



**The Mead Academy Trust  
Annual Report 2015**

## Welcome

The 2014/15 year was a hugely significant year in the history of The Mead Academy Trust, as we welcomed River Mead School into the Trust and opened a new provision in Trowbridge, Castle Mead School. There has been much work to do in establishing and developing provision in both these new schools and continuing to enhance the opportunities at The Mead.

At River Mead the team worked tirelessly with significant additions and changes to all the learning spaces including a nature room and art therapy room. There has been an incredible amount of work to improve the children's learning behaviours and experiences with amazing results as the school achieved KS2 SATS results that put it above floor standards for the first time in over 5 years. They have identified a clear pathway for improvement and are making great progress along that path, which has been recognised by Ofsted in their monitoring visits. The Team at River Mead have done an amazing job and their hard work and commitment is outstanding!

Castle Mead School has been steadily growing during the year. Opening with 4 classes, the numbers rose rapidly and consequently the mixed year groups classes in Year 3/4 and Year 1/2 were split into separate classes. The nursery has established a great local reputation for high quality nursery care and numbers on roll have risen rapidly. The teaching team has worked with the children to develop their learning behaviours and the culture of the school helping these children settle in quickly to their new school and become successful. Much work was undertaken in the first year to manage snagging and resolve defects in the building—including ongoing issues with the outdoor areas and playing fields. Parents in the school community established a 'Friends' group which has already begun to play a crucial role in the development of the school and its community, with social events and funds raised towards the development of the school grounds.

At The Mead the range of learning opportunities indoors and outside have been enhanced. The quality of teaching across the curriculum, and the development of targeted interventions, continue to be a real strength of the school and it has played a key role in supporting Castle Mead and River Mead Schools in their journeys this year.

The Mead Teaching School has developed its provision with an ever increasing number of innovative research projects, initial teacher training and a comprehensive programme of CPD for teaching staff at all levels as well as governors.

The introduction of the new national curriculum and assessment without levels has continued to be a key focus for both our teachers and our leadership team. The purchase of an assessment package from Renaissance Learning has helped to standardise our assessment and develop a better understanding of children's progress against the new National Curriculum in Mathematics and Reading. The introduction of a new reporting system and one page profiles have provided a better dialogue and understanding between parents and staff.

Our administrative and support team is growing and adapting. As the Trust develops, and our activities change, our systems and procedures are reviewed and adapted to meet our changing needs and look for economies of scale that benefit all 3 academy schools.



Our staff are our most valuable resource. Our performance management system and the ongoing engagement with research and development through learning setts creates a highly professional and innovative team across the Trust. Being a teaching school helps us develop the excellent teachers of the future through Initial Teacher Training but also to continually develop and challenge our experienced staff to ensure that our children get the very best provision. Our leadership team, led by Lyssy Bolton, is outstanding and works across the Trust, constantly driving up standards, developing and incorporating new approaches and scrutinising provision to ensure that every child has their needs met. As a Trust we are hugely grateful to all our staff for their hard work and commitment.

At the heart of all we do is a desire to ensure that every child has the very best opportunities we can give them. We aim for our schools to be places where there are expectations of excellence, where individuals are valued, achievements celebrated and where children are happy and safe. We want pupils and staff to enjoy coming to school every day, and take pride in moving their school ever forward.

As the end of this exciting year we are proud of all the Trust has achieved in such a short time and that children have had the opportunity to do their very best and enjoy their time at school.

Mel Jacob  
Chair, The Mead Academy Trust

# The Mead Academy Trust Leadership & Governance



## Trustee Board



**Lyssy Bolton**  
Executive Headteacher  
& Chief Operating Officer

## Executive Board Chair—Mel Jacob

## Resources Committee Chair - Bob Quick



**Emma Holton**  
Head of School  
The Mead School

**Local Governing  
Body**  
Chair—Tracey Wright



**Parent Forum**



**Nicki Henderson**  
Head of School  
River Mead School

**Local Governing  
Body**  
Chair—Helen Holland



**Parent Forum**



**Tracy Boulton**  
Head of School  
Castle Mead School

**Local Governing  
Body**  
Chair—Mel Jacob



**Parent Forum**



**Kirsty Jamieson**  
Head of  
Inclusion



**Lindsay Palmer**  
Head of  
Teaching School



## Governance & Management

The **Executive Board** establishes an overall framework for the governance of The Mead Academy Trust and determines membership, terms of reference and procedures of Committees and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings. The Board may from time to time establish Working Groups to perform specific tasks over a limited timescale. The Board of Trustees normally meets once each term.

The **Resources Committee** is responsible for monitoring, evaluating and reviewing policy and performance in relation to financial management, compliance with regulatory requirements and reporting, receiving scrutiny reports from the service providers, Wiltshire Council Accounting and Business Support Team, and drafting the annual budget including setting staffing levels. It also incorporates the role of an audit committee. The Resources Committee meets as scheduled six times a year, with additional meetings as necessary.

Our **Administration & Support Team** works across the trust managing all aspects of administration, finance, facilities and premises management. This team is supported by the Resources Committee.

Each school has its own **Local Governing Body** which includes a parent representative. The local Governing Bodies focus on each school and its specific priorities within the context of the Trust.

We value our relationships with stakeholders and work with **parent forums** as well as continuing to offer community events to engage with our parents and wider community. We give our children a range of opportunities to lead and influence their learning and engage with their community. These opportunities are presented both through formal roles like the **school councils** and through child initiated projects. This year is our Health and Wellbeing Year and we are working to give our children an understanding of what it means to be fit and healthy of mind and body.

### RISK MANAGEMENT

The Resources Committee manages and monitors the risks that TMAT may be exposed to and where appropriate initiates mitigation actions or provides recommendations to the Board of Directors. The principal risks and uncertainties facing the Academy Trust during the reporting period are as follows:

**Financial** - TMAT is totally reliant on continued Government funding through the EFA and given the Government's unwillingness to provide equitable and adequate funding to provide the highest quality education possible this is on-going and a risk that is difficult to mitigate. In the last year the vast majority of the Academy Trust's incoming resources were ultimately Government funded and whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms.

**Failures in Governance and/or Management** - the risk in this area arises from potential failure to effectively manage the Academy Trust's finances, internal controls, compliance with regulations and legislation, statutory returns, etc. The directors continue to review and ensure that appropriate measures are in place to mitigate these risks.

**Reputational** - the continuing success of the Academy Trust is dependent on continuing to attract applicants in sufficient numbers by maintaining the highest educational standards. To mitigate this risk Trustees ensure that pupil success and achievement are closely monitored and reviewed.

**Safeguarding and Child Protection** - the Trustees continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health & safety and discipline.

**Staffing** - the success of the Trust is reliant upon the quality of its staff and so the Trustees monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring there is clear succession planning.

**Fraud and Mismanagement of Funds** - The Trust has appointed Wiltshire Council's Accounting and Business Support Team to carry out checks on financial systems and records as required by the Academy Financial Handbook. All finance staff receive training and on-going support (from WC accounting and budget support Accounting Technician) to keep them up to date with financial practice requirements and develop their skills in this area.

## FINANCE

During the year ended 31 August 2015, the Academy Trust received total income of £5,059,417 and incurred total expenditure of £4,898,600 (excluding fixed asset fund and pension reserve). The excess of income over expenditure for the year was £160,817.

At 31 August 2015 the net book value of fixed assets was £12,148,297. The assets were used exclusively for providing education and the associated support services to the pupils of the Academy Trust. The TMAT annual accounts containing a detailed summary of the Trust Financial position are available for inspection of required.

## PUPIL AND STAFF METRICS

The Trust operated three primary Academies in 2014/15 operating across four sites, incorporating two nurseries, a Complex Needs Resource Base and The Mead Teaching School. The Academies had a combined planned admission number (PAN) of 147 in 2014/15 and had a roll of 887 pupils as at July 2015, with an additional 83 children in nursery provision as follows:

<i>The Mead Community Primary School</i>	Total on Roll = 508
Hilperton PAN = 60	On Roll = 423
Wingfield PAN = 12	On Roll = 85
<i>River Mead School</i>	Total on Roll = 275
River Mead Nursery	On Roll = 18
River Mead School PAN = 45	On Roll = 238
River Mead Resource Base	On Roll = 19
<i>Castle Mead School</i>	Total on Roll = 187
Castle Mead Nursery	On Roll = 65
Castle Mead School PAN = 30	On Roll = 122

The average number of persons employed by the Academy during the 2015 reporting period expressed as full time equivalents was as follows:

Teachers	45
Administration and support	65
Management	10
<b>Total</b>	<b>120</b>

## **POLICIES**

TMAT has introduced a set of policies that are applicable Trust wide and these are reviewed as appropriate on a regular basis to reflect legislative changes or externally driven policy changes. Where required the Resources Committee adopts new or revised policies on behalf of the Trust.

## **HEALTH AND SAFETY**

The Resources Committee monitors the H&S reporting and recording systems, considers plans for any corrective actions, where appropriate, and oversees their implementation.

## **ESTATE MANAGEMENT**

Resources to undertake anything other than minor maintenance in the reporting period have been limited although two significant capital projects have been initiated.

The first of those is the outdoor playground area at River Mead. The funding for this has been held by Wiltshire Council and the TMAT has been able to obtain release of these funds. A design for the new outdoor play area has been commissioned and a tender exercise undertaken to select a Contractor. Final approvals are being obtained and work will commence imminently.

The Castle Mead site was constructed as a single form entry but the design allowed for the addition of an extension that would allow for a two form entry. Agreement has been reached with Wiltshire Council that the extension should now proceed and funds have been released.

The early design work is underway and this will be a major focus of Resources during the current reporting year.



## Inclusion and Safeguarding

The introduction of the new SEND Code of Practice in September 2015 has introduced the most significant changes in SEN since 2001. The impact on practice and processes for all schools and has been very challenging to address. We have taken this opportunity to research and develop, through our SEN Learning Sett, our own approaches across the Trust.

We now have One Page Profiles for all children, EHCPs (Education and Healthcare Plans) instead of Statements of Need, My Support Plans for children with more complex needs and My Next Steps as a more child/parent friendly approach to small steps target setting. We wrote and led significant training for all staff across the schools in the Trust in 2014-15 which has enabled everyone to feel more confident about their own role in SEND.

Our SEN policy has been reviewed and our SEN information report is on the website and we had positive feedback from the Local Authority's Local Offer Team.

### Learning environments

There has been a real commitment to enhancing the learning environments at each school. Whilst it's not possible, or desirable, to create exactly the same in each school we are always mindful that there needs to be equality of opportunity for all our children, so as developments occur in one school we consider how to create something similar in the other schools. Examples include:

- The Resource Base at River Mead has moved classrooms to enable the children to be more included alongside their peers. The team have transformed the classrooms.



- The Nest - a nurture provision has been set up at River Mead
- An 'Art Room' – a therapeutic provision has been created at River Mead
- The SMILE room at The Mead has been revised to create a multi-sensory environment within the budget set

All our schools have accessed external provision including Forest Schools and Equine Assisted Learning.

# Inclusion and Safeguarding

## Inclusion Team

Our Inclusion Team offers all our children and their families the very best support in all our schools. The team includes Resources Base Teachers, SENCOs, Qualified ELSAs (Emotional Literacy Support Assistant), PSAs (Parent Support Advisors) and SENCO support HLTAs. All our experienced teachers have a wide range of experience and expertise including SEN qualifications this is making for a very strong team. Supporting children to be successful in school is a key priority for The Trust and the development of this team will ensure we are able to meet a great range of emotional and complex needs in all our schools.

The training and development of this team will ensure we can meet the additional expectations on schools from both Government and the Local Authority for example changing service thresholds. They work directly with children and families and support the implementation of SEN practice and processes within each school. All are involved to varying degrees in safeguarding support.



## Partnerships

As leaders of the SEN Learning Community for CSL we are exploring how to establish alternative provision within our own and potentially in other Trowbridge schools. We have chosen to call our additional provision Enhanced Provision.

We continue to work with local authority and health services and we are developing our access to various professionals such as the CSL Educational Psychologist, who we consider to be 'virtual' members of our Inclusion Team.

## Safeguarding -

We have introduced a new online tool for recording and monitoring safeguarding concerns which enables Senior Leaders and the Inclusion Team to communicate and work together more effectively across the Trust.

There has been significant volume of published guidance this year. We are ensuring we keep updating our policies and procedures in response to the latest guidance. In response to the introduction of the **Prevent Duty** we have

trained 2 members of the SLT as Registered Deliverers. This training will be delivered to all members of the workforce by Jan 2016.





**Key achievements this year included:**

- We hosted our annual community event The **Festival of Nations** in May. Find out more at [www.festivalofnations2015.wordpress.com](http://www.festivalofnations2015.wordpress.com)
- Our **Festival Choir** took part in a concert in Bath Abbey singing with the Bath Chorus, the Bath Male Choir and the Norland College Choir



- We achieved the **Eco Schools Green Flag** and won the **RHS South West Viridor Schools Composting Cup**. We gained our first Outstanding in the **RHS It's Your Neighbourhoods Awards**.
- We achieved **Primary Silver Geography Award**
- Took part along with Castle Mead School in the **8000th Anniversary Magna Carta Pageant** in Salisbury
- Selected for **Tim Peake Space project** and **RHS Space Seeds Project** in 2015-16.
- Achieved **Bike It Award – Silver**
- Cricket team reached the **Regional Finals**

**In statutory assessments our children achieved very well:**

**Early Years (EYs)**

Good Level of Development 66% (61% 2014 Nat)  
Y1 Phonics 79% met standard (74% 2014 Nat)

**Key Stage One**

Reading L2+ 95% (against 90% National)  
Writing L2+ 85% (against 86% National)  
Maths L2+ 100% (against 92% National)

**Key Stage Two**

**Y6 SPaG attainment:**

L4+ 79% (76% National)  
L4b+ 71% (68% National)  
L5+ 57% (52% National)  
L6+ 1% (4% National)

**Y6 RWM Attainment:**

RWM Level 4+ 79% (79% National)  
RWM 4b+ 70% (against 67% National)  
RWM 5+ 18% (against 24% National)





## Parental Engagement

Over the last year we have introduced a number of initiatives to support parents to feel more involved in their child's learning and understand what the school is trying to achieve. These have included the opportunities to visit and take part in children's work through museums, story telling, film awards, an Aussie BBQ, as well as attending Star of the week Celebrations and our blog and twitter feed.

At Parent Consultation evenings in November and March parents completed questionnaires based on the Parentview website giving views their about the school. In March we had an amazing response with over 230 questionnaires returned. We analysed the feedback in depth and used it to shape the direction of developments at The Mead over the last year.

- 99.5% of parents would recommend The Mead to another family
  - 98% of parents reported that their children felt safe and happy
  - 98% of you agree or strongly agree that your children make good progress at school.
  - 99% of you agree or strongly agree that your children are well taught at The Mead.
  - 94% of you agree or strongly agree that we respond well to the concerns that you raise.
  - 99% of you agree or strongly agree that the school is well led and managed.
  - 96% of you agree or strongly agree that you receive valuable information about your children's progress.
- (March 2015)





Castle Mead School has had a very successful first year. We have welcomed many new families to the school and the nursery. We have had great support from our parent body who have set up a 'Friends' organisation which is actively fundraising to help us develop the outdoor provision for the children.

We look forward to another great year in 2015/2016.



Our children have had some great experiences and opportunities this year.

### Community & Citizenship

- Year 5 taster days
- Little Bloomers public speaking competition
- Magna Carta Barons parade Salisbury
- School Council elections to coincide with General election
- Life Bus on site ( whole school visits and community session)
- VE Day commemorations and tea party
- Festival of Nations at The Mead School
- Trowbridge Youth Parliament
- Chinese New Year ( Y3/4)
- Y3/4 French Lessons (taught by Miss Gillard)

In statutory assessments our children achieved well:

### Early Years (EYs)

- Good Level of Development 66.7%
- Y1 Phonics 60%

### Key Stage One

- KS1 Writing L2+ 86%
- KS1 Reading L2+90%
- KS1 Maths L2+92%

### Key Stage Two

- Y6 SPaG attainment L4+ 73%
- Y6 Attainment:
  - Reading L4+ 91%
  - Maths L4+ 82%
  - Writing L4+ 91%

### Arts & Performance

- Mark Chagall Art project
- Y6 performance
- Animal Magic music festival at Civic Hall
- World Book day
- Georgia O Keefe Art project
- Winning entries in the Sainsburys writing competition



## Sport

We have a thriving football team as well as lots of great playtime and lunchtime activities trying out and learning different sports. Our Sports Council has given children responsibility for supporting sport in the school. Our children have taken part in a number of sporting competitions and activities this year:

- Y5/6 Bath Rugby Stickability programme
- KS2 Swimming gala
- KS 2 Cross Countryfestival

## Trips and visitors

There have been lots of great trips and visitors that have enriched our curriculum and given our children opportunities to broaden their experiences and understanding of the world and themselves.

- Residential for Years 3, 4 , 5 & 6
- Y3/4 Steam Museum
- Y2 Mr Woodcock ( explorer) visit to class
- Y3/4 Bath Rugby Stickability programme
- Pets as Therapy –Read to Dogs
- YR Woods trip
- Y2 Mr Woodcock ( explorer) visit to class
- Y5/6 Lulworth cove Y5/6 Bath taps into Science day
- Y1 Chepstow castle trip
- Pets as Therapy –Read to Dogs started
- Y3/4 French Lessons (taught by Miss Gillard)





# River Mead School

The biggest achievement of the year was our SATS results at KS2.

Achieving 66% in Reading Writing and Maths. This is the first time the school has reached the National floor standards in over 5 years.

## Staff Development

We have welcomed 4 Newly Qualified teachers to our team at River Mead School. - 3 of these trained with The Mead Teaching School last year. We also welcomed 2 experienced teachers, and 2 new Apprentices to the team. We have put in place a very robust system of staff transition which gives new staff to support from experienced mentors and members of staff. Our priority is ensuring all subjects leaders have the support they need. This support for new team members and subject leaders comes from across the Trust.

## Enhanced provision

- We have established additional learning spaces and provision to support children's emotional needs including a Nurture group (The Nest) and The River Bank.
- Refurbishment of classrooms and learning spaces to provide an improved learning environment for all year groups



## Statutory Assessments - EY & KS1

**EYs Progress** – strong from very low entry scores

**EYFS Good Level of Development 62.2%** (61% National 2014)

**EYFS - Understanding of the world – technology 97.3%** (91% National 2014)

**Y1 Phonics 74% children met standard** (against 74% 2014 National and 42% 2014 school performance)

**Y1 Phonics 89% girls met standard** (78% 2014 National and 73% 2014 school)

**Y2 Phonics - 100% girls met re-sit standard** (70% 2014 National)



## Statutory Assessments - KS2

- **Y6 Reading attainment and progress - 2 levels progress 95% (against 91% National)**
- **RWM Level 4+ 66%** (against 79% National – floor 64%, 2014 - 40%)

## River Mead School



### Ofsted monitoring visits -

The significant progress at the school has been recognised in 2 very successful visits from Ofsted.

"It is clear that senior leaders are strengthening the drive for improvement in all the areas identified as weaknesses in the section 5 inspection. As a result, staff are now very clear about what is required to ensure pupils make more rapid progress in their learning"

*( Ofsted, 30/6/15)*

"The policy of enabling secondary school teachers to work with Year 6 pupils towards the end of Key Stage 2 has also improved the transition process to secondary schools."

*(Ofsted, 2015)*

### The River Bank

The River Bank is an Art based intervention with children visiting in small groups and working on an art project together. The room will provide a caring and creative environment for children to share their feelings, collect their thoughts or express their emotions.

"The focus on improving pupils' attitudes to learning has resulted in pupils being much more engaged in their own learning and with a better understanding of how they can improve their work. "

*(Ofsted, 2015)*



### The Nest

The Nest is a small group intervention designed to support children with their emotional and social needs. They will be given the opportunity to build trusting relationships with the adults running the group and receive support for a range of needs such as confidence, self-esteem and anxiety in a hybrid of the home and school environment.

At the Mead Teaching School we are at the forefront of shaping inspirational leadership and learning in education. With children at the heart of everything we do, we aim to nurture a passion for lifelong learning through an enriched and innovative curriculum. The Mead Teaching School is focused around The Big 6:-

- Initial Teacher Training
- School to School Support
- CPD
- Leadership
- SLEs
- Research and development



### **Initial Teacher Training**

**2014/2015 programme**—26 trainees completed the programme at a good or higher pass level with 23 trainees gaining posts for their NQT year (Sept 2015). 10 within the Teaching School Alliance.

**2015/2016 programme**—19 Primary School Direct trainees recruited for 2015/2016, 6 Early Years, 13 General Primary (two salaried)

**SEND programme**—SEND specialism has 9 trainees are undertaking the programme. West Wilts Alliance (secondary schools) recruited 7 trainees.

**2016/2017 programme**— The recruitment process has changed considerably this year and we are no longer given an allocated number of school direct places. A National Allocation divided in to a school led allocation and a university led allocation. MAT Primary programmes will all be run with The University of Gloucester.. Secondary programme will continue with Bath Spa University.

## Specialist Leaders of Education (SLEs)

24 SLEs now designated. - 91% of SLEs have been deployed within 14-15.

SLEs have been deployed in a range of activity including:

proactive CPD/JPD activity including

- leading facilitation of Learning Communities,
- targeted and intensive school to school support work
- targeted school to school support has been within and beyond TSA



## Engage in research and development (R&D)

**The 'Maths Counts' programme** improves mathematics performance for learners most at risk of not achieving age related expectations, specifically KS2 children working at or below the Year 2 Programme of Study for Mathematics. Teaching assistants are trained to deliver the intervention over a 10 week cycle, utilising a digital Maths Counts learning tool (currently in development).

The project is externally evaluated by Durham University and funded by an Education Endowment Grant (EEF).



**The 'Early Years Connect project'** is funded over an 18 month period (Jan 2015- Jul 2016) by a NCTL grant (£60k) The aim of the grant is to build capacity for early years quality improvement at local level, engaging outstanding practitioners from across the EY sector (teachers, practitioners, childminders) to lead on setting to setting support. A strong feature of the project is partnership-working with the LA, Children's Centres and Wiltshire Speech and Language Therapy Service.

An evidence based teaching Grant has enabled engagement in Nationwide project led by NCTL and Manchester Metropolitan University. . The key focus of the enquiry was to explore strategies for further increasing capacity for **SLE leadership of research** across the TS alliance.

Part of NCTL interview programme regarding the approach to research & development at The Mead in February 2016 and will be published later in the year across the NCTL National Research & development communities and website.

**'Switch on reading'** is a reading intervention aimed at raising the progress in reading for children in Y3 who were a Level 2C at the end of Key stage 1. . The programme is funded, and will be evaluated by the EEF.

## School to School support

Targeted support has been undertaken in a number of schools both within and beyond the TSA. This has involved deployments ranging from one off support visits to deployments across a number of weeks.

Intensive support has been undertaken funded through successful bids to the NCTL for School to School Support grants. Three schools within the Teaching School Alliance were supported during 2014/2015. Deployments within these intensive support programmes have included:

- NLE induction coaching and mentoring of senior leaders.
- Preparation of strategic plans/OFSTED actions plans in liaison with LA and Governing bodies.
- Quality assurance and moderation of monitoring evaluation and review cycle to ensure rigor and consistency of judgments.
- NLE/SLE pedagogical leadership, SLE deployment



## CPD & Leadership

We continued to develop an outward facing culture with extended moral purpose across the alliance, underpinning a self-improving school system. We have seen increased engagement of senior leaders across the alliance and continue to deliver training and development opportunities at all levels including: SLE development sessions, Deputy Head Teacher Learning Community, Outstanding Facilitator Programme leaders and Headteacher challenge trios.

Our ***Service offer' booklet*** to alliance and non-alliance schools outlines opportunities for academic year 2015-2016. We continue to plan, design, and coordinate CPD in partnership with CSL:

- RQT programme (in partnership with Avon Teaching School, Malmesbury).
- Facilitation of 'EY at The Mead' days - showcasing outstanding practice within the early years.
- Subject leader development days - maths, English, SEND, art, music, computing.
- TA training to launch February 2016.
- Range of regular CPD events & conferences to support specific teaching and learning activities
- Learning Communities focussed on next and best practice in a wide range of curriculum areas.
- Local delivery of NCTL leadership curriculum - NPQSL and NPQML.
- T and learning CPD focused on new curriculum, eg SPAG, phonics, governance.

# The Mead Academy Trust



**The Mead Academy Trust:** - a company limited by guarantee.  
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