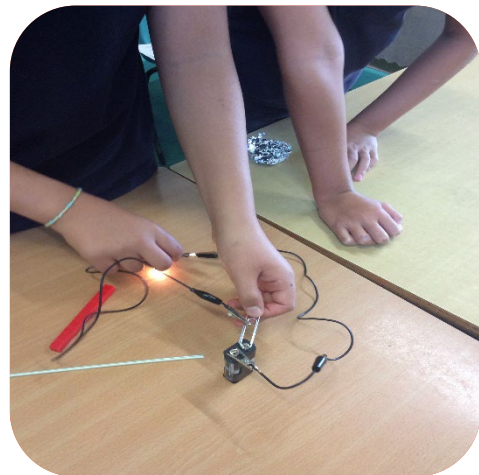


Welcome.



The Mead Way





“

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



*Launching interests and igniting passions
through inspirational learning for all.*

Ensuring our schools are places where:

- All children are happy and safe, motivated to reach their full potential and equipped to become resilient, independent learners
- Children are prepared to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship
- Everyone's achievements are maximised and celebrated
- Excellence is the expectation
- All individuals are valued

Our values

Inclusive

Championing the inalienable right of all children to belong. Creating a culture where difference is acknowledged and celebrated, where everyone has a voice. Ensuring different approaches are embraced so everyone can reach their personal best

Passionate

Inspiring the belief that everyone is capable of achieving great things, modelling success, empowering others, striving for outstanding quality – seeking a golden thread in all aspects of our work

Principled

Courageous, driven by a moral purpose, informed by evidence, values driven. Holding trust on behalf of children and prioritising their best interests in all decision-making



Our character

We collaborate decisively and learn together.

We work with mutual respect, honesty and humility, and we expect every member of our community to be kind, curious, courageous.

We work together positively, ethically and with a generosity of spirit, with and for our Trust community.

OUR CHARTER FOR LIVING AND LEARNING

Our golden rule:
Treat people as we would like to be treated

Our grown ups will...

encourage, support and develop every child so that they reach their full potential



Our school will...

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



**READY
RESPECTFUL
SAFE**



We have a right to...

- Feel safe and happy
- Belong
- Enjoy school
- Learn
- An exciting environment

We will...

- Be kind, gentle, polite & helpful
- Cooperate & collaborate
- Understand & celebrate difference
- Take control of our learning
- Resolve problems peacefully
- Be creative & express our ideas
- Support and encourage others
- Look after our school
- Take care of our resources
- Reduce, reuse, & recycle



FRIENDSHIP RESPECT EQUALITY DETERMINATION
INSPIRATION COURAGE EXCELLENCE

We believe in the power and purpose of collaboration.

We recognise the value and contribution every member of our staff makes to our schools.

From Trustees to parents, from visitors to staff, we expect all members of our community to:

- be kind, curious, courageous
- collaborate with mutual respect, honesty and humility

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.

Our Principles underpin everything we do.



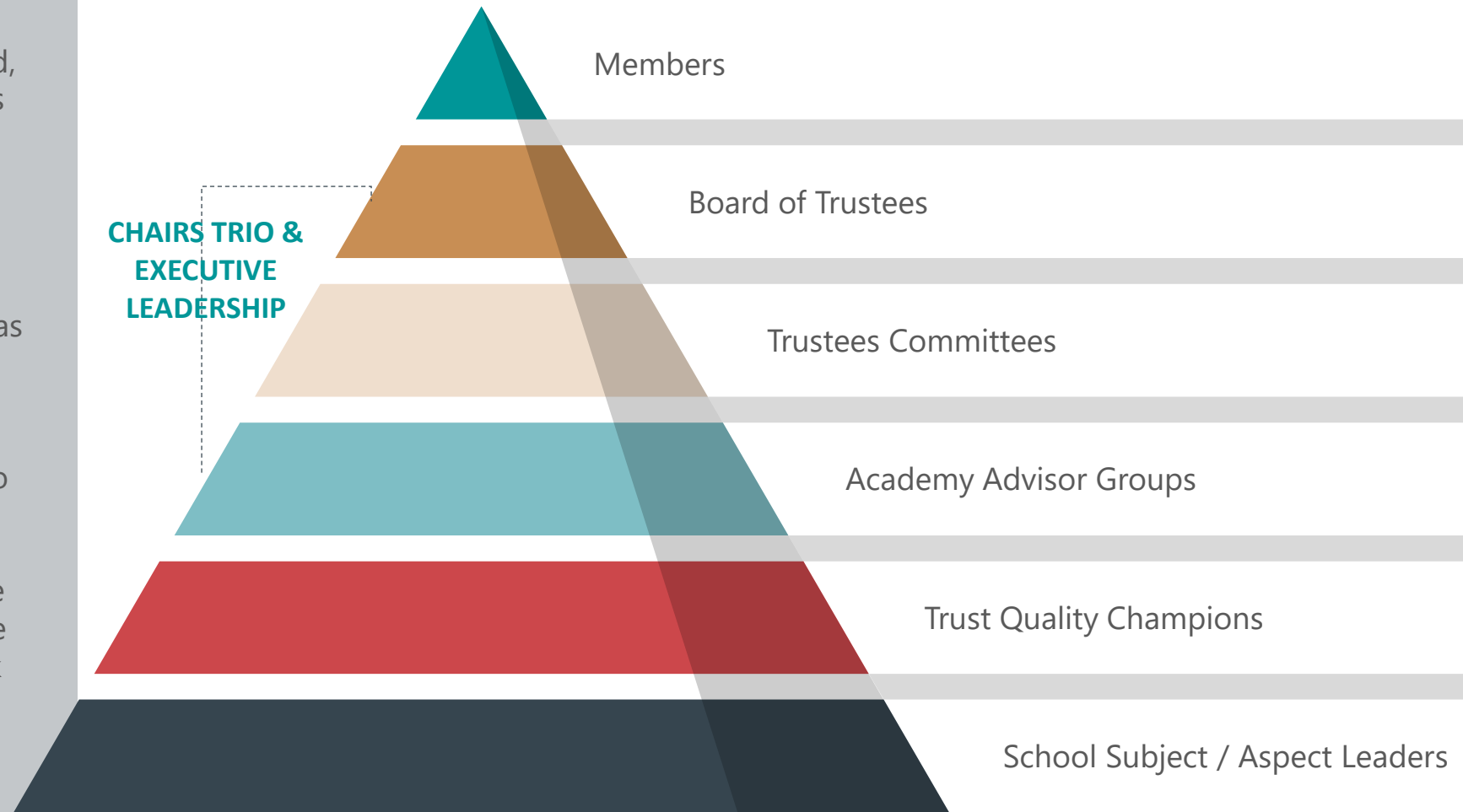
www.themeadtrust.org/our-approach-to/underpinning-principles

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 Standards & Effectiveness Group (SEG) and the Resources Committee. These committees work closely with members of the Executive Leadership team and report directly to the Board of Trustees.



We support schools through...

School Improvement

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

CPD

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

Leadership

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

Governance

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

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

Central Services

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



Strategic priorities 2021-25

Professional Expertise

Continue to build a 'people first' trust by developing and supporting everybody's expertise which increases capacity for improvement, by:

- Implementing and reviewing workforce wellbeing and resilience strategies
- Training for core approaches
- Providing continuing professional development opportunities
- Considered career pathways
- Expecting an evidence-based and research engaged culture
- Strong induction

Curriculum

Deliver an inspirational curriculum through high quality pedagogical approaches – with an emphasis on:

- A cohesive, progressive curriculum, coherently designed to be ambitious and meeting the needs of all learners, across all subject areas
- Consistently high-quality teaching and learning across all phases
- Ensuring assessment is curriculum led, formatively used, and offers opportunities for reflection and improvement
- Forensic analysis and intervention to ensure strong progress is made by all pupils

Educational Excellence

Ensure all schools are confidently improving and developing with an expectation that the journey is to strive to be outstanding institutions, with 'golden threads' running through all aspects of their work, by:

- Empowering schools to focus on their priorities
- Identifying and addressing vulnerabilities in each school
- Providing timely support and challenge through a core and enhanced School Improvement offer
- Utilising knowledge and expertise across the Trust and beyond where additional capacity is needed.

Operational Infrastructure

Ensuring a trust wide collective efficacy by:

- Streamlining our functions to support the schools to focus on their core business of teaching and learning and safeguarding
- Utilising resources to best effect to support continuous improvement in all schools

Expert Governance

Ensure effective governance across the trust so that outcomes improve, by:

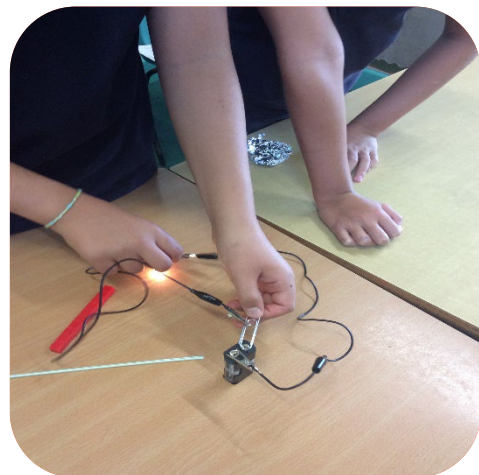
- Building skilled, engaged and effective governance structures at a school and Trust level
- providing appropriate levels of support and challenge at local level
- Establishing a clear succession plan for governance

Responsible Growth & Civic Leadership

Ensuring Mead Trust Growth Strategy is fit for purpose and in line with its principles, vision and values; increasing the number of schools within the Trust to 9 by 2025



About us



Our journey



2001

2009

2014

2014

2017

2017

2018

2021

2025

WINGFIELD JOINS

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

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

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 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

CASTLE MEAD EXPANDS

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

THE ORCHARD OPENS

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

CNRB GROWTH

The Complex Needs Resource Bases at both River Mead and Castle Mead grow to enable more children with significant needs to be educated within these provisions

SUSTAINED GROWTH

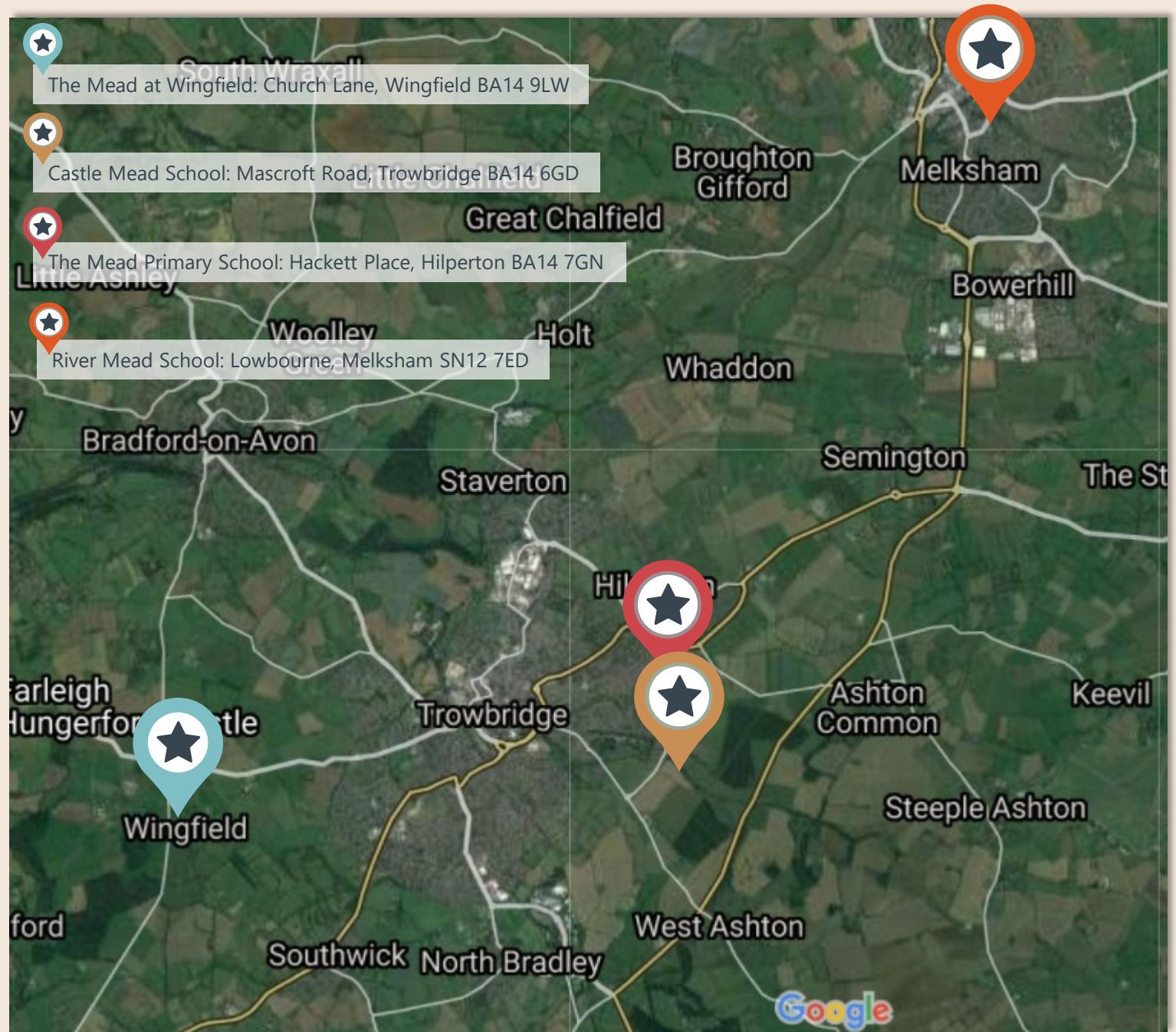
The Trust will comprise a minimum of 9 schools

Location, location, location

We know that geography matters. It's harder to keep in touch the further apart you are. We leverage online meetings whenever we can, but sometimes there's nothing quite like an old-fashioned face-to-face meeting. Effective school-to-school support relies on staff mobilising and making the journeys needed to drive change.

Our current schools are within a 30 minute drive of each other, and our ambition is for all of our schools to retain close links to one another – by being physically located together within a hub, and by fostering collegiate cross-Trust relationships.

We are open to, and excited by, conversations with any schools who share our vision and values. If you are interested in talking to us about joining our Trust, forming a hub, or collaborating in another way, get in touch via hello@themeadtrust.org.



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

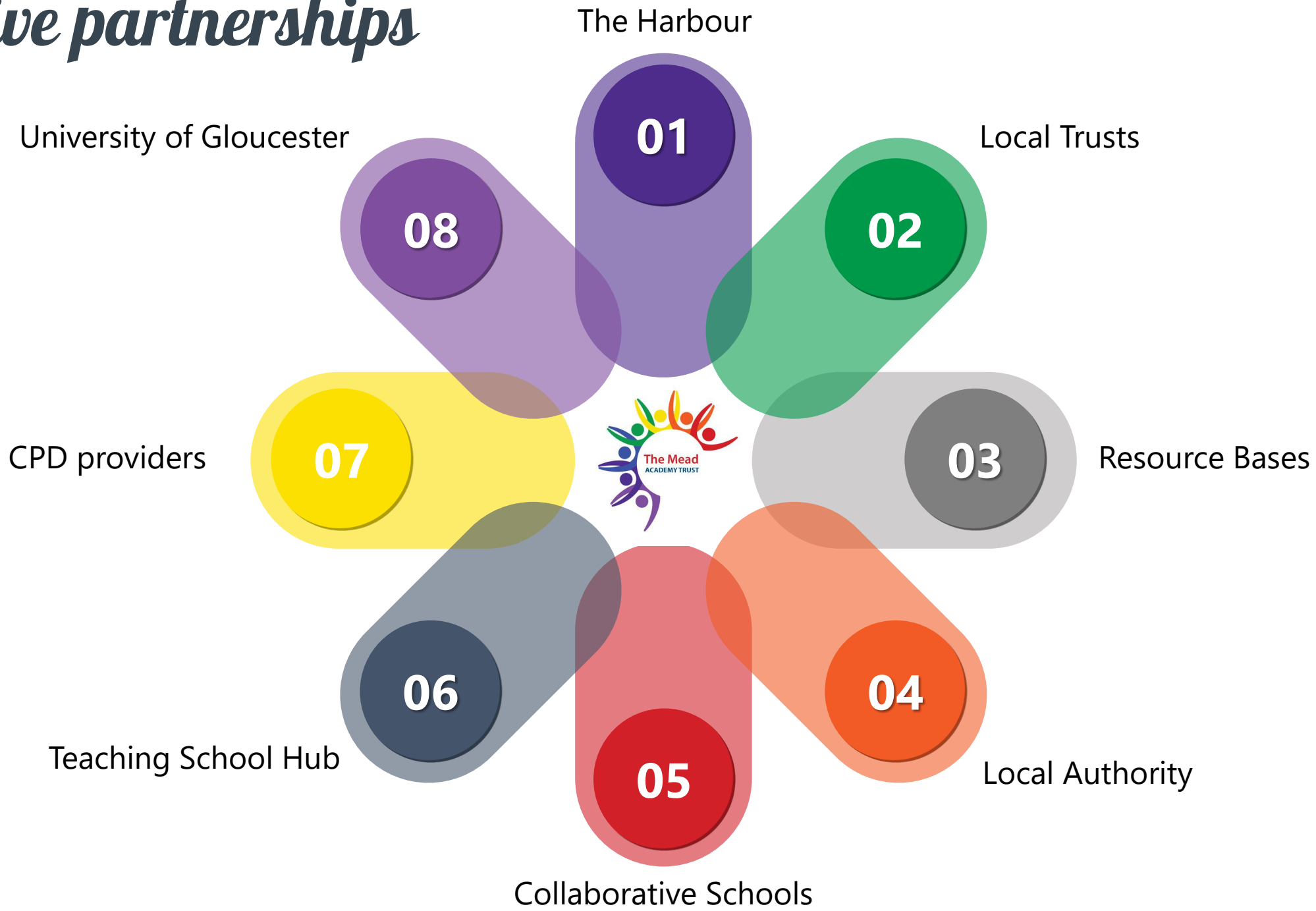
02 BUSINESS

Our highly experienced Business team will be on hand from the very beginning, providing their expertise in business and administration to support you with the practicalities quickly and efficiently. Our Trust team 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

Collaborative partnerships



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**

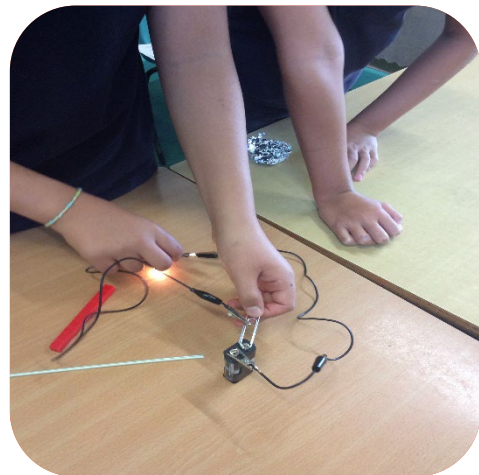
**School
improvement
framework**

**Operational
alignment**



Our aim is for our schools to be aligned in many aspects, and standardised in some, but not homogenised. We cherish individuality and creativity. 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.

School Improvement





Strategy for Driving School Improvement

Being part of our Trust offers schools the opportunity to grow and develop, within a framework of collaboration and support. We base our improvement model on a school's capacity to improve. The Trust looks to embrace the distinctiveness of each school, recognising that they must reflect and support the communities they serve. We cherish individuality and creativity.

Where a school is demonstrating a high level of success and strong capacity for further improvement, it is important that they are able to operate in conditions that enable them to sustain their momentum. There is also a moral imperative for such schools to share their expertise for the good of the wider Trust and the education system as a whole. The Trust also recognises that timely intervention and bespoke support may be of benefit to sustain and strengthen performance, even in high-performing schools.

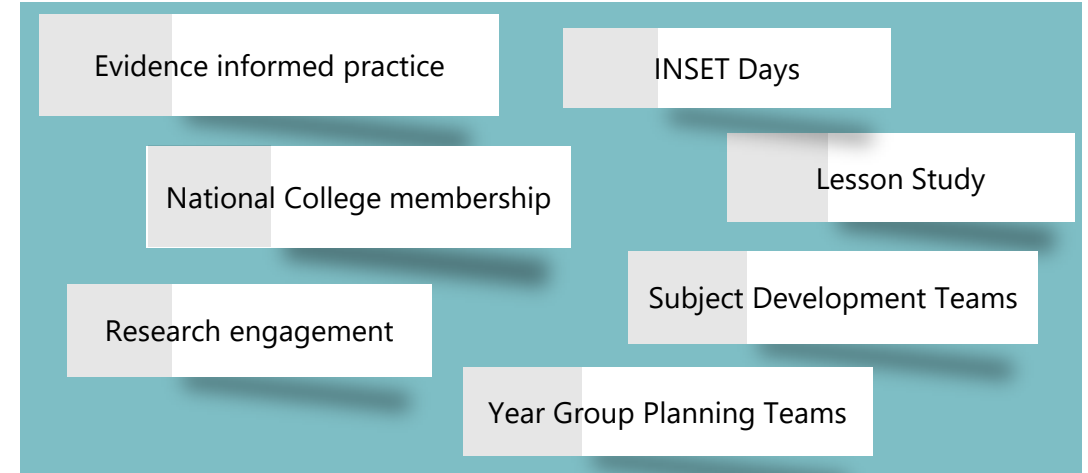
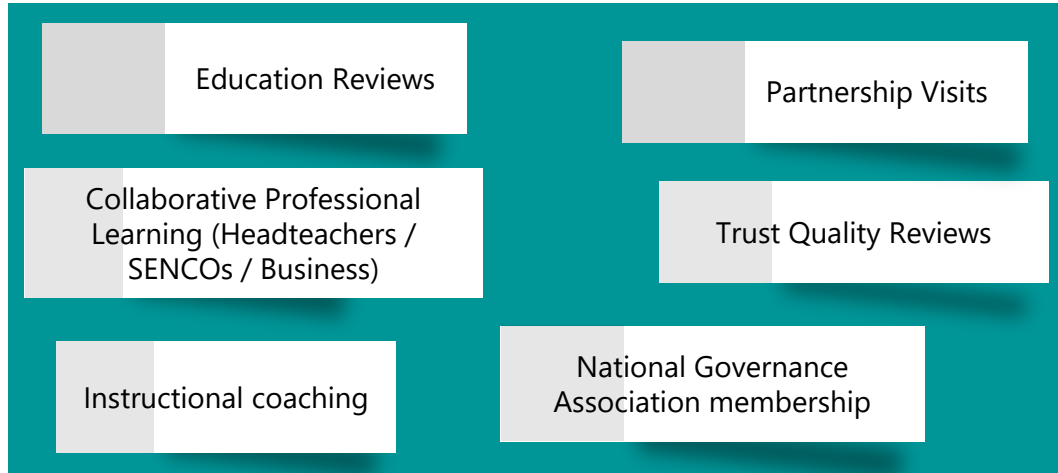
Some schools will be in more challenging positions upon joining the Trust, or circumstances may lead to a school being in a more vulnerable position. Where this is the case, the Trust will maintain a higher degree of involvement and ensure that appropriate steps are being taken to strengthen capacity and effect rapid improvement.

The Trust builds an understanding of a school's capacity to improve through Education Reviews, Partnership Visits and Trust Quality Reviews. Strengths and priorities are shared with The Trust Board and local advisory group, as well as staff, so that there is a shared awareness and understanding. Executive Leaders, Headteachers and senior leaders work closely together on behalf of all Trust schools to ensure continuous school improvement and curriculum development.

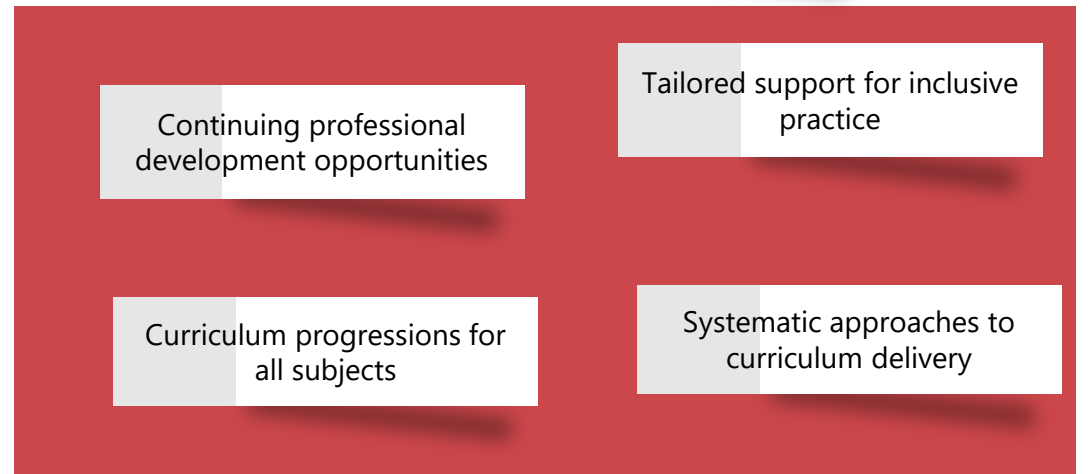
In line with our Trust's moral purpose we work closely with the Local Authority, Collaborative Schools Ltd and other local Trusts. Our Trust Quality Champions and Specialist Learning Experts provide support for schools beyond the Trust when requested.

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

CORE



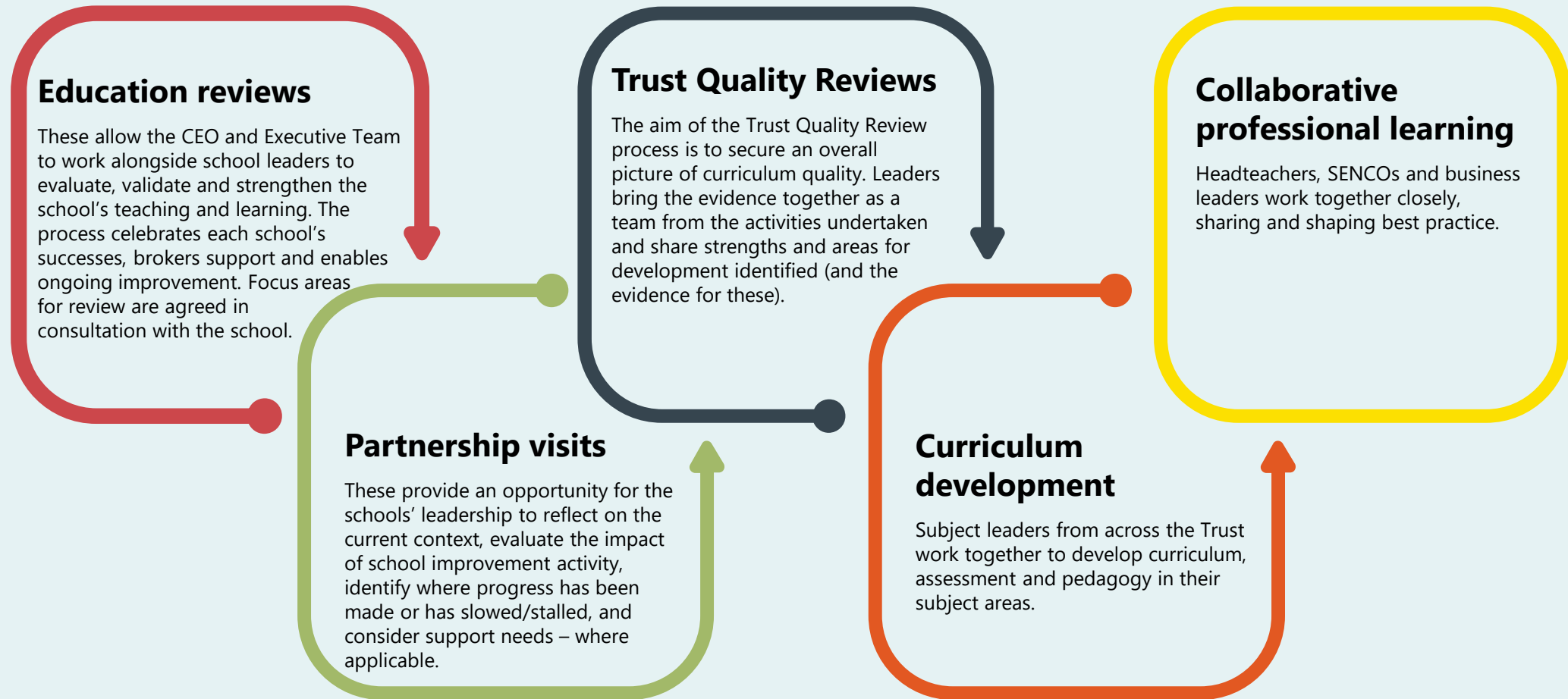
ENHANCEMENTS



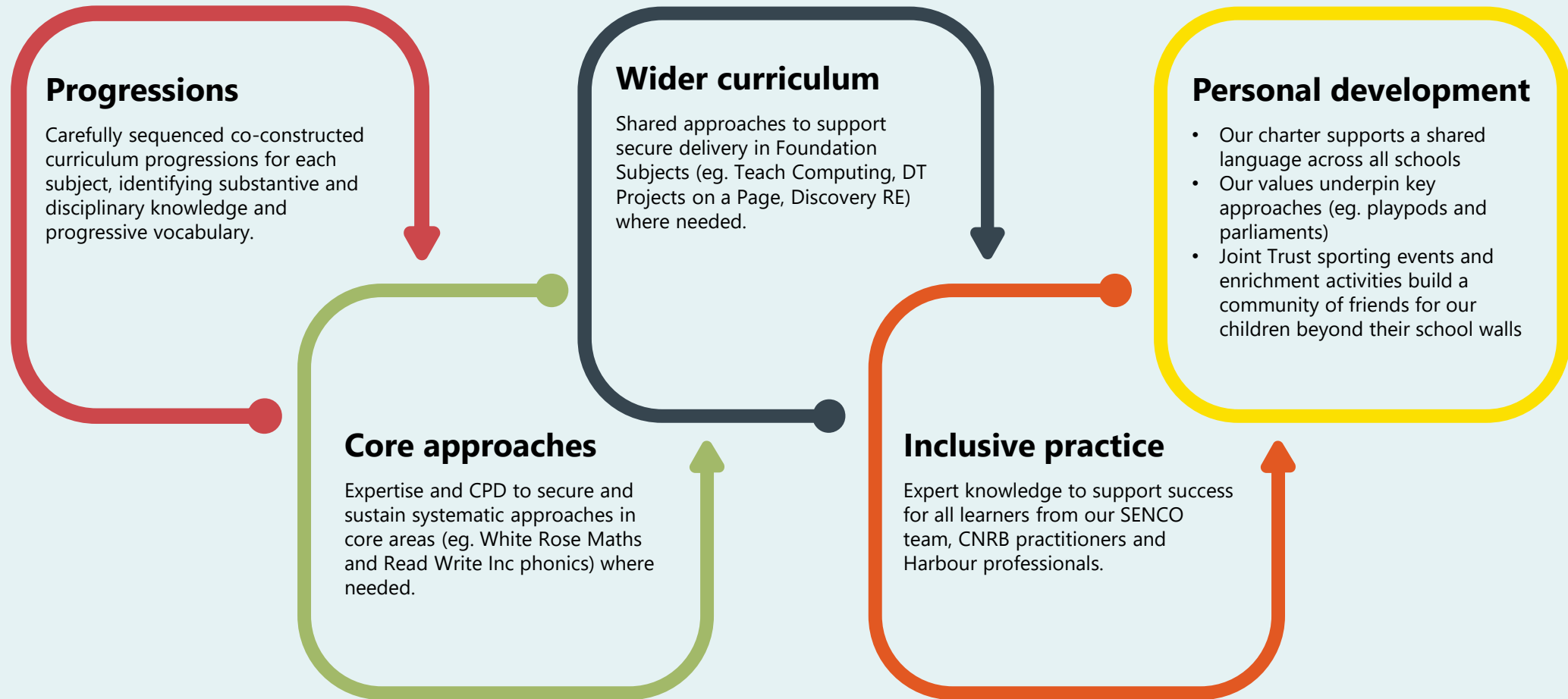
SUPPORTING SCHOOL IMPROVEMENT

SUPPORTING CURRICULUM DEVELOPMENT

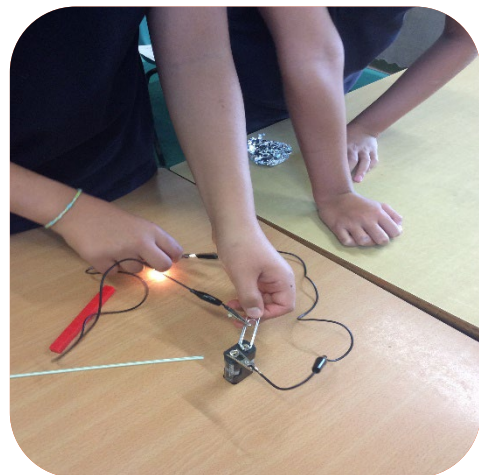
School improvement in practice



Systematic approaches to curriculum delivery

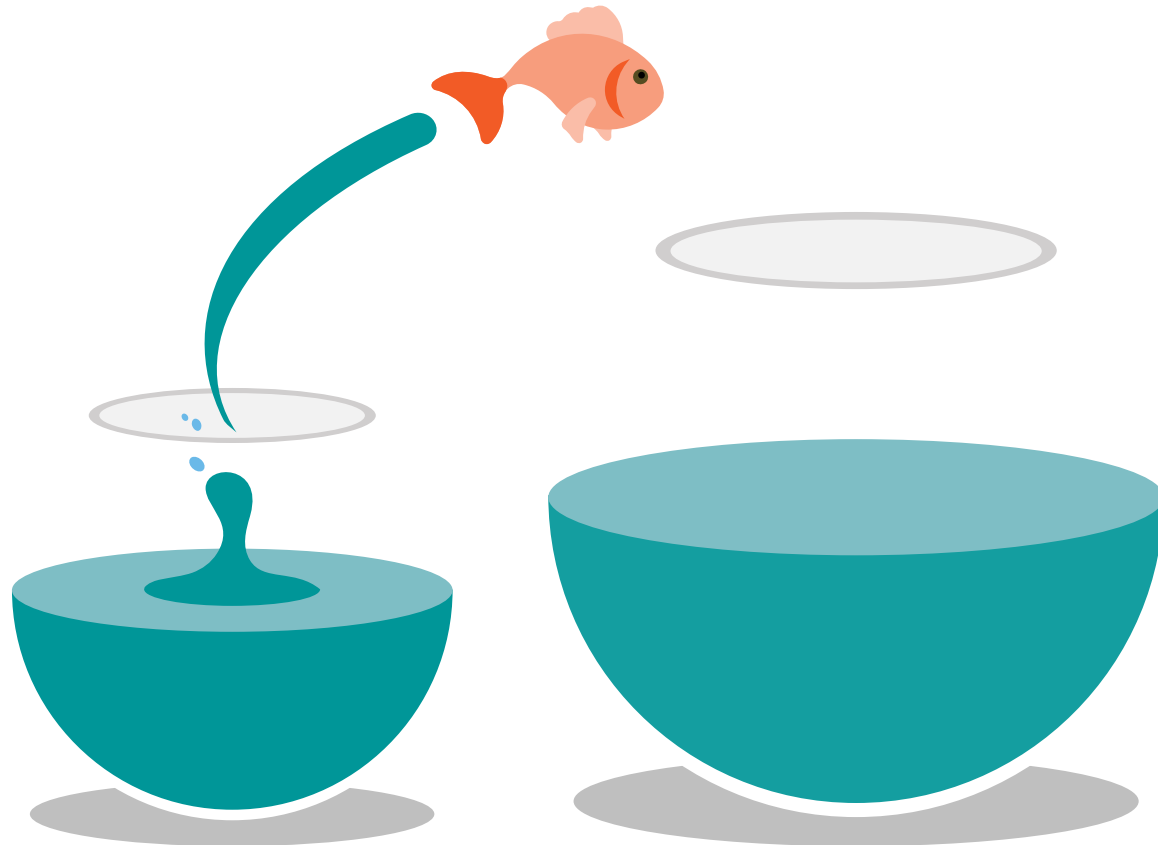


Added value



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

Our added value

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

Our added value 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."
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."
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."

Inclusion Lead
Castle Mead School

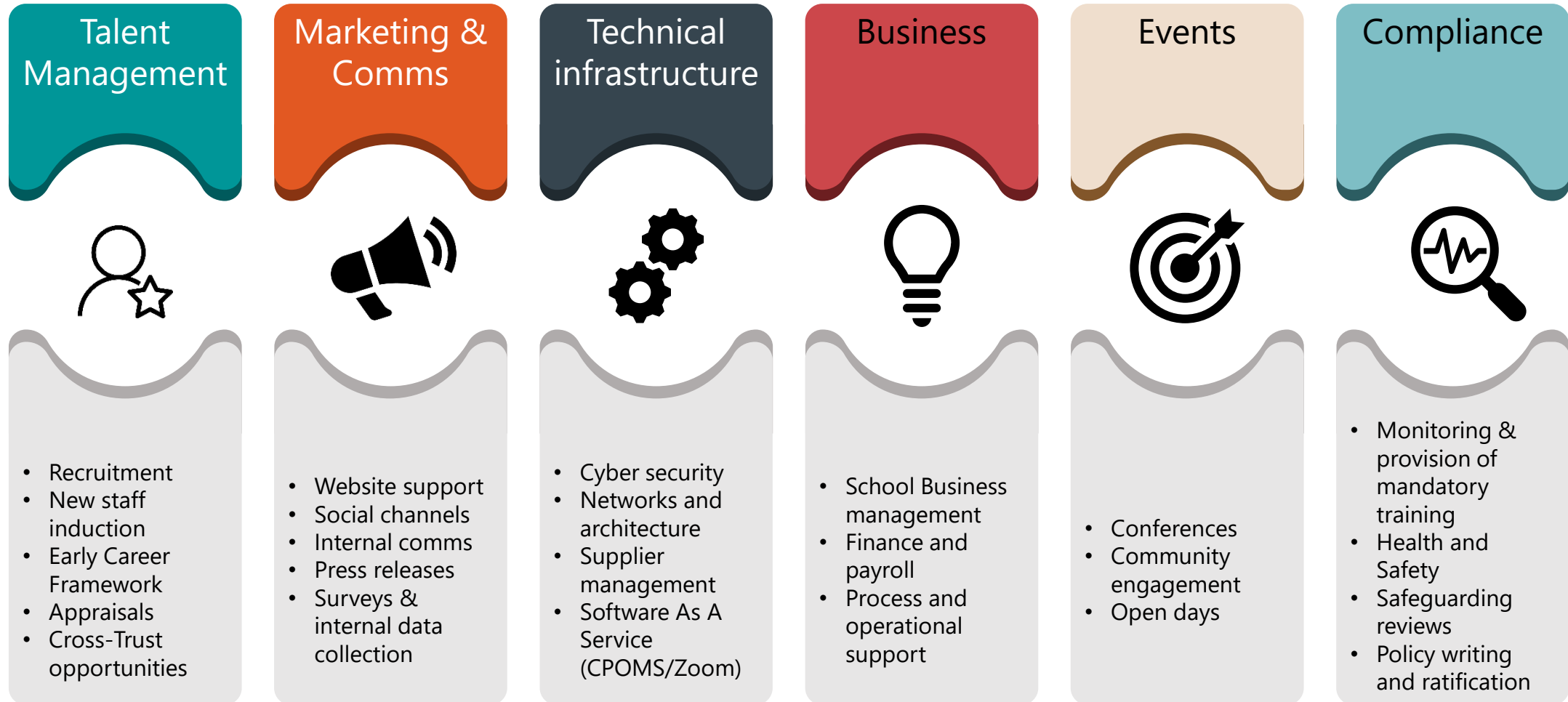
Personal development

"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."

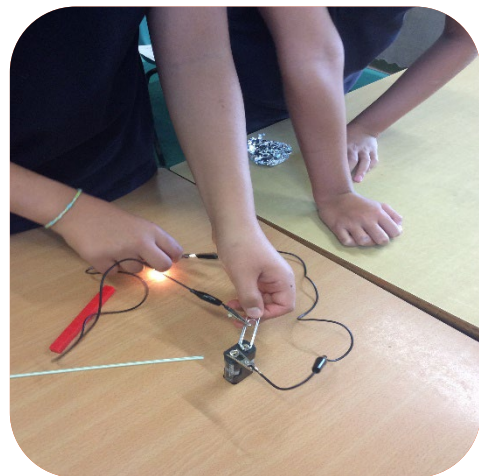
Complex Needs Resource Base
Trust Quality Champion

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 Team ensures 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.



Talent management & professional growth



Professional growth

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 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

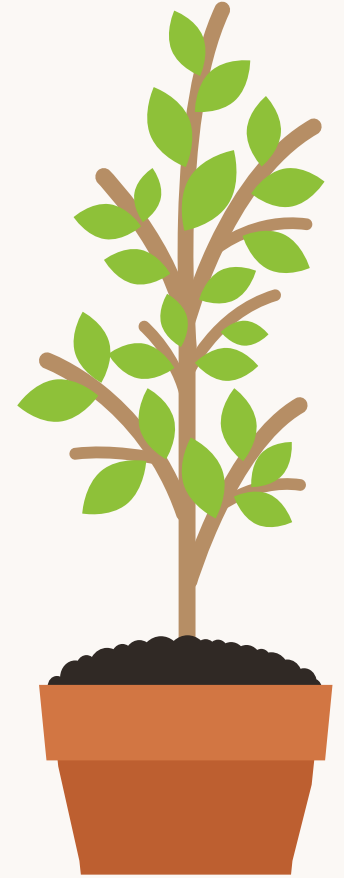
Trust staff delivered 20 training sessions to almost 250 attendees in 2021-22, covering everything from safeguarding, SEND, TA development, Early Years, and Early Career Teaching



External training

Our staff requested, and received, over 200 pieces of external training in 2021-22, from a variety of providers across a huge range of topics.

Professional Growth Pathways



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

A quarter of our current teaching staff joined us as Graduate Teachers, and stayed with us through their ECT year and beyond

DEVELOPING LEADERS

More than half 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
- 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...

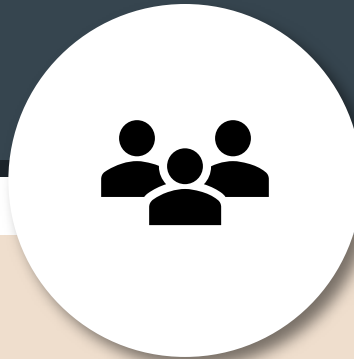
RECENTLY QUALIFIED TEACHERS

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 Subject Development 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 work groups

Professional Growth Pathway for...

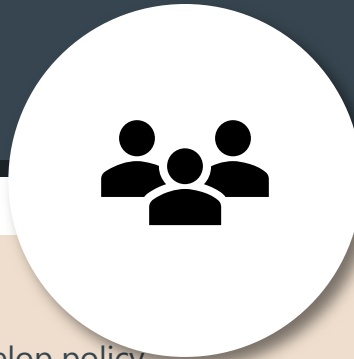
LEADERS

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 school improvement activity

Across the Trust



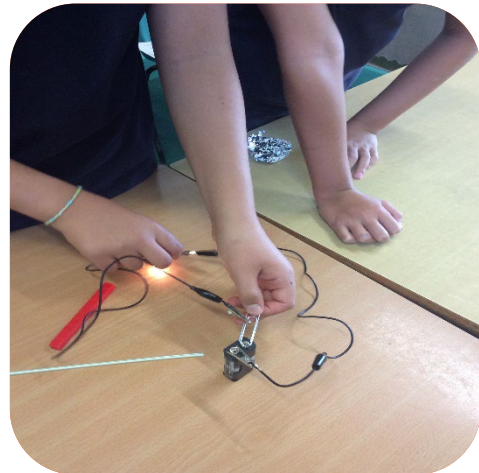
- Develop policy
- Lead a subject / aspect
- Mentor trainee teachers
- Plan and lead Professional Development Meetings
- Expert role in Lesson Study
- Take part in recruitment process
- Progression in Trust Quality Champion role

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

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.

★ hello@themeadtrust.org
★ www.themeadtrust.org
★ [@themeadtrust](https://www.instagram.com/themeadtrust)



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