

mulberry

Stepney Green Maths,
Computing and Science College

Unique Reference Number (URN) 144700
SEF 2024/25

Category	Key Stage 3 & 4 (Rating)	Key Stage 5 (Rating)
1. Quality of Education	GOOD	GOOD
2. Behaviour/Attitudes	OUTSTANDING	OUTSTANDING
3. Personal Development	GOOD	GOOD
4. Leadership & Management	OUTSTANDING	OUTSTANDING
5. Overall Effectiveness	GOOD – <i>with Outstanding features</i>	GOOD – <i>with Outstanding features</i>

2024/25: School context

The school aims (intent) are detailed in the vision and mission statement.

These are:

- Ensure that 'Every Child Matters' and DDA requirements continue to be fully embedded into all systems across the school. Underpinning the belief that no child is left behind, in their learning, physical/mental wellbeing and personal development.
- To improve literacy levels across the school and develop oracy.
- To continue to raise standards of achievement.
- Continue to improve progress from KS2 to KS4 and KS4 to KS5.
- Continue to improve the use and analysis of assessment to personalise learning.
- Improve access to ICT to personalize and transform learning (staff, students, parents, community).
- Further develop the school's CPD programme including high quality in-house CPD.
- Encourage and further develop creative and innovative teaching practices which engage all students.
- Improve leadership at all levels with an emphasis on sustainable leadership.
- Create a coherent 14-19 curriculum that has clear pathways to Further Education, Higher Education and Employment.
- Embed advanced, extended school provision, meeting the needs of our community.

Main characteristics of Learners

- In Nov 2021 Ofsted judged Stepney Green Maths, Computing & Science College as a Good school.
- The school moved to the Mulberry Schools Trust in October 2021.
- The school is located in one of the most deprived wards in the country (deprivation factor of 0.61, maximum is 0.64 – the national figure is 0.21), but very close to areas of great wealth in the City and Canary Wharf.
- 88.4% of students are of Bangladeshi heritage.
- 70% of students don't have English recorded as their home language and 38% English is not their first language. 36.2% are on Free School Meals (FSM).
- 3.5% of students are statemented (47 students).
- 97.6% of students are Muslim
- Housing is a major issue for most students – lacking privacy and space to study at home.
- Time to focus on education in Key Stage 3 is also an issue due to parental expectation that students attend Arabic classes at the local Madrassahs. Generally, parents are very supportive and have high expectations for their children's learning.

- The school is over subscribed for Year 7, attracting over 600 applications for 190 places.
- The school has agreed to admit an extra 30 pupils into Year 7 for 2023/24, this is to support the LA in its available places. *For 2024/25 they will be in Year 8.*
- The school has been re-designated as a co-educational school from a boys' school for Key Stage 3/4. The first cohort of girls (21) joined the Year 7 in 2020/21. 30 were recruited in 2021. The recruitment of girls to Year 7 will continue on a rolling programme. *For year 2024/25, all year groups will be mixed for the first time.*
- Sixth Form has become secure in terms of outcomes and recruitment. Sixth Form is mixed, but with only 37 girls at the moment. This is expected to grow over time. The Sixth Form recruitment currently stands at 388.
- There are 0 students in care.
- There are 497 computers specifically for student access plus 134 mobile wireless laptops for classroom use. In addition to a staff computer (and interactive projectors) in every teaching room, there are a further 181 PCs for staff/admin use in the school.
- There are separate prayer facilities for boys and girls, which are used for collective worship by students, led by a member of staff. The school also continues to develop links with the local Christian community and other faiths.
- Staff retention is good.
- There is an extensive programme of Out of School Hours Learning, enabling students to gain deeper learning or to develop an interest.
- There is a problem with anti-social behaviour within the local area (Hot spot for drugs). This can filter into school and can have a negative impact on the otherwise positive ethos. The school works closely with the Safer Schools Police Officer and the Local Authority MASH teams. Even though there is a strong positive ethos in school, with the focus on learning, the local 'drugs and gangs' issue is always a concern.
- The Leadership Team is energetic, positive and drives for impact at all levels. The capacity to lead the school forward is outstanding. The Leadership Team is stable and have been appointed from within the school. *The Deputy Headteacher has been appointed as Head of School, from September 2024, and the current Headteacher will become Executive Principal.*
- To allow staff (teachers and TAs) to research into the pedagogy of their subject, the school has set up 8 working parties, within which staff engage/develop work to impact learning. The Working Parties are lead by staff from various levels of leadership. At the end of the year the groups of working parties present their recommendations to the whole school, at a twilight. Working parties: Teaching & Learning; Pastoral (PSHE, careers, mental health, healthy lifestyles); Progress; ICT; challenge (Upper Ability); Literacy (Oracy); 6th Form T&L; Assessment for Learning (AFL).

Evaluating provision in school

QUALITY OF EDUCATION – SCHOOL RATING: OUTSTANDING		EVIDENCE	RAG
OUTSTANDING			
<div><div><input type="checkbox"/></div><div>Our school meets all the criteria for a good quality of education securely and consistently.</div></div>	<div><div><input type="checkbox"/></div><div>The quality of education provided at our school is exceptional.<div><div></div></div></div></div>	<div><ul style="list-style-type: none">• All the statements in the good judgement are highlighted in green• There is evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures• Whole School Trust Peer Review March 2023 said.' students' work is of high quality across the school with many examples of exceptional standards, both in terms of progress and the presentation and pride.' <div><ul style="list-style-type: none">• Lesson observations and work sampling show evidence of outstanding teaching and learning taking place over an extended period of time• Work sampling shows evidence that the quality of education is exceptional in student's books and in work displayed throughout the school.• When walking around the school there is a safe, calm and focussed learning environment throughout the school.• Ofsted report 2021• Governor visits<ul style="list-style-type: none">• Trust Peer Review March 2023 said, 'Mulberry Stepney Green is a school where aspirations for children to excel and achieve outstanding outcomes is rooted in a deep sense of moral duty and social justice-giving every young person the highest-quality education, grounded in academic rigour.'• Whole school twilight considered what makes great teaching and learning at MSG. The results of the twilight and further meetings with middle and senior management was MSG</div></div>	

- Our school's curriculum intent and implementation are embedded securely and consistently across our school.

It's evident from what teachers do that they have a firm and common understanding of our school's curriculum intent and what it means for their practice.

Across all parts of our school, series of lessons contribute well to delivering the curriculum intent.

- The work given to our students, over time and across our school, consistently matches the aims of our curriculum.

Principles of Great Teaching ASPIRE.

- Group of students discuss what makes great learning in the school and develop ASPIRE for learning.

- Faculties use ASPIRE to plan lessons

Further develop consistency across the whole school, including KS5.

- Curriculum statement: explaining the 3i's, based on solid educational research and pedagogy
- Curriculum policy: evidence of how this is implemented consistently and securely throughout your school
- Teaching and learning policy: evidence of the principles by which the school curriculum is built on and expectations of teachers and school staff when delivering the curriculum
- Curriculum/subject leaders' action plans: how these plans impact school improvement and end of key stage results
- School improvement plan
- There is evidence of our curriculum journey: where we were, where we are now and where we plan to be next
 - Changes to the curriculum offer in year 7, 8 and 9 were successfully implemented in September 2022 following Ofsted inspection
 - Trust Peer Review March 2023 said 'The review team visited 40 lessons over the two days. In nearly all lessons visited students were enthusiastic, engaged and willing to learn. The culture and climate in lessons and around the school is exceptional. Mutual respect is the norm. Staff have worked hard to establish a warm and welcoming climate that is underpinned by an expectation of academic excellence.'
 - Trust peer review Jan '24 (deep dive in science) - Science faculty to develop staff understanding of their curriculum intent and then how to implement this across all key stages.
- Lesson observations: evidence of input given by senior teachers to quality assure teaching throughout the school

It's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- ☐ Students' work across our curriculum is consistently of a high quality.

- ☐ Students consistently achieve highly, particularly the most disadvantaged. Students with special educational needs (SEN) and/or disabilities achieve exceptionally well.

- Evidence of work sampling, planning scrutiny
- Curriculum/subject leaders' action plans: showing what are the school's current priorities and next steps
- School improvement plan
- Assessment of where students have moved onto after year 13
 - Changes to the curriculum offer in year 7, 8 and 9 were successfully implemented in September 2022 following Ofsted inspection
 - Trust Peer Review March 2023 said 'Teachers' clarity of instruction was excellent and as a result, students were able to grasp key ideas and make connections to prior learning.'

- Evidence of work sampling, lesson observations
- Curriculum/subject leaders' action plans: showing what are the current priorities and the next steps
- Ofsted report 2021
 - Trust Peer Review March 2023 said, 'There were many strong features of teaching seen across subjects, key stages and year groups and these were embedded practice in most lessons visited.'
 - Further development in ensuring consistency across the school

School data is consistently improving and better than national data/data from similar schools. This is evident at KS4 and some aspects of KS5, although a few areas are below national:

- Analyse School Performance (ASP)
- Inspection data summary report (IDSR)
- Internal assessment data
 - Trust Peer Review March 2023 said, 'all students with SEND have IEPs and teachers are expected to implement these in their lessons; the SENCo has a cycle of observations to quality assure this in practice alongside regular discussions with TAs. All Teaching Assistants are attached to subject faculties and attend faculty meetings too.'

Trust peer review Jan '24 (deep dive in science) - Science faculty to develop staff understanding of their curriculum offer across all key stages.



QUALITY OF EDUCATION

EVIDENCE

RAG

GOOD

INTENT

- Our leaders adopt/construct a curriculum that's ambitious and designed to give all students, particularly disadvantaged students and including students with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life.

This is either the national curriculum or a curriculum of comparable breadth and ambition.

- School improvement plan
- Curriculum outline:
 - Cross curricular working group met to devise the current curriculum to ensure that it is broad and inclusive. Students can study a variety of subjects in KS3 (national curriculum) and then in KS4 they continue to study a minimum of 8 subjects and all students have at least 2 option choices. KS5 curriculum also offers breadth and ambition. This curriculum model has had a positive impact on progress and attainment at the end of KS4 and KS5.
 - Research took place when developing and building the current curriculum. The working group researched different curriculum offers in local schools and considered what would suit our students the best. The findings of the working group went to SIG for approval
 - The current curriculum has had a positive impact with improvements over time of both attainment and progress.
- Evidence that school leaders are confident about the knowledge and skills students need to take advantage of opportunities, responsibilities and experiences in later life and this is embedded into the curriculum
 - The Learning Support, Faculty and Pastoral SEFs show that school leaders do all they can to make sure all students (including disadvantaged students and those with SEN and/or disabilities) have the best opportunities
 - The impact of the curriculum is reviewed by Faculties every year and updated on the school website.
 - The curriculum continues to be reviewed and adapted to ensure

it suits our students. For example, year 9 curriculum was reviewed to ensure that all students had access to creative subjects and two humanities subjects.

- Changes to the curriculum in year 7, 8 and 9 were implemented in September 2022 following Ofsted inspection
- KS5 curriculum is reviewed annually to ensure that the provision reflects the need and choices of the students.
- Curriculum intent statement shows depth and breadth of learning taking place throughout the school. Available on website.
- SEND department
 - IEPs
 - Review meetings with students and parents
 - Outreach work
 - Alternative qualifications (i.e., Life skills)
- Cultural capital
 - PSHE
 - Head-to-head conference
 - Getting ahead conference
 - Work experience
 - Enrichment opportunities
 - University trips
 - [Mulberry STEM Academy](#)
 - [Mulberry Arts Academy](#)
- [Whole School Trust Peer Review March 2023](#) said, 'leaders have a clear and ambitious vision for providing outstanding education for all students, an education that is challenging, engaging and enriched with opportunities and experiences; an education that is uncompromising in its belief and conviction that all students can and will excel, regardless of their starting points, backgrounds or personal circumstances. Leaders care for their students and want to do their best by them. They recognise the challenging contexts

- ☐ Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

for the school and for many families.'

- Long-term and medium-term planning documents:
 - Prevent is cross referenced across school in Faculty and Pastoral SOW.
 - SMSC is embedded in the PHSE curriculum. All year groups have PSHE on Monday lesson 1 and the programme of study is on the school website.
 - SRE is embedded in the PSHE curriculum and is regularly reviewed by Pastoral leaders to meet government guidance. There is a PSHE/SRE working party which is made up of HOY and they review this area on an annual basis with a focus on employability skills.
 - GATSBY standards are mapped across all year groups to provide a range of opportunities.
 - Curriculum reviewed by Faculties every year and updated on the school website.
 - Trust Network meetings have given staff the opportunity to compare SOW and resources with other Trust schools.
 - Inset focussed on the sequencing of lessons and progress over time.
 - Working parties.
- Monitoring and evaluating provision: evidence of the impact the current curriculum has on students
 - GCSE and KS5 results and analysis. Progress of students at end of KS or over year.
 - Lesson observation cycle and analysis.
 - Work sampling process and analysis.
 - Trust Peer Review March 2023 said: "Retrieval and recall practices are embedded practice; students are given regular opportunities to revisit their prior learning."
 - It also said: "Teachers' clarity of instruction was excellent and

- Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

as a result, students were able to grasp key ideas and make connections to prior learning.”

- Whole school twilight in May 2024 to consider what makes great teaching and learning in MSG. The results of the twilight and further meetings with middle and senior management was MSG Principles of Great Teaching “ASPIRE”.
 - Faculties review the impact the curriculum has on students’ progress throughout the year and they update/adapt SOW and curriculum information on the school website as necessary.
 - June 2024 Faculties use ASPIRE to plan lessons.
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- There is evidence of our curriculum journey: where we were, where we are now and what our future plans are.
 - Changes to the curriculum offer in year 7, 8 and 9 were implemented in September 2022 following Ofsted inspection
 - Our curriculum is adapted to meet the needs of SEND. Identified students have an alternative curriculum pathway as described in Learning Support SEF
 - Learning support SEF also shows support and interventions planned to ensure that our curriculum meets the needs of all learners
 - Curriculum plan and resources shared on Student hub (MS Teams)
 - Teaching and learning policy
 - Impact of curriculum interventions
 - Due to loss of learning time, we have after school intervention targeting all year groups.
 - Data is analysed by Faculties and HOYs to consider which students may need further intervention and what the intervention might be in their subjects or year teams.
 - Trust Peer Review March 2023 said, ‘the school has recently dedicated considerable time and resources to further review their curriculum following a redesign to a three-year KS3

- Our students study the full curriculum; it's not narrowed.
Our school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9.

Our school's aim is to have the EBacc at the heart of its curriculum, in line with the Department for Education's ambition, and good progress has been made towards this ambition.

curriculum last year, to ensure that it has the challenge and rigour throughout-in the long term, medium term and short term planning and through its implementation-with effective challenge in every subject, every lesson, every day.'

- Whole school twilight to consider what makes great teaching and learning in MSG. The results of the twilight and further meetings with middle and senior management was MSG Principles of Great Teaching ASPIRE.
- Group of students discuss what makes great learning in the school and develop ASPIRE for learning.
- June 2024 Faculties use ASPIRE to plan lessons
- Student hub setup on MS Teams to enrich students learning experience and to encourage the development of student independence.

- Curriculum plan

Changes to the curriculum offer in year 7, 8 and 9 were successfully implemented in September 2022 following Ofsted inspection

- Curriculum intent statement
- Curriculum action plan
- Long-term and medium-term plans
- Extra-curricular opportunities built in for all students i.e. Mulberry STEM Academy, Mulberry Societies, Mulberry Arts Academy
 - We teach a broad range of subjects in all Key Stages.
 - The curriculum is constantly under review for example the SIG review and agree any changes to assessment points as necessary.
 - We have the EBacc at the heart of our curriculum, in 2023 above 90% of year 11 students were awarded EBacc, well above national average.

IMPLEMENTATION

- Our teachers have good knowledge of the subject(s) and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise.

- Performance Management and Faculty development plans include any staff training and development requirements
- A log of staff training is kept, and INSET is assessed by the teacher after the event i.e. [The National College](#)
- Sharing best practice and in house CPDs
- Trust wide science conferences, led by examiners, to help develop students and staff knowledge.
- Subject knowledge CPDs (external providers)
- Science specific external CPD and external advisors linked to staff to help develop their practice
- Evidence of staff curriculum training: document the impact of this in classrooms
 - Staff request INSET according to identified need from lesson observations or work sampling.
- Senior staff/curriculum leads mentor and support less experienced staff: document the impact of this
 - If a member of staff does not meet the teacher standards during one of the lesson observations, a support plan is devised with the member of staff. If a support plan is required a curriculum lead or selected member of the faculty would mentor and support the member of staff. The impact of such mentoring and support is that teachers meet the teaching standards when the next observation in the observation cycle takes place.

Where there are teachers who are not subject specialised, they are mentored within the faculty, and they don't teach exam classes.

ECT programme of mentoring and training is embedded in the school.

- Whole school Trust Peer Review 2022 said "Teachers' subject, curriculum and exam specification knowledge is strong. Teachers promote high standards of academic vocabulary. Teachers' regularly use subject-specific vocabulary and terminology and expect students to do the same. As a result, many student responses heard were of high-quality and demonstrated a deep

understanding of subject content and skills related to their learning.”

- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check students’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Performance management targets are linked to feedback from work sampling and lesson observations. They include any CPD or support requested or as a result of the lesson observations/work sampling cycles.
- Sharing best practice after each observation cycle encourages staff to consider their strengths and areas for development. They then work with other members of staff across the school to improve and develop.
- Monitoring and evaluation schedule
 - Lesson observations take place 3 times a year. All teachers have two lesson observations and teachers who don’t meet the teaching standards in one of these lessons will have a third lesson observation. If a lesson doesn’t meet the teaching standards a support plan will be put into place within the Faculty. The teacher is then supported to reach the Teacher Standards in the next observation.
 - Lesson observations and work sampling do not give judgements but focus on constructive feedback. Strengths and areas for development are identified and after each lesson observation sharing best practice is calendared for a month. During SPB teachers are encouraged to work with other teachers across the school to improve any areas for development and share best practice. This takes place after each lesson observation.
 - Trust Peer Review.
- CPD: impact of staff training
 - On application for CPD staff outline how the CPD will contribute to the whole school/departmental or personal development.
 - Central log of staff CPD is kept. This logs the date of the CPD and whether the evaluation has been completed.
 - The national college – used to encourage and track staff CPD. This platform is now used across the school as a PD platform for all staff.

- Over the course of study, our teaching is designed to help students to remember long term the content they've been taught and to integrate new knowledge into larger ideas.

- After the CPD staff complete an evaluation and are asked they have shared the outcomes of the training with relevant members of staff.
- Lesson observations and work sampling may identify needs for whole school CPD.
- Lesson observations and work sampling also identify individual strengths and areas for development which may then lead to individual CPD requests.
- The strengths and areas for development identified from lesson observations and work sampling are also used during Sharing Best Practice where teachers work with other teachers across the school to improve an identified area of development. SBP takes place across the school after each lesson observation cycle.
- Working Parties are calendared throughout the year and give staff the opportunity to focus on a particular area of development. Working party meetings culminate in a whole staff presentation. These presentations focus on the impact the suggestions made by the working parties would have on the students.
- [Whole school Trust Peer Review March 2023](#) said: Teachers' clarity of instruction was excellent and as a result, students were able to grasp key ideas and make connections to prior learning. In many lessons there was careful consideration to dual coding in PowerPoints; information was presented clearly and simply."
- [Development of "ASPIRE"](#) led to research informed twilight for all teaching staff. Here we focused on "A" of ASPIRE to ensure consistent good practice of AfL is embedded in all teachers' lessons. Part of faculty meeting used to collaboratively plan lessons in line with ASPIRE.
- Curriculum leads measuring impact of learning
 - Curriculum leads measure the impact of learning while producing and presenting their Faculty SEF to SLT in the Autumn term. During this meeting the impact of learning is discussed in detail by year group.
 - INSET for Faculties to consider how to further improve students long term recall of the curriculum. This is an ongoing area of

- Our teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching.
Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.

- development. Work scrutiny: focus on long-term learning
- The work sampling criteria focus on long-term learning and include evidence of progress over time and sequencing.
- There is a whole school work sampling criteria but Faculties have also produced more detailed documents outlining what exactly is required to show long-term learning in their Faculties.
- Curriculum plan
- Work sampling demonstrates evidence of student learning journey which is well sequenced.
- Teaching and learning policy.
- Ofsted report 2021.
- Intervention programme for all students.
- [Whole school](#) Trust Peer Review March 2023 said "The structure and sequencing of lessons seen developed and deepened student learning; exceptional practice was seen in a year 8 English lesson on identifying 'PETAL' structures. Retrieval and recall practices are embedded practice; students are given regular opportunities to revisit their prior learning. Teachers understand the rationale and purpose of retrieval and this was seen in practice in a science lesson when a teacher observed two students reaching for their textbooks to look up answers; the teacher reminded the class that they were not to use their books or textbooks as the purpose of the activity was to try and think about the answers from their own knowledge. In the best lessons, responses to these were systematically checked for all students and misconceptions identified and addressed skilfully before moving on."
- Retrieval is now a focus in all lessons (part of ASPIRE). Developing consistency
- Assessment plan: evidence of continuous assessment, assessment for learning and the impact this has on students' performance
- Assessment points and annual reports calendared for all year groups. Spread out throughout the year so that not all Faculties have formal assessments at the same time thus reducing the burdens on staff and students.
- Curriculum planning

- ☐ Our teachers create an environment that focuses on students.
- Our textbooks and other teaching materials that teachers select – in a way that doesn't create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.
- These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- Students over time narrow the gap between their target and grades given over their assessment
 - Work sampling: evidence of assessment for learning
 - Marking and feedback: evidence of assessment for learning embedded into feedback
 - Whole school Trust Peer Review March 2023 said "Peer and self-assessment and the use of green pen to write feedback, respond to feedback and redraft is embedded practice across subjects. This was seen across numerous lessons visited and is evident in students' books and folders.
 - Reflection on AP3 grading criteria for Year 12s initially identified staff misconceptions which prompted staff discussion. A common approach has now been agreed to mitigate limitations. This now ensures all year 12 students are assessed according to curriculum content coverage.
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- Curriculum statement: explaining what and how your teachers teach
 - Teaching and learning policy
 - Ofsted report 2021
 - Trust Peer Review
 - Use of MS Teams across the school for HW and sharing resources/catch up materials to students. Encouraging feedback and life discussion about work
 - Student and Staff hubs on MS teams.
 - PSHE Curriculum
 - Staff Mulberry Networking team groups
 - Sharing of resources within Faculties via the school shared drive and MS teams
 - Lesson observation feedback
 - Meeting cycle to aid coordination of resources
 - Whole School Trust Peer Review March 2023 said, 'resources in books to support assessment for learning strategies used in the classroom are strong with data tracking and helpful feedback

- The work given to our students is demanding and matches the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

- Reading is prioritised to allow students to access the full curriculum offer.

sheets a common feature across the curriculum; these help students to identify what they know and don't know and what they need to do to improve further.'

- Long-term and medium-term planning: evidence of the way the curriculum progresses throughout the school
- INSET where Faculties focussed on progress over time and sequencing.
- Evidence in lesson observation cycles.
- Evidence in students' books/work – work sampling cycles
- Trust Peer Review
- Outcomes are very good, and this shows that we challenge all students to ensure that they can exceed their potential.
- G&T programme
- Incorporated in ASPIRE, to ensure challenge is embedded in every lesson
- Extra-curricular offer: i.e. Mulberry Societies, STEM Academy, etc..
- Whole school Trust Peer Review March 2023 said, 'Mulberry Stepney Green is a school where aspirations for children to excel and achieve outstanding outcomes is rooted in a deep sense of moral duty and social justice-giving every young person the highest-quality education, grounded in academic rigour.'
- Class reading areas, school library
English Faculty have library lessons
Library open before and after school and at lunch time
- Evidence shown in lesson observations & work sampling
- Literacy coordinator provides regular opportunities for students to prioritise reading.
- Sampled planner checks conducted weekly focus on student reading activity.
- Literacy working party projects

- We have a rigorous and sequential approach to the reading curriculum. This develops students' fluency, confidence and enjoyment in reading.
At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students.
Reading books connect closely to the phonics knowledge students are taught when they are learning to read.
- Our teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well.

- Accelerated Reader is used robustly in KS3 where students are rewarded termly.
- Drive to encourage oracy in all lessons and this is a standard on the lesson observation form
- Reading is part of tutor time in KS3 and KS4
- School reading systems: Accelerated reader in KS3, library lesson where students are encouraged to loan books and records are kept, class reading activities:
- How does this impact on your students' ability to read for enjoyment? KS3 read more for enjoyment but KS4 then concentrate on subject based knowledge and read mostly non-fiction.
- How does this impact on your school reading data? Data about books lent by the library and student attendance in the library is kept and analysed.
- Literacy INSET to all staff on developing literacy oracy framework
- Performance management: evidence of support and training given to staff, impact of support in lesson observations
- Lesson observations & work sampling
- Literacy working party projects

IMPACT

- Our students develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained.

- Our students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

Our students with SEN and/or disabilities achieve the best possible outcomes.

- Students' work across the curriculum is of good quality.

- School data compared with local and national: shows evidence of sustained and continuous improvement and outcomes above national for attainment and progress
- School improvement plan:
- Departmental SEFs show impact.
- GCSE, A level and BTEC results
- Whole school Trust Peer Review March 2023 stated, 'students are proud of what they achieve; this can be clearly seen in the quality of their work across the curriculum.'
- End of key stage assessment results
- Impact of transition provision between key stages
 - Increased numbers of students wanting to and achieving the grades to continue to study in our 6th Form.
 - Excellent destinations data for Sixth Form
 - Extremely low numbers of students who are NEET
- Progress data of students with SEN and/or disabilities is shown in the Learning Support Faculty SEF and in whole school exam and assessment data.
- Tutor: tutee one to one career discussions
- [Work Experience](#)
- Evidence of high expectations and high-quality work across the school is generally shown in work sampling and during lesson observations
- Lesson observations: evidence of intervention and support for teachers
 - If a teacher doesn't meet the Teacher Standards during one of the lesson observations. A support plan is devised and the teacher is supported by the HOF or other member of the

- Our students read widely and often, with fluency and comprehension appropriate to their age.
They're able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Faculty. The support plan outlines what support and interventions will be given with timelines. The support plan is reviewed during the year.

- Performance management: evidence of intervention and support for teachers
 - Targets are included from lesson observations or work sampling. They also include actions to achieve these targets which may include interventions, CPD and other support either in the Faculty, school or external, [e.g. The National College](#)
- Ofsted report 2021
- Trust Peer Review
- School reading systems: Accelerated reader in KS3, library lesson where students are encouraged to loan books and records are kept, class reading activities, reading in tutor time, literacy focus across school.
 - KS3 read more for enjoyment but KS4 then concentrate on subject based knowledge and read mostly non-fiction.
- Literacy coordinator provides regular opportunities for students to prioritise reading.
- Sampled planner checks conducted weekly focus on student reading activity.
- Literacy working party projects
- [Mathematics curriculum](#) covers problem solving and deep understanding of reasoning skills (i.e. Puzzle clubs as extra-curricular, UKMT Maths challenge)

BEHAVIOUR AND ATTITUDES – SCHOOL RATING: OUTSTANDING	EVIDENCE	RAG
OUTSTANDING		
<input type="checkbox"/> Our school meets all the criteria for good in behaviour and attitudes securely and consistently.	<ul style="list-style-type: none"> ➤ All statements in the good judgement are highlighted in green ➤ Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures 	
<input type="checkbox"/> Behaviour and attitudes are exceptional in our school.	<ul style="list-style-type: none"> ➤ Evidence of outstanding behaviour and attitudes to learning over an extended period of time ➤ School values are understood and upheld by all ➤ Impact of school behaviour interventions ➤ School behaviour policy: evidence of consistency throughout the school 	
<input type="checkbox"/> Our students behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	<ul style="list-style-type: none"> ➤ School improvement plan: evidence of whole school behaviour initiatives and the impact this has had ➤ Behaviour logs: evidence of support and intervention given to students and the impact of this on their learning ➤ Impact of learning walks observing behaviour throughout the school ➤ Diversity is celebrated throughout the school ➤ Diversity group and Girls' groups structured to allow feedback into Student Voice 	
<input type="checkbox"/> Our students consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties. Our students make a highly positive, tangible contribution to the life of the school and/or the wider community. Our students actively support the wellbeing of other	<ul style="list-style-type: none"> ➤ School improvement plan: impact of school behaviour initiatives is analysed via Pastoral teams ➤ Opportunities for students to role model behaviours for peers: evidence of peer-to-peer support and the impact this has (Prefects student voice, peer-to-peer mentoring) is analysed via Pastoral teams ➤ Evidence of learning walks, observing and communicating with students demonstrates high levels of student engagement ➤ Student surveys: evidence of listening to and supporting their needs is 	

students.

- Our students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education

If our students struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.

analysed and action is outlined via Leadership Team and middle managers

- Behaviour logs: showing minimal behaviour interventions are analysed via Pastoral teams
- Impact of support given to students: evidence of intervention groups and the impact this had on learning
- T&L observation monitor outstanding behaviour and engagement.
- Memory recall is embedded into SOW
- Catch up sessions/interventions organised for Yr13/11 throughout holidays, Saturdays and during the school week

GOOD

- We have high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.

This is reflected in our students' positive behaviour and conduct. Low level disruption isn't tolerated and students' behaviour doesn't disrupt lessons or the day to-day life of the school.

There is clear guidance and protocols that all staff are aware of and can make use of to deal with misbehaviour.

The school has developed and maintains high expectations for learner's behaviour and conduct in line with effective systems to support and facilitate appropriate behaviour outcomes of all. These expectations are widely shared and understood by all stakeholders. Appropriate social interactions and behaviours for learning are rewarded and celebrated in all year levels. Clear and direct sanctions are used to manage inappropriate interactions and behaviours. The behaviour policy is available for staff to use and a student code of conduct is in the student planners.

The school has embedded the Behaviour Escalation Stages, which are followed by all staff when taking action due to incidents of poor behaviour. This supports all teachers in dealing any incidents of low-level disruption. These expectations are also shared with pupils and parents.

The school continues to take part in the LA led FAP and takes an active role in this process. The behaviour and inclusion lead works closely with the FAP panel and alternative provision providers in the LA. The behaviour and inclusion lead also attends the termly Behaviour and Attendance forum, where information is shared, best practice developments presented and an opportunity for school-based staff to develop professional networks with other school staff, LA leads and a range of external providers.

- Behaviour Data: showing trends

Our leaders support all staff well in managing student

behaviour. Our staff make sure that students follow appropriate routines.

Rewards and sanctions are applied fairly and consistently with a whole school approach. Individual faculty areas also have departmental systems that are used within faculty areas. These are based on whole school approaches that are adapted to suit the individual needs of departments. These departmental variations also praise and celebrates positive student outcomes (Student of the Week, Half termly awards) and provides sanctions where needed. Where sanctions are applied, there is also a graduated response from the class teacher through to Pastoral or Head teacher's weekly detention, which takes place every Friday, after school.

Weekly analysis of behaviour data is undertaken and distributed to all tutors every week. Tutors are able to use this information to monitor behaviour with their tutees across all areas of the curriculum. The pastoral leads also access weekly data to inform their practice and highlight targeted students for additional support / intervention/ investigations.

Data file BAP – containing weekly & termly attendance, punctuality and behaviour data is sent out to all tutors

Students presenting with concerns are referred to the Inclusion Panel for further advice and support. The school acknowledges that the Social, Emotional and Mental Health needs of students is a significant factor in behavioural presentations. The school is part of the Trailblazers project, which involves the Tower Hamlets Mental Health Wellbeing service practitioners being based in school. Practitioners are in school 1 day a week to review any new referrals for students requiring this intervention.

- Lesson observations: show evidence of high student engagement in lessons and positive behaviour and conduct
- Pastoral SEFs

Yearly pastoral SEFs for each year group are presented to SLT and the analysis of behaviour and conduct form a significant part of that presentation. When there have been instances of specific behavioural issues within a year group, more targeted intervention is investigated and internal or external support has been sought from;

- School based Inclusion panel
- School based Social Worker – SWISS worker is on site
- BASS
- AWA

- Our leaders, staff and students create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread.

- SIP
- MAST
- CAMHS
- LA
- LSC Mentoring
- School based counselling service – number of days of provision have been increased
- Osmani Trust – Mentoring, which takes in school
- Breaking the Cycle Mentoring
- Spotlight youth club – offering mentoring and a safe space
- SafeEast – support for Alcohol & Drug Abuse

Evidence of school creating a positive environment and dealing with positive/negative behaviors are:

- Bullying related incidents are communicated to the borough for auditing purposes
- A clear and effective behaviour policy, which provides guidance in relation to possible sanctions and available support
- Restorative justice and conflict resolution
- E-safety workshops
- E-safety based curriculum projects - ICT
- Safeguarding policy – provides clear guidance & support
- Anger management workshops & mentoring
- Emotional wellbeing support
- Effective and well-established pastoral structure with 2 tutors per tutor group (where possible), head of year and assistant head of year, who are then further supported by a SLT link.
- Referrals to external agencies for further support;
 - Osmani Trust – who provide 1:1 mentoring
 - THEWS – Tower Hamlets Wellbeing Service
 - Docklands outreach
 - CAMHS
 - Breaking the cycle – Behaviour mentoring
- Up to date PSHE lessons – linked to friendships, peer pressure and anti-bullying. Further details see PSHE programme overview

The school has a robust anti-bullying and behaviour policy and so consequently the students have a good understanding of what bullying is and how they can help by reporting any incidents that they may be aware of. Pupils are able to report bullying either in person to any member of staff, make use of the BullyBox in the library or report it directly to their head of year via MS Teams

In the school's annual pupil survey, the questions related to bullying experienced by pupils and the schools response to dealing with it effectively were well above the schools threshold of 80%.

Anti-bullying is embedded into the PSHE curriculum for all year groups and is addressed through assemblies. Behaviour logs show incidents of bullying are not common and when they do occur, they are dealt with swiftly; the school has set procedures as part of the behaviour policy which are followed closely when any incidents of bullying occur. It is made explicit at the beginning of the school year to all year groups that we have a zero tolerance to any form of bullying.

Any incidents of poor behaviours may result in students being given a fixed term home suspension or being placed in Internal Inclusion for a period of time. Meetings are set with students and parents to resolve conflict and ensure incidents are not repeated. A period of self-reflection is encouraged in order for the student to engage with positive behaviours.

Online bullying and incidents involving social media is reported to our Safer Schools Police Liaison Officer (where relevant) who will engage with the offender and family to warn about the legal consequences.

All incidents of discriminatory behaviour of all types are logged with the Borough, offenders are being given a fixed term home suspension or being placed in Internal Inclusion for a period of time and meetings held with families in an attempt to ensure that everyone understands that all forms of discrimination will not be accepted or tolerated under any circumstances. Where appropriate pupils are also referred to relevant workshops, mentoring or 1:1 sessions with the school based social worker to help them improve their conduct.

- There's demonstrable improvement in the behaviour and attendance of our students who have particular needs.

- Case studies demonstrate that support given to students with particular needs has had impact.
- Processes to monitor attendance and engaging with students with high levels of absence or lateness: impact of interventions is in place;
- AWA in place and works closely with the Pastoral team
- Inclusion meetings with pastoral leaders held weekly to discuss and monitor concerns, which includes input from the SENCO, AWA, EAL lead, LSC Manager, Wellbeing practitioner and School based social worker
- Regular Line Management and Annual SEFs ensure this work is given high priority.
- Local authority support requested and provided as required
- E behaviour monitored to ensure positive rewards in place to encourage engagement in school.

- Our students' attitudes to their education are positive.

- Students' work and books: evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this. The trust recent school audit also highlighted the positive attitudes of pupils towards their education. See trust audit report, March 2023.
- Lesson observations: evidence of students taking their learning seriously, showing pride in their work, motivated and able to show resilience
- NEET statistics show majority of students progress onto their next steps.
Students have a positive attitude towards their education which is underpinned by high aspirations. Both students and parents aspire for children to do well and pursue higher studies as evidenced through post-16 NEET statistics.
- Student/parent surveys & student voice feedback demonstrates positive engagement
- Student survey feedback shows that a high percentage enjoy being taught at school, and have information about their next steps.
- Holiday intervention attendance & engagement - There is a programme on offer during the holidays and there is good attendance and engagement at these sessions, evidence of students willing to sacrifice personal time during the holiday for educational progress
- Revision skills sessions are held by classroom teachers
- Revision skills conference is held for Year 11 pupils at the start of the academic year, with a particular focus on targeting pupil not making the expected levels of

They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

progress

- Tutor discussions and Career Aspirations – Career related conversations are held twice a year between pupils and tutors. These conversations are formally logged in student planners. Prior to conversations taking place, all pupils are required to research their career aspirations and log this on MS Teams, which is then used to further the conversation with their tutor(s).
- Study skills and revision planning has been built into curriculum areas, with subject areas leading on revision activities. Assessment points are planned to be a combination of modular and linear assessment; hence an extensive amount of revision is done prior to each assessment. Student Planners and MS Teams have pages dedicated to revision skills, outlining how to plan revision, creating schedules, where and when, learning styles, making mind maps, note-taking, memory techniques, key terms in examinations and how to answer questions. Years 11, 12 and 13 PHSE curriculum covers lessons on organisational and revision skills, in preparation for exams.

Examples of student's positive engagement are:

- Assemblies
- Achievements
- displays around the school
- subject prizes termly
- sporting achievements
- house system
- competitive attitude.

Achievement assemblies are held at the end of every term bringing the whole school community together to celebrate the achievement of students. Rewards are presented based on overall behaviour scores (Double Platinum, Platinum, Gold, Silver and Bronze certificates). Special Certificates, Head Teachers Certificates along with subject prizes are also presented. House trophies and various Sports Trophies are also presented and, in an attempt, to create an awards atmosphere the school's musical talent is also on display and is a popular component of the celebration assemblies. Student achievement is also recognised through the year assemblies that take place weekly.

Mulberry Stepney Green has a long, proud and successful history in Schools Sports

- Our students have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.

- Fixed-term suspensions and internal inclusions are used appropriately.
We reintegrate suspended students on their return and manage their behaviour effectively.
Permanent exclusions are used appropriately as a last

competitions and our achievements are considerable across a whole range of sports. This is down to the student's enthusiasm and demand to be involved in sport and physical activity.

School displays celebrate student work, achievement and diversity. The displays also celebrate the wide range of activities that take place across the school and curriculum.

- School attendance policies and procedures: rigorous systems are in place to monitor attendance and punctuality

The school uses SIMS/Edulink for registration purposes and all staff are expected to use this. Training on this package is offered to all new staff. AM/PM and class registers are recorded on SIMS/Edulink and daily absences are sent to parents/carers via Truancy Call.

The Attendance Officer is responsible for following up absences and sharing information with the pastoral leads. Students who are late to school serve a 25-minute detention at lunchtime, which helps to discourage lateness to school. Failure to attend lunchtime detention results in the pupil having to attend a 45-minute detention on a Friday after school.

The school shares a range of resources, which promotes the importance of high levels of attendance. This is emailed out to parents/carers on a termly basis. The school also emails positive emails to parents of pupils who have 100% attendance on termly basis.

The school retains SLA with the TH BASS which provides an AWA for three days per week to focus on early intervention work and monitoring those who are listed as PA.

- School attendance data: attendance and punctuality - Data demonstrates established high standards
- Impact of school attendance initiatives are monitored by pastoral teams and AWA

- Permanent exclusions for 2023/2024 was 0
- Behaviour logs: evidence of any fixed-term suspensions and internal inclusions. Rigorous process of monitoring with termly analysis.
- Evidence of success stories: students who have been suspended are now in school

resort.

- Relationships among our students and staff reflect a positive and respectful culture; students are safe and they feel safe.

and making good progress

- Professional counselling provision is provided for 3 days a week (increased from 2 days a week)
- Students who return from fixed term suspensions are monitored via pastoral teams

- Observations of the interaction between students and staff: in class, around school and in the playground highlight that students behave in a positive and respectful way. The school environment is appropriately supervised to ensure safety.
- Behaviour logs
- Suspension figures
- Student survey feedback highlights students feel safe. Reports of bullying are very low – and where bullying has been reported students acknowledge that event was dealt with swiftly and effectively.

There is systematic logging of incidents relating to Health and Safety. Actions are taken to ensure the school environment is safe for students. Daily monitoring by Head Teacher. Health & Safety is also a standing item on the weekly leadership meeting. The school is also audited annually.

There is a respectful relationship between learners and staff, where staff have high expectations of the students and are dedicated to the well-being of students.

In the 2023-24 Student Survey;

98.5% of students agreed that they 'feel safe when I am at school' and 96.7% of students know 'who to report to', when they are worried about something.

95% of students agreed 'Bullying (including Cyberbullying) is not a problem for me at my school' and 99% of students agreed 'school encourages me to respect people from other backgrounds and to treat everyone equally'

97% of students agreed 'school encourages me to look after my emotional and mental health'

This clearly evidences how students feel safe and demonstrates the positive relationship between students and staff. There is high staff retention at the school,

again showing the stability and respect that teachers feel at the school. Behaviour logs and exclusion figures continue to show very few incidents of exclusion/sanctions linked to aggressive or disrespectful behaviour towards staff.

PERSONAL DEVELOPMENT	EVIDENCE	RAG
OUTSTANDING		
<input type="checkbox"/> Our school meets all the criteria for good in personal development securely and consistently.	<ul style="list-style-type: none"> ➤ All statements in the good judgement are highlighted in green ➤ Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures 	
<input type="checkbox"/> Personal development in our school is exceptional.	<ul style="list-style-type: none"> ➤ Evidence of outstanding personal development opportunities and experiences over an extended period of time 	
<input type="checkbox"/> Our school consistently promotes the extensive personal development of students. We go beyond the expected, so that students have access to a wide, rich set of experiences. Opportunities for our students to develop their talents and interests are of exceptional quality.	<ul style="list-style-type: none"> ➤ Impact of your school SMSC policy: evidence of opportunities your students have been offered and the impact these have had ➤ Impact of school fundamental British values, learning opportunities and initiatives ➤ Impact of enrichment activities offered to students throughout the school: including whole school events, before and after school opportunities ➤ Evidence of ways your school curriculum allows all students to develop talents and interests 	
<input type="checkbox"/> There's strong take-up by students of the opportunities provided by our school. The most disadvantaged students consistently benefit from this excellent work.	<ul style="list-style-type: none"> ➤ Before, during and after school provision: evidence of student engagement, especially most disadvantaged students 	
<input type="checkbox"/> We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen our school's offer.	<ul style="list-style-type: none"> ➤ Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans? 	

- The way we develop students' character is exemplary and is worthy of being shared with others.

- Evidence of collaboration with other schools
- Character education is systematically planned for all students: evidence of opportunities and experiences students have and the impact of these

GOOD

- Our curriculum extends beyond the academic, vocational or technical and provides for students' broader development. Our work to enhance students' SMSC development is of a high quality.

- Evidence of how your school enhances students' SMSC and the impact of this: how do students reflect their own beliefs while having respect for others?

The curriculum extends far beyond the academic, technical and vocational studies. There is a vast programme of Extended Schools activities, on offer taking place before and after school, during lunchtimes, weekends and holidays. The PE department offer a range of sporting activities for all year groups, at different times during the year. There is a high level of engagement with these activities, essential for well-being and personal development.

Subjects offer trips to complement the programme of study and to offer wider learning. Trips range from local to international, taking students to places such as the Tower of London, to France, to the Tall Ships Voyage. The Library is open from 8.00am until 4.00pm providing a secure place of learning, as well as enrichment opportunities through literacy related competitions and participation in national events such as World Book Day.

Sixth Form study facilities are available between 8.00 am – 6.00 pm.

Students are encouraged to read for pleasure and gain further knowledge, through strategies reinforced by the Literacy Coordinator.

The Sixth Form offers a structured programme of enrichment opportunities, including through links with external companies, debating societies and mentoring.

The school is part of the trusts society programme, which involves educational visits

- Our curriculum and the school's effective wider work support students to be confident, resilient and independent, and to develop strength of character.

The Learning Support Centre delivers a programme to support the most vulnerable and their well-being, through mentoring, anger management programmes and the links with local organisations such as Stepney City Farm.

Year 10 and 12 students are offered work placements in collaboration with the Education Business Partnership (SWITCH), allowing students to gain experience and build their self-confidence.

The PHSE programme is designed to cover topics linked to safety, managing finance, aspirations, drugs and violence and much more. The local curriculum also educates students through assemblies, addressing topical issues and linking with national and international events, such as celebrating Women's History Month, Black History, diversity and equality.

Literacy Coordinator activities demonstrate focus on literacy.

Sixth Form – mentoring – enrichment programme.

SLI data available which demonstrates that all students take part in at least one extracurricular activity each year.

A School Life Involvement (SLI) document monitors levels of student participation with extended school's activities.

Students are identified and signposted to clubs and activities through Tutor discussions and career aspirations, which supports students discovering interests.

Students are also given the opportunity to develop their planning, marketing, leadership and entrepreneurial skills through the many charity events that take place, joining with national events such as BBC Children in Need, Comic Relief, [Doctors without borders fundraising](#).

Students are offered careers advice at various stages, including key transition points. When moving from KS3 to KS4, Heads of Departments deliver assemblies about each subject, with information on potential careers.

- We provide high quality pastoral support.

Our students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age appropriate understanding of healthy relationships.

All Year 11 students are offered one to one careers' advice, prior to making choices regarding KS5. All Year 12 student are offered further advice on subject choices and career routes prior and during enrolment onto KS5.

All KS5 students are offered detailed support during the Futures / UCAS application process, ensuring that decisions are made after receiving adequate guidance.

There is much planning involved in the process of arranging work experience placements, matching student interests to work placements, allowing the opportunity to discover interests for future career plans.

Trips also offer students the opportunity to discover career interests, for example, through attending the London Olympia careers fair.

The Student Voice structures includes a system of Form Representation and School Councillors, with students having the opportunity to create manifestos, speak at assemblies, lead meetings at form level and then feedback at School Council and at SLT meetings. This enables students to develop their leadership, speaking, confidence and negotiation skills.

The student voice body are also involved in leading and contributing to year group pastoral assemblies – which are linked to Moral and Cultural themes. Annually year group assemblies are delivered to raise awareness around VAWG, Sexual Harassment, FGM, Anti-Bullying, Celebrating diversity and LGBT+ History month. Sessions related to Criminal & Sexual exploitation are also delivered to students.

The PSHE programme covers topics on career choices, self-awareness and self-esteem and employability skills.

Students demonstrate resilience and are ambitious for their futures.

The curriculum and the providers wider work supports the learners to develop their character, including their resilience, confidence and independence and help them to know how to keep physically and mentally healthy.

The school was awarded the Healthy Schools London Gold Award in March 2021, the only school in Tower Hamlets to achieve this. The emphasis on Sport and Physical Education is a clear indication of the school's commitment to encourage healthy lifestyles.

Student enthusiasm and demand to be involved in sport and physical activity is supported by an extensive G&T programme and organised year level activities throughout the year. The ethos of "Sport for All" and the fact that students are presented with an incredible range of curricular and extracurricular opportunities demonstrates our commitment to embed in our students the importance of pursuing an active healthy lifestyle. Extracurricular provision is offered in the PE Department every lunchtime and after school, these sessions are very well attended.

In addition, the school continues to enter all Borough competitions and aims to progress our school teams as far as possible in regional and national competitions. Winning more Borough championships than any other school is a statistic that we are very proud of.

Many students take on roles of responsibility within the school. Students know they have a voice through the School Council. Each tutor group has two elected Form Reps and each Year Group has two elected representatives, the school has a Prefect body in Years 11 and 13 with the [Head Prefects coming from year 11 and the School Presidents from Year 13 & Vice Presidents coming from year 12.](#)

The views of learners are gathered systematically through student survey and the School Council which meets to discuss issues of curriculum, environment, school organisation and teaching & learning. We are enabling our students to understand the concept of democracy and by being active members of the school they have the opportunity to implement change. We believe that it is essential that our school has students who are not only successful academically, but who also take part in the improvement of their community and are good citizens.

- Student Voice
- Charity work

- We provide a wide range of opportunities to nurture, develop and stretch students' talents and interests.
Our students appreciate these and make good use of them.

-PHSE

School competitions – within and inter-school – team building – resilience.

-Work experience

Getting Ahead conference / Head-to-Head – employability focus.

Confidence/ Independence-Prefect system / Student Voice / Student

Leadership/ Sporting events/ student guides for events – Year 6/KS5 Open Days / lesson observation - engagement levels in class /mentoring projects/ LSC work around confidence/ building resilience / faculty reward systems for engagement and participation / SLA with EP for support with EHCP students.
-Healthy school status / Science curriculum / PHSE / PE programme / Healthy School Menus /

-Mentally healthy – Wellbeing support - support students with low levels anxieties/ CAMHS / School based Social Worker / AWA / Counsellor / Inclusion Panel / Tutor Discussions / Safeguarding panel

In 2022/2023 the school accessed the Learning with the Lords Program, which involved Baroness Uddin spending a morning, delivering workshops to the school council around democracy and British values.

The PSHE curriculum is constantly reviewed and updated to reflect current themes by the pastoral working party and is delivered to all pupils. Resources are designed to promote discussion and increased conversations around difficult and sensitive topics. Pupils are encouraged to challenge their own misconceptions around these difficult topics.

Relationships and sex education (RSE) policy is now well established and being delivered to all year groups as part of the PSHE curriculum.

Extra-curricular provision is at the heart of school's priorities, the school has an extensive intervention programme

G&T related workshops, trips, events, debating competitions

Well organised OOSHL Programme – which offers a range of activities, both academic & sporting

Several residential trips are organised during the academic year. This year pupils have had the opportunity to visit Barcelona, Athens, Rome, New York, Sixth form Science field trip, Duke of Edinburgh expeditions, tall ships

- We prepare students for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

experience

Promoting awareness of global issues – through charity donations and fundraising events

The promotion and understanding of the importance in modern British life that the Rule of Law and Democracy plays is actively pursued throughout the curriculum across all faculty and pastoral areas. It is also a key element of the school's diversity agenda.

Student Voice activities, in the school, play a key role in students experiencing first hand their role in democratic processes. Tutor groups elect tutor representative and from this cohort, year group representatives are selected to join the student council. Those wishing to seek election to the student council provide a written manifesto and promote this amongst the student body. This gives all student an active experience of democracy in action.

On a regular basis, representatives from the student council attend the Senior Leadership Team meeting to present student concerns and offer solutions that can be followed up by the Senior Leadership Team. Following their presentation, a follow-up meeting is held with the Head teacher who then updates on progress on actions taken.

Students from the school have also actively participated in the Young Mayor elections in Tower Hamlets. This also involves students seeking support in other school for their manifesto and securing votes in the Young Mayor elections. In recent years, two students have been elected to the position of Young Mayor.

Tutors lead discussions on important issues to encourage informed debate.

-Rule of law

-Democracy

Student Voice - structures / student election processes / Young Mayor elections / Prefect body /

-Individual liberty

-Mutual respect and tolerance of different faiths and beliefs

Calendar highlights importance of key dates in the year. For example:

Awareness around Sexual Harassment / International Women's Day / National Coming out day / Holocaust Day / LGBT History Day / International Stand up to

- We promote equality of opportunity and diversity effectively.
As a result, our students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

- Our students engage with views, beliefs and opinions that are different from their own in considered ways.
They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

Bullying Day / Women's History Day / SPP Paralympics event / Disability Awareness Day / Remembrance Day / VAWG / FGM

The school actively prepares learners for life in modern Britain via the embedded and well-developed diversity programme and many aspects across the curriculum as identified in the Prevent curriculum mapping activities. This approach develops the work from a pastoral and curriculum angle, giving students a wide range of opportunities to investigate and develop an understanding of diversity and the role of diversity in modern Britain.

The school identifies and celebrates a range of different days that focus on issues of diversity. These include: International Women's Day / National Coming out day / Holocaust Day / LGBT+ History Day / International Stand up to Bullying Day / Women's History Day.

The school follows the year national focus on Remembrance Day and has school wide activities to celebrate and promote the importance of such days in the life of British society.

The curriculum and pastoral offer support and develop a mutual respect and tolerance of different faiths and beliefs. The importance of faith in a secular society is a significant focus of work in the development of a mutual respect and tolerance of different faiths and beliefs. A focus on critical thinking skills promotes the critical analysis of individual beliefs and how individual liberties allow the expression of beliefs within a well-structured, supportive environment where different beliefs can be discussed and challenged.

Stepney Green is a relatively homogenous school particularly for London. Opportunities for students to meet and work with a range of students and adults are encouraged.

Diversity programme is well established

Revamped PSHE curriculum has been put in place and delivered to all pupils. Resources are designed to promote discussion and increased conversations around difficult and sensitive topics. Pupils are encouraged to challenge their own misconceptions around these difficult topics.

- We provide students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our students know how to discuss and debate issues and ideas in a considered way.

Speakers and inter-school opportunities along with the opportunities for our students to communicate/work with students from other schools are sought out to improve diversity. The school has successfully engaged and collaborated with the Mulberry STEM academy, which is a group of schools within the Trust

RSE education: students understanding how to respect others, few incidents of discrimination recorded

School council: impact this has on the school, local and national environment
Peer leadership responsibilities for students to role model positive behaviours. Sixth form girls mentor year 7 & 8 girls. A peer mentoring scheme for pupils with low level wellbeing concerns is also delivered with Sixth formers acting as counsellors for lower school pupils. The sixth form counsellors all receive professional training prior to offering support

Whole-school charity events: Students are encouraged to take part in charity events. Target at least one per term for all year groups. E.g., *Doctors without borders*, Red-Nose Day, BBC Children in Need, VAWG

The school provides all learners with regular opportunities to explore life in modern Britain to help prepare them to be responsible, respectful, active citizens who contribute positively to society.

The school undertakes and actively promotes an established Diversity programme that is presented to all students across the school. Whole year group diversity assemblies are offered and a range of topics are covered and often presented by staff or students. Guest speakers are also welcomed to present on specific topics. Some of these topics are challenging and thought provoking, however, the development of critical thinking skills is an important component of the diversity work.

There are posters across the school highlighting and promoting diversity issues. All HoF complete a Prevent Curriculum map to highlight where in their faculty areas they deliver curriculum that covers the promotion of British values across KS 3, 4 and 5. The Prevent Curriculum Mapping also covers whole school and pastoral activities.

- Secondary schools prepare students for future success in education, employment or training.
We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to students in years 8 to 13.
All of our students receive unbiased information about potential next steps and high-quality careers guidance.
We provide good quality, meaningful opportunities for students to encounter the world of work.

The diversity of staff and students is also celebrated. Staff come from a wide range of countries and have made their home in the UK. The student body, whilst majority Bengali, also has a degree of diversity with students from a number of different faiths and backgrounds on roll. These students also form part of the student voice diversity group that meets regularly to understand better in school experience and provide feedback on provision.

-Diversity work – assemblies / posters / diversity group / diversity within curriculum areas / staff diversity and positions of leadership / charity work / sporting competitions - See calendar for evidence of events

School careers programme: impact this has had on students

Assessment of where students have moved onto after year 13 – thorough analysis in place. Very low incidence of NEETS – students supported after leaving year 13 during their Gap Year

In person Work experience took place this year for 1 week

Head-to-Head interviews – pupils meeting employers, which took place online
Getting ahead conference – focusses on preparing for working life, pupils work on interview skills and build their CVs

Extensive transition work is carried out at each key point.

The school has an embedded system with Pastoral Leaders for each key stage. The Year 7 Pastoral Leader remains the same each year, building expertise with KS2 to KS3 transition and admission process. There is a clear admission procedure in place, where interviews are held with families of Year 6 parents who have been offered a place at the school. These interviews offer the opportunity to engage in dialogue with families, gathering and specific information and signing the Home/School Agreement.

All Year 6 students attend a Taster Day at school, as arranged through the borough. However, the school offers workshops to parents of Year 6 students, addressing issues linked to transition, e-safety and beyond.

There is an additional transition day organised for the most vulnerable students, which takes place prior to the main transition day. This helps support this key group, build their confidence and prepare them for the event

with the bigger group. The SENDCO attends a conference with other SENCOS as part of the information sharing process. Furthermore, we work closely with the Behaviour & Attendance Support Service (BASS) to prepare for the transition of vulnerable students falling in this category.

Having become a mixed school from 2020, the number of female Year 7, 8, 9 and 10 students is small, but increasing year on year.

In mid-September, there is a Year 7 Parent/Tutor evening, providing an opportunity for parents to meet with tutors and raise any concerns linked to transition. During the first Academic Tutoring Day in the Autumn term, Leadership Team meet with the parents of groups that may be more vulnerable, which has ranged from Non-Bengali, Italian nationality to currently female students.

Students moving from KS3 to KS4 are supported with the process of option choices. This includes assemblies led by all subject leads providing information on the subject and potential career opportunities. An information session is provided for parents to support with the process of making choices. For KS4-5 transition, there is subject based information provided, coffee sessions with information about choices, one to one careers' advice for all Year 11 students, revision sessions and strategies through Planners, lessons and workshops.

Year 10 students take part in the Getting Ahead Conference, led by SWITCH, preparing for employability skills. They also learn about interview skills through the Head-to-Head programme, where they have interviews with external visitors, receiving feedback on the process. A significant amount of preparation is also done for work experience and employability skills through the Year 10 PHSE programme.

There is an extensive programme in place for KS5 students, with enrichment activities built into the curriculum, mentoring programmes, university trips. PSHE and careers programme provide labour market information and meets Gatsby standards. Careers advice is customised for the Medicine applicant and high achieving group, supporting with personal development and applications to Russell Group universities.

Unifrog has been implemented to support students with their career planning
-KS2-3 transition – Admission interviews/ Taster Day / Vulnerable Taster Day /
Female taster day / SENDCO conference for information sharing / Year 7 Lead
is a fixed position for transition support and expertise/ BASS transition support
(Behaviour and Attendance Support Service) / Parent/tutor evening.
KS4-5– Yr11 coffee sessions / subject based information / revision skills
sessions / revision skills in planners / Open Evening / Careers advisor has 121
meetings with all year 11 students /
KS5 – UCAS applications support and careers advice / MAGHAG groups / All
student receive structured one to one guidance and support in career
planning.

LEADERSHIP AND MANAGEMENT – SCHOOL RATING: OUTSTANDING		EVIDENCE	RAG
OUTSTANDING			
<input type="checkbox"/>	Our school meets all the criteria for good in leadership and management securely and consistently.	<ul style="list-style-type: none"> • All statements in the good judgement are highlighted in green • When school outcomes are compared with mixed schools, our outcomes are above national. However, we have only become a mixed school in the academic year 2020/21 (first cohort is in Year 11), therefore, comparing the school outcomes with boy's, locally and nationally, demonstrates that the school outcomes are <u>well above</u> local and national. 	
<input type="checkbox"/>	Leadership and management are exceptional in our school.	<ul style="list-style-type: none"> ▪ There is strong evidence of outstanding leadership and management over a number of years, which has led to the school achieving well above national data <u>especially</u> when compared to boys' national data set. The school leadership has the capacity to deliver on challenging targets and drive on school improvement. Consideration is given to ensure support and development of staff, at all levels is <u>in place</u>. 	
<input type="checkbox"/>	Our leaders ensure that teachers receive focused and highly effective professional development. Our teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.	<ul style="list-style-type: none"> ▪ Performance Management follows a rigorous system, which follows a focus on whole school priorities. The PM objectives relate to the teachers' performance, student outcomes and continued CPD. ▪ All staff have the entitlement to have access to CPD required, identified by self, school or Faculty/Pastoral requirements. Teachers have access to National Professional qualifications for middle leaders and Leadership level. This directly impacts motivation, engagement of staff and whole school improvement. ▪ Working Parties, memberships made up of teachers across the school, <u>to address</u> pedagogical issues and <u>development</u>. 	
<input type="checkbox"/>	Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular	<ul style="list-style-type: none"> ▪ School leadership engages stakeholders at all levels. Staff, students and parents are engaged in providing feedback which feeds into relevant action plans. Outcomes of surveys are shared with governors and middle managers (who feedback to their curriculum/pastoral teams). Action plans are formed and shared with all stakeholders' feedback incorporated into outcomes required. 	

	about workload, they're consistently dealt with appropriately and quickly.	<ul style="list-style-type: none"> ▪ School improvement plans are developed at leadership level, middle management (curriculum/pastoral) and individual teams. All staff engaged in writing their own curriculum area SEFs which are fully discussed with their line manager and Leadership team. ▪ The subject of workload has been tackled directly. This has resulted in reviewing the marking policy. Also, the number of assessments/data entry have been reduced from <u>six</u> to three. All staff have also been engaged in the reorganisation of the school timetable which allow them to develop other interests. This has been a really positive change in managing workload and addressing work-life balance. ▪ Teachers week in place allowing teachers to manage their workload. ▪ Working group formed to address issues of workload and Mental Health. Group is made of staff across the school. 	
<input type="checkbox"/>	Our staff consistently report high levels of support for wellbeing issues.	<ul style="list-style-type: none"> ▪ Support is offered to all staff including ECTs, middle and senior leaders. ▪ Staff retention is very good. ▪ School actively seeks opportunities to celebrate student, staff and school successes. The outstanding outcomes are only achieved by having dedicated, well qualified positive staff at all levels. ▪ The school is engaged in the Trail Blazer Project. Which develops strengths for positive mental health. This is led by middle leaders. ▪ Staff Survey shows high level of satisfaction concerning wellbeing. 	
GOOD			
<input type="checkbox"/>	Our leaders have a clear and ambitious vision for providing high-quality education to all students. This is realised through strong, shared values, policies and practice.	<ul style="list-style-type: none"> ▪ The School Improvement Plan is developed after completion of school self-evaluation. The whole school improvement plan is shared with all staff, the Curriculum Areas write their own SEF and their area SIP. The curriculum area SEF is discussed in detail by the HOF, Line Manager and Headteacher. The whole school SEF and SIP is shared with Full Governing Body and Mulberry Schools Trust. ▪ School vision and aims are shared with the whole school and underpins all 	

		<p>the work of the school.</p> <ul style="list-style-type: none"> ▪ All school policies are shared with staff/Governors and core policies are on the school website. All staff involved in the process of reviewing T&L policy, Marking Policy. All policies are fully discussed with HOF and Line Managers. Feedback is received from all stakeholders. ▪ Following each data drop the progress of each student is analysed and discussed with curriculum/pastoral leaders. Action to address concerns is shared through Leadership line management. 	
<input type="checkbox"/>	<p>Our leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>The practice and subject knowledge of our staff, including ECTs, build and improve over time.</p>	<ul style="list-style-type: none"> ▪ All staff (teachers and support staff) are entitled to CPD which will positively impact their role. CPD is identified through Performance Management conversations or through self-identification by individuals. CPD is also required by staff to develop their leadership roles, future aspirations or practice. Record of CPD provided to each staff member is kept and feedback is received on the impact of the CPD. ▪ High quality CPD is also provided in-house by the school. ▪ Staff attend CPD sessions with the exam boards which is then shared with their faculty. ▪ ECTs have a full entitlement of CPD/support provided by the school. Managers across the school are involved in providing CPD/support to the ECTs programme. All ECTs evaluate the CPD provided. This work is lead by a Deputy Headteacher. ▪ Performance Management process is a rigorous system, throughout the school. The PM cycle runs from October to October with an interim review built into March. All PM conversations are recorded and kept by the Headteacher's PA. the school outcomes form the core part of the Performance Management objectives. ▪ All Staff are allocated for Working Parties e.g. T&L, Progress, Pastoral;ICT, Challenge, Literacy, 6th Form T&L, AFL which underpins pedagogical development. ▪ PM now requires proactive CPD identification, this is a development from staff surveys. 	

<input type="checkbox"/>	<p>Our leaders aim to ensure that all students successfully complete their programmes of study.</p> <p>We provide the support for staff to make this possible.</p> <p>We create an inclusive culture and don't allow gaming or off-rolling.</p>	<ul style="list-style-type: none"> ▪ Impact of school interventions for students with SEN and/or disability are analysed at each assessment point. These form the core part of discussions with HOFs and their Line Managers. Outcomes of these discussions are fed back to the school Leadership Team. Additional support is requested via this process. ▪ Students who are at risk of being excluded are fully supported by the Pastoral Team, which are led by the Heads of Year. Support plans are created and agreed with the student, parent and the school. Support is provided, such as Mentors/Anger Management sessions/Counselling, reviews held regularly to evaluate impact. Permanent exclusions are at zero and the school has provided on-site sanctions rather than suspensions. This policy ensures the student is positively engaged by the school. ▪ Outcomes of children at risk of exclusion are analysed on an on-going basis (attendance/punctuality/lesson engagement) as well as after each assessment point. ▪ Pastoral leads produce/discuss their area SEFs with the school Leadership Team and outcomes of the at risk students is discussed. ▪ Data analysis for all groups of students is provided centrally by the school and the impact of support strategies is provided by the Heads of Year. ▪ No off rolling is allowed in the school. The school works closely with the local authority to ensure all students changing schools are tracked. ▪ The school ensures all students complete their programme of study and sit appropriate exams/assessment. 	
<input type="checkbox"/>	<p>Our leaders engage effectively with students and others in their community, including, when relevant, parents, employers and local services.</p> <p>Engagement opportunities are focused and purposeful.</p> <p>*EBP(The Switch)</p>	<ul style="list-style-type: none"> ▪ Staff/students and parents are surveyed each year. The outcomes are analysed and the action plan is shared with the whole school community. HOF/HOY and Leadership Team evaluate the outcomes and form a strategy to act on the areas of improvement. ▪ All school analysis, SEFs and SIPs are shared with the Governing Body. The Chair of Governors to meet with the Headteacher/various middle managers to discuss the work of the school. Governors will be providing relevant feedback on the analysis and outcomes. Link Governors. ▪ Parents have an opportunity to attend a drop-in session with the Headteacher, which is held each week, to discuss any matter relating to them and school. ▪ Parents meeting held with tutors and also with subject teachers to discuss their children's outcomes. The parents can also arrange meetings with various staff, at any point, across the school. 	

		<ul style="list-style-type: none"> The school continues to involve other professionals and local services in the life of the school. EBP* provide valuable work experience and interview meetings. Careers service interview each student to engage in future planning in Y10 and Y12. Local authority involvement with school social workers and school nurse. External services and other providers underpin the work of the school. MASH/Safeguarding teams work closely with the school on a weekly basis. Student's career aspiration recorded twice a year, in all years and shared work with parents via school reports. 	
<input type="checkbox"/>	<p>Our leaders engage with their staff and are aware and take account of the main pressures on them.</p> <p>They're realistic and constructive in the way they manage staff, including their workload.</p>	<ul style="list-style-type: none"> Staff are surveyed and their opinions are sort throughout the school year. Their feedback provides crucial direction of the school and individual curriculum areas. Data drops have been reduced from 6 to 3 to ensure manageable work load. The whole school calendar with assessment deadlines is agreed with the whole school improvement team. The quality assurance process is streamlined and agreed with the School Improvement Group. Assessments spread evenly with built in Marking time, to manage workload. The timetable has been adjusted to allow staff to finish early on a Friday and engage with other sporting or positive mental health activities. Performance Management discussions allow staff to feedback on any mental health concerns or support required. The school is involved with the Trail Blazers Project which works with the school to develop positive mental health strategies. The school has a Working Group, made up of staff across the school to look into issues relating to workload and mental wellbeing. 	
<input type="checkbox"/>	Our leaders protect staff from bullying and harassment.	<ul style="list-style-type: none"> The ethos of the school is positive and supportive. All staff are fully engaged in the work of the school and the entitlement to continuous professional training allows them to develop as teachers/professionals. The School Improvement Plan identifies the Trail Blazers Project which focuses on whole school mental health strategies. This project is led by an Assistant Headteacher of Inclusion and a Head of Year/Key Stage Leader. Whole school CPD ensures a sound understanding of the staff Conduct, Policy, Safeguarding and Allegations against staff. 	
<input type="checkbox"/>	Those responsible for governance understand their role and carry this out	<ul style="list-style-type: none"> The outcomes of the school are fully analysed and discussed at the Trust meetings. The Mulberry Trust have very experienced trustees, in fact the Chair of the Trust Board Committee is part of the Governing Body. Outcomes of the school 	

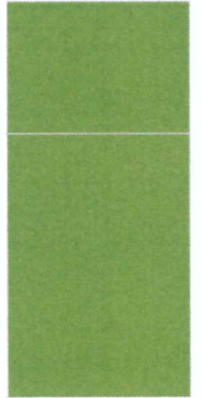
	<p>effectively.</p> <p>Our governors/trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<p>are compared with local and national comparison figures. School's outcomes are above the local and national figures.</p> <ul style="list-style-type: none"> ▪ The Trust is a critical friend of the school, providing challenge and support/direction as required. ▪ The Trust is active in monitoring the financial outcomes of the school and ensures money is well spent, focused on 'value for money' in supporting the work of the school. ▪ Link Governors have been engaged to strategically challenge/support the school. 	
□	<p>Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding.</p>	<ul style="list-style-type: none"> ▪ The Trust ensures the school fulfils its statutory duties. Regular monitoring and checks have been put in place to support the work of the school. For example, the single central register has been checked by a governor. Policies are reviewed and in place. Safeguarding and Prevent Duty of the school is fully in place. ▪ Regular audits are conducted by the Trust across the school. 	
□	<p>We have a culture of safeguarding that supports effective arrangements to</p> <ul style="list-style-type: none"> • Identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation • Help students reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help • Manage safe recruitment and allegations about adults who may be a risk to students 	<ul style="list-style-type: none"> ▪ Safeguarding/child protection policies are in place and all staff trained. Systems are secure and implemented by the Assistant Headteacher in charge of Inclusion. ▪ Students have been surveyed checking that they feel safe in school. ▪ Records of Safeguarding training are kept and underpin the work of the school. ▪ There is a focus on pastoral outcomes, as well as learning outcomes. The focus is on forming positive relationships and being healthy, both physically and mentally. ▪ Leadership Team are trained on safer recruitment expectations, school single central register is accurate and up to date. All staff files are complete. All staff allegations are followed up and due process followed. ▪ Safeguarding audits show that child protection is a core strength of the school. ▪ All pastoral leads & Headteacher are DSL trained. ▪ Safeguarding underpins all work of the school and all staff understand their responsibility to enforce the policy. ▪ Safeguarding is discussed at many levels e.g. Pastoral Safeguarding team, weekly Leadership Team and the Governors Safeguarding Committee. 	

OVERALL EFFECTIVENESS – SCHOOL RATING: GOOD	EVIDENCE	RAG
OUTSTANDING		
<input type="checkbox"/> The quality of education in our school is outstanding.	<ul style="list-style-type: none"> • Evidence that you've meet all of the 'good' requirements and the 'outstanding' requirements • Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures 	COVID
<input type="checkbox"/> All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there's convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.	<ul style="list-style-type: none"> • Evidence that you've met all other outstanding requirements 	Re-establishing standards following COVID and 6 th Form outcomes to match National.
<input checked="" type="checkbox"/> Safeguarding in our school is effective.	<ul style="list-style-type: none"> • Safeguarding/child protection policy: evidence that all processes and procedures are in place • Evidence that you've met all statutory requirements • Evidence and impact of staff safeguarding training • Safeguarding incident logs are up to date • Any incidents and allegations are managed effectively 	
GOOD		
<input checked="" type="checkbox"/> The quality of education in our school is at least good.	<ul style="list-style-type: none"> • Evidence that you've meet all of the good requirements for quality of education 	
<input checked="" type="checkbox"/> All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long	<ul style="list-style-type: none"> • Evidence that you've met all other good requirements 	

as there is convincing evidence that the school is improving this area sustainably and securely towards good.

☒ Safeguarding in our school is effective.

- Safeguarding/child protection policy: evidence that all processes and procedures are in place
- Evidence that you've met all statutory requirements
- Evidence and impact of staff safeguarding training
- Safeguarding incident logs are up to date
- Any incidents and allegations are managed effectively



Stepney Green Sixth Form – SEF 2024/25 sixth-form provision in schools

SIXTH-FORM PROVISION IN SCHOOLS – SCHOOL RATING: GOOD	EVIDENCE	RAG
<p>□ Our leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities. These programmes are designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life</p>	<p>Ambitious and Relevant Programmes</p> <ol style="list-style-type: none"> 1. The Pastoral study programme offers a comprehensive overview of enrichment, PSHE, and non-qualification activities for both Y12 and Y13 students. 2. All students have dedicated enrichment time on their timetables to pursue opportunities aligned with their chosen career or academic pathway. 3. Enrichment programmes are purposefully designed by the Head of Year (HoY) and the second in charge (2ic). 4. The PSHE scheme of work (SOW) is reviewed annually to address the needs and challenges of our student body. 5. All enrichment activities are aligned with the Gatsby benchmarks to ensure well-rounded development. 6. Our analysis of destination data demonstrates that students are making aspirational choices regarding courses and university preferences. 7. During Futures week, students have dedicated time to attend talks by external providers on post-18 pathways and the world of work. They also receive support with post-18 applications, such as UCAS, apprenticeships, and employment. 	

8. Tutor discussions throughout the academic year provide opportunities for students to discuss and maintain focus on their career goals while also setting targets which are reviewed each term.

Support for High Needs and Disadvantaged Students

1. To ensure equal access, we have purchased and provided resources such as textbooks and revision guides for entrance exams to all students, including those from disadvantaged backgrounds.
2. Our recruitment process includes discussions on careers to inform planning and identify student needs prior to enrolment.
3. Transition discussions at the end of Y12 ensure that students' progress into Y13 with a clear focus and a plan for their progression.
4. Every Y12 student receives a one-to-one IAG (Information, Advice, and Guidance) careers interview to support them in making informed post-18 choices.
5. The Mulberry Scholars Academy provides our high-achieving students with tailored support and expert guidance, enhancing their chances of getting into top universities globally.

Knowledge and Skills for Success

1. We have a Unifrog subscription in place to provide up-to-date careers advice to all students. Additionally, student enrichment activities are logged and tracked.
2. We conduct student surveys to gauge their perspective and identify their needs.
3. Student voice is integrated throughout the sixth form, and feedback

- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

from meetings informs the planning and preparation of activities.

4. We arrange external tutors who specialise in providing support for all entrance exams, including LNAT, BMAT, UCAT, TSA, TMUA, MAT, ENGAA, PAT, and STEP. This additional support offers 8 extra hours of learning time.

5. We offer one-to-one interview preparation sessions to students who are required to attend interviews for university and apprenticeship placements.

6. We promote career-specific enrichment and super-curricular opportunities weekly through 'Futures Friday.'

Curriculum Planning and Sequencing:

1. Curriculum policy outlining the planned and sequenced approach.
2. Faculty policies and curriculum statements that are regularly reviewed.
3. Key Stage 5 Subject Leaders ensuring curriculum meets learner needs.

Skills Development for Future Learning and Employment:

1. Enrichment activities linked to Gatsby benchmarks preparing students for post-18 education or employment.
2. UCAS programme providing tailored support and guidance for university applications.
3. Early entry mentoring programme supporting high achievers.
4. Futures week dedicated to exploring post-18 pathways and the world

of work.

Support and Development Programs:

1. Calendar of "Futures" events providing ongoing student support.
2. Pastoral study programme designed to support students at key milestones in Key Stage 5.

Curriculum Differentiation and Planning:

1. Devised and implemented a long-term and medium-term planning framework that ensures teaching is differentiated to meet the individual needs of all our learners.
2. Departmental schemes of work are reviewed and revised, tailoring them to meet the diverse needs of all our learners in the sixth form.
3. We prioritise differentiation strategies, ensuring that each student's unique needs are met in the sixth form.

Support Structures and Policies:

1. Individual Education Plans (IEPs) are in place for all our students with special educational needs (SEND), providing them with clear guidance on effective approaches to enhance their support and progress.
2. TA agreements are created at the start of each academic year, ensuring that our teaching assistants have clear expectations and support strategies to meet the specific needs of our students with SEND/EHCP.
3. We have developed and implemented a comprehensive SEN sixth form policy, outlining our approach to supporting students with

- Our school is ambitious for all its sixth-form students, including those with SEN and/or disabilities and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.

special educational needs.

4. We have developed and implemented a targeted recovery/intervention programme, providing additional support to learners who require it or are identified as off track. This is in addition to the mandatory 40 hours of extra learning time required from the start of 2022/23 academic year.
5. Our inclusion team lead annual reviews, with the support of subject teachers and pastoral teams, to ensure comprehensive support and inclusion for each and every student.

Monitoring and Assessment:

1. We have established a robust system for conducting lesson observations, ensuring that the requirements of every learner are being met.
2. We carry out work sampling every half term, including students from all key groups, to personally monitor their progress and identify areas for improvement.
3. Student tracking sheets are implemented across all subject areas, tracking their current/target grades and establishing targets for improvement, updating them after each assessment cycle.

Feedback and Improvement:

1. We have established and implemented a marking and feedback policy on a fortnightly cycle, providing timely and constructive feedback to all our learners.
2. The sharing of best practices among our staff following observation cycles, enhancing the teaching and support for all our learners.

- Our sixth-form students study the intended curriculum.

We ensure this by teaching all components of the full programmes of study.

Planning and Coordination:

1. Long-term and medium-term planning covers all programmes of study to ensure a well-rounded education.
2. Scheme of Work (SOW) is regularly reviewed and adjusted as needed to ensure the delivery of all curriculum components.
3. Curriculum Maps are implemented across all subject areas, providing students and parents with a clear overview of the learning journey.
4. Regular KS5 Leader meetings are scheduled to monitor curriculum coverage and address any necessary adjustments.
5. KS5 leaders are assigned in each subject to monitor, update, and implement all study programs effectively.

Progression and Management:

1. A2 learning begun in the final term of Year 12 to promote seamless progression and alleviate time constraints in Year 13, allowing for focused content delivery.
2. KS5 Leaders oversee effective time management by teachers, ensuring completion of all learning areas and thorough preparation for end-of-stage assessments.

Assessment and Monitoring:

1. BTEC trackers are managed by class teachers and reviewed by coordinators to ensure adherence to guidelines in delivering and assessing all program strands.
2. Work sampling is conducted to assess student progress and the effectiveness of the curriculum.
3. Subject tracking sheets are utilised to monitor student performance

- Our teachers have expert knowledge of the subject(s) and courses they teach.
Our leaders provide effective support for those teaching outside their main areas of expertise.
When relevant, our teachers have extensive and up-to-date vocational expertise.

and progress.

Communication and Feedback:

1. Information on the curriculum is provided through the prospectus, student handbooks, and curriculum policy, offering students a comprehensive overview.
2. Student surveys are conducted to gather valuable insights and feedback on the curriculum.

Subject Knowledge and Expertise:

1. The performance management cycle ensures the presence of expert knowledge required for effective subject teaching.
2. Subject specialists deliver all subjects at KS5.
3. Demonstrating the impact of Continuous Professional Development (CPD) on the standard of teaching and learning in the sixth form, including national qualifications.

Support for Teaching Outside Main Areas of Expertise:

1. Leaders provide effective support for those teaching outside their main areas of expertise.
2. Collaboration with other schools through Post 16 Leadership Forum and Trust to share expertise.

Vocational Expertise:

1. When relevant, teachers have extensive and up-to-date vocational expertise.
2. Active membership in local sixth form forums and National College,

- Our teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught.

We check students' understanding systematically, identify misconceptions and provide clear, direct feedback.

In doing this, we respond and adapt our teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.

providing regular access to high-quality CPD opportunities for staff.

3. The Head of Key Stage 5 (HKS5) monitors the needs of staff within the faculty, identifies areas requiring CPD, and implements necessary training.

Effective Teaching and Learning:

1. Lesson observation outcomes provide evidence of effective teaching and learning across all learning areas.
2. Performance management is used to identify weaknesses in teaching, set targets, and train teachers to improve.
3. A blended learning approach, utilising technology to deliver remote learning, is implemented through MS Teams.

Checking Understanding and Providing Feedback:

1. Assessment is effectively used to provide feedback to students, impacting their levels of attainment and progress.
2. Teacher feedback and student response procedures are evident in student folders.
3. Students are able to discuss learning in relation to feedback and explore ways to improve and develop.

Adaptation and Response:

1. Student surveys provide insights into student opinions and perceptions, and areas of concern are followed up by KS5 and Pastoral Leaders.
2. In responding to these insights, adaptation and improvement strategies are implemented to enhance teaching practices.

- The work that our teachers give to sixth-form students is demanding.

It ensures that our students build knowledge and acquire skills, improving and extending what they already know and can do.

- Our teachers encourage students to use subject-specific, professional and technical vocabulary well.

Planning and Monitoring:

1. Monitoring long-term and medium-term planning provides evidence across all subject areas.
2. Curriculum statements from all faculties offer clear insight into subject development.

Support and Guidance:

1. MAGHAG students are targeted and provided with additional support and guidance to develop their all-round profile.
2. Purposeful induction is conducted for A Level and BTEC students.

Effective Teaching Practices:

1. Lesson planning is carried out effectively and is monitored by Heads of Faculty and KS5 Leaders.

Assessment and Analysis:

1. Outcome analysis is conducted following each data drop, as well as at the end of program examinations/assessments.
2. Analysis of all assessments, EX, AP and final exam outcomes.

Integration and Modelling of Vocabulary:

1. Key vocabulary is evidenced in planning and effectively modelled in lessons.
2. Lesson observations assess the impact of vocabulary used by teachers and students.

- Over the course of study, our teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.

Whole School Focus on Oracy and Assessment:

1. There is a whole school focus on oracy, which likely includes promoting the use of professional and technical vocabulary.
2. Work sampling and student folders are utilised for assessing student work, including their use of subject-specific vocabulary.

Integration of Knowledge and Application Skills:

1. All lessons incorporate a recall strategy to consistently revisit prior learning.
2. The Scheme of Work (SoW) emphasises synoptic links, supporting students' understanding and ability to remember and recall earlier content.
3. Regular assessment is used effectively to ensure that students retain knowledge and apply skills fluently and independently.

Support for Study Skills and Independent Learning:

1. Teachers support students with study skills, including the provision of independent study materials in addition to homework and assignments.
2. All locations designated for independent study are staffed and supervised to ensure high standards both inside and outside of lessons.
3. A Study Skills program is included as part of the Personal, Social, Health, and Economic (PSHE) education curriculum.

Intervention and Support Programs:

1. A robust analysis of AP1, AP2, and AP3 data identifies students who require additional support and initiates progress concern

- Our teachers and leaders use assessment well. For example, we use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching.

Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or students.

conversations.

2. A comprehensive intervention program is implemented to support students in all areas of their study program.

Regular Assessments and Data Collection:

1. Regular assessments are used effectively to ensure that students retain knowledge and apply skills fluently and independently.
2. Teacher assessment data is collected during AP1, AP2, and AP3.
3. Exam assessment data is collected during EX1, EX2, and EX3.
4. Regular chapter tests are implemented across various subject areas.

Progress Monitoring and Target Setting:

1. Challenging targets are set for students, and there is evidence of mentoring and support to help them meet and exceed these targets.
2. Tutor-Tutee discussions take place at three points during the academic year, providing an additional layer of progress monitoring.
3. The academic tutoring day offers a holistic view of students' progress, both academically and towards their career and post-18 goals.
4. Tracking sheets and target setting are utilised to monitor student progress and set goals.

Communication and Support Systems:

1. Parent evenings are held to facilitate communication between parents and teachers.
2. A pastoral report system is in place to monitor and support students

- ☐ Our teachers create an environment that allows sixth-form students to focus on learning.
The resources and materials that our teachers select and produce – in a way that doesn't create unnecessary workload for staff – reflect our ambitious intentions for the course of study.
These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.

who are underachieving in more than one subject.

Metacognition and Reflective Practices:

1. There is a focus on metacognition, encouraging students to think about their own thinking.

Study Environment:

1. Time and designated spaces provided for students to study independently, offering a variety of study environments, including silent, quiet, and group work areas.
2. Independent study timetables implemented in IT-rich environments, ensuring that all students have dedicated spaces that support their individual learning programs.
3. Library is utilised as a valuable resource for students' learning.

Planning and Support:

1. Long-term and medium-term planning demonstrates how teachers support students in developing the knowledge and skills necessary to become independent learners.
2. Student progress monitored through work sampling and lesson observations.
3. All students receive 1 period of dedicated PSHE (Personal, Social, Health, and Economic education).

Resources and Materials:

- Our students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes.

Our students make substantial and sustained progress from their identified and recorded starting points in their study programmes.

Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.

1. A range of materials and resources available to students to support their learning, such as software packages (Kerboodle, journals, Unifrog, MOOCs).
2. Field trips and school visits arranged, including examples like biology and geography residentials.

Preparation for Future Learning and Employment:

1. Sixth form provides opportunities for students to learn how to live independently and prepare for future employment.
2. Dedicated futures program offered to support students pursuing specific pathways, such as medical, Oxbridge, and early application courses.

Assessment and Progress Data:

1. End of year 13 assessment and progress data: evidence that students achieved well in their study programmes.
2. School data is improving and, in some areas, better than national data.

Subject-Specific Analysis:

1. BTEC analysis.
2. A Level analysis.
3. GCSE progress.

Comparative Performance:

1. Progress above national average.

- ☐ Our students are ready for the next stage of education, employment or training.
They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study.
Our students with high needs have greater independence in making decisions about their lives.

- ☐ Our students have high attendance and are punctual.
Their attitudes to their education are positive.
Where relevant, attitudes improve over time.

4. Monitoring and Analysis:

1. Monitoring the destinations of all students, including those with high needs, after sixth form (in education, employment, or training), provides evidence of increased numbers progressing to higher education, apprenticeships, training, or employment.
2. Conducting a destination analysis reveals that the uptake of Russell Group places exceeds local averages.

Encouragement and Exploration:

1. Students are encouraged to explore a variety of career pathways and consider long-term opportunities following higher education.

Retention and Progression:

1. The school demonstrates above-average retention and progression measures, indicating a strong commitment to student success and development.

Tracking and Monitoring:

1. Attendance and punctuality data are tracked and monitored on a weekly basis.
2. Rigorous systems for monitoring are in place at the leadership, middle leader, and tutor levels.
3. Rewards and immediate sanctions are in place for students who drop below the expected level, such as privileges being revoked and student/parent meetings.

- Our sixth form prepares our students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.

Support and Intervention:

1. Support is offered to students who are struggling, including counselling, mentoring, and reports.
2. Every week, on "Well-being Wednesday," signposting is provided to internal and external organisations and agencies that offer support.
3. CAMHS provides support in cases where attendance is affected by medical or mental health issues.
4. Sixth Form students have access to the school counsellor and attendance welfare officer.

Student Feedback and Improvement Initiatives:

1. Student survey data is taken into account when planning school improvement initiatives.

Careers Guidance and Information:

1. Careers interviews are conducted for all Y12 students, ensuring independent advice and guidance. Each student is entitled to one in-depth interview.
2. Unifrog is extensively used across the sixth form to provide impartial careers advice at any time.
3. A UCAS program is designed to support all students in pursuing their preferred pathways.
4. Tailored apprenticeship support is available for students, considering the low numbers opting for this particular pathway.
5. Various business partnerships, such as SITUS and Clyde and Co., are established to offer students advice and guidance from industry professionals.
6. Careers and higher education prominently feature in the PSHE curriculum, covering topics such as finance, living away from home,

and independence.

Induction and Enrichment Programs:

1. A comprehensive induction program is implemented to ensure that pupils enrol onto study programs that align with their career and post-18 pathways.
2. An enrichment program is in place, with key events organised throughout the year to support various student groups.
3. The underlying principle of Y12 recruitment is to identify students' career aspirations and ensure suitable subject choices are made.
4. The Elephant Group program benefits our high-achieving students by offering targeted activities, resources, and connections that enhance their skills and knowledge, empowering them to access leading universities and pursue their aspirations.

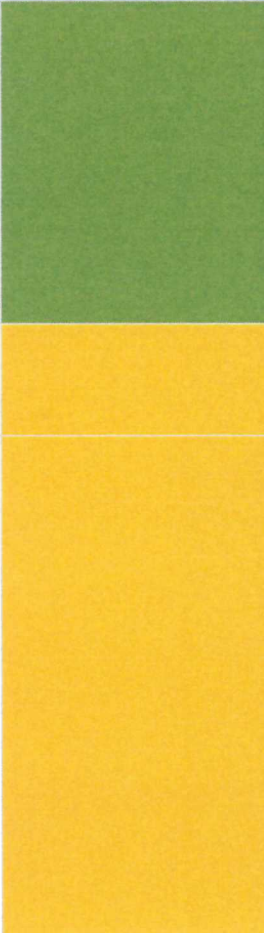
Specialised Support Programs:

1. The MAGHAG support program specifically caters to Oxbridge, medicine, and UCAS early applicants.
2. Oxbridge preparation sessions are offered for both students and parents.
3. Med Soc preparation sessions are provided for students and parents.

Work Experience and Industry Exposure:

1. Virtual work experience opportunities are delivered to all Y12 students.

Evaluating sixth-form provision in schools

SIXTH-FORM PROVISION IN SCHOOLS – SCHOOL RATING: GOOD	EVIDENCE	TARGETS
OUTSTANDING		
<input type="checkbox"/> We meet all the criteria for good in the effectiveness of sixth-form provision securely and consistently.	<p>All statements demonstrating good judgment are highlighted in green.</p> <p>Evidence of Improvement:</p> <ol style="list-style-type: none"> 1. Evidence of consistently improving school data: This is achieved by comparing the results of end-of-key stage/national tests with both local and national figures. 	
<input type="checkbox"/> The quality of sixth-form provision provided is exceptional.	<ol style="list-style-type: none"> 1. Demonstrated evidence of consistently exceptional sixth-form provision leading to sustained school improvement. 	
<input type="checkbox"/> The work that our sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of our curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.	<p>Assessment and Progress:</p> <ol style="list-style-type: none"> 1. Year 13 assessment data: Improving attainment and progress over time. 2. Regular review and reflection by students following assessment cycles. 3. Successful achievement of challenging targets by Year 13 students. <p>Planning for Sustained Progress:</p> <ol style="list-style-type: none"> 1. Emphasis on long-term and medium-term planning for sustained progress. 	

- ☐ The impact of our taught curriculum is strong. Our students acquire and develop high-quality skills and produce work of a consistently high standard.

- ☐ Our sixth-form students demonstrate consistently highly positive attitudes and commitment to their education.
They have consistently high levels of respect for others.

Student Progress and Work Quality:

1. Students' work is showing improvement over time.
2. Efforts should be made to reinstate practices from the pre-pandemic period.

Assessment and Tracking:

1. Utilise termly assessment data to track progress and identify areas of improvement.
2. Evaluate student performance through end-of-year assessments for a comprehensive overview.

Teaching Quality and Classroom Impact:

1. Conduct regular lesson observations to assess the impact of high-quality teaching and level of challenge in the classroom.

Engaged and Independent Learning:

1. Demonstrations of engaged students who learn independently.

Respectful Behaviour:

1. School Behaviour Policy: Exhibits of students' respectful behaviour in class, communal areas, and beyond school premises.

Low Incidence of Behavioural Issues:

1. School Behaviour Log: Infrequent incidents of behavioural issues throughout the sixth form period.

- Our sixth form consistently and extensively promotes learners' personal development.

We go beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society.

This is achieved through activities that strengthen considerably the sixth form's offer.

Enrichment Activities:

1. Enrichment activities, such as the PSHE curriculum and community events like charity fundraising and VAWG awareness, have a positive impact on students.
2. Gresham College lecture programme benefits our students by exposing them to cutting-edge ideas and insights from leading experts in various fields and enhancing their academic experience.
3. These activities help students meet future employers and foster leadership development within the student body.

Support for UCAS Applications:

1. They support UCAS applications.

