Mulberry Schools Trust

School Self Evaluation Form (SEF)

2025-2026

School Name: Mulberry Academy Woodside

Contents

Section 1: School Context

- Mulberry Academy Woodside (MAW) is a thriving, inclusive secondary school serving pupils aged 11–16. Leaders and staff at MAW are unwavering in their commitment to delivering exceptional education and experiences for every child.
- Haringey is the 42nd most deprived local authority area in the UK, the school itself sits in a ward in the lowest 10% of deprivation of household income in the UK.
- Nearly 50% of students are eligible for pupil premium funding and students on FSM which well above the local area FSM between 40-50% pending on year group.
- SEND K and EHCP numbers are close to national average.
- Numbers of students on EAL is close to 50% which is well above national and local average; rates are higher in KS3, many of our families are on low incomes reflecting the rising cost of living.
- School CIN is well above national average and above the local area, currently 112 students in school who have every been on a CIN plan (10% population).
- Local area pupil base deprivation and school location is well above average; significantly the school base deprivation level is well above average and reflects that many of our students come from Tottenham and Wood Green.
- Ethnicity: 57 different home languages are spoken, and the student body reflects a wide range of ethnic backgrounds including Black-Caribbean, African, Turkish-speaking, Bulgarian, Bangladeshi, and mixed heritage groups.
- Our largest group is any other white background which are predominately made up of our Turkish and increasingly Bulgarian and Albanian community and many of our families from the Kurdish community- the school is an active member of the borough wide TKRB group.
- Students (where KS2 data is available) come in with reading; writing and Mathematics at close to national.
- Staff sickness is in the lowest nationally and staff turnover as significantly reduced over the last two years demonstrating the stability of the school and the commitment of staff to students learning.
- Attendance has been above average national for the last three years for all students; SEN and FSM6; PA is close to national for all students and SEN and is significantly below for FSM6.
- MAW's curriculum is ambitious, broad, and coherently sequenced, designed to meet the needs of all learners regardless of background. Outcomes for disadvantaged pupils are in line with their peers and above national, reflecting the school's success in closing attainment gaps and promoting equity.
- Achievement has increased over the last three years with A8, currently at 48.1 it is very close to being well above average with English and Maths combined increasing by 13% over the last two years; disadvantaged students performing above average in A8 and English and Maths.
- The school's approach to personal development is holistic and deeply embedded; with extensive leadership opportunities.
- We are committed fully to our local community are partners with LAET Sixth form through its Chrysalis East programme and participates in local partnership groups (NLCs) across Tottenham and Wood Green.
- We operated 48 primary events last year including: Maths and English tutoring; running sports day; holding events for science week and world

book day.

- MAW's safeguarding culture is robust and proactive and have been awarded Platinum for the Incyte Award for safeguarding.
- Behaviour is exemplary, with zero permanent exclusions and a significant reduction in suspensions.
- Suspensions have reduced significantly over time and are currently on average; moving from average to significantly below national average.
- Suspensions are used effectively with two or more significantly below for all and for SEN students demonstrating that as a sanction to stop repeat offences is effective (suspensions are being used proportionately).
- Leadership at MAW is strategic and impactful. Since joining the Mulberry Schools Trust in May 2023, the school has undergone rapid improvement, benefiting from Trust-wide policies, enhanced operational systems, and access to high-quality professional development through subject networks. The Trust's vision—to ensure all pupils leave as highly qualified, confident, and articulate young people is reflected in MAW's curriculum, pedagogy, and culture.

In line with the Ofsted 2025 Framework, MAW demonstrates:

- High expectations for all learners, regardless of background.
- A coherent and inclusive curriculum that reflects the school's diverse context.
- A strong safeguarding culture that prioritises pupil wellbeing.
- Effective leadership and governance that drives sustained improvement.
- A commitment to personal development and community engagement.

Mulberry Academy Woodside is proud of its journey and remains resolute in its mission to provide exceptional education and experiences for every child, every day.

Improvement on key areas identified in the last Ofsted

Ofsted identified areas for development	Progress since last Ofsted
"A small minority of staff do not consistently implement the new behaviour policy. As a result, low level disruption in a few classes is not challenged swiftly enough. Leaders should ensure that all staff share the same high expectations of pupils' behaviour and that they are supported to follow the school's behaviour policy fully"	80% reduction in Fixed term suspensions Reviews Trust; local area education partnership; consultant HMI trained visit consistently report calm behaviour. Platinum achieved in safeguarding. In the most recent staff survey 90% of staff stated that leaders support staff well in managing behaviour (summer term survey 2025) and 98% of staff are proud to work at Mulberry Academy Woodside. Revised internal provision to support engagement in learning for disadvantaged and vulnerable pupils.
"The curriculum is some foundation subjects is not sufficiently	When Inspection took place there had been a curriculum decision under

developed. For example, plans"	the old leadership to deliver 'Electives' specialist subjects such astronomy rather than the national curriculum in year 9. The new leadership replaced this in September of 2021 with national curriculum; more lessons for Maths and Science and lessons for DT; Food; Music and drama that was off the curriculum but at time of inspection these departments did not have year 9 curriculum written to the end of Year 9. This was completed in summer 2022. • Full curriculum across both key stages • Maps knowledge and skills coherently from KS2 to KS5. • Includes planned differentiation and use of AFL to support adaptive teaching, ensuring progress for all learners, particularly SEND pupils. • Explicitly identifies and plans for key vocabulary. • Subject specific curriculum overviews, delegation workflows and calendars ensure the curriculum is planned and sequenced effectively to support all children's progression • Ongoing monitoring and review of curriculum intent, implementation and impact include: • Half-termly learning walks and book looks. • Triangulation with evidence from Mulberry School Trust, Networked Learning Community (NLC) and School Improvement reviews from HEP (Haringey partnership); HMI trained consultant; teach first coach. • Curriculum Development audit completed in June 2025.
"The rates of persistent absence in the school are too high. This means that some pupils do not attend school frequently enough and so miss out on important learning. Leaders are currently addressing this through a range of appropriate actions. It is critical that governors and leaders carefully monitor the impact of these actions so that they can be refined and updated if necessary"	• We have seen a consistent reduction in PA (Persistent absence below 90%) year on year over the last four academic years. Our PA for 2023-2024 was 17.14%, in comparison to the previous academic year (22/23) it was 18.28% and our PA in 21/22 was 20.33%. Our current PA for this academic year 2024-2025 YTD is 17.9%. • Our attendance is fourth highest in Haringey out of eleven similar secondary schools that we are compared with on the DfE attendance tool and we are ranked in the top 20-30% of schools nationally.

Section 2: Evidence to support judgements

Safeguarding

Statement	Evidence
Safeguarding ● Safeguarding is understood by all and has a high priority at the school with robust systems and structures in place to support pupils. Alongside the annual training for Part 1 of KCSIE comprehensive safeguarding training occurs throughout the year in response to the trends in the safeguarding data. ● As identified in the Incyte audit *"The culture of 'Safeguarding is everybody's responsibility' is forefront in this academy."* We have worked hard this year to build upon the success of previous years and as a result bullying is taken very seriously by staff and pupils at Mulberry Woodside. Tutors are key in the observation of pupils and are a daily point of contact. Pupils are encouraged to report bullying to their tutors or another trusted adult in a variety of ways. ● The Inclusion team meet bi- weekly and are supported by external professional organisations such as Opendoor. Colleagues are invited to sit in on cases and act as a 'critical friend' to offer the very best care for our pupils and their families. ● Safer recruitment practice is deeply embedded, and appropriate staff are trained. The SCR is regularly reviewed by the DSL, Headteacher and the Safeguarding Governor and is	● *"The respectful culture that largely exists between staff and pupils is an indication of the success they are having. In a difficult and dangerous community, most pupils said that they felt safe from their community and protected within the academy gates."* (Incyte 2024) ● 96% of staff recorded that pupils are safe at the school ● All members of the leadership team and Heads of Year have been trained to Level 3 Safeguarding Lead and the core safeguarding team - DSL and DDSL - have both received advanced safeguarding training. ● Safeguarding award is Platinum.

externally audited in our safeguarding review at least annually. Policies to keep children safe are regularly reviewed by Governors. The most recent update being September 2024. ● The site manager and Headteacher do regular site safety checks.	

Safeguarding Areas for Development ():

- To continue to implement regular, whole school contextual training considering KCSIE.
- Continue regular student voice through a variety of ways and share responses to these with students and stakeholders.
- To ensure updated filtering and monitoring systems are in place following IT migration.

Inclusion

Statement	Evidence
Leaders prioritise inclusion so that all pupils feel safe, valued and able to succeed. A well-established structure (see appendix 1) supports pupils across four key areas: safeguarding, emotional wellbeing and mental health, SEND, and behaviour and attendance. Provision is tiered so support matches need effectively. **Identifying and Meeting Needs:** Systems to identify pupils' needs are robust and timely (staff report on MyConcern and these are triaged by the inclusion team). Staff work with specialist services and adapt provision where support is not yet having sufficient impact. Staff are trained to carry out diagnostic assessments (e.g. dyslexia, dyscalculia, speech and language), enabling early referral and intervention. Two specialist HLTAs deliver targeted literacy and numeracy support to accelerate progress. The safeguarding and wellbeing team has enhanced training and works alongside mental health professionals (Opendoor/CAMHS). Structured intervention plans lead to improved wellbeing, behaviour and engagement in learning. **SEND:** Teachers use quality first teaching informed by Learning Passports, Emotional Wellbeing Passports and Speech & Language guidance to plan high-quality, accessible learning. Support for pupils with EHCPs is coordinated effectively, and expectations remain high for pupils with SEND. Practice is informed by specialists such as our speech and language therapist and the specialist Teamteach trained staff in our internal provision. These colleagues work collaboratively with the SENDCo to ensure support is appropriate and impactful. The SENDCo is undertaking the National SENDCo qualification and is supported by a consultant and trust SEND network and local area. The school engages fully with local SEND forums and contributes to strategic priorities including early intervention, local provision and preparation for adulthood. **Disadvantaged Pupils:** Support for disadvantaged pupils is integral to whole-school strategy. The	● See appendix 1 ● Numeracy support: 55 students in Year 11 and 30 students in Y10. Approx. 12-15 students each year at KS3 level. ● Opendoor: 19 open referrals in 2024-25 and 9 students who completed their cycle of therapy, there are 12 students on the waiting list. ● 47 student receiving speech and language therapy support. ● 98% of staff reported that students feek safe at the school. (staff survey Spring 2026) ● 97% of staff reported that all students, including those who are disadvantaged or SEND, are supported and encouraged to make good progress. (staff survey Spring 2026) ● The SENDco is line managed by the Deputy Headteacher to collaboratively make a positive difference for pupils with SEND. ● Senior leaders and the headteacher meet regularly with colleagues from Haringey SEND to review the school's

Pupil Premium plan is implemented consistently and monitored carefully. Spending is jointly overseen by a Deputy Head and the Head of Finance to ensure measurable impact. Disadvantaged pupils are given priority for academic interventions and resources are available to support independent learning.

Targeted academic provision includes Saturday revision, subject-specific conferences, specialist tuition (LAE Tottenham), MathsWatch sessions, KS4 booster teaching, free revision resources, dedicated literacy intervention, TA/HLTA support and structured EAL provision.

Outcomes for disadvantaged students are consistently strong and at least in line with national averages, with many measures significantly above. Attainment 8 (A8) has been significantly above average for the past three years, and Progress 8 (P8) shows strong performance, reaching +0.7 in 2024, well above national.

English and Maths outcomes are a particular strength. Disadvantaged students have achieved significantly above national averages at both grade 4+ and grade 5+ for the past two years, with English performance significantly above for the past three years. Progress in English has also been significantly above in 2023 and 2024.

In Maths, disadvantaged students' attainment and progress are significantly above national averages, with grade 4+ and grade 5+ outcomes significantly above for the past two years.

EBacc outcomes for disadvantaged pupils are strong, with A8 and P8 significantly above national for the last two measured years. Open A8 has also been significantly above over the past two years, alongside improving P8 outcomes overall.

Science outcomes for disadvantaged students are close to national averages

Wider Support and Wellbeing: Leaders address wider barriers through summer school, enrichment opportunities and a strong extra-curricular offer. Attendance is supported through DHoY and Attendance Officer roles.

Wellbeing provision includes mentoring and counselling (The Laurel), whole-school resilience work (Anchor Approach- Haringey initiative of trauma informed practice), targeted regulation support (Wellbeing Room) and access to psychotherapy services. Students and staff are supported to de-

provision and the impact of EP involvement. Our inclusion meetings seek to support early intervention.
- 98% of annual reviews included all stakeholders to promote co-production.

See below data from 2024-25 summer results for disadvantaged for the following interventions:

- Key30 cohort – 74% pass rate in 'basics' (English and Maths) above wider school average (69%).
- HAPs cohort (57 pupils) attainment = 70+ number of which went on to study at LAET in the new academic year
- SALT Assessments - a comprehensive evaluation/assessment was conducted by a speech and language therapist for 84 pupils, with 47 student receiving SaLT 1:1 support in 2024-25.
- There was a 40% increase of primary students attending Easter and Summer school 2024-2025. In addition, several PP Year 9 students attended the summer school at LAET.
- 100% of Year 7 pupils are supported through the wellbeing room to support transition.

escalate wherever possible which has led to an 86%reduction in serious incidents of behaviour between peers and between pupils and staff

Areas for Development (Inclusion):
- All learners have exceptional outcomes with particular focus SEND K.
- Enact the SEND pledge. (all teacher annotate and respond to seating plan informed by passports; adapt lessons for SEND pupils; receive more feedback through circulation; books are marked first; KS4 are prioritised for focus five; prioritised for enrichment analysis and actions)
- Ensure all students that are disadvantaged are clearly identified and tracked against all KPIs termly using the integrated tracker.
- Embed the Teaching Assistant pillars to enable effective support of SEND students in lessons and wider school experiences.

Curriculum and teaching

Statement	Evidence
Leadership of the curriculum: ● **Curriculum Intent** - "our curriculum is driven by ambition and the pursuit of academic excellence for all students. We are committed to providing a challenging, inclusive and knowledge-rich curriculum that empowers all students, regardless of starting point, to achieve their full potential." ● Identifying and removing barriers to learning – *foundational knowledge (Reading, writing, Maths) EAL, socio-economic factors, cultural capital, aspirations, learning needs).* ● The pillars of our teaching and learning guides teachers in evidence informed practice; whilst the habits instruct on how this can be applied to ensure a consistent learning experience for all students. ● All department curriculum plans are coherent so that learning is well sequenced and informed by Key Stage 2 to Key Stage 5, department head in many subjects worked with local primary and Sixth forms to support a coherent learning journey. Curriculum structure and sequencing is shaped by pupil needs and local context, recognising the importance of a curriculum that builds knowledge and skills over time. Department leads use the Trust subject networks and Haringey subject partnerships to critical assess and develop curriculum plans. ● Challenging home learning (homework and revision is explicitly planned within the curriculum to ensure that knowledge is secure. ● We continue to embed the 'Four Pillars' of assessment (Evidence Based Education) - *purpose, validity, reliability & value.* ● Pastoral curriculum design also demonstrates coherence, with strong alignment between PSHE, RSHE and the tutorial	● Curriculum plans which address barriers to learning: pre planning vocabulary; misconceptions; a curriculum that addresses cultural capital gaps whilst reflecting the school community; resources and signposting for support and challenge. ● Heads of Department are supported in developing their curriculum during bi-weekly HoD meetings, weekly line-management, extended HoD Development Afternoons (3 each year), network meetings across the Mulberry Trust and working with local primary schools/post-16 provisions. ● A KS3 Maths and KS3 English lead sits on a local network with primary to regularly carry out cross phase moderation. English and Maths teachers spend one morning a week in two local primary schools. ● Curriculum Development audit completed in June 2025: - Maps knowledge and skills coherently from KS2 to KS5. - Includes planned differentiation and use of AFL to support adaptive teaching, ensuring progress for all learners, particularly SEND pupils. - Explicitly identifies and plans for key vocabulary. - Subject specific curriculum overviews, delegation workflows and calendars ensure the curriculum is planned and sequenced effectively to support all children's progression ● **Curriculum focused trips:** - 201 educational trips - 7322 participation spaces ● Improved outcomes in Maths and Science. Improvements in Science a result of work on curriculum planning with support of

programme; tutors understand how this curriculum is structured and its purpose beyond academic learning. ● Focused work on curriculum development has taken place with Trust support in Science; in MFL working with our SIP partner (an MFL specialist); a newly appointed Head of Performing Arts working with HoD English to review and develop Drama curriculum. ● To better challenge our HAPS as part of the curriculum audit in 2025 HODS evaluated their curriculum so challenge is built in from KS3 e.g. texts and skills were chosen to build a wider understanding of literature. ● Embedded 'study smarter, not harder' revision program: clearer revision resources, targeted assemblies, purposeful homework and parent seminars. ● Our curriculum is delivered through a 3-year KS3 and 2-year KS4. It offers a broad and challenging learning experience, with a wealth of opportunities for academic, applied learning and enrichment activities.	Trust Science specialist and development of ECTs. In Maths, curriculum emphasis on building depth, basics meetings, 8am intervention sessions, LAET delivering Further Maths, QLA analysis each data drop, teaching adapted accordingly. ● Pupils report high levels of enjoyment and engagement across a range of subjects. As part of the peer review year 9 pupils can articulate how the curriculum has supported their growth and development as learners. Many pupils expressed appreciation for practical learning opportunities, especially in art and science, and highlighted a desire for more hands-on activities and curriculum-linked trips, demonstrating appetite for enrichment linked to curriculum content.
Inclusive curriculum culture and practices - the objective is to ensure no child is left behind and is able to access the next stage of their learning, an exceptional education for every child every day (also see point two on leadership of curriculum) ● EEF Guidance Reports on SEND and Literacy and in particular the 5-a-day approach is embedded within our Woodside Way pillars. Our focus is on explicit teaching and disciplinary literacy. All departments are routinely adding these strategies	● All SEND pupils and EBSA pupils have a tailored learning passport which has been updated and shared with staff. Teaching and learning community session focused on annotating seating plans. PLPs audited regularly to see these passports inform teaching ● Learning walks and observations. assess how responsive teaching, scaffolding, and adaptive planning support learners with additional needs. Data on the progress of SEND and disadvantaged pupils is analysed to inform curriculum and intervention planning. ● SEND pledge shared at the start of every Teaching & Learning community each Wednesday morning: - All teachers have an annotated seating plan -we know our students. - All teachers will adapt their planning and instruction to support SEND pupils. - All teachers will ensure that SEND pupils receive more feedback by circulating, live marking and marking SEND books first. - All teachers will prioritise KS4 SEND pupils for Focus Five.
Areas for Development (Curriculum):	

- Subject development plans refined with a focus on curriculum intent, sequencing and removing barriers to learning; with Department leads developing their respective teams understanding of this to inform lesson planning and delivery.
- Deeper understanding of the Year 6 curriculum in teaching teams. Progression data is reviewed annually to ensure pupils are well-prepared for post-16 and post-18 education.
- Improve the engagement with homework, robust oversight of mechanisms such as Class Charts, homework club and parental communication.
- Support for the new Head of Performing Arts and Head of Art & Photography. DHT continues to line-manage both faculties and AAHT supporting curriculum development in Drama.
- Support in 3D Design - Head of Department participated in AQA standardisation & moderation training, line managed by DHT, Y9 curriculum updated to reflect skills required in 3D Design.

Developing teaching

Statement	Evidence
- Leaders at MAW demonstrate a clear and evidence-informed understanding of teaching quality across subjects, phases, and year groups; rooted in continuous, robust evaluation processes such as calendared monitoring; triangulation- involving weekly visits from	- Half-termly learning walks and book looks; Subject reviews and analysis of pupil outcomes; Triangulation with evidence from Mulberry School Trust, Networked Learning Community (NLC) and School Improvement reviews from HEP (Haringey partnership); HMI

- trust leaders and collaborative input from HEP (Haringey education partnership) and our SIP. Looking at a range of evidence: pupil voice, curriculum conversations, and book looks. This is underpinned by Progress Teaching analytics, which highlight strengths and areas for improvement, both at whole-school and department levels.
- The Woodside pillars of learning and habits are continuously reviewed in response to the emerging barriers to learning that our young people experience. The classroom habits support the instruction in the classroom so there is training for all staff and supporting a more consistent approach.
- Leaders' co-ordinate internal and external CPD opportunities to develop teachers' practice and has support systems in place to support underperforming teachers.
- Universal: Teaching and Learning Communities (TLCs), held weekly, opportunities such as Teachmeet Twilights promote the sharing of best practice. Three major Inset days (including Trust-wide inset day). Training on high-impact strategies such as the Focus Five approach, KS4 assessment wrappers and metacognition, and the Anchor Approach. Sessions on PSHE, reading and curriculum development strengthen literacy and personal development across the school.
- An instructional coaching model - 'habits' coaching coach work with two teachers and drops in weekly with bi-weekly feedback or intensive habit coaching which occurs weekly with feedback weekly for more rehearsal time.
- Middle leaders are developed by SLT in weekly LM meetings, leadership through HoD development afternoons and all middle leaders are part of Trust subject networks, and many subjects are in the Haringey subject partnership.
- Specific subjects in 2024-25 the Trust supported our Science department through Science lead working with head of department and newly qualified teachers in Science; in Maths a position of leadership support was put in place to focus on the teaching of Maths in the classroom; in RS focused work on curriculum as the department increased using the senior team and RS teacher who works for the exam board to review and develop the curriculum.

- trained consultant; teach first coach show have reviewed our curriculum and its implementation as effective, with strong practice evident in subject areas and positive pupil engagement.
- The impact of this is that currently (SUM1 term 2025) 92% of teachers are at 'Secure' with 11 teachers at Mastery (target was 18 teachers).
- AUT1 2026 - 89% 'Secure'. 11 teachers at Mastery
- AUT2 2026 - 86% 'Secure'. 15 teachers at Mastery.
- Coaches logged 166 lessons 'drop ins' in 24/25 and there were 217 shout outs posted to celebrate good practice. There were 96 observations completed.
- 96% of teachers coached increased their average teaching and learning score on Progress Teaching.
- At the beginning 12% of teachers coached were considered in the 'concern' area of practice. Only 4% remained a 'concern' at the end of the process.
- The pillars of learning based on evidence informed teaching on practice to best remove barriers to learning (Harry Fletcher-Wood), Disciplinary Literacy (Catherine Mortimer), EEF SEND Guidance Report, Rosenshine's principles of instruction, Tips for Teachers (Craig Barton), is the key focus of CPD at MAW.
- Specific subject training deepened expertise further – from Christine Counsell on narrative in History, drama and creative writing at the Globe Theatre, and fieldwork training for Geography, to maths in science, MFL feedback strategies, and new specification training across exam boards (Edexcel, AQA, OCR and BTEC).
- MAW remains committed to building leadership capacity at all levels. A range of leadership pathways supports talent development. Staff have completed external qualifications such as the NPQLTD and Bedrock Literacy Leaders Course. All middle leaders have access to an external TF former Headteacher as a coach.
- Sessions for ECTs and staff development (such as BTEC and trampolining courses) ensured new and existing teachers were supported in delivering high-quality provision.
- In the 2023/24 academic year, 13 student teachers trained through @the Mulberry College of Teaching English programme, all

● This year focus is on the performing Arts department and ● In all subjects, teaching is marked by exceptionally clear instruction, well-established routines and expert subject knowledge. ● The school actively uses the Trust to support specific areas of development with members of MAW routinely visiting to observe and work in collaboration with peers. ● Building leadership capacity at all levels. A range of leadership pathways supports talent development. Staff have completed external qualifications such as the NPQLTD and Bedrock Literacy Leaders Course. ● Early Career Teachers (ECTs) are supported through a structured induction programme, including a reduced timetable and scheduled weekly mentor meetings. Induction tutors provide regular developmental feedback with clear strategies for improvement. Weekly CPD, aligned to the Teachers' Standards, whole-school habits and current educational research, is complemented by access to whole-staff learning communities. Workload and wellbeing are supported through termly surveys, regular check-ins and dedicated wellbeing weeks. Additional support is provided by the ECT Coordinator through meetings and observations, alongside targeted behaviour management guidance from the SLT behaviour lead.	achieved QTS. ● 11 of these student teachers have secured teaching jobs for September, with 5 appointed to schools within the Mulberry Trust. ● The English department also mentored two student teachers this year, both of whom have accepted teaching posts at Mulberry Academy Woodside for 2025/2026. ● MAW played a key role in launching the Mulberry College of Teaching by writing the English curriculum for its trainee teachers. The curriculum has been implemented from 2024 onwards and is now used to train all new English teachers across the trust. ● Timetables evidencing statutory ECT reductions ● Scheduled weekly mentor meetings ● Mentor meeting logs/agendas aligned with ECF themes and classroom practice ● Feedback records outlining agreed targets and strategies ● Weekly CPD calendar linked to Teaching Standards and habits ● Survey outcomes (average /5): 4.18 for CPD relevance; 4.09 for confidence in meeting development targets. In response to survey additional support, the SLT behaviour lead now contributes to CPD with targeted strategies and pupil-specific guidance.

Areas for Development (Developing Teaching):

● Focus on habits (Do Now, Mini-Whiteboards, Turn & Talk, You Do, and adaptive planning) to ensure active participation and challenge for all learners, to further address barriers to learning young people may face.
● Teachers to reflectively use feedback from learning walks and book looks by engaging with Progress Teaching data to inform classroom decisions, and engage with professional development.
● As part of the whole-school literacy focus, teachers should explicitly teach subject-specific vocabulary and reading strategies to support understanding and ensure equitable access for all learners, including SEND and EAL.
● The coaching programme, restructured so concern teachers are prioritised, secure teachers follow, and mastery teachers not engaged in development undertake leadership training.

- Teachers further develop responsive teaching by adapting instruction in real time to meet pupil needs and accelerate progress.
- Staff will receive training to better support SEND K students through improved quality-first teaching, in-class literacy instruction, and the SEND 5-a-day (built into Woodside Way)
- Student surveys will be routinely used to gather feedback on the effectiveness of classroom experiences

Achievement

Statement	Evidence
• Developed and embedded a strategic plan to increase the percentage of students achieving a standard and strong pass in English and Maths. • A precise and tailored intervention programme for pupils falling behind, aimed to reduce knowledge gaps and secure outcomes that provide them with the best opportunities in the next stage of their education/career. • Embedding challenge in the classroom - curriculum redesigned so challenge is built in from KS3 e.g. in English texts and skills were chosen to build a wider understanding of literature. Higher-order questioning and feedback that goes beyond marking an answer, targets conceptual understanding, reasoning, and sophistication. • Appointment of HAPs co-ordinator working on: increasing the number of submissions to pupils first choice destinations; creation of a HAPs registers to ensure identified pupils engage in clubs, workshops and trips to raise ambitions. **Assessment:** • Summative assessment is precise, so teachers know about what pupils understand and can do, they then adapt lessons accordingly. We have embedded the 'Four Pillars' of assessment (*purpose, validity, reliability & value)* to create a structured and coherent approach to KS3 assessment in line with our wider curriculum vision. Further developed a KS3 assessment and report model that provides a deeper understanding of attainment and progress. Staff are now increasingly experienced in using Pupil	Achievement in national tests and outcomes: **Key Highlights - Results 2025** Attainment 8: 48.33 Progress 8: n/a English & Maths: • 49% of pupils achieved grades 9–5 in both English and maths • 69% of pupils achieved grades 9–4 in both English and maths Science: • 61% of pupils achieved grades 9–4 in Science EBacc: • 38% of pupils entered for EBacc achieved a strong pass • 26% of pupils entered for EBacc achieved a standard pass Grade Breakdown: • 29% of pupils achieved grades 9–7 in English • 24% of pupils achieved grades 9–7 in Maths • 21% of all grades awarded were grades 9-7 Achievement of disadvantaged students: • In 2025 disadvantaged students in all attainment measures are at least close to average, and above average in the most significant areas in A8; English and Maths 4+; and 5+ English and Maths. Subject Successes:

Progress, an exam board-specific tracking for secondary education pupils in every subject and qualification. This platform provides bespoke tracking solutions for all key stages and curriculum types. Department Leads have benefitted from the question-level analysis (QLA) element of Pupil Progress to inform future curriculum planning.

The steps taken to improve assessments has been mirrored in the work on exam feedback through whole class feedback sheets and exam wrappers; as KS4 students increasingly develop an understanding of the key topics and assessment objectives they need to improve in.

- CATs and Progress Tests - early identification of knowledge gaps is key to planning our curriculum, we test all Key stage 3 pupils through nationally standardised tests. These tests enable us to identify knowledge gaps early in term 1. Year 7 pupils sat CAT4 test, Year 8 & Year 9 pupils sat Progress Testing in English and Maths.

- English Lit - 5.04, 23.98% Grade 7+, 61.09% Grade 5+, 74.66% Grade 4+ (residual 0.44)
- Maths - 4.77, 23.9% Grade 7+, 51.13% Grade 5+, 72.4% Grade 4+ (residual 0.17)
- History - 5.47, 37.7% Grade 7+, 64.2% Grade 5+, 75.5% Grade 4+ (residual 0.1)
- BTEC Sport - 4.00, 20% Grade 5+, 70% Grade 4+ (residual 0.97)
- PE 4.71, 9.52 Grade 7+, 61.9% Grade 5+, 81% Grade 4+ (residual 0.52)
- Film Studies 4.96, 28% Grade 7+, 64% Grade 5+, 76% Grade 4+ (residual 1.01)
- Religious Studies - 5.02, 27.1% Grade 7+, 54.2% Grade 5+, 77.1% Grade 4+ (residual 0.83)
- Triple Science:
  - - Biology - 6.53, 44.8% Grade 7+, 91.4% Grade 5+, 100% Grade 4+ (residual 0.18)
  - - Chemistry 6.41, 46.6% Grade 7+, 84.5% Grade 5+, 98.3% Grade 4+ (residual 0.06)
  - - Physics 6.79, 55.2% Grade 7+, 87.9% Grade 5+, 98.3% Grade 4+ (residual 0.44)

Improved Subjects:
- Spanish - 5.24, 26.8% Grade 7+, 56.3% Grade 5+, 80.3% Grade 4+ (residual -0.2)
- Citizenship 4.7, 17.39 Grade 7+, 56.5% Grade 5+, 69.6% Grade 4+ (residual 0.53)

Group Analysis:

Successes:
- Ethnicity: key groups Turkish, White British did significantly better than last year; Black Caribbean gap narrowed even further and is nearly in line with average and Black Somalian improved on last year and was above average.

	● There was one LAC student who performed well, just below average and increase on 2024

Communication and language, reading, writing and mathematics:
 	
● All students are assessed for reading twice a year using the New Group Reading Test.
  ○ Students reading with a SAS score of below 80 (national average being 100) are coded red on seating plans and receive tiered phonics-based intervention Lexonic Leap or Advance.
  ○ Students reading between 81-90 are coded yellow and have sessions on Lexia and are supported by universal provision.
  ○ Students reading 91-109 are coded green and supported by guided reading approaches in lessons.
  ○ Those reading above 110 are reading above average and benefit from the universal provision but their library book usage is monitored to ensure appropriate challenge.
 	
● Reading ages are identified on seating plans to support teachers plan lessons to help adapt lesson using our universal literacy for all: whole school curriculum strategy- high-quality texts and rich vocabulary are embedded across all subjects; medium term plans show subject-specific vocabulary, shared guided reading strategy and pre taught vocabulary alongside teacher led reading to build fluency.
 	
● All Key Stage 3 students at Mulberry Academy Woodside access Sparx Reader programme as a core part of our literacy strategy.
	● Literacy across the school is incorporated into external reviews and audits. Recent (Dec 2025) audit by external literacy specialists resulted in school achieving status as an associate school for a DfE pilot with New Wave Literacy Hub which will see other local schools consult with us on developing their literacy provision. The review noted:
	  ⊄ *Leaders prioritise literacy across the school, ensuring there is sufficient capacity and funding to get all students reading.*
	  ⊄ *Robust identification procedures are in place to ensure all students in need of additional support are put on the correct pathways.*
	  ⊄ *New initiatives and CPD are devised with research evidence and staff feedback in mind.*
	
	● Recent reading testing shows:
	FSM Average SAS
	Year 7: 94.85
	Year 8: 98.48
	Year 9: 100.69
	SEND Average SAS
	Year 7: 87.76
	Year 8: 103.87
	Year 9: 100.24
	Disadvantaged pupils are making strong and sustained progress in reading,

- Reading for Pleasure and Enrichment Initiatives - week-long World Book Day, Book Buzz scheme, providing a free book to year 7 and 8, the Letterbox Club is a specialised reading for pleasure programme for 6 disadvantaged pupils in year 8, Scholastic Book Fair, mobile library that visits form groups, regular author visits for KS3 and have invited local primary schools to participate in these, & annual celebration of Jolabokaflod where books are gifted at Christmas and read over hot chocolate.

- EAL provision - due to the increase of students arriving with English as a new language we have categorised all our EAL students in levels of fluency and use the baseline tests to best identify intervention. This includes ESOL classes for Year 11 and Year 10 pupils. Pupils who are new to English or have limited English to access the curriculum have timetabled support lessons, are provided with a tablet for translations and also an 'ambassador' in the form of a current student with the same 'home' language who acts as a buddy/guide.
- Teaching strategies to those new to English form part of our professional development programme for example recently how to use AI to tailor lessons for new arrivals
- Maths team routinely screen pupils for dyscalculia through NRGT to support a more targeted approach to monitoring and intervention.
- Whole school celebrates Pi Day and Fibonacci Day at MAW as it provides an excellent opportunity to enhance students' mathematical experience beyond the classroom, while fostering a school-wide culture of numeracy.

with gaps narrowing over time and attainment reaching national expectations by Year 9.

- Dyscalculia data:
  - Y11 - a total of 75 students were tested: 55 students no traits + 20 students diagnosed with traits of dyscalculia.
  - Y10 - 52 students were tested: 31 students no traits + 21 students diagnosed with traits of dyscalculia.
  - Y9 – 36 students tested: 29 students no traits+ 7 students were diagnosed with traits of dyscalculia.

Areas for Development (Achievement):

- Specific Subjects include 3D Design, French, Drama, Art & Design, Photography and Science.
- SEND students on EHCP's did less well and SEN K average was over a grade lower.
- Underachieving SEND K students given greater entitlement to interventions e.g. higher proportion of SEND pupils in Key30 than 2024-25 cohort and the implementation of the SEND pledge across the school and wider experience of students.
- Challenge embedded into Pupil Pillars/Habits and CPD delivered on embedding challenge in the classroom and setting high expectations.
- Due to the increase of students arriving with English as a new language we need to categorise all our EAL pupils (Year 7-11) in levels of fluency and use the reading age tests to best identify intervention.

Attendance and behaviour

Statement	Evidence
Improving attendance is a strategic priority across the school. Leaders have embedded a clear and consistent approach which reflects statutory guidance. This whole-school strategy promotes a culture of belonging, so pupils feel safe, valued and motivated to attend regularly. This supports positive behaviour and attitudes to learning. Attendance is monitored robustly with a tiered approach from tutors through to Heads of Year, Senior Staff and the specilist attendnace team. Attendance is everyone's repsonsibility. Systems to identify, track and follow up absence and lateness are well established and understood by staff. These ensure that pupils whose attendance causes concern are identified quickly and that families are both supported and appropriately challenged. As a result, overall attendance has improved year-on-year, and persistent absence has fallen. Support for attendance is embedded within the school's inclusive ethos. Pupils with SEND, health needs or anxiety-related barriers to school benefit from tailored pastoral and academic support so they remain included in school life and can access the full curriculum. Staff work closely with internal and external professionals to identify barriers early and intervene swiftly. This strengthens pupils' personal development and ensures that the school's approach is equitable, effective and proactive. Attendance is analysed in detail to identify barriers and implement targeted strategies to address them. For example, analysis of holiday-related absence informed changes that resulted in a 12-day Christmas period with improved attendance. Where improvements were seen last year, these were directly linked to the specific actions and interventions put in place. The school's EBSA provsion has supported pupils to re-enage in eduaction. There have been succesful reintragrations for students moving back into mainstream lessons and accessing learning. Leaders set and maintain high expectations for behaviour and attitudes. A consistent behaviour policy, strong staff role-modelling and a culture of praise create a calm, respectful learning environment. Pupils are proud of their school, participate well in school life. Pupil leadership is	• Attendance YTD 2024-2025 is 93.4%. • Attendance- above national for the last three years (actually in top 30%) • FSM is above national and similar to non-FSM 2024 93.0 • SEN attendance I above national • FSM6- persistent absence is significantly below average the last three years • Attendance is 4th highest in Haringey out of 11 similar secondary schools; we are ranked in the top 20-30% of schools nationally. • A consistent reduction in PA year on year over the last four academic years.

strong, with prefects and leaders acting as positive role models. British and school values are explicitly taught through the Values Curriculum and House System, promoting respect, pride and kindness through scenarios. Where behaviour does fall short of the school values there is an effective in school provision for students to be supported to improve their behaviour. Suspensions and exclusions are rare and used only as a last resort, supported by multi-agency intervention.	• 90% of staff stated that leaders support staff well in managing behaviour (summer term survey 2025) and 98% of staff are proud to work at Mulberry Academy Woodside. • Suspensions are currently below 1%. In 2024-2025 they sat just above 5% which is below national average and represents a 64% reduction on 2022-2023 and goes against the national trend. There have been no permanent exclusions.

Areas for Development (Attendance and Behaviour):
- Continuing to raise the attendance of students with EBSA through multi agency work.
- Developing the internal provision further to ensure effective coverage of the curriculum.
- Continue to reduce the risk of self-exclusion and exclusion through high quality intervention and support.

Personal development and well-being

Statement	Evidence
Leaders provide a coherent and inclusive personal development programme structured around six strands: Careers, House, Pupil Voice, PSHE, Values curriculum and Enrichment. The shared values of Pride, Kindness and Respect underpin relationships, curriculum design and communication, and actively promote British Values. Personal development is delivered through assemblies, tutor time, PSHE lessons, enrichment, leadership opportunities and careers guidance, enabling pupils to develop character, resilience and confidence. The PSHE curriculum is carefully sequenced, delivered by trained staff and adapted for SEND pupils. It is informed by contextual safeguarding intelligence: online safety, healthy relationships, mental health/wellbeing and gang/youth violence. RSE is inclusive and values-driven, with specialist external partners supporting delivery. Topics are returned to in a number of different ways, year on year, to build upon pupil understanding. Pastoral provision is strong. All pupils have trusted adults and access to a wide range of targeted interventions. Vulnerable and disadvantaged pupils are closely monitored through regular pastoral and inclusion meetings. Partnerships with parents and external agencies strengthen support and remove barriers to learning. Transition is carefully planned to ensure pupils feel welcomed and included. Enrichment is extensive and inclusive, supporting belonging and personal growth through clubs, sports, trips, leadership opportunities, competitions, cultural experiences and community projects. Participation is monitored to ensure disadvantaged and SEND pupils benefit fully. Careers education is impartial, ambitious and aligned with the Gatsby Benchmarks and Baker Clause, ensuring all pupils receive personalised guidance and meaningful employer encounters. As a result, pupils are well-supported, confident and respectful young people who are prepared for life in modern Britain and future education and employment. Pupils are encouraged to take an active role in school life as leaders through a wide range of opportunities, including the school council, bullying ambassadors, values ambassadors, prefect roles, and Oak Room Seniors who support the SEND lunch club. We have developed a training	• "Staff at all levels could explain how the pastoral curriculum is designed and structured, and there is clear alignment between PSHE, RSHE and the tutorial programme." (Peer Review May 2025) • "Pastoral leadership and support for vulnerable pupils is a notable strength. The work of the pastoral team is underpinned by a clear understanding of the school's context and the communities it serves." (Peer Review June 2025) • External specialist partners such as: Diversity Role Models (100% Year 7), Tender (100% Year 9), Sister System (selected pupils), Football Beyond Borders (selected pupils), TFL (100% Year 9) and Groundswell (100% Year 10). There are 65 different interventions taking place. • This academic year, in addition to sports clubs, 51 clubs ran 618 sessions, with a total of 6,328 participation spaces attended. • Every child had an enrichment activity in 2024-2025 • 90+% of Year 7-9 have experienced meaningful careers encounters: assemblies with providers for 7-9 and

programme for student leaders to develop their leadership skills in these roles.	full careers fairs for Years 8 and 9

Areas for Development (Personal Development):

- Embed a whole school approach to PSHE which positively contributes to pupils' personal development with a focus on: online safety; healthy relationships; mental health and wellbeing; gangs and youth violence. Ensure that we deliver PSHE in a number of different ways to support pupil understanding.
- Develop a leadership Journey for pupil leaders.
- Ensure every year group has tailored leadership opportunities (e.g. Year 7 Leaders, Year 10 Peer Mentors), mapped out as a coherent progression from Year 7 to Year 11, including alumni engagement who positively contribute to the school community.
- Create a visible and structured system for capturing, actioning, and celebrating pupil feedback across assemblies, councils, and platforms.
- Ensure equitable access to enrichment and support through effective monitoring and responding with targeted opportunities.

Leadership and governance

Statement	Evidence
There is an astute understanding by all leaders of the school's context that not only informs practice but also inspires purpose. All decisions are made with the schools' mission statement: *exceptional education and educational experiences for every child, every day* and the values of pride, respect and kindness as a pivotal to our school culture and ethos. Leaders ensure there are systems in place to monitor pupils across all aspects of school life ensuring that we can intervene and prioritise our most vulnerable learners in particular those who are disadvantaged and or have SEND needs.	• Our outcomes have made significant improvements year on year as shown in achievement. • Gap between disadvantaged is at 6 (48 v 42) which is a significantly smaller gap than national gap which was 15.4 in 2024 • Attendance: currently 93.4%, which is fourth highest in Haringey, and we are ranked in the top 20-30% of schools nationally. A 3% reduction in PA since the last inspection and a reduction year on year for the last three years • 21% of all grades awarded were grades 9-7 (up 4%) • Full pan for current Year 7 despite decrease in birth rate • School Games Mark Gold Sports Award • A planned curriculum which is ambitious, reflects our context, a sequenced curriculum that accounts for learning that has taken place in KS2 and looks towards post 16 and that support young people in accessing the skills and knowledge as global citizens • The quality of classroom teaching is strong across all areas an increasing with a significant amount of exceptional practice as identified and monitored through our progress teaching platform. • Incyte Platinum award for safeguarding • Enrichment tracker to ensure all students have a universal provision of experiences Gatsby benchmark fully compliant • Qualified as an associate school for a DfE pilot with New Wave Literacy Hub which will see other local schools consult with us on developing their literacy provision • Financial management is monitored rigorously through the Audit, Finance & Risk committee and the school offers value for money. As a result of expert financial management over the last eighteen months, the school is now in a strong financial position with surplus.

Governors:

- The local governing body is very strong, trained regularly and effectively led. Our chair is also a trustee on the Trust board. The local governing body has a wealth of experience in both the education, public and private sector and actively uses their outside skills for organisational support.
- Governors regularly visit to monitor through visits to the school to meet with key staff or to observe key performance indicators; achievement, curriculum, behaviour, attendance, safeguarding, SEND, Inclusion and Health and Safety. This is reported back at LGB meetings
- Governors panels have been put in place to engage with families whose children may be at risk of exclusion. Governors visit and take part in learning walks at the school on a regular basis.

Parental engagement:

- Leaders build and sustain strong long-term partnerships with families established from the period of transition and visits to local primary schools.
- Leaders actively pursue engagement with our hardest to reach families and those with vulnerable pupils. Parents of pupils with SEND are invited in for regular coffee mornings, have weekly phone call and one to ones with the headteacher including weekly parental surgeries were open for all families.
- Whilst significant numbers of our families work long hours and English is not their first language every effort it made to engage parents through employing staff who speak home languages and our receptionist/community liaison member of staff
- Parents support our initiatives such as drives on attendance and focus on home learning which we attribute as a major factor in driving down PA and increasing exam results

Staff well-being:

- Safeguarding procedures are excellent and applied rigorously and effectively. All staff are trained on KCSIE 2025 with the senior leadership team and pastoral leaders all trained to Level 3 or above. MAW is audited annually through an external safeguarding review; the most recent indicated secure safeguarding practice.

- Average of 80% students attending in person each parent's evening. Follow up with phone call after each event.
- Parent input had led to development of shared topic list and revision resources. We attribute our increased outcomes to this positive encouragement from our families.
- Extensive parent events held throughout the year including understanding assessment; online webinars on supporting your child with revision; focused Bulgarian community parent events; SEND coffee morning; in person parental Maths workshops; online safety; invites to all community events including Black History month; Christmas show; Iftar; International Women's Day; summer showcase; headteachers award

- Staff wellbeing can be proven by decrease in sickness periods, The percentage of teachers with at least one period of sickness absence

- Leaders model the school values of pride, respect and kindness. They support staff wellbeing through recognition, effective line management, impactful CPD and regular feedback via surveys and focus groups. Staff voice directly shapes practice through the Wellbeing Group, which has implemented initiatives such as improved office spaces, free staff breakfasts, a dedicated outdoor space, adjustments to the assessment calendar and revisiting the on-call system.
- Line managers receive leadership training, and workload is carefully considered in decision-making, with time given back during particularly busy periods. Staff and the union rep jointly review directed time and assessment planning, and all flexible and part-time requests have been approved. Staff are regularly recognised through briefings, awards and letters home, reinforcing a culture of appreciation at every leadership level.
- Senior and middle leaders receive professional coaching each half-term, and CPD has focused on supporting positive classroom relationships. Staff also have access to counselling and supervision where needed – especially those who, as part of their role deal with traumatic cases. As highlighted in recent peer reviews, there is a strong sense of community, collaboration and support across the school.

Community engagement:

- Leaders actively engage with the local community to enhance pupils' learning experiences, building purposeful partnerships that enrich the curriculum and promote social responsibility. This work ensures pupils develop a strong understanding of their role within the community and are well prepared to contribute positively to modern British society.

was significantly above national in:2020/21. (IDSR) The percentage of teachers with at least one period of sickness absence was significantly below national in:2022/23, 2021/22. (IDSR)
- No recorded incidences of bullying or harassment in the last four years via grievances
- Staff retention is currently 89.3%.
- Strong stakeholder partnerships – engaging with fifteen different primary school; Tottenham Hotspurs; football beyond borders; the DfE attendance hub; Haringey education partnership; representation on two local NLCs with other schools
- 19 different primary schools have attended at least one of our primary events
- 70 primary events
- First Give charity that works with our Year 9 pupils to inspire young people to make a positive change in society
- Yearly host for the last five years to the Basket brigade food bank charity which serves 100s of local families
- Hosted a local Art show from nursery through to secondary
- Lead for Anchor behaviour training; working with 40 local primary schools on the year 6 to 7 transition programme
- HT is chair of local NLC schools' group for our area
- Three members of staff are on the TKBK (Turkish; Kurdish; Bulgarian group) group and have led session and support in other schools on how to support this com
- Supported two local primary schools with attendance audits and work with one school weekly on attendance
- Maths and English tutoring in two local primary schools.