



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KIBWORTH MEAD ACADEMY

Name of School:	Kibworth Mead Academy
Principal:	Steve Piggot
Hub:	East Midlands South Hub
School phase:	Secondary: 11-16
MAT (if applicable):	The Mead Educational Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	27/03/2023
Overall Estimate at last QA Review	N/A
Date of last QA Review	11/05/2022
Grade at last Ofsted inspection:	Inadequate
Date of last Ofsted inspection:	24/05/2022



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KIBWORTH MEAD ACADEMY

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence N/A

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Kibworth Mead Academy is a small secondary school south-east of Leicester with 824 students. Half the students are local, and half come from surrounding villages. The school joined the Mead Educational Trust in 2021. The Trust has five secondary schools and eight primary schools. Until 2015 the school only had Key Stage 3 students. Its first set of GCSE examination results were published in 2017. The Principal has been in post since September 2022.

The proportion of students eligible for the pupil premium is below the national average. The proportion of students with special educational needs and/or disabilities (SEND) is in line with the national average. There are 16 students with education, health and care plans (EHCPs).

The school values are 'work hard, be kind, be proud' and underpin all aspects of school life.

2.1 Leadership at all levels - What went well

- Senior leaders provide leadership of a very high calibre. Since September they have achieved much. Their determination to see the school improve and the systems they have introduced to bring this about, backed up by rigorous and frequent monitoring, have made a real difference to the experiences and outcomes of students. Leaders within the Trust and other Trust schools have provided valuable support to enable a further boost the school's momentum of improvement.
- The leadership team is very visible to the students. From the friendly welcome at the gate to positive interactions around school, there is a sense of community and real trust among students that their concerns will be tackled and confidence in the way decisions are made.
- Strong leadership of behaviour and safeguarding have made the school a safe place that students want to attend. Clear training has been given to staff so that the behaviour policy is consistently applied. By listening to parents and communicating well with students, a consistent message has brought about rapid progress. This has created a very calm atmosphere within the school and settled lessons.
- The school's values are simple and clearly understood by students, staff and parents. They give the school a very clear framework and moral purpose to guide its work. Staff have embraced the vision and work with leaders to bring about the key changes set out in the Ofsted action plan.

- The Ofsted action plan gives a clear steer and is a really useful working document. It informs the quality assurance process, which ensures that the school's priorities are pursued relentlessly. This also drives continuing professional development (CPD) and the activities of middle leaders to make sure that the impact of training is evident in classroom practice.
- Middle leaders have enjoyed the opportunities to work with leaders in Trust schools. All subject areas have their own networks. Resources are shared across the Trust and expertise is used very well to equip leaders with finding solutions to problems. A leader said, 'You can be confident that every avenue is being explored'.
- Students in Key Stage 4 are well prepared for their examinations, both in class and in after school sessions. They receive personalised revision packs. Some Year 11 tutor time is devoted to exam preparation. This focuses on gaps in students' knowledge and provides a strategic approach.
- There are more than 20 clubs per week. These include 'Warhammers', chess, music, drama, School of Rock performance, bands, sports and gym club. The library is open until 5.00pm for those who want to study after school.
- The school is meeting almost all of the Gatsby Benchmarks in its careers programme. This is well established in Year 11, and much is being introduced into Year 10, such as work experience.
- Leaders ensure that literacy is high on the agenda across the curriculum. The school uses Accelerated Reader in Key Stage 3 and has had author visits. There is attention to literacy in subjects outside English. A popular activity is Reading Rampage, when Key Stage 3 students read and discuss books in the library.

2.2 Leadership at all levels - Even better if...

... best practice in middle leadership continued to be shared across faculties.

3.1 Quality of provision and outcomes - What went well

- The impact of CPD is evident in the consistency of the 'do nows', which start every lesson. Students confirmed that these happen all the time and spoke about how they were helping them to make links to previous learning. Often, as in a science lesson, the do now uses prior knowledge to prepare students for new learning. Students recalled aspects of current and voltage, which they could apply to resistance during the lesson.
- Challenging questioning enables students to build on one another's answers. Questioning adapted to the needs of the students in an English lower set, gave them confidence to engage and respond. In Year 7 PE, the teacher asked students about the stages of warming up before they went outside.

- Teachers check the level of students' understanding as the lesson unfolds, sometimes using whiteboards to assess their knowledge. This has also been a recent focus of CPD that is having an impact in the classroom.
- Teachers pick up misconceptions as they arise. In a sports studies lesson, the teacher circulated and gave support. When she found misunderstanding, she stopped the group and clarified the task.
- Lessons are planned using the knowledge that teachers have built up of the students. They anticipate what students are going to find challenging, such as what a dark room looks like in a poem about a war photographer. In Year 10 history, the teacher used model answers to explain to students exactly what was required when they were analysing different interpretations of a historical event, such as resentment in Germany after the end of World War One.
- A student said, 'Teachers have our best interests at heart'. This sums up the positive relationships between students and teachers. Students feel valued and appreciate the way school staff support them. One student spoke about how staff 'have gone above and beyond to get me into school.' Clear communication ensures students know what is expected of them and why things are as they are. Older students commented on how this has improved over time.
- Students feel they are listened to and trust that their voice will be followed up. An example was the acquisition of new PE equipment, including table tennis tables and basketball hoops. Students have a clear understanding of who to go to if they have a problem. They value the rewards they receive for their effort and behaviour.
- In Years 10 and 11 students have a full understanding of where they are doing well and how they need to improve. Teachers give them detailed feedback about their progress and how they are meeting examination specifications. They are given useful tips about how to gain the maximum marks from different kinds of questions.
- The tutor times are used well to deliver the Personal, Social and Health Education (PSHE) curriculum. These sessions are consistently taught and routines are well established, with plenty of discussion. Other tutor times are devoted to shared reading from a selection of recently purchased books that combine high quality writing with cultural and social subject matter.
- The curriculum is clearly sequenced in a range of subjects, including economics and sports studies. In economics students were learning about interest rates and different rates of tax. They were considering what happens to savers if interest rates change.
- The school's values are reinforced in assemblies and celebrated through reward certificates. Students could discuss working hard, being kind, and taking pride in themselves and their education. The school culture is suffused with the values. A student said, 'They set you up for life'.

3.2 Quality of provision and outcomes - Even better if...

... the best practice in assessment seen in Key Stage 4 was consistently used in Key Stage 3 to drive improvement.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The leadership of the SEND coordinator is very strong, extremely well supported by senior leadership and the Trust, resulting in rapid change for the students.
- The tracking system very precisely identifies the progress of students with SEND, highlighting where additional support is required.
- Teachers are making good and consistent use of the advice cards which suggest strategies that will help the students with SEND in their classes. For example, in a PE lesson, the teacher engaged a student with an EHCP in taking a central role, which he enjoyed and meant that he was fully involved.
- LSAs are aware of the students' needs, even if they are not working with them one to one. They know when to intervene and when to stand back, promoting students' independence.
- Teachers use quality first teaching to ensure that students can access the curriculum, breaking down the work into small steps and building students' confidence. This enables students to fully participate. Adaptations are made, such as the use of laptops, or coloured overlays.
- The school has introduced early reading support for around 30 students. Three Year 8 girls were participating confidently in a phonics intervention, reading and writing the sounds. This has had a positive impact on students' ability to access the curriculum.
- Disadvantaged students are able to engage with learning well. The school provides after school transport for those who want to stay later to access clubs. These students are supported in going on trips, such as those recently to Naples and Nice. They also take part in the Duke of Edinburgh Award Scheme activities. Music lesson clubs are free to attend. There is funding set aside for disadvantaged students. A hardship fund also supports families facing difficulties who are not eligible for the pupil premium. School staff will phone home to encourage participation and to ensure that finance is not a barrier.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... the school continued to share staff expertise in adapting teaching and learning to suit the needs of the students with SEND.

5. Area of Excellence

Not applicable.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)