

# Inspection of Kibworth Mead Academy

Smeeton Road, Kibworth, Leicester, Leicestershire, LE8 0LG

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Inspection dates: 27 and 28 February 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Inadequate

The principal of this school is Steve Piggot. This school is part of The Mead Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Ridley, and overseen by a board of trustees, chaired by Anthony Glover. There is also an executive principal, Mark Oldman, who is responsible for this school and other schools in the trust.

## **What is it like to attend this school?**

This is a good school. There are positive relationships between staff and pupils. Staff care about their pupils' education and well-being. Pupils benefit from effective safeguarding arrangements.

Leaders have a clear and ambitious vision for the school and are determined that pupils will succeed here. They promote the school's values of 'work hard, be kind, be proud'. The vast majority of pupils demonstrate these values and have positive attitudes towards all aspects of school life. There is a strong pastoral system that supports pupils' well-being. The school does not tolerate bullying.

Pupils can participate in the wide range of activities available. These include football, chess, a debate club, a dungeons and dragons club and a popular Warhammer club. Pupils take on leadership roles, such as being mental health ambassadors, mentors, school council members and librarians. This wealth of opportunities builds pupils' confidence and develops their character. Pupils spoken to said, 'I am supported here and get lots of opportunities.'

Parents and carers are positive about the education their children receive. One view shared by many was: 'I cannot praise the staff more highly. They are communicative, supportive and have made my child's experience of school a brilliant one. They have inspired my child to be the best he can be.'

## **What does the school do well and what does it need to do better?**

The school has taken swift action since the previous inspection, which has brought about significant school improvements that benefit all its pupils. Key priorities have been acted on quickly to resolve the issues previously identified.

The curriculum is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). It is well sequenced, so that pupils build knowledge and deepen their understanding over time.

Most teachers make good use of their specialist knowledge. They choose appropriate ways to teach pupils new ideas and skills. Most staff use assessment effectively so that pupils know more and remember more over time. Teachers use questioning to check pupils' understanding, to challenge thinking and to address misconceptions. Pupils value the 'do now' retrieval activities that start lessons. For example, Year 8 pupils in a geography lesson were able to recall knowledge about ecosystems and deserts before moving on to learning about tropical rainforests.

Occasionally, the curriculum is not implemented well enough. In a small number of lessons, teachers do not match the work they set well enough to pupils' ability and their prior knowledge. Occasionally, expectations are not high enough. Sometimes

work is not suitably adapted for some pupils, or not demanding enough for others. When this happens, pupils do not achieve as well as they should.

The school promotes a love of reading. Staff model good reading habits. Pupils receive regular opportunities to read in school. The school identifies pupils who find reading difficult. Staff offer swift support through a range of interventions, so that pupils can become confident and fluent readers. The school has trained 'reading buddies' in Year 9 to support pupils in Year 7.

The provision for pupils with SEND has improved. Pupils' needs are accurately identified. Teachers use 'advice cards' to adapt teaching so that these pupils can achieve well. However, the curriculum is not always as skilfully adapted in lessons as it could be to meet the learning needs of pupils with SEND fully.

The school's focus on rewarding pupils' positive behaviour and attitudes is making a difference. Most pupils behave well in lessons. During lesson changeover times and at breaktimes, the school is calm and orderly. However, pupils said that there is still some disruption to learning. They said that teachers do not always manage behaviour consistently well.

The personal development curriculum builds the knowledge they need to keep themselves safe in the community. They learn about positive relationships, including consent, and about online safety. Pupils know about the protected characteristics. The school prepares pupils effectively for their next steps. Staff provide many opportunities for accessing careers advice.

Leaders focus on the right areas of the school to improve. A robust system of checks means that the school knows what is working and what needs to be strengthened. The trust has provided effective support. Teachers benefit from high-quality professional development. Subject leaders spoke positively of the collaborative work with other schools in the trust and the support they receive. Staff are proud and motivated to work at this school and feel that their well-being and workload are well considered.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The implementation of the curriculum is not wholly consistent. Some lessons are not adapted well enough to meet the needs of all learners. Some pupils are given doing work that is too easy for them. Sometimes the curriculum is not adapted well enough to enable other pupils to access the curriculum effectively. This means that pupils do not always learn new knowledge as securely as they might.

The school needs to ensure that the ambitious curriculum is delivered consistently well to all pupils.

- Some staff do not consistently apply the behaviour policy. This means that low-level disruption is not always addressed and some pupils do not learn as well as they could. The school should ensure that the behaviour policy is implemented consistently to support all pupils to behave well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137540
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10298472
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	830
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anthony Glover
<b>Principal</b>	Steve Piggot
<b>CEO of the trust</b>	Sarah Ridley
<b>Website</b>	<a href="http://www.kibworth-tmet.uk">www.kibworth-tmet.uk</a>
<b>Date(s) of previous inspection</b>	30 November – 1 December 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of The Mead Educational Trust.
- The school uses two registered alternative provider and twelve unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with the headteacher, other school leaders and a member of the trust.
- The inspectors carried out deep dives in these subjects: Science, mathematics, physical education, history and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site during break and lunch time.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey for parents, as well as the staff and pupil survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.

### **Inspection team**

Dawn Ashbolt, lead inspector	His Majesty's Inspector
Derek Hobbs	Ofsted Inspector
Emma Mason	Ofsted Inspector
Neil Wilkinson	Ofsted Inspector

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