Mulberry
Academy Hastings

Strategic Action Plan 2025/26

Ambitious for All

V1.1 September 2026/27

Overview
This strategic plan has two areas of focus:

1. A high-level overview of the key priorities the next five years following 2022/23 when this plan was introduced. These aims will enable us to be an excellent School and they have not changed since their agreement.
2. A more detailed development plan for the 2026/27 Academic Year - containing the actions the leadership team have agreed to take in order to achieve these priorities in the longer term.

Measure of success (KPIs)

The ultimate measure of success is strong student outcomes. Each of the identified actions play a part in achieving this – directly or indirectly. Our KPI dashboard will detail specific targets which help us to know if our actions are having the impact we intend. We will track these through the year and they will be linked to the Trust's targets.

Conditions for success and resourcing

- A willingness to supply the resources required for success where appropriate and possible. This includes not only the material resources but also a commitment to time for staff development;
- The promotion of an ethos which fosters working together, reflection, risk taking and openness when giving and receiving feedback;
- A commitment to seeking best practice, underpinned by research and evidence;

This plan will inform discussions on performance and will be reviewed once per term. It will form part of the Principals report at LGB meetings.

- **Review date 1: November 13th 2026**
- **Review date 2: March 19th 2027**
- **Review date 3: June 25th 2027**

Our Five-Year Priorities Agreed in Academic Year 2022/23

	Priority	Why this, why now?	How will this help us to be an excellent School?
1	To ensure that the curriculum is ambitious and gives all students the knowledge and cultural capital they need to succeed in life.	Our curriculum is becoming a coherent, well sequenced learning journey with much work done to map student's journeys in 21/22. In some areas, the curriculum lacks ambition (such as Religious Studies) and as a result students' progress is limited.	Our curriculum will be well sequenced, coherent and adapted to enable all students to develop deep understanding in all subjects. A strong take-up by students of the co-curricular programme will ensure that all our young people have the opportunity to develop the cultural capital they need to be successful in life.
2	To ensure that all teachers have good knowledge of the subjects and courses that they teach and how to adapt the curriculum to meet learners needs.	Previous reliance on non-specialist teaching as well as a lack of adaptive teaching in some areas (such as humanities and science) have led to students lacking deep understanding of some key concepts.	Specialist teaching will ensure that the curriculum is embedded securely and consistently across the School, ensuring that students value knowledge and remember long-term the content that they have been taught. Focused and highly effective professional development will address weaknesses in subject knowledge or pedagogical practice swiftly
3	To ensure that all groups achieve consistently well, especially pupil premium students and SEND students.	Whilst SEND and pupil premium students' progress is improving, they still lag behind other groups within the School. Our community has a higher than average proportion of these groups and we must ensure they have every opportunity to succeed.	Gaps in reading ability and other barriers to learning are addressed quickly and effectively for all students, allowing all students access to our ambitious curriculum and to achieve. Students will develop detailed knowledge, behaviours and skills across the curriculum and, as a result, achieve well in external examinations.
4	To continue to ensure that Students' spiritual, moral, social and cultural development is of a high quality and reflects the diversity of the School, and the local (and wider) community	At MAH, students have access to an impressive co-curricular offer, however there is room for development within the quality of 'character and well-being' education and Religious Studies. This will ensure our learners are equipped with the fundamental life skills they need to be successful.	Our students will be well prepared for life in modern Britain, they will develop their understanding of fundamental British values and appreciate the importance of diversity. They will develop the confidence, resilience, independence and strength of character to be responsible members of society and appreciate the values and beliefs of others, even where they may not share them.
5	To maintain high expectations of behaviour and attendance, developing a culture of positive learning behaviours.	At MAH, low level disruption in lessons and disruptive behaviour around the School have occurred too frequently. Students are too often passive learners who give up too easily; students must take more responsibility for their own learning and systems and leaders must consistently support staff in managing behaviour.	Staff will be well supported in managing student behaviour and students will learn in a disruption free environment. Students will have high attendance and be committed to their learning; they will know how to study effectively and be resilient to setbacks. Instances of bullying, aggression, discrimination or derogatory language are /will be dealt with quickly and effectively

Our 2026/27 Priorities (Year 5 of 5)

	Priority	Why this, why now?	How will this help us be an excellent school?
1	**Curriculum:** Strengthen curriculum and assessment design to secure mastery and long-term learning	Our curriculum is ambitious and well established. The next stage is to strengthen curriculum design so that learning is carefully sequenced, enabling students to build secure understanding over time. Through deliberate sequencing, purposeful retrieval and planned opportunities to revisit and connect prior learning, we will ensure students develop mastery rather than simply cover content.	Carefully designed and sequenced curricula enable students to know more, remember more and apply their learning with confidence. By securing long-term knowledge, reducing gaps in understanding and enabling mastery across subjects, we will ensure every student develops the powerful knowledge and skills needed to succeed in school and beyond.
2	**Teaching**: Embed consistent implementation of the Teach4Impact Principles	Teach4Impact is now the established model for teaching and learning across the academy. Our priority is to ensure its evidence-informed principles are implemented consistently in every classroom and every department so that excellent teaching becomes habitual. Greater consistency will reduce variation whilst allowing subjects to retain their distinctive disciplinary approaches.	When Teach4Impact is implemented consistently, students experience engaging, challenging and purposeful learning every day. High-quality teaching across all subjects will improve participation, strengthen knowledge retention and ensure every learner benefits from consistently excellent classroom practice.
3	**Leadership:** Develop exceptional people through responsive professional learning and leadership development	Sustained school improvement depends upon developing exceptional people. We will continue to deliver responsive professional development that meets the needs of all staff whilst making leadership development a defining priority across the School. By identifying, coaching and developing leaders at every level, we will strengthen succession planning, grow leadership capacity and empower colleagues to lead improvement within their teams, across the academy and throughout Mulberry Schools Trust.	Great schools are built by great people and great leaders. Investing in professional learning and leadership development will improve classroom practice, strengthen operational effectiveness and create confident, values-driven leaders who can sustain improvement, inspire others and contribute to school improvement across the Trust.
4	**Culture:** Strengthen a culture of belonging through our shared values and trust-wide collaboration	Respect, Effort and Being Here remain at the heart of our academy culture. As part of Mulberry Schools Trust, we have an opportunity to strengthen how staff and students connect with one another, learn from colleagues across our family of schools and build a shared sense of purpose whilst maintaining our unique identity.	Strong cultures are built on shared values, meaningful relationships and collective ambition. By deepening our culture of belonging, accountability and collaboration, we will continue to improve attendance, behaviour and staff engagement whilst ensuring every member of our community feels proud to belong to both our academy and the wider Trust.
5	**Enrichment:** Expand opportunities through local, national and global experiences	We want every student to benefit from opportunities that broaden aspirations beyond the classroom and beyond Hastings. Our enrichment strategy will increasingly focus on leadership, cultural experiences, partnerships and national and international opportunities that develop confidence, ambition and social capital.	Excellent schools prepare young people not only for examinations but for life. By extending access to leadership, wider cultural experiences and national and global opportunities, we will develop confident, ambitious and compassionate young people who are ready to make a positive contribution to their communities and beyond.

The detail of these priorities

Priority 1: Curriculum

Strengthen curriculum and assessment design to secure mastery and long-term learning

Aim (what we want to develop/implement /change)	Who	What will success look like	How will we know?	Progress towards success RAG		
				Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
1.1 Implement the Maths Mastery curriculum and establish a mastery approach to mathematics across Key Stages 3 and 4.	JHE JST SAD	Maths Mastery will be fully implemented across Key Stage 3, with mastery principles extended into Key Stage 4 to create a coherent five-year mathematics curriculum. Teaching will emphasise conceptual understanding, mathematical reasoning, fluency and problem solving, ensuring students develop secure knowledge and confidence throughout their mathematical journey.	• Maths Mastery curriculum fully implemented. • Curriculum planning reflects mastery principles across KS3 and KS4. • Lesson visits and coaching demonstrate consistent mastery pedagogy. • Student voice reflects increased confidence and understanding in mathematics. • Assessment outcomes demonstrate improved mathematical understanding and progress.			
1.2 Introduce the Beacon Programme to provide a bespoke curriculum for learners with identified SEMH needs, enabling successful engagement with education.	CMA JDF	The Beacon Programme will provide an ambitious, nurturing and personalised curriculum that meets the needs of identified learners whilst maintaining high expectations and clear pathways for reintegration where appropriate. Students will demonstrate improved engagement, attendance, behaviour and academic progress through a curriculum designed around their individual needs.	• Beacon curriculum implemented and quality assured. • Improved attendance, behaviour and engagement for identified students. • Individual learning plans demonstrate curriculum progression. • Student, parent and staff voice evidences positive impact. • Successful reintegration and destination outcomes where appropriate.			
1.3 Strengthen curriculum-led assessment through the introduction of a	JHE LSA	A consistent assessment and flightpath model will provide leaders and teachers with an accurate understanding of student	• flightpath model successfully introduced across all subjects. • Assessment data demonstrates increased consistency and accuracy.			

'flightpath' assessment model that identifies achievement, informs intervention and supports long-term progress.		progress throughout the curriculum. Assessment information will be timely, reliable and used proactively to celebrate success, identify emerging gaps and target support before students fall behind.	• Department leaders routinely use assessment to inform curriculum planning and intervention. • Student progress meetings demonstrate effective use of assessment information. • Leaders can clearly identify trends, strengths and areas requiring support.			

Term 1&2 Review of priority and next steps	
Term 3&4 Review of priority and next steps	
Term 5&6 Review of priority and next steps	

Priority 2: Teaching

Secure excellent teaching through consistent use of the Teach4Impact model

Aim (what we want to develop/implement /change)	**Who**	**What will success look like**	**How will we know?**	**Progress towards success RAG**		
				Terms 1 & 2	**Terms 3 & 4**	**Terms 5 & 6**
2.1 Secure consistent implementation of the Teach4Impact Principles	JDF LAT FBR	The five Teach4Impact Principles (Modelling, Scaffolding, Questioning, Practice and Routines) will be implemented	• MER and live coaching demonstrate consistently strong implementation of Teach4Impact.			

across every classroom and department.	JHE	consistently across the academy whilst allowing departments to retain their disciplinary identity. Students will experience the same high expectations and quality of teaching regardless of subject or teacher	• Reduced variation identified through quality assurance. • Student voice evidences a consistently high-quality classroom experience. • Department reviews demonstrate shared understanding of effective teaching.			
2.2 Develop and embed a research-informed approach to academic stretch and challenge, led by HPA Leads.	BRO BBA JDF	Establish HPA Leads as a cross-academy team responsible for developing, modelling and embedding a consistent approach to stretch and challenge. HPA Leads will support subject teams to translate these principles into disciplinary practice, ensuring that higher prior attaining students are routinely required to think deeply, grapple with complexity and produce increasingly sophisticated responses, while strengthening challenge and ambition for all learners.	• A clear, research-informed academy approach to stretch and challenge is established and understood by staff. • HPA Leads develop and disseminate effective subject-specific approaches to high challenge. • MER demonstrates increased cognitive demand and consistently ambitious expectations, particularly for HPA students. • Work scrutiny demonstrates greater depth, complexity and sophistication in HPA student work. • Student voice demonstrates that HPA students routinely experience appropriate levels of challenge. • Progress and attainment of HPA students improve, including an increased proportion achieving Grades 7–9.			
2.3 Strengthen instructional coaching and quality assurance to sustain excellent teaching.	JDF SRE EMO	Coaching and quality assurance will work seamlessly together to identify strengths, reduce variation and support continual improvement. Leaders at every level will confidently coach colleagues using evidence-informed feedback, ensuring Teach4Impact continues to evolve as the academy's shared language of excellent teaching.	• All teaching staff participate in regular coaching cycles. • Coaching records demonstrate measurable improvements in practice. • Quality assurance evidences sustained improvements across departments. • Staff voice reflects confidence in coaching and professional development. • Improved teaching contributes to stronger student outcomes.			

Term 1&2 Review of priority and next steps	
Term 3&4 Review of priority and next steps	
Term 5&6 Review of priority and next steps	

Priority 3: Leadership

Strengthen Leadership capacity and line management to drive improvement at all levels

Aim (what we want to develop/implement /change)	**Who**	**What will success look like**	**How will we know?**	**Progress towards success RAG**		
				Terms 1 & 2	**Terms 3 & 4**	**Terms 5 & 6**
3.1 Deliver responsive professional learning that develops expertise across all staff groups.	JDF JHE	Professional learning will be responsive to the evolving needs of teachers, support staff and leaders. Staff will access high-quality development that is personalised, evidence-informed and closely aligned to academy improvement priorities, enabling every colleague to continually develop their professional expertise.	• High participation in professional development. • Staff voice demonstrates increased confidence and relevance of CPD. • Performance management and line management discussions evidence professional growth. • Quality assurance demonstrates improvements in classroom and operational practice.			

3.2 Strengthen leadership capacity through a structured programme of middle leadership development and trust-wide collaboration.	JDF JHE CMA SAD	Middle leaders will engage in a coherent programme of professional learning through termly leadership development sessions, alongside opportunities to collaborate across Mulberry Schools Trust and the wider East Sussex system. Leaders will develop the confidence, knowledge and strategic thinking required to improve their departments whilst contributing to wider school and Trust improvement.	• Termly Middle Leader Development Programme delivered. • Increased participation in Trust and external leadership programmes, including the East Sussex Leadership Hub and Hastings Future Leaders Programme. • Staff evaluations demonstrate increased leadership confidence and effectiveness. • Department reviews evidence stronger leadership and improved outcomes. • Succession planning demonstrates increased internal leadership capacity.			
3.3 Develop coaching and line management practices that promote accountability, professional growth and continuous improvement.	JDF SRE EMO	Coaching will become an integral part of high-quality line management, moving beyond performance review towards ongoing professional dialogue, challenge and support. Leaders will use coaching conversations to identify strengths, remove barriers, set meaningful development goals and improve performance, creating a culture of continuous improvement across the academy.	• Line management meetings consistently incorporate coaching approaches. • Staff development objectives are regularly reviewed and supported. • Staff voice reflects high-quality support and constructive challenge. • Performance management demonstrates measurable professional growth. • Quality assurance evidences improvements linked to coaching and line management.			

Term 1&2 Review of priority and next steps	
Term 3&4 Review of priority and next steps	

Term 5&6 Review of priority and next steps	

Priority 4: Culture

Strengthen a culture of belonging through our shared values and trust-wide collaboration

Aim (what we want to develop/implement /change)	Who	What will success look like	How will we know?	Progress towards success RAG		
				Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
4.1 Embed a culture of recognition through the consistent use of rewards and the tracking of student participation.	CMA JMA EMC GWA	A culture of recognition will be embedded across the academy, with rewards consistently celebrating students who demonstrate our values of Respect, Effort and Being Here. Student participation in enrichment, leadership and wider academy life will be tracked more effectively, enabling staff to recognise achievements, identify students who are less engaged and ensure every young person has opportunities to participate and succeed.	• Rewards are issued consistently across all year groups and departments. • Participation in enrichment, leadership and wider academy activities is systematically tracked. • Leaders identify and target students with low participation. • Student voice demonstrates that achievements are recognised and celebrated. • Increased participation in enrichment, leadership and reward events across all student groups.			
4.2 Develop meaningful opportunities for staff and students to collaborate across Mulberry Schools Trust.	CMA JMA JHE	Staff and students will routinely participate in Trust-wide professional development, curriculum networks, leadership programmes and student events. Collaboration will become an established part of academy life, enabling colleagues to share expertise, develop professionally and provide students with wider opportunities beyond their own school..	• Increased participation in Trust curriculum and professional networks. • Staff engage in Trust-wide CPD, moderation and improvement activities. • Students participate in Trust leadership, enrichment and curriculum events. • Staff and student evaluations demonstrate positive impact of collaboration. • Trust collaboration is evident within academy improvement planning.			
4.3 Further embed restorative practice to strengthen	CMA EMC	Restorative approaches will become an increasingly integral part of our behaviour culture, enabling students to repair	• Staff training and quality assurance demonstrate consistent use of restorative approaches.			

relationships, accountability and positive behaviour.	JMA	relationships, reflect on their actions and take responsibility for their behaviour. Staff will confidently use restorative conversations alongside clear expectations and consistent consequences, leading to stronger relationships, improved engagement and fewer repeat incidents.	• Reduction in repeat behaviour incidents and repeat suspensions. • Student voice reflects that issues are resolved fairly and relationships are rebuilt. • Behaviour data demonstrates sustained improvements in conduct and engagement. • Parent feedback evidences confidence in the academy's approach to behaviour.			

Term 1&2 Review of priority and next steps	
Term 3&4 Review of priority and next steps	
Term 5&6 Review of priority and next steps	

Priority 5: Enrichment

Expand opportunities through local, national and global experiences

Aim (what we want to develop/implement /change)	Who	What will success look like	How will we know?	Progress towards success RAG		
				Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
5.1 Introduce the Mulberry Academy Hastings 'Societies Programme' to broaden aspirations through subject interests, careers and enrichment.	JHE EMO	Every Year 9 and Key Stage 4 student will belong to one of five Mulberry Societies, centred around shared academic interests and future career aspirations (for example History, Sport, STEM, Creative Arts and Enterprise). Led by staff, each Society will provide a programme of enrichment, employer engagement, educational visits and leadership opportunities that extends learning beyond the classroom and strengthens students' aspirations for the future.	• All eligible students allocated to a Society. • Annual programme of Society activities delivered. • Participation in Society events tracked. • Student voice demonstrates increased engagement and aspiration. • Employer, university and community partnerships established through the Societies.			
5.2 Expand access to local, national and global opportunities that broaden students' experiences and aspirations.	CBO GWA HRO	Students will increasingly access opportunities beyond Hastings through educational visits, cultural experiences, university engagement, competitions, international links and employer partnerships. Every young person will have opportunities to develop the knowledge, confidence and cultural capital needed to thrive in modern Britain and beyond.	• Increased participation in educational visits and national events. • Growth in university, employer and cultural partnerships. • Student participation tracked across all year groups. • Student voice demonstrates increased confidence and aspiration. • Destinations data reflects higher aspirations and broader progression routes.			
5.3 Strengthen student leadership by increasing opportunities for students to influence academy, Trust and community life.	CBO MGI JHE	Student leadership will continue to grow through a wide range of meaningful leadership opportunities within the academy, Mulberry Schools Trust and the wider community. Students will actively contribute	• Increased participation in leadership roles. • Leadership opportunities available across all year groups.			

		to academy improvement, represent the school externally and develop the confidence, communication and leadership skills needed for future success.	• Student leaders contribute to academy and Trust initiatives. • Student voice demonstrates influence on academy improvement. • Positive feedback from staff, governors and Trust leaders.			

Term 1&2 Review of priority and next steps	
Term 3&4 Review of priority and next steps	
Term 5&6 Review of priority and next steps	

Resourcing

To effectively deliver the strategic priorities outlined in this plan, a number of targeted investments will be required during **2026/27**:

- **Maths Mastery (£5,600 per annum for a further two years)** – Continued investment in the Ark Maths Mastery programme to support the implementation of a mastery curriculum across Key Stages 3 and 4, including curriculum resources, professional development and ongoing implementation support.
- **Additional Mathematics Capacity** – Further investment in mathematics support, to be agreed with Mulberry Schools Trust, to strengthen curriculum implementation, improve outcomes and ensure the successful delivery of the academy's mastery approach.
- **Beacon Programme Development (£120,000)** – Capital investment through School Condition Allocation (SCA) funding and Mulberry Schools Trust reserves to create a dedicated learning environment for the Beacon Programme, providing a bespoke curriculum and specialist provision for students with identified SEMH needs.
- **Mulberry Societies Programme** – Funding to establish five curriculum-led societies, enabling educational visits, employer engagement, guest speakers and enrichment activities linked to students' academic interests and future career aspirations.
- **Leadership Development** – Investment in leadership development through Mulberry Schools Trust, the East Sussex Leadership Hub, the Hastings Future Leaders Programme and the academy's bespoke middle leadership development programme, strengthening leadership capacity at all levels.
- **Teach4Impact Development** – Continued investment in instructional coaching, quality assurance systems, digital tools and professional development to secure consistent implementation of the Teach4Impact Principles across the academy.
- **Vocational Curriculum Enhancement (£12,000)** – Continued investment in the Automotive Workshop and Hair & Beauty Salon to maintain industry-standard facilities, enhance the quality of vocational learning and respond to increasing student demand.
- **National and Global Enrichment Opportunities** – Funding to increase access to educational visits, university engagement, employer partnerships, cultural experiences and leadership opportunities that broaden students' aspirations beyond Hastings.

These strategic investments will strengthen curriculum, teaching, leadership and personal development, ensuring the academy has the capacity, expertise and facilities required to deliver its priorities. By investing in both people and provision, Mulberry Academy Hastings will continue to provide an ambitious, inclusive education that enables every young person to thrive academically, personally and professionally.