Mulberry School for Girls

Driving Continuous Improvement Through Timely Feedback and Insight

1,670	~150	2 modules
Students	Staff	Feedback and Appraisals

Context

Mulberry School for Girls is a large, high-performing school serving approximately 1,670 students with around 150 staff. The school is driven by an ambitious vision to deliver a world-class, inclusive education through high-quality teaching and a knowledge-rich curriculum.

Central to this is a commitment to equity and excellence. Leaders focus on closing progress gaps through adaptive teaching while developing expert teachers and leaders who are committed to continuous professional growth and improving outcomes for every pupil.

The Challenge: Frequency Without Follow-Through

Leaders at Mulberry had already prioritised visibility in classrooms through regular lesson drop-ins. This increased presence created more opportunities to see teaching in action and support staff. However, a challenge emerged.

While visits were frequent, providing timely, meaningful follow-up feedback was not always possible. The volume of drop-ins made it difficult to sustain immediate professional conversations, meaning opportunities to reinforce strengths or guide improvement were sometimes missed.

At the same time, existing systems added pressure. Using internal tools to log observations captured activity, but analysing the data was time-consuming and impractical for busy leaders.

> THE CHALLENGE WAS CLEAR
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> **How could leaders maintain strong visibility while ensuring feedback was timely, actionable, and supported by clear insight, without increasing workload?**

The Solution: ProgressTeaching for Clarity and Consistency

ProgressTeaching provided a simple, centralised platform that brought together feedback, analysis, and professional development.

The school began with the Feedback module, enabling leaders to quickly record observations and share concise, meaningful feedback after lesson visits. This ensured that every visit contributed to professional growth.

Crucially, the platform transformed how information was used. Leaders could instantly access clear analysis, allowing them to:

- Identify strengths and areas for development across the school

- Inform Quality of Education discussions
- Support middle leaders through focused line management conversations
- Report clearly to governors

Building on this, the Appraisals module was introduced to strengthen the link between feedback, development, and performance management. A phased rollout, supported by strong training and responsive support, ensured the platform was embedded smoothly and consistently across all staff.

The Results: Stronger Feedback, Clearer Insight, Better Outcomes

ProgressTeaching has made feedback more timely, consistent, and impactful. Teachers are better supported to reflect on and refine their practice, while leaders can act more quickly on what they see in classrooms.

The platform has been particularly valuable in supporting Early Career Teachers, helping them align with the school's teaching and learning principles and embed these in their day-to-day practice.

Leaders now have a clearer, school-wide view of teaching and learning. This allows them to identify trends, respond collaboratively, and move from identifying issues to implementing targeted improvements.

Most importantly, ProgressTeaching has strengthened a culture of continuous improvement, where staff development remains central and teaching is constantly refined to meet the needs of all pupils.

Want to transform your school's teaching and learning like Mulberry School for Girls?
Call us on 0333 242 0393 or email info@progressteaching.com