

# Inspection of Brook Mead Academy

31 St Augustine Road, Leicester, Leicestershire LE3 5QS

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Inspection dates: 19 and 20 March 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Rita Hindocha. The 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 (CEO), Sarah Ridley, and overseen by a board of trustees, chaired by Anthony Glover.

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

Brook Mead Academy provides an exceptional quality of education. Staff are unashamedly ambitious for pupils. There is absolute determination that pupils will excel. Pupils describe the school as an amazingly inclusive school that 'opens many doors for its scholars'.

The school has unquestionably high expectations of pupils' behaviour and conduct. Routines are clear, consistent and commonly understood. Pupils' learning is free from disruption. Every moment of lesson time is purely devoted to learning.

There are many ways in which pupils can seek advice or disclose concerns. Staff regularly seek pupils' views. They are keen to ensure that pupils feel safe and supported. The 'upstander' campaign has been particularly effective. Pupils express absolute confidence that staff will resolve concerns or worries effectively, including those linked to bullying.

A world of opportunity is opened up to pupils through 'Brook bonus time'. All pupils are supported to follow interests, develop talents and pursue excellence. Pupils relish these opportunities. The music scholarship, for example, ensures that pupils access instruments and expert tuition. The school works diligently to address social inequality and disadvantage, and is indeed 'building better futures together'.

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

The curriculum is meticulously planned. There is absolute certainty about the knowledge that should be taught and how this will be learned. Pupils revisit key knowledge and concepts so that they remember them long-term. They speak with confidence about what they have learned and why.

Teachers expertly adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are supported with care. They experience an ambitious curriculum.

Teachers are knowledgeable and skilled. They are specialists. They work together within a professional learning community to deliberately hone their expertise. Teachers value the professional respect they are shown. They feel privileged to be part of the journey of the school.

In lessons, teachers cleverly model their expectations. They use high-quality questioning to check pupils' understanding and challenge their thinking. Pupils' misconceptions are quickly identified and addressed. Teachers skilfully use assessment and give pupils immediate feedback. Teachers immediately adapt learning if needed. There is clear and unequivocal determination to do the best for pupils.

Ensuring that pupils can read with fluency and enjoyment is a key priority. Pupils receive expert support to quickly gain the knowledge and skills they require to read well. The library is a hub of activity. Many creative ways are found to encourage pupils to 'stop scrolling and start reading'.

Attendance is high. The school knows pupils and their families well. It takes effective action to ensure that the barriers to good attendance are addressed. The family support worker is described as a 'valiant defender on behalf of the families'. The school does everything it can to ensure that pupils are in school, and are safe and learning. There is a strong culture of care.

The personal, social and health education (PSHE) curriculum is purposefully planned to ensure that pupils have the knowledge they need to keep healthy and safe. Nothing is left to chance. Careers advice and guidance is particularly strong. Pupils are made fully aware of the ambitious possibilities that exist for them once they leave the school.

This is an incredibly diverse and inclusive school community. Different cultures and religions are welcomed. Pupils are knowledgeable and respectful of faiths other than their own.

The trust provides strong governance. The academy council is expert. It works with determination and skill to ensure that the community is served by an outstanding school.

The principal inspires the confidence of the school community. Staff feel incredibly well led and lucky to work at the school. They are totally driven by the Brook pledge: 'Work hard, be kind and help to build a better future for themselves and the world!' It is impressive to see.

## **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

<b>Unique reference number</b>	148546
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10298554
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	606
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anthony Glover
<b>CEO of the trust</b>	Sarah Ridley
<b>Principal</b>	Rita Hindocha
<b>Website</b>	<a href="http://www.brook-tmet.uk">www.brook-tmet.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is housed across two temporary sites in the centre of Leicester until the permanent school site is completed. These sites are 2 Bruce Street, Leicester, Leicestershire LE3 0AF and 2 Garland Crescent, Leicester, Leicestershire LE3 9BN.
- The school uses three unregistered providers and two registered 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.

- 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 senior leaders. The lead inspector met with the CEO. She met with members of the academy council. She spoke with the chair of the trust and two trustees.
- Inspectors carried out deep dives in mathematics, science, modern foreign languages, English and history. As part of the deep dives, inspectors spoke with curriculum leaders to review the curriculum, visited lessons and considered pupils' work. They spoke with pupils and teachers.
- Inspectors met with the subject leads for physical education, computer science and geography. They reviewed the curriculum planning and pupils' work in these subjects. Additionally, they met to discuss the strategies in place to develop pupils' love of reading. They reviewed the PSHE curriculum and the details of 'Brook bonus time'.
- Inspectors held a series of meetings with leaders to discuss the school's attendance and safeguarding arrangements. They spoke with staff and pupils about safeguarding. They scrutinised a range of records relating to safeguarding, behaviour and attendance. They spoke with the family support worker.
- Inspectors held meetings to discuss the pupils in alternative provision and held telephone conversations with three unregistered alternative providers.
- Inspectors visited both the upper and lower school sites. They observed pupils' behaviour at different times at the school day. They spoke with many pupils and staff.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the survey of school staff.

## Inspection team

Jayne Ashman, lead inspector	His Majesty's Inspector
Anna Crawte	Ofsted Inspector
Damian Painton	Ofsted Inspector
Dick Vasey	Ofsted Inspector

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