

Inspection of Abbey Mead Primary Academy

109 Ross Walk, Leicester, Leicestershire LE4 5HH

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Gary Aldred. 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.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2011.

Ofsted has not previously inspected Abbey Mead Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Abbey Primary Community School to be outstanding, before it opened as Abbey Mead Primary Academy as a result of conversion to academy status.

What is it like to attend this school?

Pupils love attending Abbey Mead Primary Academy. They really appreciate the phenomenal education that this wonderful school provides them. In the early years, children settle quickly and develop a passion for learning. Pupils throughout the school excitedly engage with lessons and enrichment activities. The school's focus on pupils' broader personal development prepares them exceptionally well for their next stages in education and their future lives.

Pupils' behaviour is exemplary. There are no distractions to learning. At social times, pupils get along well and play together respectfully. Inspirational staff teach pupils how to grow their 'character muscles'. Pupils recognise that this helps them to be the best they can be. They develop mature attitudes and talk eagerly about their future aspirations.

Pupils come from a diverse range of cultural backgrounds. This diversity is respected and valued by all. Pupils gain a deep understanding of a range of faiths and cultures. They joyfully celebrate different festivals together. Pupils proudly take on responsibilities in school and get involved with projects to support the local community. Pupils, including those with special educational needs and/or disabilities (SEND), enjoy activities that allow them to develop their talents in sports, arts and other interests.

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

There is a culture of aspiration based on the very highest expectations for all in this school. Dedicated and caring staff at all levels collectively share a commitment to excellence. Together, they have carefully developed an exceptionally rich and ambitious curriculum for all pupils, including those with SEND. In every subject, knowledge has been clearly identified so that all staff know precisely what pupils should learn. Beginning in the early years and throughout key stages 1 and 2, subject curriculums are sequenced very well so that pupils build knowledge and make connections as they progress. Pupils learn subject-specific vocabulary so that they can discuss and make sense of what they are learning.

The curriculum provides many opportunities for pupils to broaden their cultural understanding. For example, in history and geography, pupils learn about migration and how it is relevant to their local community. In English and art, pupils study writers and artists from a wide range of different cultures and backgrounds. Themes of equality and diversity are thoughtfully embedded across the curriculum. Learning is further enriched by trips to museums and theatres as well as other interesting locations.

In classrooms, highly skilled staff teach new concepts clearly. They plan lessons very well so that pupils gain knowledge securely. There are lots of opportunities for pupils to think deeply and practise skills. Staff help pupils to recall what they have learned previously and make links to new knowledge. They constantly check pupils' learning

and address misconceptions very quickly. When necessary, lessons are very effectively adapted to meet the needs of all pupils, including those with SEND or those who speak English as an additional language. As a result, pupils enthusiastically produce work of high quality across the curriculum. They remember what they have learned and achieve very well.

Children in the early years get off to the best possible start. Expert staff make sure that they quickly develop social and communication skills. They make sure that learning activities precisely match children's interests and stages of development. As a result, children thrive. They enjoy following well-established routines and become eager learners.

The school places the highest priority on making sure that pupils quickly learn to read. This begins with phonics lessons in the early years. As pupils gain reading knowledge, staff check pupils' learning often and provide personalised support for those who need it. Pupils relish listening to their teachers read and develop a love of reading for pleasure.

The curriculum for personal, social and health education (PSHE) is exceptionally well planned and expertly delivered. Staff make sure that pupils know how to keep safe and maintain good physical and mental health. Pupils benefit from well-planned and age-appropriate lessons about relationships and online safety. Staff respond to pupils' worries and address these through PSHE lessons. For example, when some pupils in Year 1 expressed their concerns about crossing a busy road near the school, staff addressed this with them so that they felt safe and confident.

Pupils, parents and staff are rightly proud to be a part of this exceptional school. Parents value the school's excellent communication and support. Staff enjoy opportunities to further develop their expertise. They are well supported by leaders from the school and multi-academy trust to deliver the very best for the pupils in the school.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	147148
Local authority	Leicester
Inspection number	10288380
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	721
Appropriate authority	Board of trustees
Chair	Anthony Glover
CEO of the trust	Sarah Ridley
Principal	Gary Aldred
Website	www.abbey-tmet.uk
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in 2019.
- The school is part of The Mead Educational Trust.
- The principal was appointed in September 2019.
- The school uses no alternative provision.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, vice-principal, assistant principal and other members of the senior leadership team.
- The lead inspector met with the chief executive officer and school's director from The Mead Educational Trust.
- The lead inspector met with a representative of the board of trustees and members of the academy council, including the chair.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science, physical education and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read.
- Inspectors also discussed the curriculum, visited a sample of lessons and looked at samples of pupils' work in some other subjects.
- 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' interests first.
- Inspectors considered the responses to parent and staff online surveys.
- Inspectors met with pupils, staff and parents to hear about their experiences of the school.

Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Karen Lewis	Ofsted Inspector
Janis Warren	Ofsted Inspector
Caroline Oliver	Ofsted Inspector

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