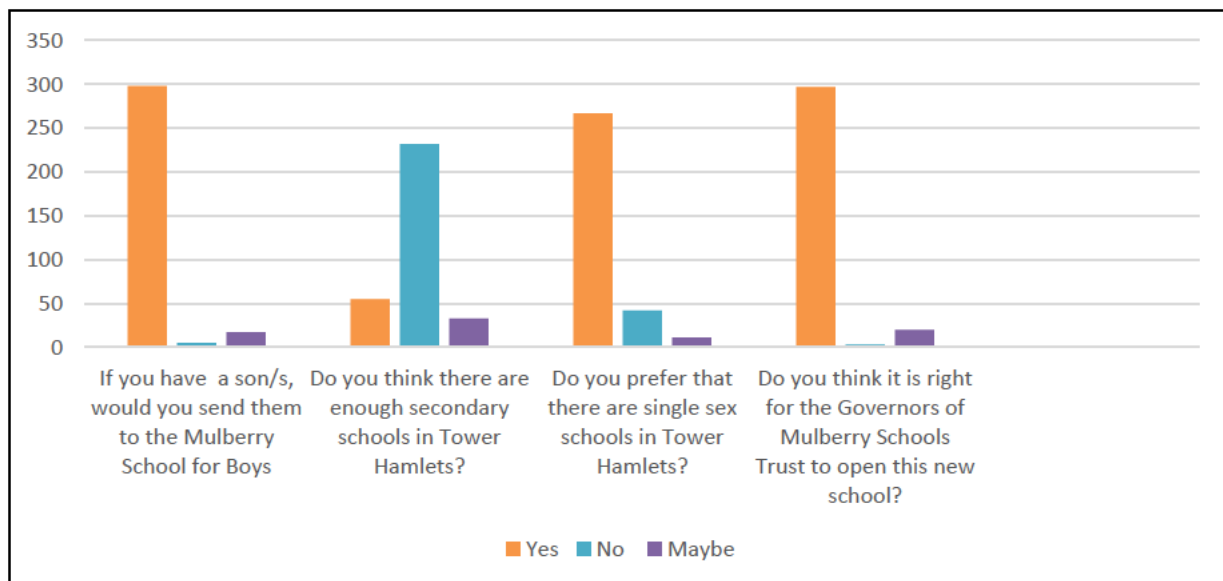
Strategy	Community Target Group	Timeline
Public Survey	To target members of the community from a wide range of socio-economic contexts. Students from Mulberry School for Girls conducted the surveys in two locations – Watney Market and Whitechapel Market in Tower Hamlets.	2012 – 2015
Year 6 Open Days x 4	To target parents of students who are in existing primary schools in Tower Hamlets and beyond.	September 2014
Mulberry and Bigland Green School Parent Coffee Mornings x 2	Targeting parents of students of Mulberry School for Girls and Bigland Green Primary School from a range of backgrounds. Engagement with Parents Governors of both schools.	December 2015 – January 2016
Adult Learning Classes held at the Mulberry and Bigland Green Community Centre and visit to the Wapping Sure Start Centre	Engaged with local parents and shared the proposals of the Mulberry Family of Schools.	February 2016
Public Consultation Events	Held a public consultation to discuss the proposals of the Mulberry Family of Schools and Governors desire to provide more school provision in Tower Hamlets. Members of the local	November 2015 – December 2015

E2 – successful engagement with parents and the local community		
	community along with parents and staff from Mulberry and other Tower Hamlets schools attended.	
Letters to all students at Mulberry School for Girls	Following on from the above consultation, all parents of students at Mulberry School for Girls were sent a letter to inform them of the positive outcome of the public consultation events and share the proposals for a new primary school.	January 2016
Student Council and Prefect Meetings	Members of the School Council and Prefect Teams were consulted on the proposals. Students were very positive in their responses and wrote to the Headteacher and Chair of Governors of Mulberry School for Girls with their support. They have also taken up the role of ambassadors for the proposed school and have engaged with students from across Tower Hamlets.	December 2015 - February 2016
Parent Council Meeting	The Parent Liaison Officer at Mulberry successfully engaged with the Parent Council of Mulberry School for Girls who are in full support for the Mulberry Family of Schools.	February 2016
Mulberry UTC Consultation events x 4	Engaged with the local community, business and education leaders as part of the statutory consultation for the Mulberry UTC. Two of these events were held at the BFI and Goldsmiths' University where views from members outside the Tower Hamlets community were considered.	January to February 2016
Mulberry School Website	The proposals for the Mulberry Family of Schools were posted on the Mulberry School for Girls. This reached out to the wider community and the parents who were unable to attend any of the events. This website gets about 900 hits a	November to December 2015

E2 – successful engagement with parents and the local community

month. This also supported the word of mouth marketing.

From all of the strategies demonstrated above, we have reached out to approximately 1500 people. 320 took part in the survey we conducted to find out the demand for a secondary school for boys run by Mulberry School for Girls. The responses were overwhelmingly positive and we found out that there is a great demand for this proposed school in Tower Hamlets. The quantitative results are summarised below:

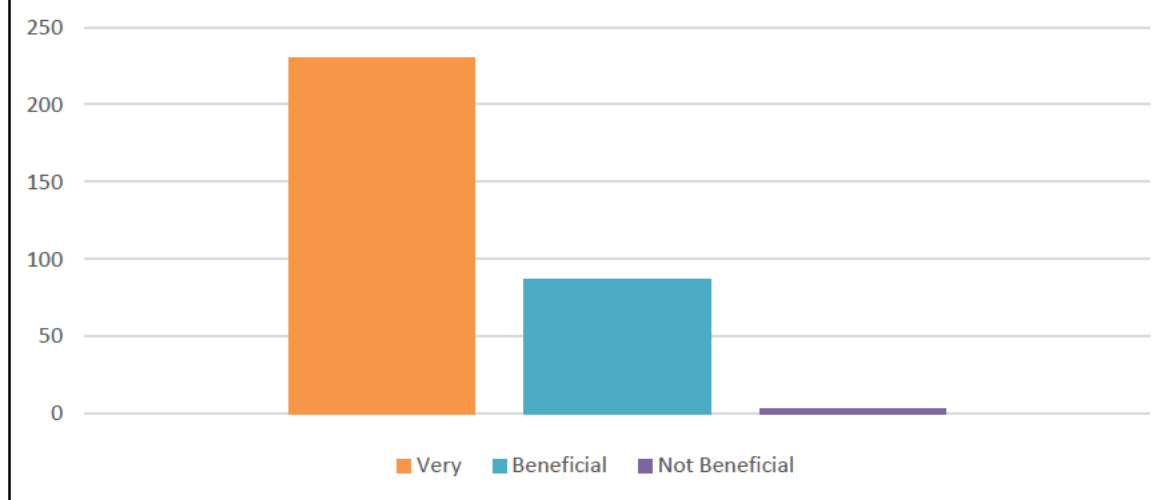


We asked members of the community a range of questions and spoke to them about the vision and ethos of Mulberry School for Boys. 93% of the people interviewed said that they would send their son/s to the proposed school. 5% said maybe and a small 1% said no.

When asked whether they felt there were enough secondary schools in Tower Hamlets, 72% said no, 10% said maybe and 17% stated yes that there are enough secondary schools in Tower Hamlets. 83% of those interviewed preferred single sex schools in Tower Hamlets, 13% expressed that single sex education was not their preference and 3% were unsure.

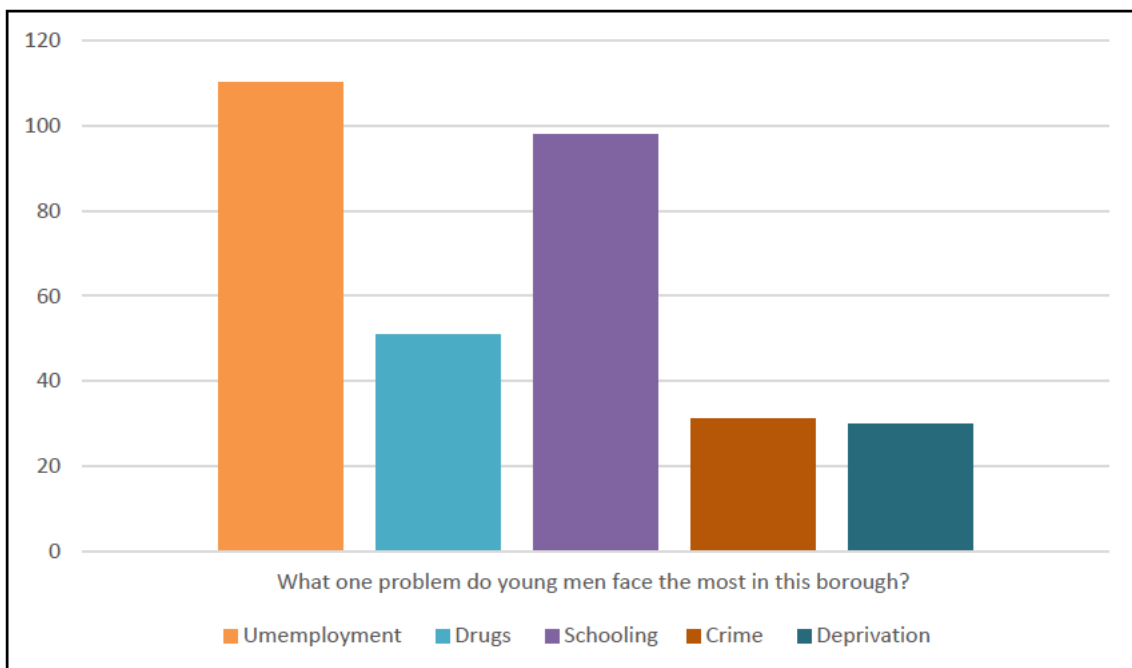
During all of our engagement sessions with the community, people were very excited that finally there is a possibility of having a boys equivalent of Mulberry School for Girls and this excitement and support are reflected in the percentage of people who felt that it is right for the Governors of the Mulberry School Trust to open this new secondary school. 92% felt that this is right, 6% were not sure and 0.9% opposed the idea.

E2 – successful engagement with parents and the local community



Within the 93% people who stated that they would send their son/s to Mulberry School for Girls 71% expressed that the school will be very beneficial to Tower Hamlets, 27% felt that it would be beneficial and 2% expressed that it would not be beneficial at all.

We asked members of the community what one problem do young men face most in the borough and given the context of Tower Hamlets, the results below demonstrate that there is a clear demand for education providers who know the local landscape to tackle these challenging demographics in a systematic and outcome driven way.



36% expressed that they felt unemployment was the biggest problem and 31% felt that the schooling was the biggest problem. 15% felt that drugs were a problem followed by 9% stating that it is deprivation and crime. These figures confirm that a provision like the Mulberry School for Boys is needed to educate the young men of Tower Hamlets so it can play a distinctive and influential leadership role working alongside the

E2 – successful engagement with parents and the local community

Mulberry Family of Schools, employers and universities in altering the landscape – for the better and for good in Tower Hamlets.

We have also gathered qualitative data and asked members of the local community about what the need and benefit of this proposed school will bring. The majority of the people interviewed support the ethos of the secondary school and have expressed that they would select it as the first choice for their son. Many of them would be able to start in the first two years of opening and all live within a reasonable distance from the proposed site. Below is a summary of the comments they made:

- The benefit that came up the most in responses is community empowerment through the ethos that will be instilled in the Mulberry School for Boys.
- A number of parents raised concerns about the lack of pupil places in secondary schools in Tower Hamlets and felt that this school would be ideal for offering more spaces.
- The community feel that the type of education in the proposed school would improve the young men's confidence, motivation and engagement and enriching their 'life experience'.
- A large number of parents expressed that the community have been waiting for a Mulberry Boys School for a number of decades so that their sons could have access to the fantastic opportunities that young women of the community receive.
- Almost all of the members consulted were highly supportive of our plans to open this new school.
- Parents were extremely supportive of the plans for the strong academic focus on as well as the enrichment offer.
- The majority of the students of Mulberry School for Girls were excited that their brothers would have the chance to be offered the great education that they are offered at Mulberry School for Girls.

The final question that was asked was about the aspirations the local community have for the young people in the borough. These are summarised below.

- Most of those surveyed primarily wanted employment for young men in the borough, and the skills needed to enhance career prospects.
- Many responses referred to developing 'community' and 'unity' within the borough, with young people being 'role models' and 'assets' in their communities
- Money was a big concern, many stating that they hoped young people would be able to provide for themselves and find housing.
- Many responses also referred to job satisfaction and choice, encouraging young people to 'follow their dreams', pursuing careers in which they have an interest rather than just to provide money.

E2 – successful engagement with parents and the local community

- It was felt by some that provision such as the proposed school is needed to motivate young men, and would be of particular value in encouraging them to avoid crime and prove negative stereotypes wrong.
- It was also felt that Mulberry School for Boys would address social problems such as deprivation.
- Some stated they wanted young men to have improved wellbeing or a better quality of life.
- There is a desire for positive role models for local young people.
- The 'best' education and the 'highest' standards are wanted for young people. Some responses mentioned the need for 'complete' education, education 'for all', and the desire for young people to go into higher education.
- It was stated that young people have drive and desire for learning but need the right educational provision, a 'foot in the door' to 'get started in life'.
- Respondents wanted improved job prospects for ethnic minorities and often expressed a desire for opportunities equal to that in other areas.
- Many stated they wanted young men to have 'success', to 'achieve', to be 'empowered' and to take 'leadership' roles.
- Responses made it clear that young people not only want to fulfil existing ambitions, but to need to find their ambitions, and a diverse range of options is required to provide for this.

In summary, we have gathered extensive evidence of demand by successfully engaging with parents and members of the local community which demonstrates the demand for the Mulberry School for Boys. The majority of the people we consulted were comforted to know that this proposed school will be part of the Mulberry Family of Schools and it is not a just a free school being set up by a group of people who are unknown to the community. Members of the community also felt reassured that the strong track record of Mulberry School for Girls will ensure that this proposed school is successful. The evidence gathered also demonstrated the high aspirations parents, families and the local members of the community have for the young people. They strongly feel that Mulberry School for Boys can help support young people in Tower Hamlets in fulfilling these aspirations.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:


- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

			[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

					
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[Add lines as appropriate]

F1 (a) Skills and experience of your team

Strong Governance

The headteacher and governors of Mulberry School for Girls and the shadow governors of Mulberry UTC are a highly skilled and experienced group of people whose range of skills cover all areas of expertise required. We are currently forming a MAT board called The Mulberry Schools Trust from amongst this group of people and the individuals named above are at present the proposed members and trustees for the MAT board. The trust is already incorporated by the first 3 members and trustees listed above – [REDACTED]. The remaining people named below in section F2 are proposed as the trustees and 2 additional independent members of the MAT trust and this will be ratified by the governing body of Mulberry School for Girls in the forthcoming governing body meeting on 17th March 2016. The CVs and Suitability and Declarations forms for the first 3 members and additional 3 confirmed trustees of the MAT board are included with this application. As agreed with Marie Elise Howells, all other forms will follow on 17th March once the governing body has ratified the place of all other trustees and governors for the local governing bodies of Mulberry School for Girls and Mulberry UTC.

Plans for governance are set out in more detail in section F2.

Leadership – the role of the CEO and Principals of School

The CEO will be the current headteacher of Mulberry School for Girls, [REDACTED]. She has a track record of success in school effectiveness and improvement in some of the most challenging schools in London which, prior to Mulberry School for Girls, were all co-ed schools. She is currently a National Leader in Education and as such, has supported a number of schools in difficulty. She has successfully led the project to apply for and open a UTC in Tower Hamlets since October 2012, lobbying politicians and others successfully for a site which was eventually found in April 2015 – it is now in the pre-opening stage with a Principal designate and a fabulous building plan. The UTC is due to open in September 2017. [REDACTED] will be Executive Head of the UTC and Mulberry School for Girls during this period, overseeing the work of the Principal designate and an Associate Principal at Mulberry School for Girls with a view to appointing a new principal there once transition is secure.

If successful in our application to open Mulberry School for Boys, [REDACTED] will as CEO oversee the development of the projects to establish these 2 free schools. We will appoint a Principal designate of the boys' school who will work with the CEO to execute the plan contained in these documents.

Access to Consultants

We have gathered around us several consultants who are working with us on the MAT set up. They work directly to Dr Ogden and Mulberry School for Girls to

F1 (a) Skills and experience of your team

establish the systems and processes for the MAT and the conversion of Mulberry School for Girls and so they are listed here as examples of the people we work with. At the present time, it is not envisaged that we will need external consultancy for the establishment of the free schools with the exception of the primary school. The expertise will be contained in the MAT board which we are constructing. In the meantime [REDACTED] has agreed to provide us with advice on primary education should we need it.

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

We have appointed an experienced Director of Finance to deal with the finance and accountancy work of the set up who will be starting with us in May 2016.

Support for the MAT and the Free School Applications from the RSC and SOS

Governors have already approached the Secretary of State and the Regional Schools Commissioner to discuss our plans for growth through the creation of the Mulberry Family of Schools. We have received a letter of support from the Secretary of State for Education with the following comments:

"I was very interested to read your vision for the future of your school. This is exactly the type of venture that I want to encourage and I would recommend that you continue to progress your plan. My intention is for schools that have developed an excellent level of provision, such as yours, to expand and, eventually, run a range of different schools. I am positive that the formation of a multi-academy trust (MAT), with Mulberry School for Girls as the lead school, would provide a practical and flexible means of realising your vision as well as my department's objectives." Nicky Morgan, Secretary of State for Education.

The Regional Commissioner of Schools has also written to support the governors' plans.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<p>We do not yet see gaps in our experience but would be willing to take advice from the DfE if, during the assessment process it transpires that we need further experience.</p> <p>As part of the development of the MAT, we are approaching several other people to join the MAT board with skills in fund-raising, education and risk management.</p>		

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Leadership of the family

For the first four years of the life of the Mulberry Family of Schools, planned growth will be led by Mulberry School for Girls, under the direction of 'The Mulberry Schools Trust'.

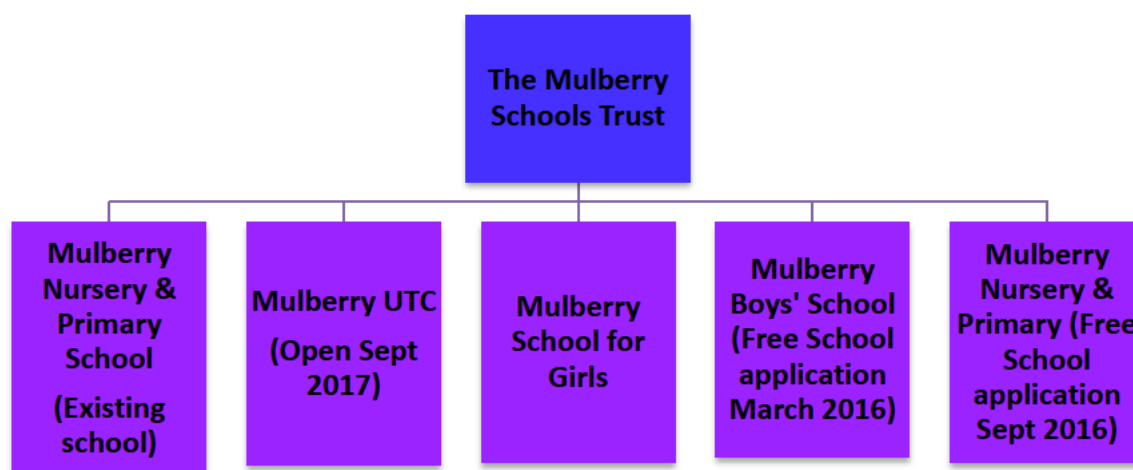


Figure 1

The Trust will establish schools as shown above: there will be two free school applications in 2016 – a boys' school in March and a primary school in Sept – and it is hoped that Mulberry School for Girls and Mulberry UTC will be joined by one other existing provision that wishes to join the Mulberry Family. The organisation of the Mulberry Family is shown above in **Figure 1**. This is provisional as we continue to receive approaches to join the family of schools.

Governance of The Mulberry Schools Trust

The Mulberry Schools Trust will be governed by a board of trustees / directors (for the purposes of this education provision they will be known as trustees throughout all documents) and this board of trustees will set the vision, values, ethos and work of all schools under its designation. It will set the scheme of delegation for all schools that belong to The Mulberry Schools Trust and it will appoint all governors on any local governing body that exists to govern the separate schools within the Mulberry Family.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Whilst the chart here shows five separate schools initially, it is envisaged that there will only ever be a maximum of three Local Governing Bodies (LGB) reporting to the MAT board: Mulberry School for Girls already has its own LGB which will take on a primary school under the same LGB; Mulberry UTC has its own LGB; Mulberry School for Boys will have a LGB which takes on a primary school. All pupils at both primary schools will be entitled to feed into Mulberry School for Girls or Boys. **See Figure 2.**

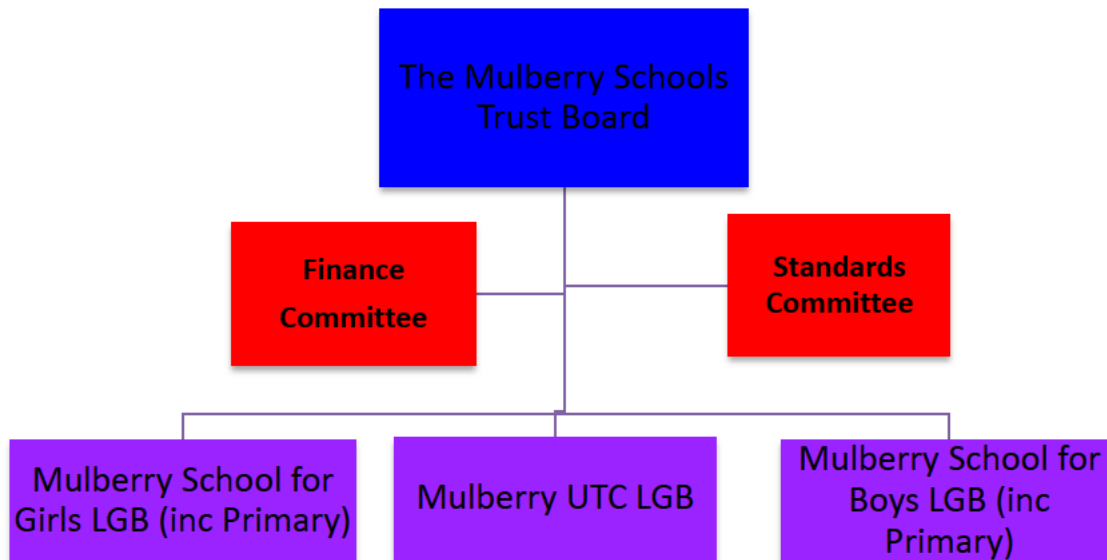


Figure 2

The Mulberry Schools Trust will comprise five founding members and a board of up to thirteen trustees, three of whom will be also founding members. The **founding members** of the Trust will be:

[Redacted text]

At the present time, final decisions are being made by the governors of Mulberry School for Girls as to who the final two members will be. This will be ratified at the governing body meeting of March and then further Suitability and Declaration Forms will be submitted then.

[Redacted text]

1. [Redacted text]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

At the present time, final decisions are being made by the governors of Mulberry School for Girls as to who the final trustees will be. This will be ratified at the governing body meeting of 17th March and then further Suitability and Declaration Forms will be submitted then as agreed with Marie-Elise Howells.

In its first years, the board will draw in additional financial and educational expertise from two consultants: [REDACTED]. The Mulberry Schools Trust board will meet four times a year to discuss matters of performance, finance, audit, provision and growth. The board will have a finance committee and a standards committee that will be chaired by a member of the Trust board. It will be through these two committees that meet three times yearly that the trust's board will analyse finance, business development and student progress across all schools amongst the Mulberry Family and report back to the board so that trustees can exercise their statutory responsibilities. It is through these two committees and the trust's board that the leadership of the Mulberry Family of schools will be held accountable.

There will be school and UTC Local Governing Bodies (LGB) which will meet three times annually and report back to The Mulberry Schools Trust board at each board meeting. The Chair of Governors of each LGB will sit on The Mulberry Schools Trust board – as a trustee. To begin with, the Chair of the Mulberry Schools Trust board will be the Chair of Governors of Mulberry School for Girls. The Chair of Governors of Mulberry UTC will be a board member and trustee of The Mulberry Schools Trust.

All Local Governing Bodies (LGBs) attached to The Mulberry Schools Trust will have governors made up of co-opted governors, parents and staff or, in the case of the UTC, employer sponsors, university sponsor, co-opted governor, staff governor and parent governor. LGBs for the schools will be constituted of eleven governors.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Leadership Group of Mulberry Family of Schools 2016 – 2020

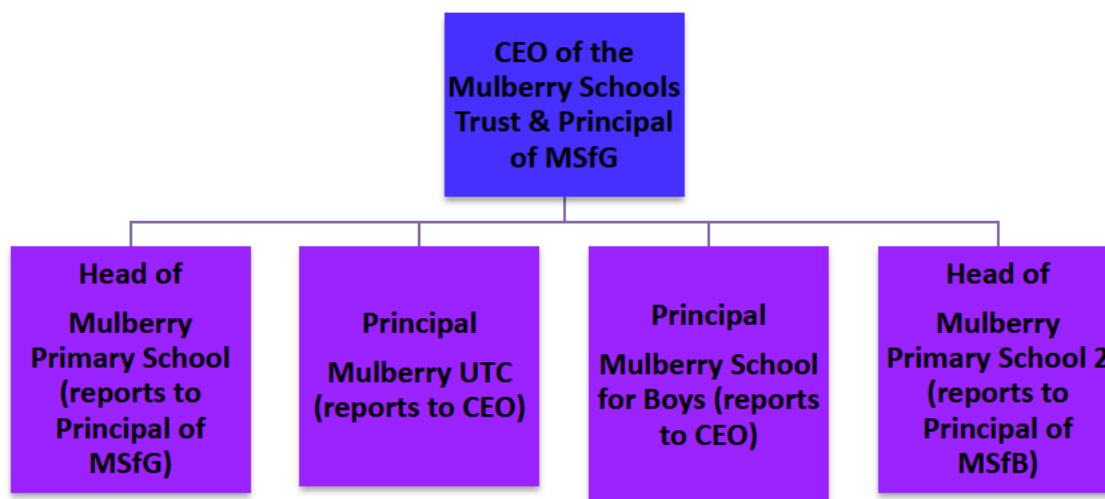


Figure 3

During the first four years of growth to establish the quality of provision and ensure that strength and capacity are built, leadership will be closely directed by Mulberry School for Girls on behalf of the Mulberry Schools Trust.

The Mulberry Schools Trust will appoint the current headteacher of Mulberry School for Girls as Chief Executive Officer (CEO) and she will remain Principal of Mulberry School for Girls for this period. As CEO, she will oversee the leadership of all schools in the family.

An Associate Principal at Mulberry School will assist her for Girls who will lead that school in partnership with her. A principal will be appointed for Mulberry UTC and another for Mulberry College for Boys.

The primary schools will each have a Head of Primary reporting to the Principal of Mulberry College for Boys and a Head of Primary reporting to Mulberry School for Girls.

The CEO and Principal of Mulberry School for Girls will lead and line manage: the Associate Principal of MSfG (who line manages the Head of Primary); the Principal of Mulberry UTC and the Principal of MSfB (who line manages the Head of Primary). **See Figure 3 above.**

Thereafter, over the following six years after 2020, the Mulberry Schools Trust will develop the family to include up to (and no more than) another all-through school from nursery through to secondary, a co-educational sixth form to match Mulberry UTC and provision for young people with special educational needs. We will provide for young people with SEN between 18 and 25 for whom there is currently a lack of provision in Tower Hamlets.

As the MAT grows and develops, the governance structure will evolve slightly to include one more Local Governing Body. This LGB will govern one more secondary and primary school. Thus, when at full capacity, there will be four LGBs reporting to The Mulberry Schools Trust board governing three schools that include a nursery, primary, secondary and special provision and one UTC, post-16 college and 18 – 25 SEN provision. The Mulberry Schools Trust board

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

will oversee all four LGBs and ensure that financial planning is rigorous through the finance committee and that educational standards are upheld through the standards committee.

There will be tight management of the four LGBs by the board and there will be no further growth.

In the same way that that the governance structure will alter to support growth, so will the leadership structure. The CEO will continue to lead the executive teaching team which comprise four principals of school and a director of education who will lead Mulberry College of Teaching and Leadership (which provides professional development for teaching and support staff alike) as well as the enrichment programmes offered across all schools in the family, in particular the arts programmes, youth conferences and women's education conferences as well as links to sponsors and employers. Mulberry College of Teaching and Learning is the name of Mulberry's Teaching School and it will house the SCITT that Mulberry is currently developing with its City Excellence in Teaching partners – eight secondary schools and a special school in Tower Hamlets.

It is envisaged that over ten years, a leadership structure for education support services for the MAT will develop commencing with the appointment of a Chief Operating Officer with a finance specialism in the early stages of growth, a clerk to the governors and an Executive Assistant to the CEO with responsibility for marketing and public face. This executive support service structure will be paid for through top-slicing school budgets and will be led by the Chief Operating Officer reporting to the CEO. **See Figure 4.**

The Mulberry Schools Trust board will meet four times a year to discuss matters of performance, finance, audit, provision and growth. The board will have a finance committee and a standards committee that will be chaired by a member of the Trust board. It will be through these two committees that meet three times yearly that the trust's board will analyse finance, business development and student progress across all schools amongst the Mulberry Family and report back to the board so that trustees can exercise their statutory responsibilities. It is through these two committees and the trust's board that the leadership of the Mulberry Family of schools will be held accountable.

There will be school and UTC Local Governing Bodies (LGB) which will meet three times annually and report back to The Mulberry Schools Trust board at each board meeting. The Chair of Governors of each LGB will sit on The Mulberry Schools Trust board – as a trustee. To begin with, the Chair of the Mulberry Schools Trust board will be the Chair of Governors of Mulberry School for Girls. The Chair of Governors of Mulberry UTC will be a board member and trustee of The Mulberry Schools Trust.

All Local Governing Bodies (LGBs) attached to The Mulberry Schools Trust will have governors made up of co-opted governors, parents and staff or, in the case of the UTC, employer sponsors, university sponsor, co-opted governor, staff governor and parent governor.

The Mulberry Schools Trust will work with the sponsoring organisations of Mulberry UTC and ensure at least one (as well as the Chair of the LGB) will be on The Mulberry Schools Trust board. The sponsors of the Mulberry UTC are: Bank of America Merrill Lynch, the British Film Institute, Goldsmith's University, the National Theatre and Barts Health NHS Trust. The UTC will have an employer steering group, a parent voice group and a student voice group that will feed views into the LGB and facilitate communication. These three groups are important channels for the UTC's self-evaluation in its early stages as it develops.

Terms of office for all trustees of The Mulberry Schools Trust Board and governors of the Local Governing Bodies of each school will be four years. The terms of office for the Chair and Vice Chair of the MAT board as well as the Chairs and Vice Chairs of the LGBs will be two years and these positions will be elected as necessary following procedures set out in the terms of

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

reference. Elections from staff and parent bodies will be held for each parent and staff governor on LGBs as set out in the terms of reference.

Executive Education Support Staff Group 2016 – 2026

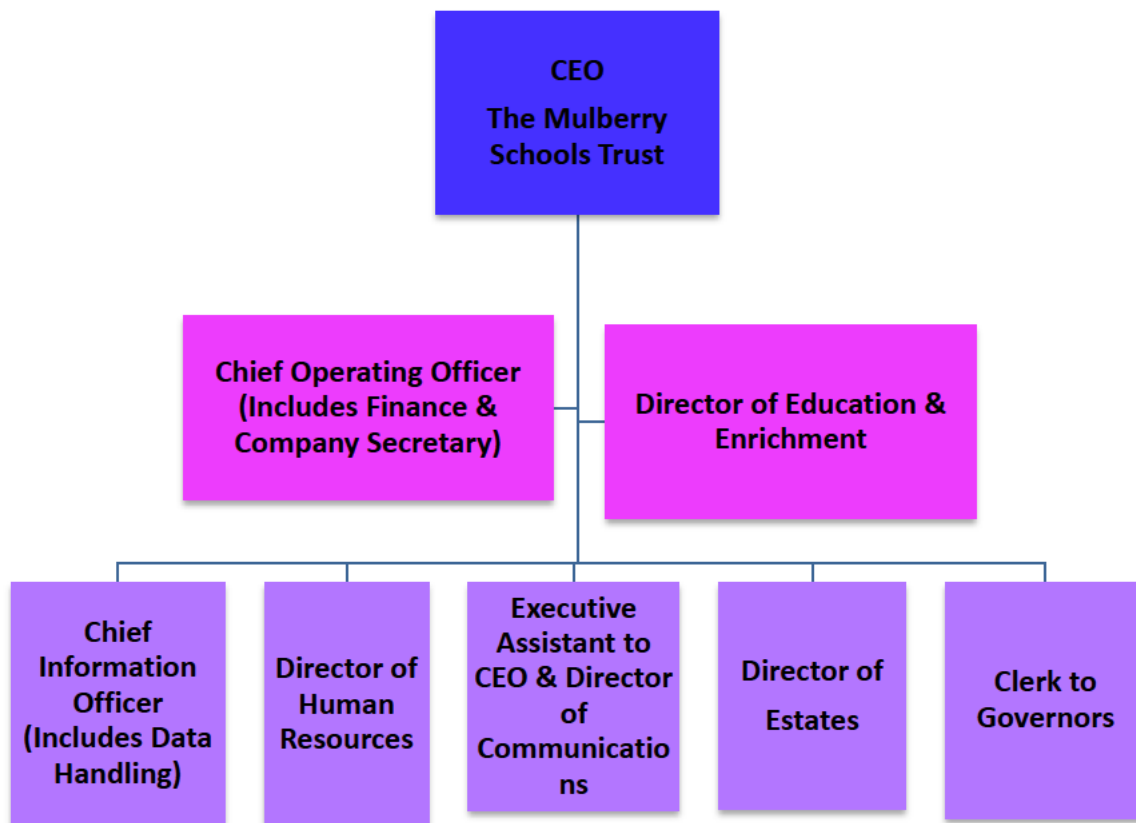


Figure 4

There will be a Mulberry Schools Foundation that will be an associated charity for fund-raising purposes. This foundation will hold money in trust for the purposes of:

- Grants to students within the Mulberry family of schools for study travel, access to further learning or training or books
- Hardship grants for uniform, school trips and visits or other resources they do not have access to which form part of their education
- Education research which fits with the ethos and values of The Mulberry Schools Trust, for example on gender in education, disadvantage and school improvement, raising standards in education
- Funding an annual education lecture
- Funding student conferences such as the Women’s Education Conference, the Youth Conference and Global Classrooms
- Funding arts activities which fit with the ethos of The Mulberry Schools Trust, for example the Edinburgh Fringe programme
- Funding parent learning classes and other beneficial educational activity for parents

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

- Political lobbying for change in education policy that fits with the ethos of The Mulberry Schools Trust

It is proposed that a high profile supporter be invited to be patron of The Mulberry Schools Foundation and that trustees of the Foundation include three board representatives and two others.

For a more extensive outline of our plans, please see the attached copy of the MAT sponsor application and its financial modelling in the annexes. Please note, the primary free school submission date contained therein has moved to September. The sponsor application is currently under consideration by Tim Coulson.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

Not applicable.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
Not applicable

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site
Not applicable

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

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G1 – budget planning and affordability

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G1 – budget planning and affordability

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Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
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