

Welcome.



A bit about us





“

Children only get one chance to experience childhood and they have an absolute right to the highest quality of education

”

LYSSY BOLTON

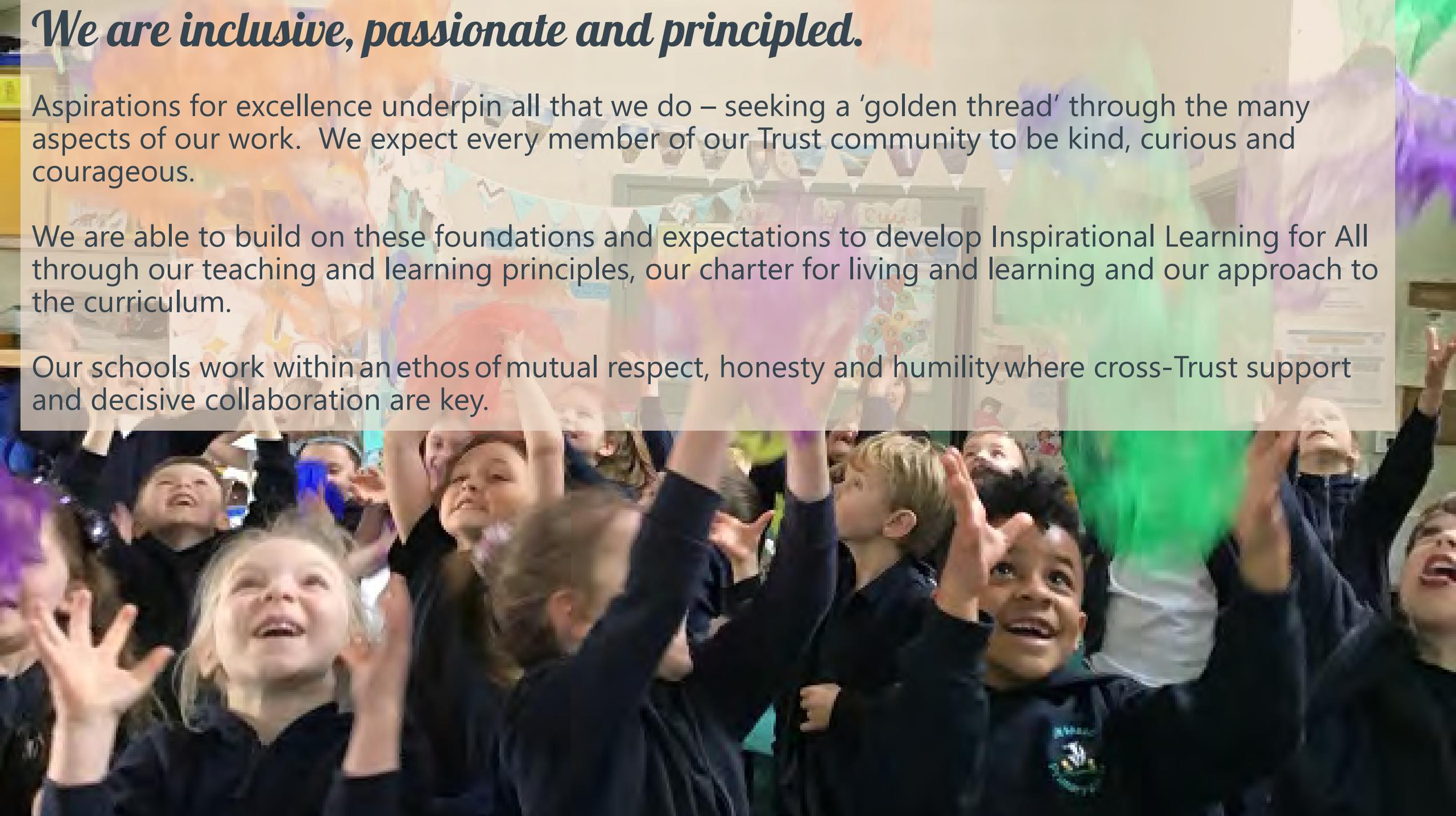
CEO, THE MEAD TRUST

We are inclusive, passionate and principled.

Aspirations for excellence underpin all that we do – seeking a ‘golden thread’ through the many aspects of our work. We expect every member of our Trust community to be kind, curious and courageous.

We are able to build on these foundations and expectations to develop Inspirational Learning for All through our teaching and learning principles, our charter for living and learning and our approach to the curriculum.

Our schools work within an ethos of mutual respect, honesty and humility where cross-Trust support and decisive collaboration are key.





2001

2009

2014

2014

2017

2017

2018

WINGFIELD JOINS

The Mead becomes one school on two sites when the small village school of Wingfield joins

RIVER MEAD JOINS

... and on the same day, the school formerly known as Kings Park Academy reopens as River Mead School, the third school in the family.

CASTLE MEAD EXPANDS

Castle Mead opens a 10 class extension, and a purpose built Nursery and Complex Needs Resource Base

THE MEAD OPENS

The Mead opened in September 2001, a brand new school built to serve the nascent Paxcroft Mead community, on the East side of Trowbridge

CASTLE MEAD OPENS

The Trust expands again in September 2014 when a brand new school opens to service the new Castle Mead estate – at the other end of the road to The Mead...

THE HARBOUR OPENS

The Harbour is an inreach / outreach programme that uses therapeutic approaches to enable children with SEMH needs to positively engage with learning in school

THE ORCHARD OPENS

The Orchard Nursery opens at The Mead Hilperton – a brand new purpose built provision for 3-4 year olds

Location, location, location

We know that geography matters. It's harder to keep in touch the further apart you are, and as much as we leverage online meetings whenever we can, sometimes there's nothing quite like an old-fashioned face-to-face meeting.

Our current schools are within a 30 minute drive of each other, and this is the radius we are aiming to keep in place for any future growth.



The Mead at Wingfield
Church Lane, Wingfield BA14 9LW



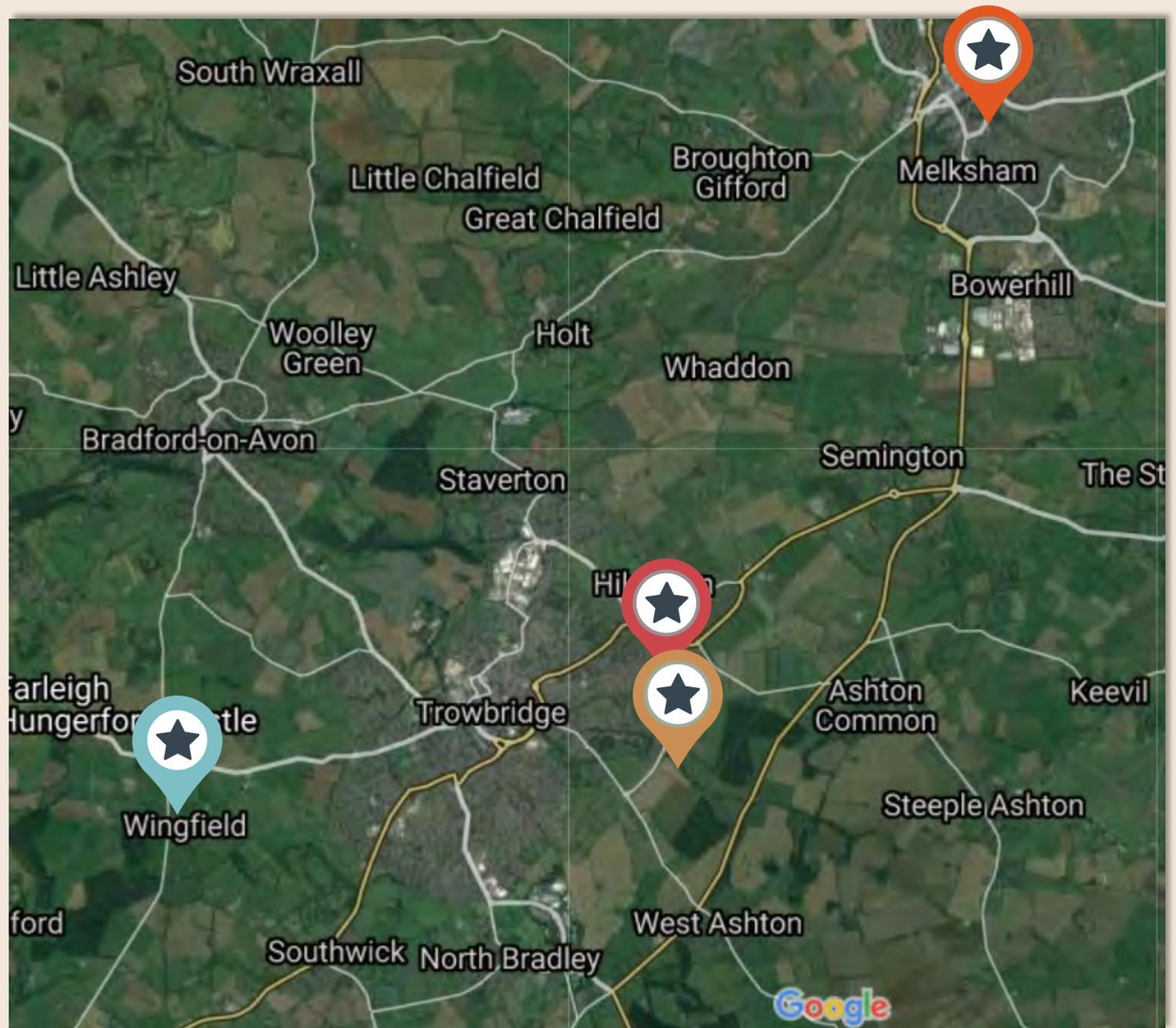
Castle Mead School
Mascroft Road, Trowbridge BA14 6GD



The Mead Primary School
Hackett Place, Hilperton BA14 7GN



River Mead School
Lowbourne, Melksham SN12 7ED



Whether you're a small school, a large school, a new school, a school that has been part of another Trust, a school that has never worked within a Trust... We understand. We have experience of bringing all of these types of school into our thriving Trust, so we have been through those journeys, and we know what it takes to successfully grow our family.

We will work in partnership with you, from Day One, to leverage the benefits we all gain when our Trust grows. This includes:

01 LEADERSHIP

You'll immediately have access to support from our Executive Leadership team, whenever you need it. Whether it's a Curriculum question, a CPD query, or a safeguarding issue, the Trust will give you the guidance you need

02 BUSINESS

Our highly experienced Business team will be on hand from the very beginning, providing their expertise in business and administration to get the practicalities (e.g. Payroll) sorted out quickly and efficiently. They will work with your existing team to make sure everything is running smoothly

03 MARKETING

If you need it, our marketing and communications professionals can give you guidance on crafting the right messages for your parents, children, and wider community. We recognise that it's not just what you say, it's the way that you say it, and we can help you get that right

Joining our family

The past 20 years have taught us that every journey is different, and one size doesn't fit all. So we can't tell you right here, right now exactly what joining our Trust will look like. It will be bespoke to you, and we will plan it together. No matter where you're coming from though, we commit to providing all schools joining our Trust with the support they need to thrive.

**Leadership
development**

**Governance
support**

**Curriculum
enhancement**

**Underpinning
principles**

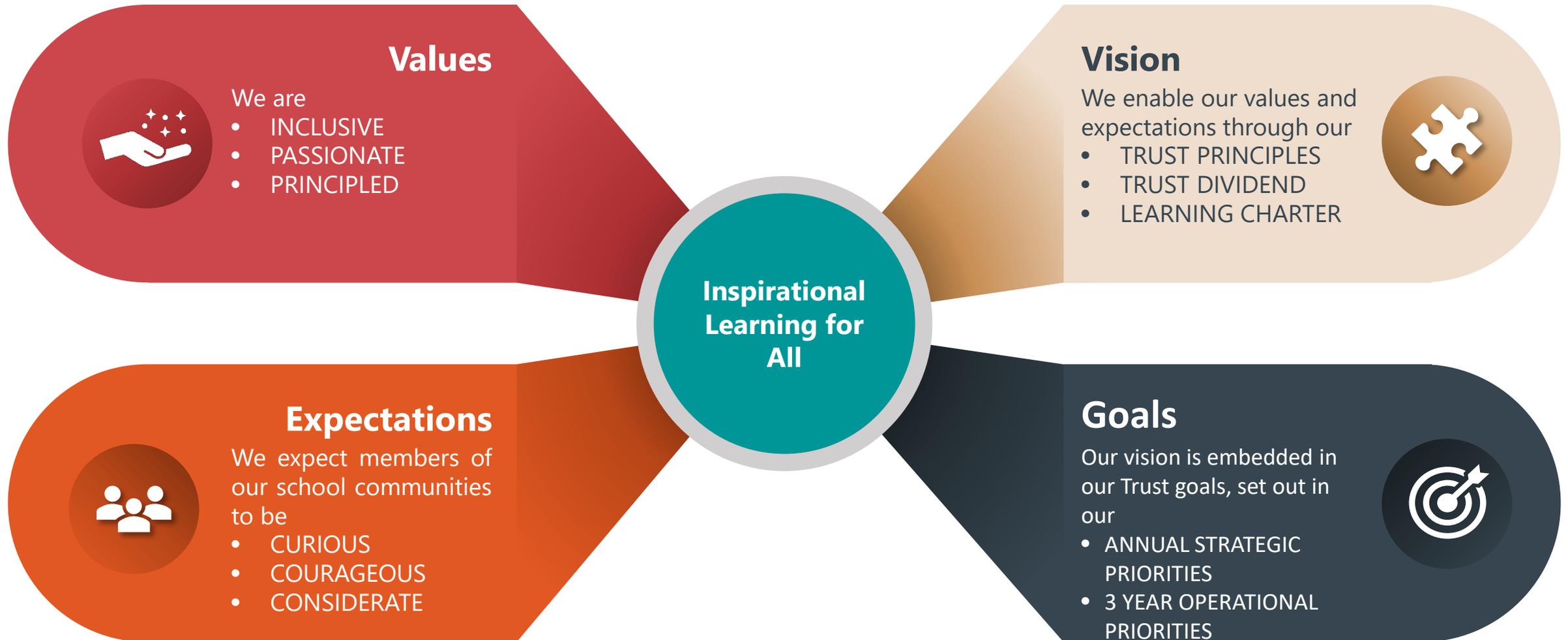
**School
improvement
framework**

**Operational
alignment**



Our aim is for our schools to be aligned in many aspects, and standardised in some, but not homogenised. We understand that new schools joining us will bring a richness of experience and knowledge, and we will absorb and celebrate that. We are on a journey too; we welcome and embrace the fact that there will be changes within the Trust when a new school joins, as well as changes within the school.

We believe in the power and purpose of collaboration.



Our Trust Principles underpin all aspects of our approach to teaching, learning and curriculum development.



Our Charter for Living and Learning



OUR GOLDEN RULE Treat people as we would like to be treated



Our purpose is to encourage, support and develop every child so that they reach their full potential



We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship

Ready • Respectful • Safe

Our Relationships



We have a right to

- Feel safe and happy
- Belong
- Enjoy school

We have a responsibility to

- Think kind thoughts and speak kindly
- Be gentle
- Be polite
- Be helpful
- Co-operate and collaborate
- Resolve problems peacefully
- Understand and celebrate difference

Our Learning



We have a right to learn

We have a responsibility to

- Take control of our learning
- Identify and solve problems
- Be creative and express our ideas
- Help, support and encourage others

Our Environment



We have a right to

- A vibrant and exciting environment where we can flourish
- An environment that can be enjoyed by all

We have a responsibility to

- Look after our school
- Take care of our resources
- Reduce, re-use and re-cycle

All schools within our Trust are communities where

- ★ There are expectations of excellence
- ★ Individuals are valued
- ★ Achievements are celebrated
- ★ Children are happy and safe

As a Trust we want our schools to be held in the highest esteem by children, staff, parents/carers, governors and the wider community.

We want our children and staff to enjoy coming to school every day, and we take pride in all that we do to ensure this.

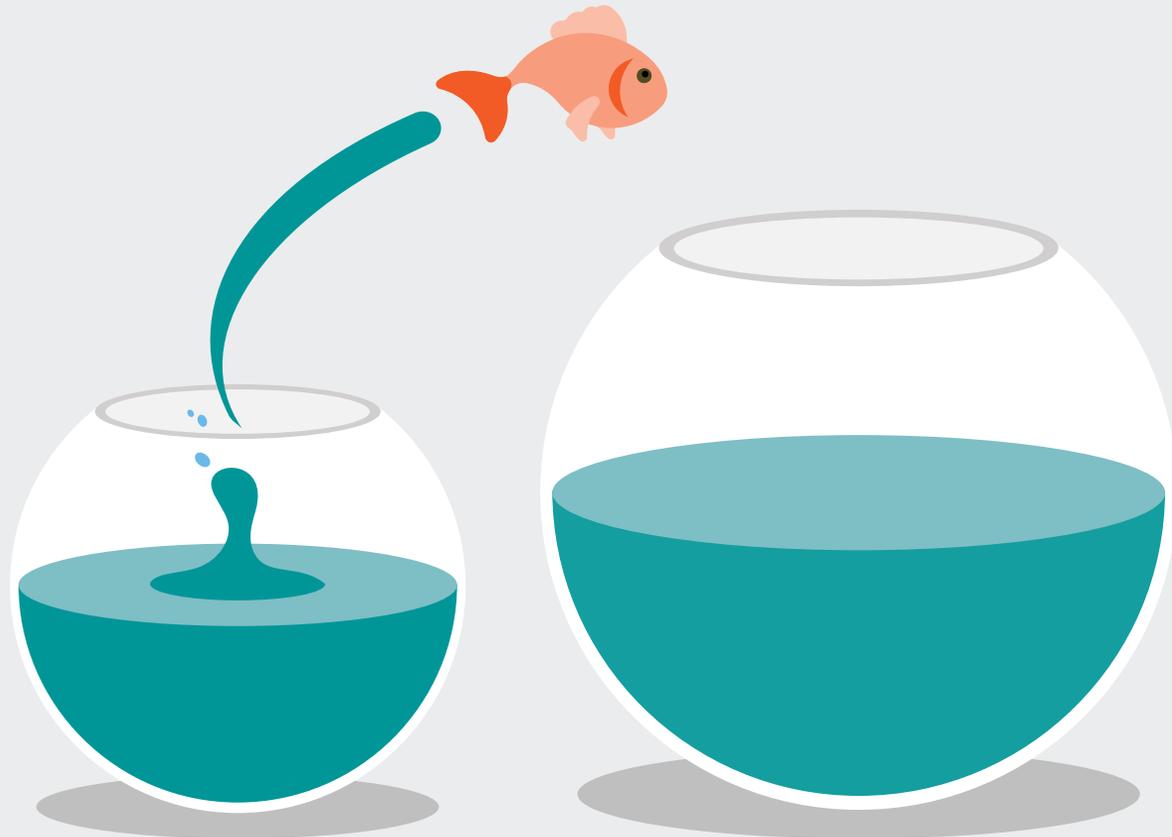
We are committed to maximizing children's achievement and development.

Central to maintaining our ethos and values is our Charter for Living and Learning.

Friendship • Respect • Equality • Determination • Inspiration • Courage • Excellence

Why should my school join a Trust?

Great question!
But – it's the wrong question...



Instead, school leaders and governors should consider
“How can my school best collaborate with others in a strong and resilient structure to ensure that each child is a powerful learner and that adults have the opportunities to learn and develop as teachers and leaders?”

School leaders are stronger together in a structure that:

- Promotes solidarity and connectedness
- Provides induction, support structures, a peer network, mentoring, and coaching
- Facilitates decisive collaboration on joint school improvement activities
- Includes external quality assurance as a fundamental
- Allows heads to focus on key priorities, assured that the whole team is adding value and shaping excellence in other aspects
- Offers leadership development opportunities
- Allows Headteachers to improve the quality of education by enabling focus on the things that matter most
- Supports in testing times
- Enables workforce development

The Trust Dividend –

A.K.A why your school should join a Trust...

School governors are in a position where they can:

- Influence at a greater level if they wish
- Engage with the Trust at a level they choose, staying close to their own schools and the foci they are passionate about if they choose
- Engage in professional dialogue with others fulfilling the same role, and facing similar challenges, to themselves
- Give and gain confidence in their role
- Provide support to other schools who are working in a similar context, and be supported by them
- Focus on the day-to-day teaching and learning and outcomes
- Leverage the Trust's commitment to professional development at all levels

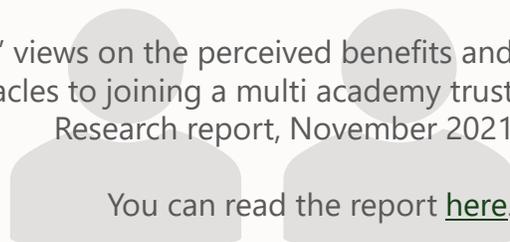


82%

of recent primary school converters reported that the overall impact of joining a MAT had been positive



Source: Schools' views on the perceived benefits and obstacles to joining a multi academy trust
Research report, November 2021



You can read the report [here](#).



Moving forward

Joining a MAT brings better strategic planning and direction



Supporting teaching and learning

MATs give schools access to better, centrally-provided services



Organisational strength

Schools in MATs benefit from strengthened governance and leadership



Professional excellence

A MAT offers more opportunities for staff professional development



Financial stability

Being in a MAT allows for cost savings and efficiencies

The Trust Dividend brought to life:

Autonomy

"I find autonomy very important, especially when pushing hard to affect school culture. Such autonomy is not inhibited by the Trust – rather it is again enhanced by the scrutiny, challenge and support received through line management"
Mark Stenton, Headteacher,
The Mead

Leadership support

"The availability of support from the leadership team has been a real strength and something that I hope I have mirrored down the line to our team... Being part of [Trust leadership] meetings has made me feel really valued and that we have had the opportunity to be heard and contribute to the bigger picture"
Louise Harrison, Deputy Headteacher,
River Mead School



Working in a team

"Working in a Trust enables a wealth of support and an opportunity to share good practice, challenges and the chance to just mull things over with people in the same role as you. During the Covid-19 pandemic it has been great to have such a large supportive network - it never feels like we are having to manage on our own."

Polly Mash, Inclusion Lead
Castle Mead School

Personal development

"The value of having a 'team' of support is invaluable to be able to draw on the wealth of expertise to ensure the very best outcomes for children. Working like this Supports my belief in the value of a system leadership approach and in turn this has enabled me to become more self-analytical and aware of my strengths and areas that I need to further develop"

Gaby Simons, Complex Needs Resource Base
Improvement Champion

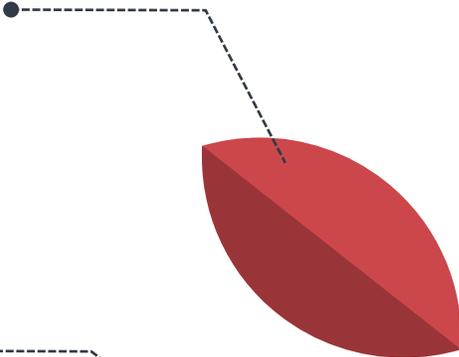
Trust Effectiveness



Effectiveness in a Growing MAT

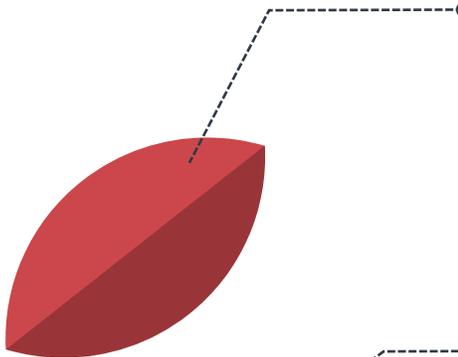
School Improvement

Our School Improvement Ladder ensures that leaders at all levels work in tandem to ensure continuous school improvement



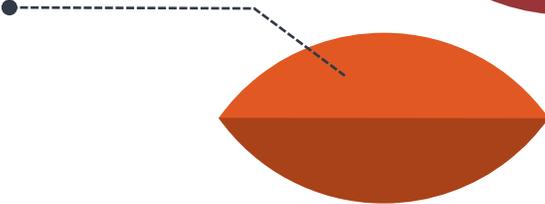
Governance

Our competent and experienced Members, Trustees and Academy Advisors support and challenge school leaders to champion outcomes for children and ensure financial probity



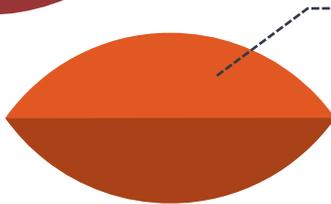
CPD

We provide, and invest in, high quality professional development for all staff - from compliance certificates to evidence-based and research-led teaching practice



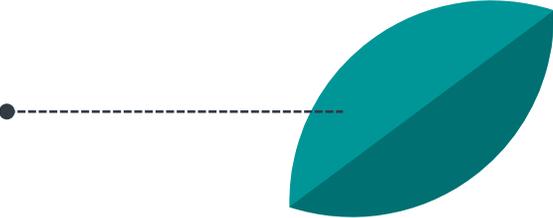
Talent Management

We recruit, train and retain the best people, at all levels. Career progression is key and all of our staff are supported through our Professional Growth Pathway



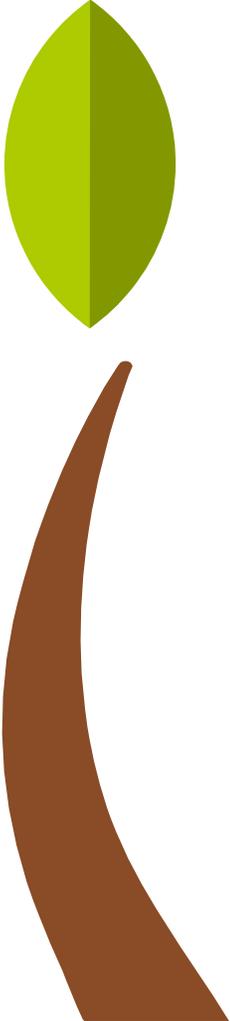
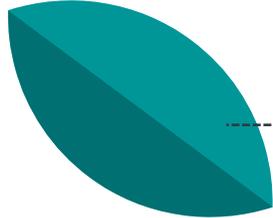
Leadership

Resolute and inspiring Executive Leaders and Trust Improvement Champions drive school improvement and effectiveness



Central Services

Highly efficient and effective central support services, which enable senior leaders to focus on teaching and learning



Governance and School Improvement

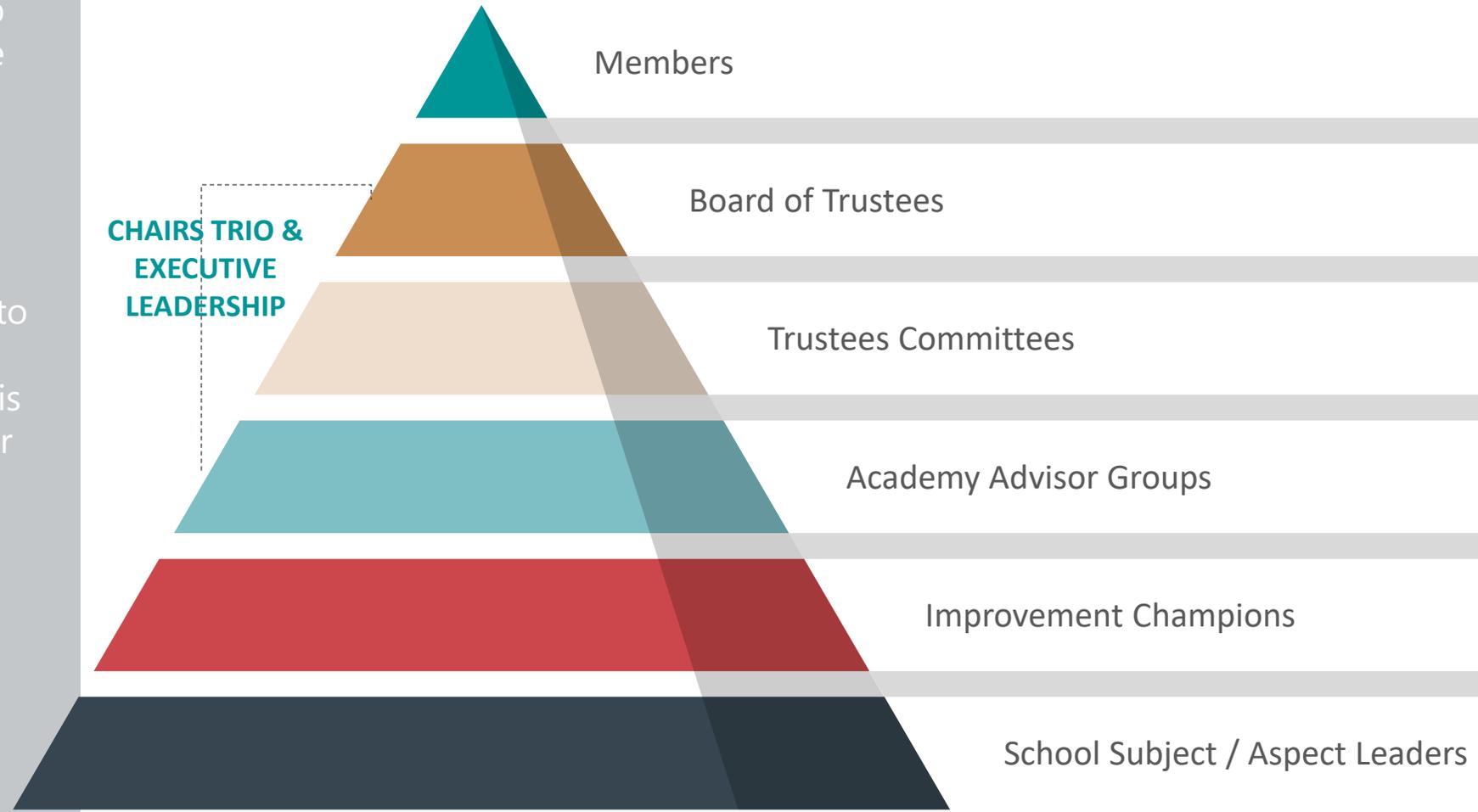


Our leaders and governors work together with transparency, integrity and accountability to drive school improvement

Our schools maintain a local governance board, called an Academy Advisor Group (AAG). AAGs offer support and challenge to individual schools in line with our Scheme of Delegation.

Our belief in collaboration is key to our Trust's governance. The Chairs of the AAGs meet regularly with the Trust CEO to discuss key areas for development and improvement across our schools. This ensures all advisors understand the wider context of the Trust family and ensures that each school has an opportunity to share their views openly and honestly.

Our board of Trustees has two committees, the School Effectiveness Group (SEG) and the Resources Group. These committees work closely with members of the Executive Leadership team and report directly to the Board of Trustees.



Driving School Improvement

Executive Leaders, Headteachers and senior leaders work closely together on behalf of all Trust schools to ensure continuous school improvement and curriculum development. We work interdependently 'with and on behalf' of each other, ensuring development and improvement is a shared endeavour.

Our school improvement process is rooted in decisive collaboration across our schools where pragmatism, openness and trust is highly valued. Subject and aspects leaders in each school are key to our schools' development and improvement.

Improvement Champions support and challenge our subject/aspect leaders and ensure continuous improvement. In collaboration with Executive Leaders, leaders and Champions undertake regular curriculum reviews (shallow paddles and deep dives) to monitor and evaluate school effectiveness and improvement.

Improvement Champions link directly with members of the School Effective Group (a Trustee Committee) to provide monitoring and evaluation updates, which are then reported to the Board of Trustees.

Monitoring and evaluation is also carried out by an externally appointed Challenge and Support Partner (CASP). Each of our schools receives three CASP visits a year. These visits inform the focus of the schools' shallow paddles, deep dives and other monitoring and evaluation activity.

In line with our Trust's moral purpose we work closely with the Local Authority, Collaborative Schools Ltd and other local Trusts. Our Improvement Champions and Specialist Learning Experts provide support for schools beyond the Trust when requested.

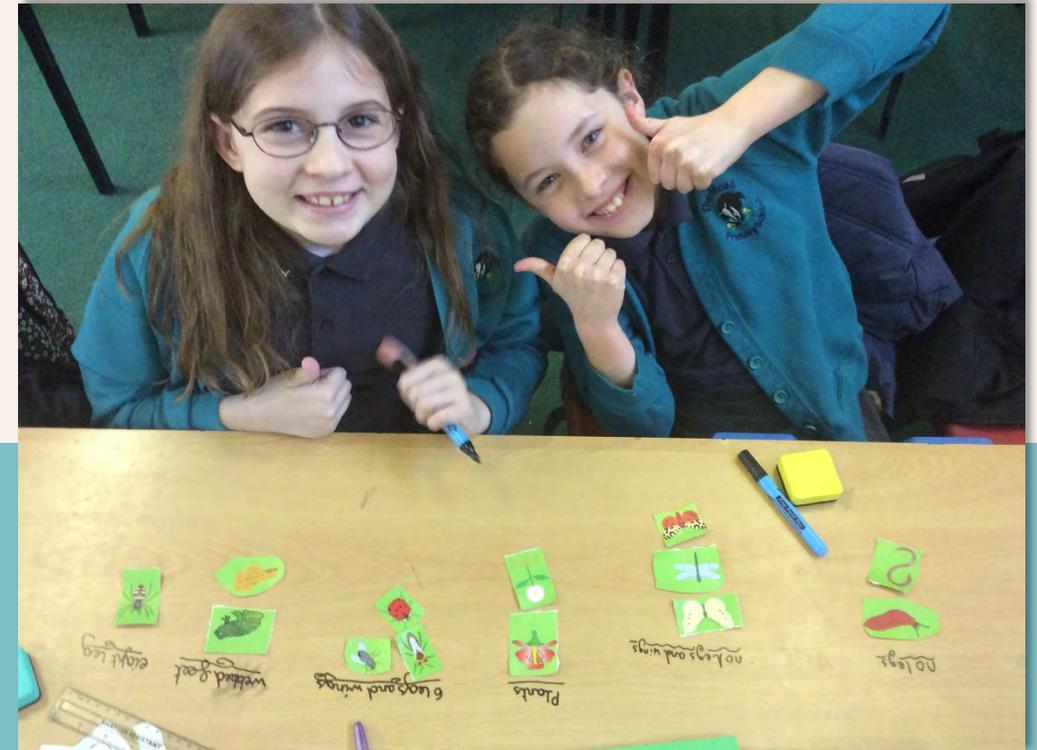
Leaders implement a high-quality curriculum which promotes pupils' achievement across a range of subjects very well.

RIVER MEAD OFSTED REPORT, JAN 2019

The Trust's approach to the curriculum has been created jointly by our schools within the context of how our Trust has developed over time. As our Trust grows we will seek to explore synergies and strengths that individual schools bring to ensure continual development and improvement. The commonality and alignment of our current approach enables high quality joint training and professional learning opportunities and has been proven to reduce workload for our staff.

Our children benefit from an exciting and engaging curriculum which has been developed to ensure that learning engages children through memorable experiences, is sequenced in a logical and progressive way and is built upon a range of high quality children's texts. We use Cornerstones as a resource to support teachers to deliver our curriculum. Each topic has a high quality linked text, with planned writing outcomes, key significant figures that children meet and a carefully planned equality and diversity thread running through all learning. Our Curriculum Map and topics ensure that learning has a context, with rich learning opportunities that link to and build upon previous learning to enable children to develop transferable knowledge and skills.

Our approach ensures that teachers are provided with a coherently planned curriculum that is sequenced to ensure cumulative knowledge and skills. This in turn ensures that children develop a depth of knowledge which enables them to apply their thinking and, in the longer term, remember the content they have been taught and connect new knowledge with existing knowledge.



Our School Improvement Framework

Being part of our Trust offers schools the opportunity to grow and develop as individuals, within a framework of collaboration and support.

We have developed a School Improvement Framework that sets out what all of our member schools will contribute to and participate in. These 'Fundamentals' are the things we do that make us 'us'. They inform everything we do, and underpin our core beliefs about how schools can succeed. All schools who are in our Trust are committed to, and engage with, these fundamentals.

In addition to the Fundamentals, there is a set of 'Enhancements'. These are the things we do that are available to you when you are a member of our Trust. You may not need them, or want them, but they are available to you to access at any time, and as career pathways for your staff to join



We champion, promote, empower and challenge schools through our School Improvement Framework

FUNDAMENTALS

SCHOOL EFFECTIVENESS REVIEWS

Collaborative deep dives

Improvement Champions

Lesson Study

CASPS

Evidence informed practice

TD DAYS

National College membership

RESEARCH ENGAGEMENT

ENHANCEMENTS

School to School Support

Peer to Peer Coaching

Specialist Learning Experts

Leading SENCO programme

Continuing professional development opportunities

Systematic approaches

SUPPORTING SCHOOL IMPROVEMENT

SUPPORTING CURRICULUM DEVELOPMENT

CPD



We have a history and pedigree of delivering outstanding training and professional development for all school staff.

Our highly qualified and experienced staff lead and facilitate a range of professional development opportunities throughout the academic year. We are keen to respond to schools' individual development needs and create innovative and rigorous bespoke programmes on a needs-led basis. These range from individual staff training sessions to long-term whole-school development programmes.

We have invested in National College membership for every member of our staff, which they can access on demand and centralises ~80% of our training requirements. This professional development platform contains hundreds of expert-led webinars and courses which are available on demand and constantly updated to reflect changes in education. We actively encourage our staff to explore these, and view or join any of the content that is relevant and interesting to them.



Internal CPD

Trust staff delivered 37 training sessions to almost 400 attendees in 2020-21, covering everything from safeguarding, SEND, TA development, Early Years, and Early Career Teaching



External training

Our staff requested, and received, almost 400 pieces of external training in 2020-21, from a variety of providers across a huge range of topics. All staff can request training directly from the Central Services team

Talent Management





IDENTIFYING POTENTIAL

When a member of staff expresses an interest or demonstrates aptitude in another discipline, we back them. As a result, 14 members of our current team have moved from one role to another



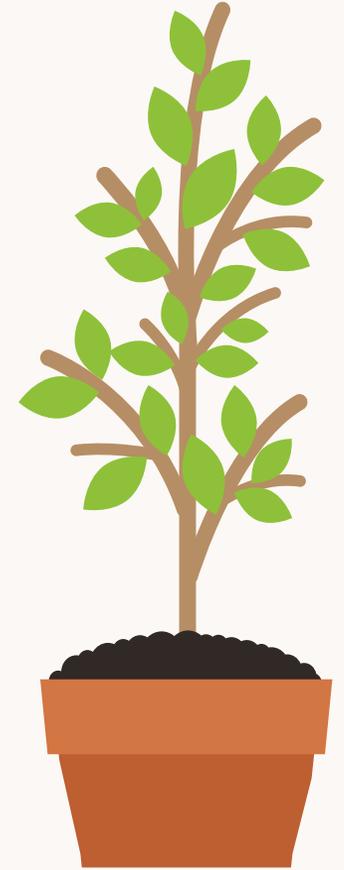
NURTURING TALENT

30% of our current teaching staff joined us as Graduate Teachers, and stayed with us through their NQT year and beyond



DEVELOPING LEADERS

More than half (62%) of our current Senior Leadership team have been promoted internally to their current role from another position within the Trust



BUILDING THE FUTURE

We know all good things must come to an end so we support our staff when they seek roles beyond our schools. We proudly boast alumni who now lead and support schools across the country

Professional Growth Pathway for...

EARLY CAREER TEACHERS

In school



- Induction in core approaches, Maths, English, Behaviour, SEND, safeguarding,
- Opportunities to observe wide range of teachers
- Observation by colleagues
- Team planning and teaching
- Early Career Framework mentor

Across the Trust



- Team planning
- Professional Development Meetings
- Visiting / observing lessons in other schools
- Lesson Study
- Receive coaching and mentoring from senior colleagues

Beyond the Trust



- ECF programme
- Subject Leadership workshops
- Phonics training
- Maths Counts Maths Lead training
- Conference attendance (SEND / Early Years / Leadership development)

Professional Growth Pathway for...

RECENTLY QUALIFIED TEACHERS

In school



- Induction in core approaches, Maths, English, Behaviour, SEND, safeguarding
- Support from senior colleague mentor
- Observation by colleagues
- Team planning and teaching

Across the Trust



- Team planning
- Professional Development Meetings
- Participate in Lesson Study
- Observing lessons in other schools
- Increasing opportunities to develop policy, lead a subject, mentor trainee teachers and participate in School Effectiveness Teams

Beyond the Trust



- Coaching and mentoring
- SOW training (RWI / Maths Counts)
- Learning Communities
- Conference attendance (SEND / Early Years / Leadership development)
- Opportunities to deliver CPD and participate in development activities e.g. Maths Hub TRGs

Professional Growth Pathway for...

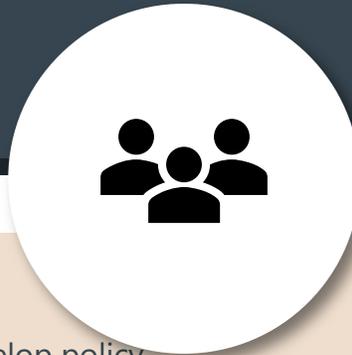
LEADERS

In school



- Shadow senior leader
- Support to chair/lead meetings, deliver training and manage budget
- Lead a whole-school training session
- Lead elements of induction
- Responsibility for whole school issue
- Participate in CASPs and school improvement activity

Across the Trust



- Develop policy
- Lead a subject
- Mentor trainee teachers
- Plan and lead Professional Development Meetings
- Expert role in Lesson Study
- Take part in recruitment process
- Progression in Improvement Champion role

Beyond the Trust



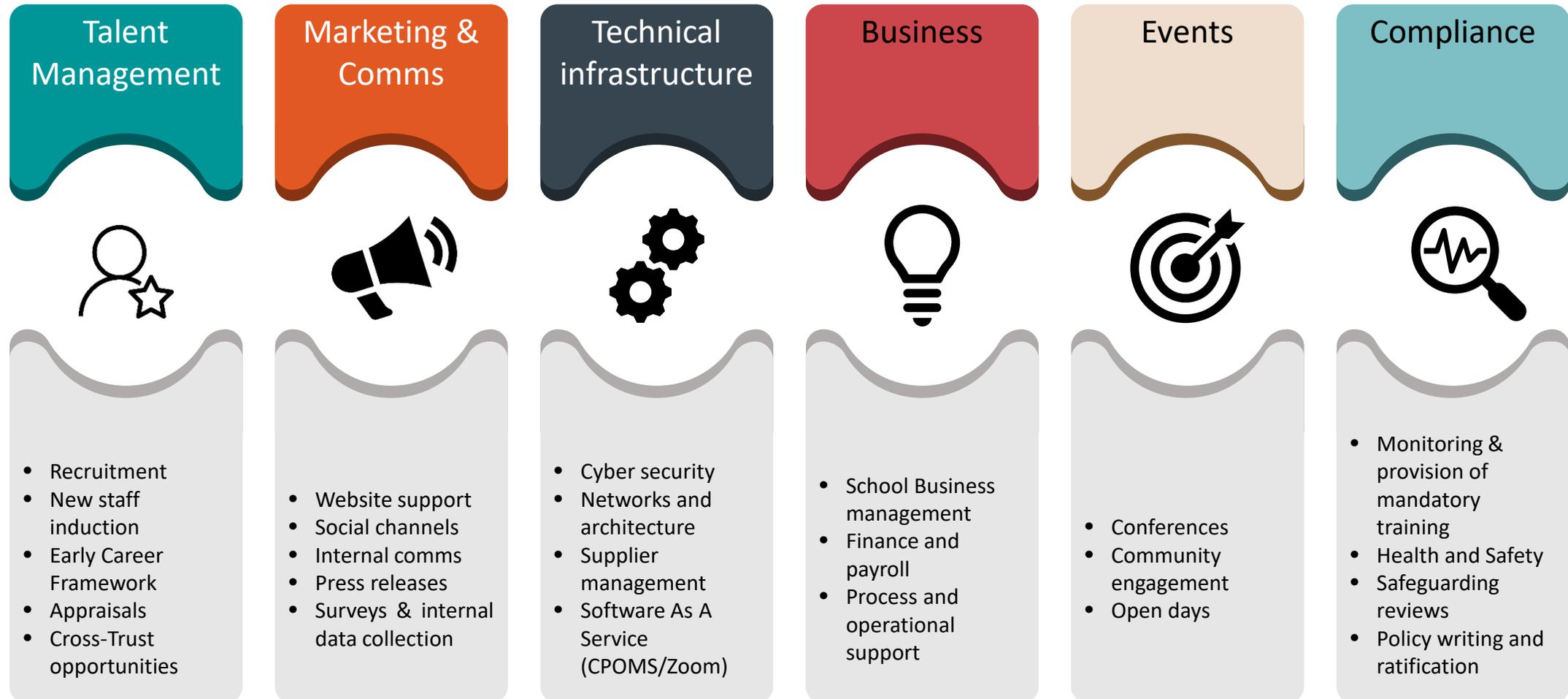
- Deliver coaching and mentoring
- Plan and deliver CPD
- Become a Specialist Learning Expert
- Lead a Learning Community
- Attend external research and development activities
- Undertake training to implement new Trust-wide developments

Central Services



Central Services

Our Headteachers are enabled to focus on the core task of the development and improvement of teaching and learning through the provision of a strong Trust Central services team. The Central Trust Team ensure that a range of administration, business and health and safety activity is carried out effectively and efficiently. This includes recruitment, marketing, technical infrastructure, compliance training, and professional learning.

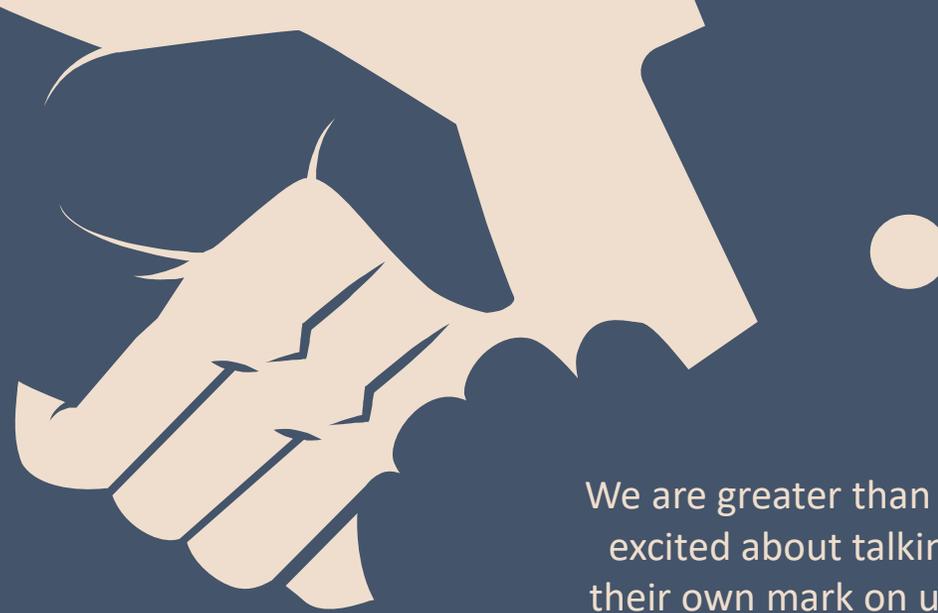


Future Plans and Growth



Growing together

We want to work with schools, staff, parents and governors who are inclusive, passionate and principled. Each and every member of our team, no matter what their role, is committed to providing 'Inspirational Learning for All' and we want to grow the number of people within our communities who share this vision.



We are greater than the sum of our parts, and we are excited about talking to schools who want to make their own mark on us, show us new ways of working, and bring different ideas to the table. If you're interested in this too, and contributing to your own and our continued sustainable growth, we'd love to talk to you more about a shared future.