

Inspection of Rowlatts Mead Primary Academy

Balderstone Close, Off Ambassador Road, Leicester, Leicestershire LE5 4ES

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

The principal of this school is Jennie Henson. 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.

What is it like to attend this school?

Pupils are very happy to attend Rowlatts Mead Primary Academy. They display very positive attitudes to all aspects of school life. There are no disruptions to learning. Pupils behave well and work hard. They value the rewards they earn for displaying kindness and for working hard. Pupils enjoy playing together. They feel safe at the school and enjoy positive relationships with staff.

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. The school helps pupils to learn about a range of faiths and cultures. Pupils celebrate many different religions and visit a variety of places of worship. They understand fundamental British values, such as respect and tolerance.

In the early years, children get off to an exceptional start. The school supports them to develop the social and communication skills they need to be ready for the next stage. Children quickly learn to read. Throughout the school, pupils are supported to build their vocabulary. They talk confidently and maturely about what they have learned. Pupils with special educational needs and/or disabilities (SEND) get the support they need to enable them to enjoy the same opportunities as their peers.

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

The school is aspirational for all its pupils. The curriculum is ambitious. At all stages, and in all subjects, the curriculum identifies the important knowledge, vocabulary and skills that pupils should learn. The curriculum is carefully sequenced so that pupils can build their knowledge over time. The school identifies when pupils with SEND will benefit from extra support. Curriculum plans are adapted so that all pupils can achieve well.

The school places a high priority on reading. Staff help pupils to learn to read accurately. The school supports pupils to gain the reading skills they need to access the curriculum in full. Pupils who struggle with reading receive extra help to catch up. In the early years, children enjoy a wide range of activities based on interesting stories. In all classes, staff read to pupils every day. Books are carefully chosen to help pupils learn about the world they live in. Pupils read from a wide range of texts, including poetry and non-fiction. Pupils of all ages enjoy reading. They talk confidently about the books they have read.

In mathematics lessons, new knowledge is explained clearly. Pupils get lots of opportunities to practise new skills. Staff check pupils' understanding and address any misconceptions quickly. There are lots of opportunities for pupils to revisit topics they have learned before. This helps pupils to remember what they have learned. Pupils typically achieve very well in mathematics.

In most subjects, pupils learn the important knowledge identified in the curriculum. Pupils eagerly engage in discussions about what they are learning. The school

ensures that pupils can recall previous learning and helps them to make links to new knowledge. This helps pupils to remember what they have learned.

In some subjects, lesson activities do not reliably help pupils learn as well as they might. On occasion, staff do not check that pupils are secure in what they have learned in the past. When this happens, pupils struggle to make sense of new knowledge. At other times, lesson activities do not focus sharply enough on the most important knowledge that pupils need to know and remember. Consequently, sometimes pupils do not remember what they have been taught.

There is a well-planned curriculum to support pupils' personal development. In the early years, there are opportunities for children to learn how to work and play together. Children enjoy lots of physical activities. At all stages, pupils learn how to take care of their physical and mental health. They learn about healthy relationships and consent. The school makes sure that pupils know how to keep themselves safe, including online. Pupils develop mature attitudes. They are well prepared for their next stages and future lives.

Pupils enjoy playing together at playtimes. All pupils can enjoy playing football and taking part in other games. Pupils say they would enjoy the chance to take part in more sports and extra-curricular clubs at the school. There are limited opportunities for pupils to take on positions of responsibility in the school. A small number of pupils are proud to represent the school as 'school executives'.

Staff are proud to work at the school. Most value the support that the school gives them to manage their workload and well-being. Leaders from the trust know the school well. They provide valuable support and challenge to the school and share their very high expectations for what all pupils can achieve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not considered well enough how to deliver the planned curriculum. Lesson activities do not always help pupils build on their prior knowledge. When this happens, they do not reliably learn and remember the knowledge they need. The school needs to make sure that lesson activities support pupils to learn and remember the important knowledge in the curriculum in all subjects.
- The school does not provide pupils with many extra-curricular clubs or activities. There are limited opportunities for pupils to take on positions of responsibility in the school. Pupils miss out on chances to pursue their wider talents and interests. The school needs to make sure it provides these important opportunities for

pupils, ensuring that disadvantaged pupils and pupils with SEND can take part in them actively alongside the other pupils.

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	144107
Local authority	Leicester
Inspection number	10254787
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	366
Appropriate authority	Board of trustees
Chair of trust	Anthony Glover
CEO of the trust	Sarah Ridley
Principal	Jennie Henson
Website	www.rowlatts-tmet.uk
Dates of previous inspection	29 and 30 January 2020, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed in September 2022.
- The school is part of The Mead Educational Trust.
- 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 and other school leaders.

- The lead inspector met with the director of education of the multi-academy trust.
- The lead inspector met with the chair of the board of trustees, the chair of the academy council and other academy councillor representatives.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and computing. 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 children read to their teacher.
- Inspectors also visited lessons in some other subjects and discussed the wider curriculum with the principal.
- To evaluate the effectiveness of safeguarding, 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 discussed the curriculums for early years and personal development with school leaders.
- Inspectors met with a range of members of staff and groups of pupils from different year groups to hear their experiences of the school.
- Inspectors considered the responses to Ofsted Parent View.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Andrew Monaghan

Ofsted Inspector

CT Atwal

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