



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR

KIBWORTH MEAD ACADEMY

Name of School:	Kibworth Mead Academy
Headteacher/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:	24/03/2025
Overall Estimate at last QA Review	Effective
Date of last QA Review	27/03/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	27/02/2024



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR

KIBWORTH MEAD ACADEMY

Quality Assurance Review

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

Leadership at all levels Leading

Quality of provision and outcomes Effective

AND

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

Area of excellence Accredited

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

Overall peer evaluation estimate Effective
Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

KIBWORTH MEAD ACADEMY**1. Context and character of the school**

Kibworth Mead Academy is a small secondary school in the south-east of Leicester with 841 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 school was graded 'inadequate' by Ofsted in May 2022 and then 'good' in February 2024.

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 19 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

- The principal and his senior leadership team (SLT) lead the school with ambition and a drive for excellence in every area. Leaders have focused strongly on a culture of kindness and have put in place effective data-driven systems to relentlessly manage behaviour and rewards, attendance, target setting and teaching and learning.
- Leadership of behaviour is a strength and there is a strong vision which focuses on personal accountability. The pastoral approach is based on equity rather than equality and the daily meetings to look at behaviour incidents and consequences ensure swift action is taken.
- The passion and drive for success, modelled by the SLT, are matched by the middle leaders. They interrogate data, evaluate and identify their strengths and areas for development and use the information gained from their quality assurance to inform next steps.
- As a result of leaders' drive to improve standards, there is a calm atmosphere around the school site and rapid, smooth starts to lessons. Classroom routines ensure that there is no lost learning time and students are ready and equipped to learn.
- Senior and middle leaders speak very positively about the impact of the trust in terms of the support it provides in a range of areas. Subject network meetings for every subject are having an impact on raising standards, through the sharing of best practice.

KIBWORTH MEAD ACADEMY

- Strong values of 'work hard', 'be proud' and 'be kind', 'support and respect' underpin the school's aims and ethos. Leaders codify what these values mean in practice and students are rewarded for showing them.
- Leaders have worked hard to raise students' aspirations at all levels, from strong improvements in academic progress and attainment, to broadening students' career aspirations and by providing a range of cultural, sporting and leadership opportunities. The number of students not in education or training (NEET) has reduced from 4% to zero.
- Students have opportunities for leadership in a range of areas, including as representatives on the school council, sports leaders and as wellbeing and anti-bullying ambassadors. They are encouraged and supported to participate in the Duke of Edinburgh award and to undertake voluntary work. Students in Key Stage 3 take part in enterprise challenges where they set up and promote their own businesses.

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

... leaders further developed and built upon recent successful outreach work, so further supporting leaders outside of Kibworth Mead Academy.

3.1 Quality of provision and outcomes - What went well

- Teachers know students individually and relationships between staff and students are warm and positive. In all lessons the environment is calm and conducive to learning. For example, in a Year 7 English lesson the positive classroom culture and relationships led to a high level of student enthusiasm and engagement.
- There is a purposeful start to lessons, using a well-designed 'Do now' task. For example, in a Year 8 religious education lesson, there was a task which connected the current lesson content with prior learning.
- Checking for understanding works well because teachers usually ensure that the lesson progresses with no misconceptions. The teacher in a Year 10 science lesson successfully used mini whiteboards at the point of learning to assess students' comprehension of the subject matter and identify, then address, misconceptions that arose.
- In many lessons teachers model very effectively. This was evident in a Year 8 geography lesson where the teacher used a visualiser and questioned students to develop a reasoned answer as a model which students could use when working independently.

KIBWORTH MEAD ACADEMY

- In many lessons, questioning is strong, and teachers encourage students to develop their answers. For example, in a Year 9 science lesson, the cold calling by the teacher allowed students' knowledge to be checked and also initiated discussion and further exploratory questioning in which students were encouraged to enhance their answers using subject-specific vocabulary. In a Year 8 science lesson, the teacher's questioning was explorative, and students were encouraged to develop their answers in more detail.
- In the most lessons, instruction is precise, meaningful and concise, allowing all students to understand the next steps in their learning, as evidenced by students' engagement and their learning. This was evident in a Year 7 Spanish lesson when the teacher's explanation was clear and the explanations were chunked into small, accessible steps.
- Staff benefit from a programme of professional learning where there is one key focus for all teachers, and they are supported to improve in this area. As a result of a focus on checking for understanding last year, teachers now routinely check for students' understanding and use this information to adapt their teaching. Support staff benefit from a trust-wide skills matrix and associated training, which enable them to develop their skills and have career progression.
- The school has a wide-ranging enrichment offer which makes a significant contribution to students' cultural capital. Attendance at these activities is closely tracked so that the participation of different groups is effectively monitored. Students with additional needs are prioritised to attend trips and given financial support to enable their involvement. The Duke of Edinburgh scheme focuses on character development and provides a model of success outside of the classroom.

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

... there was greater consistency in the use of scaffolding within lessons, so that all pupils have the appropriate level of challenge.

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

- Student passports for students with SEND are used by teachers to help them use the right strategies to support these students in lessons. The progress of these students is carefully tracked.

KIBWORTH MEAD ACADEMY

- A wide range of interventions are in place to support students' literacy and numeracy. All these interventions are successful in developing students' vocabulary and showing accelerated improvement in their reading ages. Students benefit from an emotional literacy support assistant (ELSA) and a range of literacy interventions including precision teaching focusing on high frequency words and reading buddies. Numeracy interventions include times tables 'rock stars' and a mathematics mastery programme.
- Curriculum adaptations ensure that barriers to learning for students with SEND are diminished. These students have full access to the curriculum offer, and a small group in Year 10 have a bespoke curriculum where they study one less GCSE than others in order to have extra mathematics and English teaching.
- Teaching assistants (TAs) are effectively deployed in lessons. In a Year 8 history lesson the TA supported students well through questioning and modelling so that students with SEND were able to make progress. The SEND co-ordinator meets regularly with them and has trained them how to support students to become independent.
- Leaders are aware of the challenges that disadvantaged students face, such as lower attendance, the vocabulary gap and lower participation in enrichment activities. They have strategic plans in place to address these barriers. Disadvantaged students are known and supported in a range of ways, including through academic and attendance mentoring and by being encouraged to take part in the extra-curricular programme.
- Disadvantaged students are provided with financial support to attend educational visits, to take part in the Duke of Edinburgh award and to receive musical instrument lessons. They are also given priority to sign up early for trips and visits.

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

... the current provisions for disadvantaged students were maintained, so that the improving trends in disadvantaged students' academic outcomes continue.

5. Area of Excellence

Rapid school improvement

Accredited

KIBWORTH MEAD ACADEMY**5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

- In May 2022, Kibworth Mead Academy was graded 'inadequate' by Ofsted. In February 2024 Kibworth Mead Academy was reinspected by Ofsted and graded 'good' in all areas. The principal, in post since September 2022, with a predominantly new SLT, instigated a series of changes which enabled the school to make rapid improvements which have had a significant impact on students' outcomes, attendance and behaviour as well as staff recruitment and retention.
- The principal and SLT were very clear about the school's vision and values and communicated these regularly and consistently to staff and students. Leaders involved staff in decision-making. As a result, the culture and ethos changed rapidly. Ofsted inspectors noted that 'leaders have a clear and ambitious vision for the school and are determined that pupils will succeed here'.
- Leaders put in place a new consistent behaviour, rewards and pastoral system, supported by more pastoral staff, which has led to students feeling happier in school and more likely to attend. Low level disruption significantly decreased and is now rare and students' attitudes towards learning are now excellent. Inspectors noted that 'there is a strong pastoral system that supports pupils' well-being. The school does not tolerate bullying'.
- Leaders implemented change in a sustainable, realistic manner, where staff felt that their well-being was also supported. Ofsted inspectors noted that 'staff are proud and motivated to work at this school and feel that their wellbeing and workload are well considered'.
- Leaders reviewed the curriculum and the timetable and put in place changes to support all students, including adding new vocational subjects in Key Stage 4.
- Leaders used student voice to significantly widen the range of extra-curricular clubs, prioritising disadvantaged students and ensuring that there is a guaranteed offer of wider educational visits and careers opportunities from Years 7 to 11. Inspectors noted that 'pupils can participate in the wide range of activities available'. This wealth of opportunities builds pupils' confidence and develops their character. Pupils said, 'I am supported here and get lots of opportunities.'
- Leaders have worked hard to engage with parents and the local community, so that Kibworth Mead is now the school of choice in the community. The inspection report noted that '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



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR

KIBWORTH MEAD ACADEMY

made my child's experience of school a brilliant one. They have inspired my child to be the best he can be'.'

5.2 What evidence is there of the impact on pupils' outcomes?

- There were 296 applications to Kibworth Mead Academy for September 2025, with 160 which were the first choice, resulting in 186 confirmed places on 1st March (six over PAN). In September 2022, 141 students started at Kibworth with 202 applications in total.
- Attendance improved from 91% in 2021-22 to 93.5% in 2023-24. Persistent absence decreased from 27.7% in 2021-22 to 16.9% in 2023-24.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR

KIBWORTH MEAD ACADEMY

- GCSE outcomes have significantly improved, with the proportion attaining grade 5+ in English and mathematics improving from 45.3% in 2023 to 54.7% in 2024, with Progress 8 improving from -0.15 in 2023 to -0.01 in 2024.
- The percentage of students who were 'NEET' reduced from 4% in 2022 to zero for 2024 leavers.
- Student engagement in extra-curricular activities has improved year on year, from 387 students taking part in extra-curricular activities in 2023-24 to 613 students taking part during 2024-25.

5.3 What is the name, job title and email address of the staff lead in this area?

Steve Piggot, Principal, email: info@kibworth-tmet.uk



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KIBWORTH MEAD ACADEMY

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 content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

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. The School Support Directory 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



QUALITY ASSURANCE REVIEW

(<https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit>)