

Annual Review 2023-24





Sections

- 1 About TMET

- 2 High Quality and Inclusive Education

- 3 School Improvement

- 4 Our Workforce

- 5 Finance and Operations

- 6 Governance and Leadership





Section 1

About TMET



ABOUT TMET

The Mead Educational Trust (TMET) was formed in 2014 out of the moral imperative for an outstanding secondary school in Leicester to support a struggling local primary school.

Today that primary school is one of the top performing in the country and TMET is an established, well-respected multi academy trust, with a growing family of 13 primary and secondary schools in Leicestershire.

While many things have changed since our small beginnings 10 years ago, at the heart of all we do remains our commitment to provide our pupils access to a world-class education, our schools with excellent school-to-school support, and our staff with high quality professional development.

In that time, we have organically grown a 'one Trust' ethos. This means we make a positive difference through a consistent approach of 'our schools' over 'my school', to benefit all our pupils and people in our Mead family. We strive for consistency, openness and collaboration in everything we do.

Our Family



ABBAY MEAD
PRIMARY ACADEMY



BROOK MEAD
ACADEMY



THURNBY MEAD
PRIMARY ACADEMY



ROWLATTS MEAD
PRIMARY ACADEMY



KESTREL MEAD
PRIMARY ACADEMY



KIBWORTH MEAD
ACADEMY



NORTH MEAD
PRIMARY ACADEMY



FOSSE MEAD
PRIMARY ACADEMY



RUSHEY MEAD
ACADEMY



CASTLE MEAD
ACADEMY



KNIGHTON MEAD
PRIMARY ACADEMY



WILLOWBROOK MEAD
PRIMARY ACADEMY



ORCHARD MEAD
ACADEMY



Leicester and
Leicestershire
SCITT



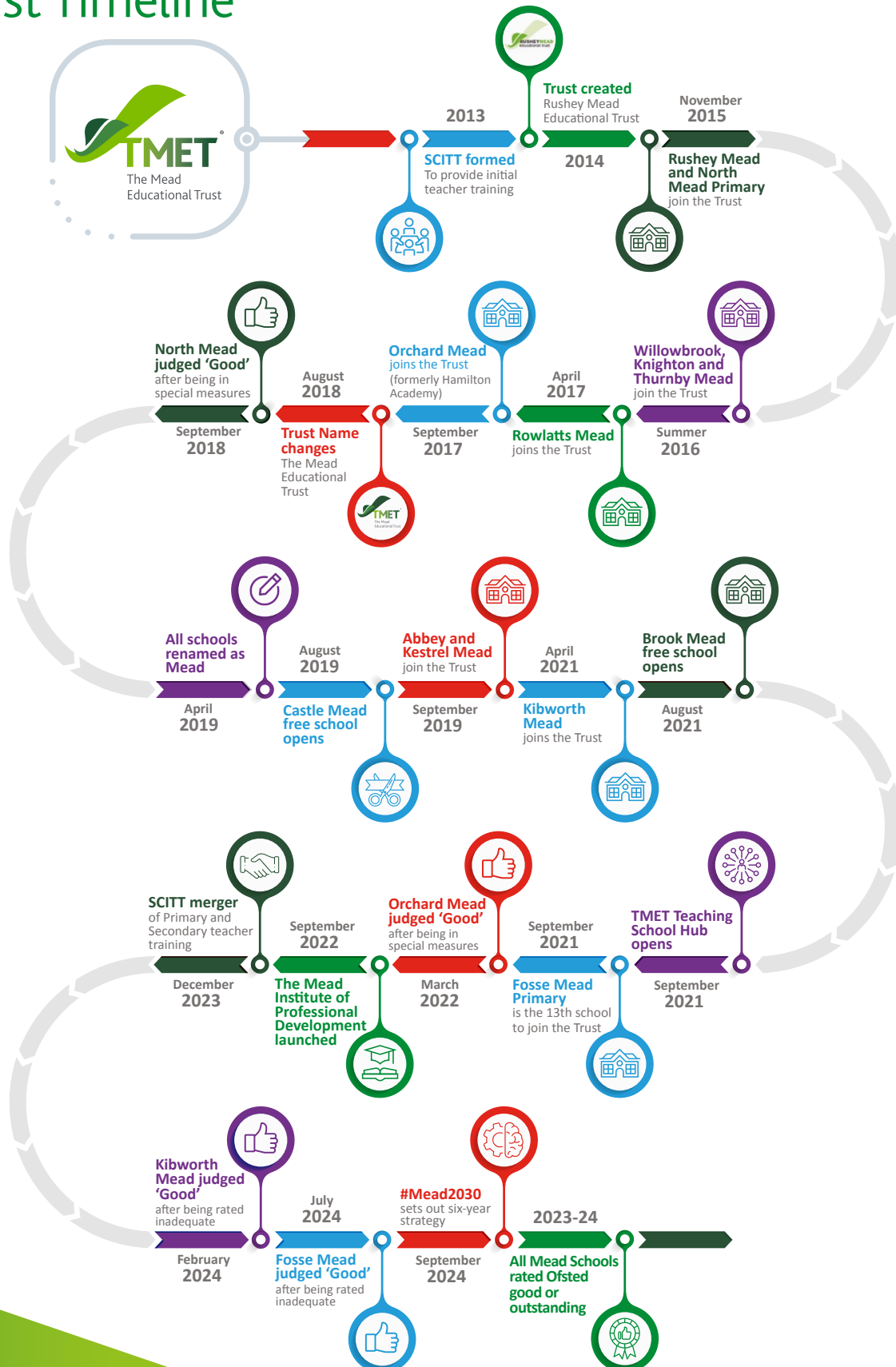
The Mead
Institute
of Professional
Learning



Leicester &
Leicestershire
Teaching School Hub

ABOUT TMET

Trust Timeline



ABOUT TMET

Celebrating our 10th Year



In 2024, we celebrated the 10th anniversary of the foundation of our Trust. We were incorporated in June 2014, and the first two schools, **Rushey Mead and North Mead**, officially joined in 2015. Since then, we have welcomed another 11 schools into our family.



ABOUT TMET

Our Year in Numbers



LANGUAGES
SPOKEN IN OUR
SCHOOLS



PUPILS FROM
ETHNIC MINORITY
BACKGROUNDS

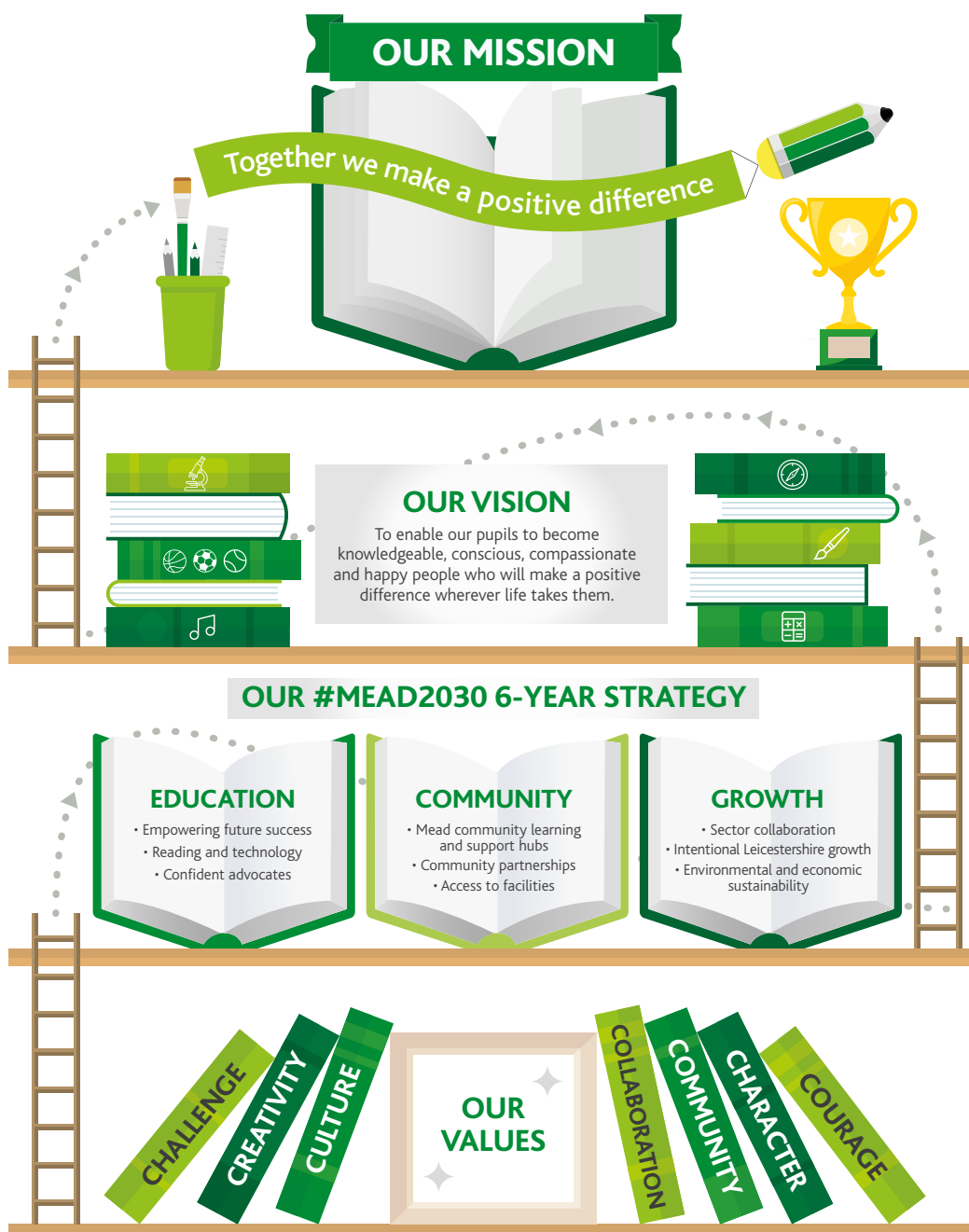


ABOUT TMET

#Mead2030 Strategic Vision

In 2024, having reached the culmination of our previous three-year strategy, we embarked on an ambitious stakeholder consultation to inform our new strategic plan (read more about this on page 32).

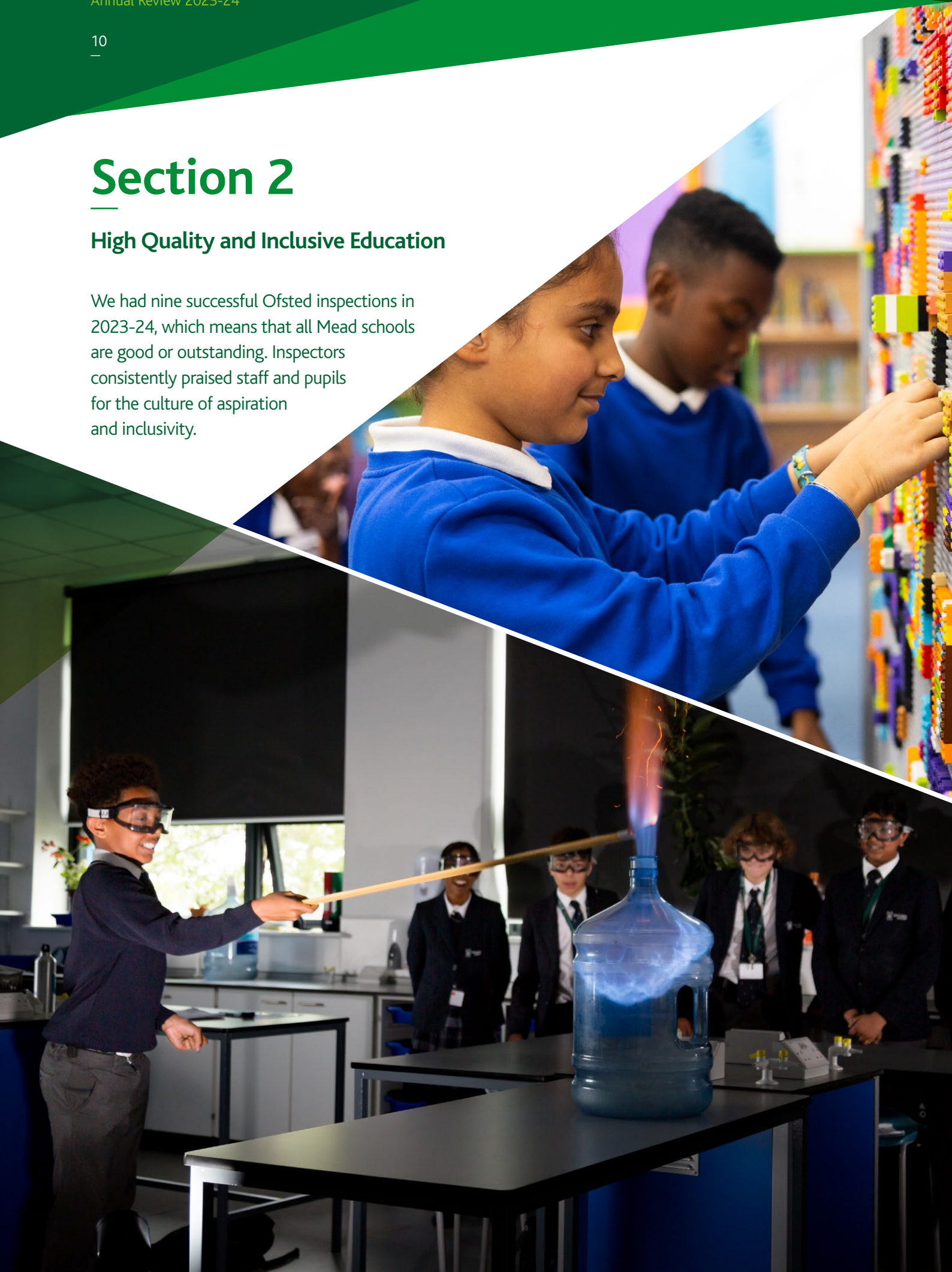
Following the consultation, we launched #Mead2030, our strategic plan to take us through the next six years. The strategy is underpinned by our mission, 'Together we make a positive difference', and our values: the 7Cs.



Section 2

High Quality and Inclusive Education

We had nine successful Ofsted inspections in 2023-24, which means that all Mead schools are good or outstanding. Inspectors consistently praised staff and pupils for the culture of aspiration and inclusivity.



HIGH QUALITY AND INCLUSIVE EDUCATION

Academic Outcomes

Primary School Outcomes

Across our eight primary schools, progress and attainment compare favourably to national averages.

Headline Measures	National 2024	Mead 2024	National 2023	Mead 2023
Early Years Foundation Stage – Good level of development (GLD)	Due Nov-24	64.4%	67.20%	68%
Year 1 Phonics Pass Rate	Due Oct-24	80.5%	79%	76%
Key Stage 2 Reading, writing, maths – expected and greater depth (EXP/GDS)	61% / 8%	72% / 11%	60% / 8%	65% / 12%

Secondary School Outcomes

In 2024, the first Castle Mead Year 11 cohort took their GCSEs, and the first Brook Mead students will take GCSE exams in spring 2026. As with primary, 2024 outcomes across our secondary schools compare favourably to national figures.

GCSE Headline Measures	National 2024	Mead 2024	National 2023	Mead 2023
BASICS % 4+ English & maths (all)	65.5%	67.4%	65.0%	64.5%
BASICS % 4+ English & maths (others)	72.3%	73.7%	73.0%	69.0%
BASICS % 4+ English & maths (DA)	48.0%	50.6%	43.0%	50.5%
BASICS % 5+ English & maths (all)	45.5%	47.7%	45.0%	46.4%
BASICS % 5+ English & maths (others)	51.9%	55.2%	52.0%	50.2%
BASICS % 5+ English & maths (DA)	29.2%	27.7%	25.0%	34.6%
EBACC % 5+	16.6%	27.1%	17.0%	29.8%
EBACC average point score	4.07	4.48	4.05	4.23
Attainment 8	46.15	47.34	46.28	46.97
Progress 8 ALL	0.01	0.23	-0.03	0.37

DA = disadvantaged students, eg Pupil Premium and Looked After

Others = non disadvantaged students





SEND Initiatives

In 2023-24, we established a shared team of SEND experts across the Trust, to provide targeted support at school level. This came out of identifying common themes in complex case panels and intelligence gathered through the Trust's SENCO network meetings.

This work saw the introduction of qualified therapeutic counsellors in each school. All our secondary schools benefited from counsellor placements and now have employed full-time positions.

Mead SEND experts were asked to present at two national conferences on our development of the vulnerability index (see right) and complex case panels, with a view to sharing our expertise more widely.

Vulnerability Index

All Mead schools have a vulnerable pupils' index which is used in a variety of ways, including targeting support and providing appropriate safeguarding and pastoral responses.

Last year, principals were consulted on the development of a shared Trust vulnerability index, to create consistency in how we identify the most vulnerable pupils across our schools. The criteria for the index and the weightings have been agreed, and the index is being implemented in autumn 2024.

Designated Specialist Provision (DSPs)

To help address Leicester's urgent need for special education places, five Mead schools have Designated Specialist Provision (DSPs) which offer specialist support for 77 children with specific needs within a mainstream setting. The DSPs based at Mead schools have separate facilities and classrooms, and specialist teachers who work intensively with a targeted number of pupils.

Last year the Mead primary school DSPs were commended by the local authority as leading practice within the city, and TMET was asked to help establish quality assurance measures for DSPs across Leicester.

In addition, the DfE gave approval to open a new DSP at Rushey Mead in autumn 2024. This will cater for up to 20 students from Key Stages 3 and 4 with Education, Health and Care Plans (EHCPs) detailing a primary need of communication and interaction, which includes autism.

HIGH QUALITY AND INCLUSIVE EDUCATION

Attendance Success

Through our collaborative Trust attendance network, involving attendance leads from all Mead schools, last year schools adopted a common Attendance Policy template and achieved greater consistency in attendance systems and structures.

Working with the attendance leads, we introduced a graduated approach to offset the reduction in capacity of the local authority's Education Welfare Service.

As part of the central Trust School Improvement Team, TMET has an Attendance Lead who works with targeted schools. Last year this focused on embedding good practice.

As a result:

- Fosse Mead improved their attendance by 2.1% in the year and are in line with national.
- Kibworth Mead's attendance has steadily increased over three years and is above national. Last year their focus was on supporting young carers, making notable improvements for these individuals.
- North Mead increased attendance by 0.6% over the year, focusing on their pastoral support offer to remove barriers.
- Kestrel Mead have built a culture of excellence surrounding attendance, increasing their attendance by 1.5% on the previous year and reducing persistent absence by 9.8%.

Attendance Overall

Five of our eight primaries have an attendance figure in line or above the national average; the other three are within 1%.

Four of five secondaries have attendance percentages above the national average with persistent absence being below the National Average.

Enhanced Alternative Provision

We believe that all young people should have the very best chance to succeed in life. Last year our secondary schools came together to design a cross-Trust alternative provision (AP) offer that improves the quality of provision and reduces expenditure.

In addition to consolidating the number of AP providers used, we initiated a partnership with a preferred provider. Mead staff are working closely with the provider to tailor provision for our students.

A Mead teacher is based at the provider to teach English and maths. Qualifications emphasise employability and personal development skills, with the aim of improving access to post-16 routes.

With the ability to share transport and more efficiently utilise AP places, in future we expect to realise savings of up to £350k per year, in addition to providing a better quality of experience for our young people who need it most.

HIGH QUALITY AND INCLUSIVE EDUCATION

Ofsted Outcomes

Last academic year, nine Mead schools had Ofsted visits. All were rated at least good, which means all Mead schools are now good or outstanding. Of our 13 schools, 11 have been inspected in the last two and a half years.

Our two free schools, Castle Mead and Brook Mead, established in 2019 and 2021 respectively, both had their first Ofsted inspections last year and were rated outstanding. We are incredibly proud of the ambitious and inclusive cultures that leaders have created at both schools. Including Rushey Mead Academy, three of our five secondary schools are rated outstanding.

In the primary phase, Abbey Mead retained its outstanding judgement, which is a great achievement and testament to the dedication and hard work of its staff.

We were also delighted when Fosse Mead Primary and Kibworth Mead Academy were given strong good ratings. Fosse Mead academised and joined the Trust in 2021 after an inadequate Ofsted judgement and Kibworth Mead's rating dipped to inadequate not long after joining the Trust. Staff at both schools and from around the Trust have put in a huge amount of work to raise expectations and standards at both schools, and the transformations were clearly recognised by inspectors.

Across all the nine schools inspected last year, the reports commented consistently on the ambitious curriculum, high expectations and inclusive ethos.

Pupils proudly attend this aspirational and visionary school. Pupils follow the 'Castle Credo' of be kind, work hard and build your character.

Castle Mead, October 2023

There is a culture of aspiration based on the very highest expectations for all in this school.

Abbey Mead, March 2024

Pupils describe the school as an amazingly inclusive school that 'opens many doors for its scholars'.

Brook Mead, March 2024

Leaders have a clear and ambitious vision for the school and are determined that pupils will succeed here.

Kibworth Mead, February 2024

The excellent support for [SEND] pupils is a distinctive feature of this school.

Kestrel Mead, April 2024

The school has created an ambitious curriculum that reflects the diversity of the school community.

North Mead, January 2024

Pupils understand and celebrate diversity. They say that the best thing about their school is that it is multi-cultural and everybody gets along well.

Rowlatts Mead, October 2023

Staff go the extra mile for the pupils at Willowbrook. Their top priority is to make all pupils feel welcome and at ease.

Willowbrook Mead, November 2023

Fosse Mead Primary Academy is thriving. The school has been on a rapid journey of improvement.

Fosse Mead, July 2024

HIGH QUALITY AND INCLUSIVE EDUCATION

Enrichment Opportunities

Alongside a strong academic experience, we want our children and young people to experience a broad range of opportunities that build their cultural capital, develop skills outside the classroom, and unleash their passions and talents.

In primary schools we piloted our Mead 20 last year – 20 experiences designed to widen horizons and build confidence – that we pledge to offer every Mead child before they leave Year 6. These range from theatre productions to making a positive impact in their communities. The Mead 20 is in addition to the myriad of clubs, trips and sports events offered by Mead primaries.

Mead secondaries also have an impressive array of extra-curricular activities on offer. Opportunities last year included golf, rowing, Warhammer and chess clubs, bands and orchestras, theatre productions, and volunteering and fundraising for local charities.

Mead Debate Club

Castle Mead's Debate Club enjoyed national success in 2024 with students selected for England Debate Teams. Having this expertise in the Trust sparked the creation of a Trust-wide debate competition, where secondary students and staff worked with Mead primary pupils to hone their debating skills. The culmination was a highly successful and enjoyable Mead debating event at Castle Mead.

Making a Difference

We are delighted that Rushey Mead was recognised in the National Teaching Awards with a Silver Award for Making a Difference – Secondary School of the Year.

They find out in November 2024 if they have been awarded the Gold Award. They said, "The overarching aim of the school is that every member of the Rushey family is noticed, appreciated and supported to have a true sense of belonging and to achieve success."

TMET was one of the finalists in the MAT Excellence Awards for the Community Trust of the Year. The award particularly noted the high priority our schools place on supporting our families and wider community, as it has a direct impact on how well our children thrive in school.



Section 3

School Improvement

Our 'one-Trust' ethos manifests in a culture of improvement through networking and cross-school support, which grew even stronger last year with initiatives like the Primary Walk Thru project and Team Around the School Days.



SCHOOL IMPROVEMENT

School Improvement Team Support

TMET had a successful year for inspection outcomes and the central School Improvement Team were heavily involved in supporting principals and school leaders to improve provision across our schools.

A contributing factor to the glowing inspection reports was the use of Ofsted expertise in primary and secondary to provide a vehicle to not only build confidence in staff but also to drive school improvement.

Termly school improvement meetings with principals, on an individual school basis, have been impactful in driving continuous improvement and targeted support. This iterative approach was new last year, and allowed leaders to target resources more effectively so our schools continue to improve.

School Improvement Strategy

The School Improvement Strategy was updated at the start of year and included clear areas of responsibilities to which individuals could be held accountable, a detailed school improvement cycle calendar, and a re-classification of schools using the Sir David Carter's Four Stage School Improvement Model.

The application of the strategy was a key factor in all schools being judged as 'good' or better and outcomes in both primary and secondary schools either comparing favourably to those last year and/or being in line with or above national average.

D & T Specialist Support

Design and Technology (D&T) was an area of focus last year, with the secondment of a D&T specialist from Rushey Mead to support Trust-wide.

This person coordinated training for D&T technicians and helped to review the quality of the curriculum. The next stage will focus on curriculum implementation and non-exam assessment.

Walk Thrus Primary Project

All Mead primary schools took part in a project based on the work of Tom Sherrington's Walk Thrus, focusing on effective teaching strategies. This gave a common language and shared focus for teaching and non-teaching staff, complementing the work of our primary subject networks.

As a result of the Walk Thrus project, a senior leader at Kestrel Mead was asked to lead a city-wide project alongside the course facilitators from the Walk Thrus company. She led professional development conversations, supported training and worked alongside senior leaders in TMET and beyond on quality assurance. Her expertise ensured effective practice within our primary schools and consolidated Walk Thrus as a shared research base for primary teaching and learning pedagogy.

SCHOOL IMPROVEMENT

School to School Support

A strength of TMET is the sharing of good practice, resources, knowledge and support across schools. Our secondary and primary Subject Improvement Forums enable this by bringing together subject leads on a regular basis throughout the year.

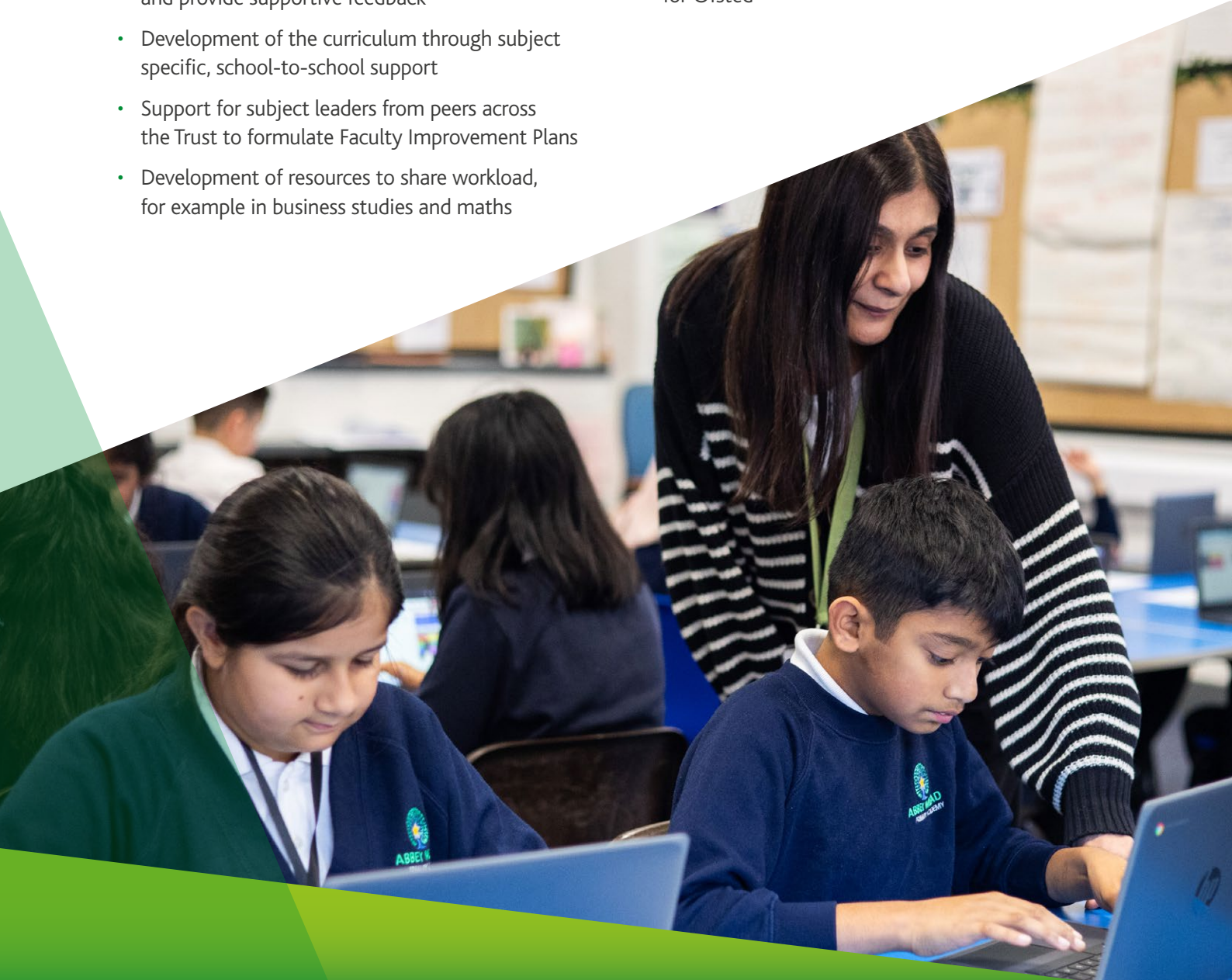
Some of the activities our subject forums took on last year included:

- Moderation and standardisation across Mead schools
- Curriculum visits to share best practice and provide supportive feedback
- Development of the curriculum through subject specific, school-to-school support
- Support for subject leaders from peers across the Trust to formulate Faculty Improvement Plans
- Development of resources to share workload, for example in business studies and maths

Secondary school expertise has been extensively shared to improve outcomes and pupil experience.

For example:

- Maths and science leads from Orchard Mead supported at Kibworth Mead
- Reading experts from Castle and Brook Mead supported at Orchard Mead to shape the curriculum and choice of books
- English expert from Castle Mead conducted a deep dive at Brook Mead in readiness for Ofsted



SCHOOL IMPROVEMENT

Targeted Support

Team Around the School (TATs) is used to provide wrap around support when a school needs extra capacity to move rapidly on its school improvement priorities. Support is signposted and directed by the central School Improvement Team but may come from other schools in the Trust.

A sense of team-ship is fostered through the collaborative and ongoing links with leaders within the Trust and outside of it. Typically, leaders are coupled with a leader from another school on an improvement priority. They set clear joint objectives which are monitored and reviewed monthly.

At both Kibworth Mead and Fosse Mead, previous Ofsted reports had identified a need to rapidly improve the quality of education, safeguarding, SEND and behaviour. Therefore, TATs days were put in place at both schools last year.



At Kibworth Mead, Team Around the School Days included:

- Writing new Faculty Improvement Plans for Ebacc subjects.
- Evaluation of the Quality of Assessment with heads of faculty (HOF).
- Deep dives in specific subjects.
- Redesigning the curriculum for specific subjects with support from other Mead schools.



At Fosse Mead, Team Around the School Days included:

- Raising attainment and improving progress throughout the school.
- Supporting teaching staff with developing shared teaching and learning approaches.
- Facilitating support for new leaders from experienced leaders in Mead schools.
- Developing provision for children with special educational needs

Both schools were deemed to be 'Good' by Ofsted in 2024 (see section 2).

Section 4

Workforce

Our people are our greatest asset, so last year we invested in their wellbeing through an enhanced reward and benefits scheme and introduced Professional Development Conversations to replace target-based appraisals.



WORKFORCE

Staff Wellbeing and Workload

Wellbeing Support

We truly believe that every staff member has a role to play in improving our schools. By investing in our staff, we are investing in the long-term future of our Trust and our pupils.

Last year we launched a new wellbeing service for staff through Vivup, which includes a range of benefits.

- GP Helpline via phone and video call
- Counselling support via phone and face-to-face
- GP and counselling service for employees' dependents
- Money saving discounts to help with cost of living increases

Staff Workload Charter

Mead school leaders are very aware of workload challenges within the wider education sector. Our schools are dedicated to creating an environment where all staff can thrive, and they strive to adopt practices that do not put unnecessary workload burdens on staff. Many of our schools have wellbeing charters or workload pledges tailored to their school context.

Last year we went a step further. School leaders came together to create a Trust-wide workload charter which reflects our commitment to protect, promote and enhance the wellbeing of every TMET staff member.

We also signed up to the Department for Education's Wellbeing Charter as part of our commitment to put staff wellbeing at the heart of everything we do.



WORKFORCE

My Professional Development Conversations

At TMET our goal is to build a world-class education workforce, and we pride ourselves on creating a climate where staff can grow and develop professionally and personally. To support this aim, last year we did away with target-based appraisals and replaced them with My Professional Development Conversations (MPDC).

MPDCs focus on professional career development and wellbeing in the context of school improvement. This means pay increases are no longer target-driven. The response from staff and managers has been overwhelmingly positive, and it is already contributing to our goal of attracting, developing and retaining skilled and committed staff.



WORKFORCE

Enhanced Remuneration

In order to recruit, retain and grow a world-class workforce, we make sure staff at all levels are remunerated fairly.

Last year we reviewed our apprenticeship pay and created an apprentice salary scale in the TMET grading structure that pays comfortably above the minimum apprentice rate, in line with other Mead colleagues and national trends. Going forward, apprentice salaries will be reviewed annually in line with changes to National Minimum Wage.

For teachers, last year we moved to annual, automatic progression through the upper pay range (UPR). For support staff colleagues, we introduced the option of double pay increments for exceptional performance, on a par with teaching colleagues.

Staff Voice

TMET's 2024 annual staff survey was carried out in March, with more than half of staff responding. Staff reported higher satisfaction levels as compared to the previous survey, across all areas: sense of belonging, professional development, wellbeing, equality and reputation.

We were especially pleased with the following feedback:

I share in the Trust's vision
98% agree, same as 2023

TMET is a friendly place to work
93% agree, up from 91% in 2023

I am clear about how my role supports school improvement
93%, same as 2023

I have gained new skills whilst working for TMET
90%, up from 87%

I am aware of the support for my wellbeing and know how to access it
87% up from 78%

I am proud to tell people I work for TMET
95%, up from 91%

The survey helps to identify areas we can improve, so based on the 2023 survey, our focus areas last year were:

Priority 1:

Address support staff professional and career development. In response, we rolled out My Professional Development Conversations (MPDC) and began work on a career pathway model for support staff, which launches in autumn 2024. As a result, the number of **support staff who agree that the Trust commits resources to their development rose by 6%.**

Priority 2:

Support teacher wellbeing and workload. To address this, we launched the counselling and GP helplines and made workload a focus of discussions across the Trust, culminating in the Mead workload charter. As a result, the number of **teaching staff who agreed that their emotional and mental health are safeguarded at work rose by 10%.**

WORKFORCE

Professional Learning through The Mead Institute

Last year The Mead Institute of Professional Learning moved into its permanent home in the Training Centre based at Orchard Mead. With a flexible learning space, kitchen area and office space, it is ideal for hosting a range of training and development activities.



The Mead Institute's offer last year focused on addressing needs locally, both amongst TMET staff and the wider education community. The offer included working with The Aim Group to provide a Level 3 qualification for teaching assistants, and mental health training for young people and adults.

Through The Aim Group we helped hundreds of parents and carers gain access to free resources and training to help them support their children.

The Mead Institute also ran 49 training sessions for school staff and governors, with a broad range of subjects: HR, Excel, Subject Leadership, Mental Health and Self-harm, First Aid, Ofsted preparation, Team Teach and many more. A total of 313 TMET staff attended, and 97 colleagues from other schools locally.

Work has begun on our apprenticeship offer, with exciting plans to partner with De Montfort University to develop the Teacher Degree Apprenticeship from autumn 2025, in primary teaching in the first instance.

We are also preparing to roll out the one-year postgraduate apprenticeship in Initial Teacher Training, in order to offer as many routes into teaching as we can and attract more people into the profession.

All Staff Professional Learning Day

The 2023-24 academic year started with our first ever professional learning event bringing together all TMET colleagues, with inspirational speakers including Darren Edwards, Nazir Afzal and Charles Hazelwood. We were also joined by representatives from the Stephen Lawrence Research Centre at De Montfort University, a relationship we are building on this year.



Section 5

Finance and Operations

We took the significant step last year to begin the move to shared funding, which supports our 'one Trust' ethos and commitment to give every child in our Trust the best possible start in life.





FINANCE AND OPERATIONS

Shared Funding and ICFP

Like all schools, TMET has needed to respond to a challenging financial landscape in recent years, including high energy costs, increases in staffing costs and inflation. To ensure a strong financial future in these unpredictable times, last year significant work was undertaken by our central and school finance staff to ensure that we operate responsibly and comfortably within our means.

Significant enhancements were made to monthly accounts reporting, including standardisation across all areas for transparency and consistency. The new monthly outturn forecasts for schools and central services have provided colleagues with improved insight into our short- and long-term financial forecast.

Last year we took the significant decision to move to a shared-funding model. While the change comes into effect from the start of the 2024-25 financial year, much work was done by the central finance team and schools to prepare for the move. We took a hybrid approach to this transition, focused primarily on avoiding a projected £1.9 million in-year deficit in order to live within our means. This was a significant achievement, realised by central team and schools working closely together.

We also started to incorporate Integrated Curriculum Financial Planning (ICFP) information into our financial reporting, linking education provision and financial expenditure. Over time, ICFP will support better planning and decision making in a balanced way, helping us to target funds where most needed and giving us strategic optionality.

These are significant changes to our financial operations and we have not undertaken them lightly. We spoke with and visited several other multi-academy trusts that have moved to a shared funding model and adopted ICFP to learn lessons and to ensure that our schools and staff were fully prepared.

FINANCE AND OPERATIONS

Income Generation

We believe our schools have a vital role to play as hubs within their communities. Last year we started a partnership with Schools Plus, which has 20 years' experience in managing lettings for schools, to help us open our facilities more widely out of school hours. Much work has been done behind the scenes, ready to launch in autumn 2024 with six of our schools.

Our priority is for schools to offer activities for pupils, parents and local residents. The income generated will be used to provide more opportunities and an even better educational experience for our children.

In addition, to augment our existing funding streams, last year we utilised the expertise of a member of staff to identify and apply for education grants from organisations around the country. While it is still early days, already we have realised more than £12,000 in grant funding.



FINANCE AND OPERATIONS

Capital Projects

Alongside careful financial management, we continued to invest in our capital estate. We believe that all pupils and staff should be able to learn and work in comfortable, pleasant and appropriate surroundings. We proactively monitor and manage our capital estate so that we address issues before they become problems that impact the learning environment.

Last year we invested £2.2 million across our schools, prioritising funding where it was most needed to improve the environment for staff and pupils.

Full heating upgrade at Willowbrook Mead and Knighton Mead

The heating systems at both schools were coming to the end of their life and were not energy efficient, so last year both schools had new boilers and pipe work throughout. The new boilers are more energy efficient, saving money in the long term, and will ensure the schools are warm and comfortable for years to come.

IT block roof replacement at Orchard Mead

At Orchard Mead, the ICT building's flat roof had been showing signs of age, so rather than wait until it failed, we made the decision to replace the entire roof. We also improved the insulation, so it meets the highest standard – part of our move towards Net Zero.

Boiler replacement at Orchard Mead

At Orchard Mead the boiler was showing signs of age and was not energy efficient, so it was replaced like for like. The boilers also supply Nether Hall Special School on the same site, so it was even more important that they are in top working condition.

Fosse Mead external windows and fire doors

Since Fosse Mead came into our Trust in 2021, it has benefitted from significant capital investment to turn it into a bright, welcoming and purposeful learning environment. Substantial works were done to the roof to make it water-tight and more energy efficient. The most recent phase of the work was new external windows and fire doors.



Fosse Mead



Willowbrook Mead



Orchard Mead

FINANCE AND OPERATIONS

Capital Projects continued

Kibworth Mead sports hall changing rooms

At Kibworth Mead, the sports hall's two changing rooms had become tired and showed signs of wear, so they have undergone a total transformation, with new shower areas and toilets. Some walls were removed to turn pokey corners into a bright, open spaces. The sports hall and changing rooms are now of a standard that we are proud to make them available to the community for use out of school hours.

Science labs refurbishment at Kibworth Mead

The science labs at Kibworth Mead also have undergone a complete transformation. Phase 1 in 2023 saw two labs upgraded. In summer 2024 we completed the other two labs. They have all new fixtures and fittings and are bright, welcoming spaces, creating the best learning environment possible.



Kibworth Mead



Kibworth Mead Science Labs



Brook Mead New Build Taking Shape

After months of preparation and planning, we were delighted when Wates Construction broke ground on the permanent building for our newest free school, Brook Mead, in February 2024. The steel frame has been erected which means the form of the main block and sports hall are now clearly visible.

When finished, the Brook Mead site will have a generous teaching block; a fully equipped, separate sports block; and brilliant external facilities. The site will be shielded from the main road and neighbours by retained and enhanced natural woodland and ecology areas.



FINANCE AND OPERATIONS

Strategic IT Deployment

Last year we moved to a strategic, Trust-wide framework for the allocation of IT curriculum devices for pupils across primary and secondary. This was implemented over the summer in readiness for the 2024-25 academic year. Devices were redistributed based on the number of pupils and each school's curriculum requirements.

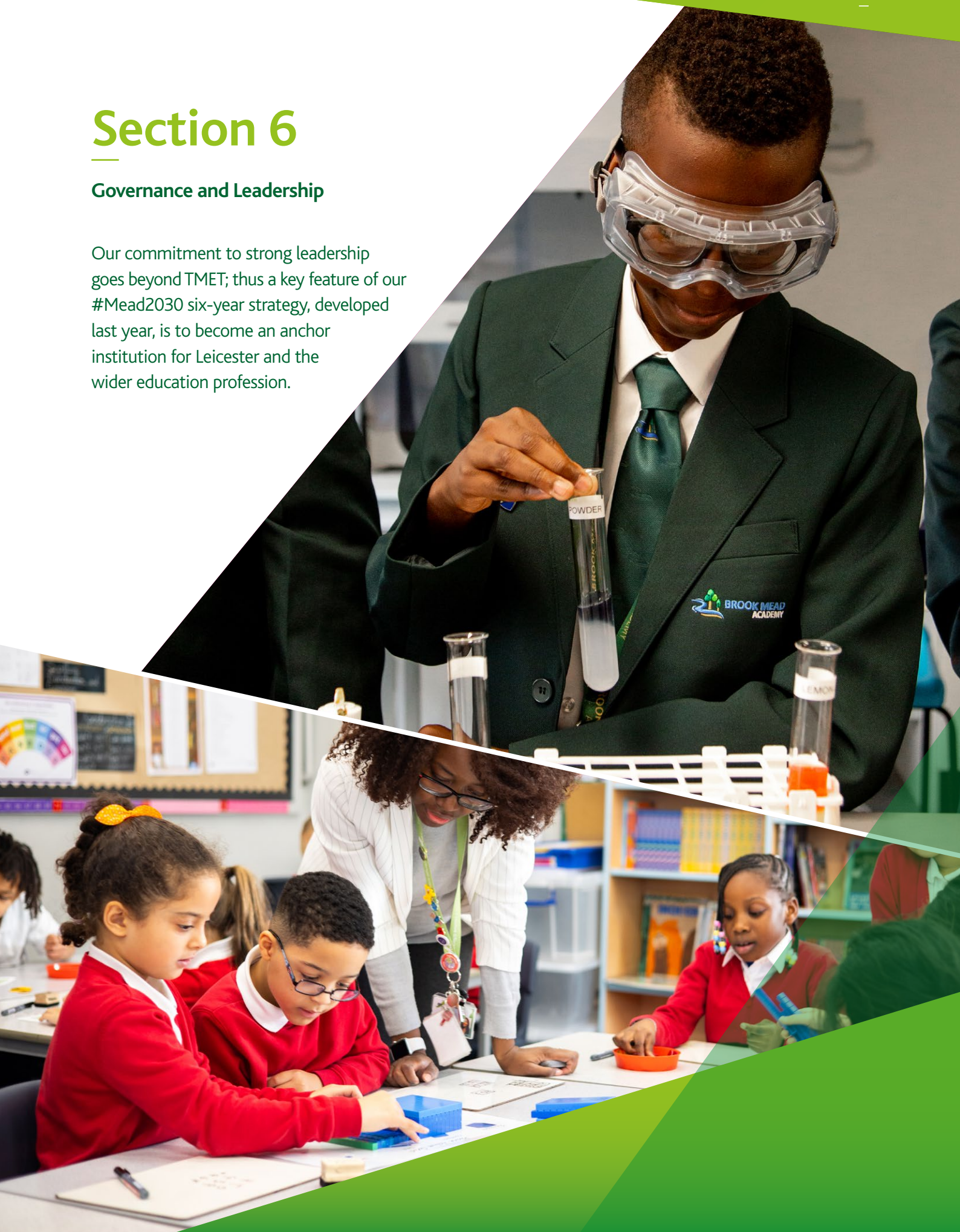
This approach ensures a fair and needs-based allocation of IT devices, aligned with educational goals and financial sustainability. It optimises learning environments by ensuring devices are available where they are needed most.

Over the summer, the IT team also rolled out Windows 11 on all devices; replaced printers across the Trust; upgraded broadband connectivity at most schools; refreshed the IT suites, tablets and other devices at Orchard Mead and Kibworth Mead; and reviewed over 2,500 non-compliant devices to keep our schools cyber-safe.

Section 6

Governance and Leadership

Our commitment to strong leadership goes beyond TMET; thus a key feature of our #Mead2030 six-year strategy, developed last year, is to become an anchor institution for Leicester and the wider education profession.



GOVERNANCE AND LEADERSHIP

#Mead2030 Strategic Plan

As our previous three-year strategy was coming to a successful culmination last year, we turned our thoughts to how TMET can continue to make a positive difference to Leicester and Leicestershire going forward.

We were absolutely clear that our next phase, #Mead2030, needed to be rooted in our communities, and therefore we invited everyone in and around our schools to contribute their views. In total about 3,000 people engaged with the visioning sessions held in each school and with an online survey. These include staff, pupils, parents, governance volunteers and community groups.

From the responses, there was a clear emphasis on creating educational environments and community settings that are inclusive, adaptable and equipped to prepare pupils (and families) for future challenges.

Pulling out common themes from the responses, we developed nine strategic goals within three main areas: Education, Community and Growth. Over this year we will roll out strategic plans that detail the actions and milestones to enable us to achieve our nine goals.

Education

TMET will be a group of schools, where all adults and children are constantly learning and developing. We will work in collaboration as **one entity** to innovate, improve and maintain high educational standards. TMET has a single legal and moral purpose – **to advance education for the public benefit.**



Community

TMET will play a vital role in our communities. Like a university we will make a strategic contribution to the greater social good. We will help communities develop a better understanding of education and its role in regeneration. Working with partner organisations, we will take a leading role to transform our communities.



Growth

TMET is a leader within our wider education community and with that comes responsibility. We will make decisions about how we grow collectively and responsibly, so that no school – and no child – is left behind. **We will grow by design, not organically and haphazardly.**



Intentional Growth

TMET has intentionally developed as a Leicester and Leicestershire-based trust, and we have committed to maintaining this geographical perimeter as we grow, so that our schools can continue to collaborate and network as effectively as possible.

Over the last year we have been working closely with a special school that has expressed interest in joining our Trust. We completed extensive due diligence, and both governing boards have approved the proposal. We anticipate that the school will join us this academic year. We are also in talks with other schools in Leicester and Leicestershire that are interested in joining an established, thriving group of schools.

GOVERNANCE AND LEADERSHIP

Trust Board Engagement

We are fortunate to have a strong cohort of committed and knowledgeable individuals on our Trust Board guiding and supporting us. Last year members of the Board's Education Committee went on school visits and attended academy council meetings to see first hand the impact of decisions made at a strategic level.

Board members also attended during Ofsted inspections and spoke to inspectors as part of the conversations about governance. Inspectors positively commented on board members' understanding of Mead schools and their own role in school improvement.



Governance Professional of the Year

We are delighted that our Director of Governance, Cathy Brown, was named Governance Professional of the Year in the MAT Excellence Awards. She thoroughly deserves the recognition for all she does across the sector and for TMET. Her influence goes well beyond governance, and she is a valued member of the Trust's leadership team.

The award said that: "Cathy demonstrated incredibly strong leadership and sector-wide impact. She single-handedly created and embedded the governance infrastructure during the trust's growth from two to 13 schools. She is described as integral to the smooth running and leadership of the trust."

Supporting the wider education community

Last year TMET continued to share its expertise and knowledge to benefit the wider education community, in Leicestershire and beyond

We continued our partnership with Challenge Partners and were involved in MAT reviews around the country, helping other MATs to improve their strategy and practice. From these, we hosted visits from several school principals and MAT leaders who wished to understand more about how our Trust operates.

We also joined the Inspiring Leaders Network, comprised of MATs in the region, and our staff have contributed to its various networking groups.

Our CEO and one of our Directors of Education were trustees at other MATs in 2023-24, and our central staff are encouraged to become members of local academy boards and governing bodies outside of our Trust.



GOVERNANCE AND LEADERSHIP

Teacher Training

Through our School-Centred Initial Teacher Training (SCITT), TMET plays an important role in recruiting and preparing the next generation of teachers across our region.

Historically Leicestershire Secondary SCITT sat within TMET; last year we embarked on a formal partnership with the Leicester & Leicestershire Primary SCITT as part of our application for reaccreditation with the DfE. We were delighted to pass this with flying colours, so that our primary/secondary partnership now offers teacher training across all phases.

The primary and secondary subject leads came together early in March 2024 to develop the SCITT curriculum for both phases, ensuring it is current and research-based, and to create key documents to ensure consistency for all trainees.

The SCITT continues to work with the University of Leicester and the Thomas Estley Learning Alliance as the lead delivery partner. We developed our mentoring training which included a conference in partnership with the University of Leicester, featuring our local experts in the principles of mentoring.

Finally, the Assessment Only Route was approved by the SCITT partnership board to support colleagues working as unqualified teachers to train to teach.

104

trainee teachers
gained Qualified
Teacher Status in 2024



115 primary & secondary trainees

to start autumn 2024



GOVERNANCE AND LEADERSHIP

Teaching School Hub

The Leicester and Leicestershire Teaching School Hub (LeLTSH), based within TMET, supports schools and trusts across our region to recruit, train, develop and retain the very best teachers, support staff and leaders working in all phases and types of schools, and at all stages of their careers.

After a lengthy and rigorous process, we were delighted that last year LeLTSH secured redesignation for another four years. As with other hubs around the country, following a successful initial three-year designation, LeLTSH has reached a point of maturity and will see limited support from the Teaching School Hub Council from next year.

Across 2023-24, all the LeLTSH key performance indicators reported to the DfE were positively received, and for many aspects exceeded annual targets. Local school leaders continued to express their strong satisfaction with the hub offer.

Last year LeTSH also contributed to the Ofsted inspection of Teach First's National Professional Qualifications and we were pleased to hear that they were graded as an outstanding provider.

Last year saw the expansion of the National Professional Qualification (NPQ) suite of qualifications with Leading Primary Maths launched in February, and preparations made for an October launch of the new NPQSEND, in partnership with the Best Practice Network.



100% of local school leaders agree or strongly agree they had a positive experience with the Teaching School Hub last year.



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