

The Mead Academy Trust



Annual Report 2015–2016

Welcome

It has been a privilege to be the Chair of the Trust for another year. Each year brings its own challenges, but the staff and children in the Trust schools never cease to impress me with their enthusiasm and commitment to learning. It's always a pleasure to visit a class and see the great displays and role play areas that support the term's focus. It is evident that planning and resources are being shared so that children in all our schools have the same opportunities. This shared planning and leadership ensures we have the highest standards and expectations across the trust, with benefits for all our children and our staff.

Over the past year there has been a huge physical transformation in our schools with a focus on developing the learning environments, both indoors and out. As a trust we understand and value the important role of reading in supporting success in all aspects of learning and all our schools have developed inviting reading areas in their classrooms. The outdoor areas for Early Years have been developed in all of our schools and the new multi-use sports pitch at River Mead has given those children a great place to play sports at all levels.

We have continued to scrutinise our children's academic achievements and question where attainment and progress are not meeting or exceeding national expectations. Through careful recruitment, investment in significant teacher development and Initial Teacher Training, time for planning, subject leader development and mentoring we ensure we are continuously improving our provision. Our research and development projects develop our practice—some of our projects, like Maths Counts, are setting the standard and improving outcomes for children in the wider community and nationally.

Our governance and leadership teams have continued to refine our data analysis and reporting so that we understand both trust and school wide trends, as well as each child and their individual needs, and support them to reach their potential. This analysis and understanding of our children has led us to introduce a new maths strategy with a significant investment in a new maths programme 'Maths No Problem!' introduced from September 2016.

The 2015/16 year had a Health and Wellbeing focus across the Trust with children having additional opportunities, in particular linked to the 2016 Rio Olympics. Our Community Day held at The Mead brought the wider Trust community together with professional athletes in a festival of sports and activities in May 2016. As a Trust we have a focused year of additional enrichment activities in a 4 year cycle—Health & Wellbeing, The Arts, Science and Technology and Citizenship. 2016/17 will have an Arts theme.

We are always looking for ways to engage with our parents and the wider community. We recognise that the role of volunteers in each school is vital, raising funds and providing volunteer support that enables our schools to hold events and develop excellent environments. Thank you to those families that support our schools as volunteers.

After 2 years as part of the Trust we are incredibly proud of the transformation achieved at River Mead School, which is the result of the relentless commitment, skill and hard work of the staff team, and the support of the community.

Castle Mead School has continued to grow rapidly and now has classes in all year groups and a thriving nursery. The school is now set to double in size from September 2017, with building work in progress for a 7 class extension and a Resource Base. This will enable the school to meet the needs of the growing local community.

The Mead has continued to provide outstanding provision with a sharp focus on raising standards and staff development. As the 2016/17 year began we were thrilled to be successful in gaining funding that will enable us to offer nursery provision. The development of this provision will be a big focus for the year ahead.

The Teaching School continues to support our staff development and succession planning as well as projects that develop best practice for the children in our schools and beyond. We are really proud of the work that has developed Maths Counts as well as Early Years Connect and our Initial Teacher Training programme.

I would like to extend my huge thanks on behalf of the Trust to all the staff and governors for their hard work and commitment over the past year. We look forward to the year ahead shaping inspirational learning in all our schools and beyond.

Mel Jacob
Chair



Strategic Priorities 2016 –2017

Inspirational Curriculum	Shaping an enriched and inspirational curriculum with; clarity of purpose, planning for excellence, teaching backwards
Purposeful Assessment	Securing purposeful assessment and timely “dollops of feedback” to “turn up the knob that regulates quality and effort”
Learning culture	Creating a learning culture where; children take control of their learning, identify and solve problems, are creative and express their ideas, help, support and encourage others
Improving outcomes	Improving outcomes for learners with a focus on; improving provision and outcomes for the most able, reducing the achievement gap for disadvantaged learners (free school meal and looked after children)
Outstanding teaching & leadership	Developing outstanding teaching and leadership through; sharing best practice, supporting evidence-based approaches and enabling creative thinking and innovation

MATHS NO PROBLEM!



As a Trust we have identified a need to develop our Maths provision. As a result we have made a significant investment in the **Maths No Problem** programme which is underpinned by the Singapore method. Introduced in September 2016, this programme provides our teachers and children with a series of Text Books, workbooks and online materials to support their learning in mathematics.

We believe that every child can master an understanding and love of maths with the right kind of teaching and support.

Our mission is to improve the standard of maths education by providing world-class textbooks, teaching resources and professional development based on the transformational teaching methods developed in Singapore

www.mathsnoproblem.co.uk

As a Trust-wide approach **Maths No Problem** will not only provide great opportunities for collaboration and professional support between staff team members, but enable our staff to spend more time assessing, and targeting areas for development or intervention. Working with the children using the programme will ensure that staff can spend less time planning the content of the sessions and more time working to ensure that all children are grasping the key concepts and that the most able are given opportunities to work at greater depth.

Our **Maths Counts** programme has now completed its pilot stage and 40 schools across the country will be using the programme to support children with their maths. This programme, developed by the Trust, has been developed through our Teaching School with funding and support from the Education Endowment Foundation (EEF). You can find out more about Maths Counts on its website www.mathscounts.co.uk. The use of the programme in our Trust will continue to help children catch up and keep up in Maths with some children showing 10 months progress in the 10 week programme.

The introduction of **Maths No Problem** alongside **Maths Counts** and our focus on Quality First Teaching will ensure that our children are getting the best opportunities to succeed in maths.



The Mead Academy Trust Leadership & Governance



Trustee Board (Members)



Lyssy Bolton
Executive Headteacher &
Chief Executive Officer

Executive Board
Chair—Mel Jacob

Resources Committee
Chair - Bob Quick



Emma Holton
Head of School
The Mead School

**Local Governing
Body**
Chair—Tracy 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

THE
MEAD TEACHING
SCHOOL

Governance & Management

Governance

The TMAT Governance Structure consists of the Members, a Board of Directors and a subordinate Resources Committee. At the Academy level each has a Local Governing Body that reports to the TMAT Board of Directors.

The Members are the 'owners' of the Academy Trust and meet at least once a year. The Trust Board of Directors normally meets once each term. The 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 has one subordinate committee which is the Resources Committee. This meets as scheduled at least six times a year, with additional meetings as necessary. 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.



Governance & Management

Policies

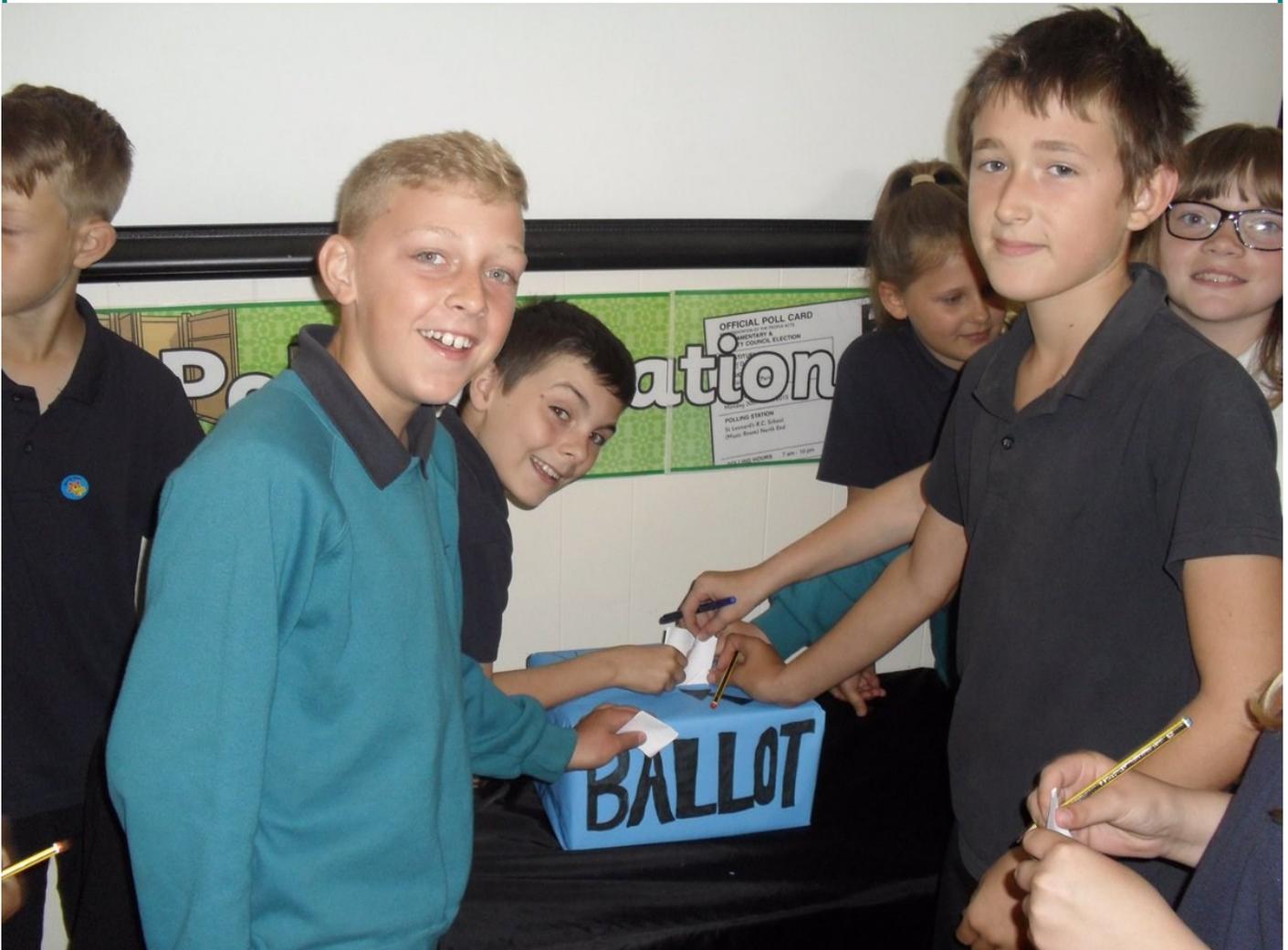
TMAT has introduced a set of policies that are applicable Trust wide and these are reviewed as appropriate on a regular basis to reflect legislative changes or externally driven policy changes. Where required the Resources Committee adopts new or revised policies on behalf of the Trust.

Finance

During the year ended 31 August 2016, the Academy Trust received total income of £5,426,895 and incurred total expenditure of £5,367,360 (excluding fixed asset fund and pension reserve).

At 31 August 2016 the net book value of fixed assets was £13,087,500. 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.



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.

Health & Safety

The Resources Committee monitors the Health & Safety 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 three significant capital projects have been under way in this period.

The outdoor playground area at River Mead is now nearly completed and will provide the school with a very useful facility.

The extension at the Castle Mead site has cleared planning approvals and work has commenced on site. Planned opening is in September 2017.

Funding was obtained to repair the roofs on buildings within the River Mead site and this work is nearing completion.



Inclusion and Safeguarding

The breadth and complexity of the needs of our children continues to be high level. The continued development of the Inclusion Team, through considered appointments and targeted CPD has resulted in each school team having a breadth of skills, knowledge and experience to further develop the inclusive provision in our schools.

Alongside this we continue to include a range of external professionals in our virtual team for example an Educational Psychologist through CSL (Colaborative Schools Ltd) and BSS (Behaviour Support Service). This is particularly important in the light of LA service depletion and varied quality. It's absolutely clear that the impact of team members with high level and quality of skills is resulting in positive outcomes, not only for the children who have specific needs but across our schools for all children.

The next stage of development is for the teams to develop their practice and team roles within their own schools and collaboration across the Trust.



As we move into 2016-17 our focus continues to be on:

- Quality First Teaching
- Effective deployment of Teaching Assistants
- Monitoring and Evaluating of Interventions
- Developing access to sensory experiences
- Developing access to a range of enhanced provision for each school
- Safeguarding systems and practice

Inclusion and Safeguarding

Safeguarding

There have been significant changes in both statutory, and non-statutory, safeguarding requirements. Alongside this Wiltshire local services have depleted. Schools are now more accountable than ever before and need to ensure key members of staff have the specific skills required to support children, families and staff, who experience significant challenges in their lives. In future we need to consider carefully what level of professional supervision is needed to support these members of staff.

We have focused on tailoring the electronic safeguarding system during the year and it is now more robust and enabling a range of data to be collected for analysis, and most importantly supports regular safeguarding reviews of cases in each school. The systems are now more robust and support best practice.

Staff CPD has included training in Prevent, Maths Count, Building Reading Power, and Working with Parents. Each school holds regular CPD sessions in relation to needs identified by each school's SENCO and Senior Leadership Team.

Informed by our Wiltshire Safeguarding Audit we have identified the following actions:

- Promotion of NSPCC poster regarding Whistle blowing
- Revisions of anti-bullying policy to include specific reference to 'biophobic' discrimination
- E-safety - review & develop policy in consultation with staff and pupils
- E-safety - ensure breadth and progression e-safety curriculum



Inclusion and Safeguarding

Excellence

We are proud of key areas of our practice which have been developed over the last year. Many aspects of our practice are recognised informally by external professionals who value our commitment to the needs of every child.

Aspects of best practice and excellence across the trust include:

- safeguarding systems across the Trust.
- positive working relationships with parents and carers as well as children.
- every child in the Trust having their own One Page Profile.
- our inclusion teams are highly skilled in identifying children's needs.
- successful work with a range of professionals and agencies.
- Excellent support for children experiencing gender identity issues.
- Provision for Looked after children and adopted from care children's emotional needs.





The Mead School



This was the fifteenth year of The Mead School and we ended the year with a birthday celebration for all our families and staff, past and present.

Over the 15 years we have worked hard to create a wonderful school that supports every child to achieve their potential. This year has been no different. We have continued to prioritise excellent teaching and learning and to enrich the curriculum.



We are committed to outdoor learning and this year has included the development of Early Years and Year 1 outdoor areas. We led a successful Trust bid to be part of the national Polli:Nation project in our grounds. We have also started our journey towards the Food for Life Gold Award. We achieved Outstanding in RHS Its Your Neighbourhood Award. The Friends of the Mead have continued to support us to make our grounds a wonderful places to learn and play. We took part in the Tim Peake RHS Space Seeds project and Year 5 enjoyed a very successful Royal Society funded weather science project.



Over the year our children have been inspired to live healthy lives and get involved in sport and embrace the Olympic Values. Our sports teams participated in numerous sporting competitions including winning the Trowbridge swimming gala and local football league.

Our children have had so many opportunities to take part in activities that enrich their learning from the Wiltshire Schools Dance Festival, the Young Voices concert in Genting Arena, performing in Bath Abbey and the first MEADIO Radio broadcast!



The Mead Community Primary School - Data Summary 2016

Key Stage Two (Year 6)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading, Writing and Maths Combined	55% (2016 National = 53%)	4% (2016 National = 5%)
Reading (Test)	74% (2016 National = 66%)	30% (2016 National = 19%)
Writing (Teacher Assessment)	80% (2016 National = 74%)	21% (2016 National = 15%)
Maths (Test)	66% (2016 National = 70%)	14% (2016 National = 17%)
Grammar, Punctuation and Spelling (Test)	80% (2016 National 72%)	28% (2016 National = 23%)

Average Scaled Score	Reading = 104 (2016 National 103)	GPS = 105 (2016 National 104)	Maths = 104 (2016 National 103)
Progress between KS1 and KS2	Reading = -0.1 (Confidence band -1.6 to 1.4)	Writing = 0.3 (Confidence band -1.2 to 1.8)	Maths = -1.0 (Confidence band -2.2 to 0.2)

Key Stage One (Year 2)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard
Reading	78% (2016 National 74%)	32% (2016 National 24%)
Writing	64% (2016 National 65%)	15% (2016 National 13%)
Maths	78% (2016 National 73%)	33% (2016 National 18%)

Early Years

Aspect	% meeting and exceeding the Early Learning Goal	% exceeding the Early Learning Goal
Reading	88% (2015 National = 76%)	11% (2015 Local Authority = 19%)
Writing	89% (2015 National = 71%)	19% (2015 Local Authority = 8%)
Number	89% (2015 National = 77%)	14% (2015 Local Authority = 14%)
SSM	89% (2015 National = 81%)	10% (2015 Local Authority = 12%)
% of children reaching a Good Level of Development	81% (2015 National = 66%)	

Phonics

	% working at the expected standard
By the end of Year 1	82% (2016 National = 81%)
By the end of Year 2	99% (2016 National = 91%)



Castle Mead School

Over the year we developed our learning environment to meet the needs of our growing school population. By the end of the year we no longer had mixed age classes and every classroom was in use, with work beginning on our 7 class extension. We now have reading areas in every class and have developed a nurture room—The Forest.

We have made significant improvements to our outdoor learning areas with the introduction of Playpod as well as improvement of our Early Year outdoor spaces. We have created a vegetable garden with the support of the Friends' of Castle Mead School and local Community groups in the CommuniTEAs project. We have also introduced chickens into our school grounds which the children help look after. In addition we were part of the successful Trust bid to be part of the national Polli:Nation project in our grounds.

Our curriculum has provided exciting learning opportunities across the curriculum with Super Starters, Marvellous Middles and Fantastic Finishes—with lots of families visiting classes to share their children's learning.

Over the year our children have been inspired to get involved in sport and live by the Olympic Values - FREDICE. Our sports teams participated in numerous sporting competitions including swimming galas and the local football league. We have also started our journey towards the Food for Life Bronze Award.

Our children have had many opportunities to take part in opportunities that enrich their learning from taking part in Wiltshire Schools Dance Festival and the Young Voices concert in Genting Arena to Year 4 taking over Trowbridge Museum for a day!



Castle Mead School - Data Summary 2016

Key Stage Two (Year 6)

Subject	% working at Expected Standard or above	% working at Greater Depth within the Expected Standard	
Reading, Writing and Maths Combined	14 (2016 National = 53%)	0 (2016 National = 5%)	
Reading (Test)	64 (2016 National = 66%)	0 (2016 National = 19%)	
Writing (Teacher Assessment)	57 (2016 National = 74%)	14 (2016 National = 15%)	
Maths (Test)	29 (2016 National = 70%)	7 (2016 National = 17%)	
Grammar, Punctuation and Spelling (Test)	50 (2016 National 72%)	14 (2016 National = 23%)	
Average Scaled Score	Reading = 102 (2016 National 102.6)	GPS = 103 (2016 National 104)	Maths =96 (2016 National 103)
Progress between KS1 and KS2	Reading -1.3	Writing -1.0	Maths -7.6

Key Stage One (Year 2)

Subject	% working at Expected Standard or above	% working at Greater Depth within the
Reading	62	10
Writing	59	7
Maths	72	13

* No National data released for KS1 yet

Early Years

Aspect	% meeting and exceeding the Early	% exceeding the Early Learning Goal
Reading	81 (2015 National = 76%)	16 (2015 Local Authority = 19%)
Writing	68 (2015 National = 71%)	7 (2015 Local Authority = 8%)
Number	84 (2015 National = 77%)	7 (2015 Local Authority = 14%)
SSM	77 (2015 National = 81%)	7 (2015 Local Authority = 12%)
% of children reaching a Good Level of	68	

Phonics

	% working at the expected standard
By the end of Year 1	81 (2015 National = 77%)
By the end of Year 2	83 (2015 National = 90%)



River Mead School

This year saw huge transformations in the school with new areas and resources inside and outside the classrooms. Hugely exciting was the creation of our new sports area—Kingfisher Court, which has given our children an outstanding sporting facility on site.

Some amazing learning has taken place in science, maths, english and art throughout the year reflected in amazing displays around the school. We have loved sharing our learning in many Fantastic Finishes—with lots of families visiting school to share their children's achievements.

Over the year our children have been inspired to get involved in sport and live by the Olympic Values - FREDICE. Our sports teams participated in numerous sporting competitions including swimming galas and our girls football team. We have also started our journey towards the Food for Life Bronze Award.

It has been great to share experiences with other schools in the Trust including sporting competitions, and a Viking Day at Castle Mead School.

Our children have had many opportunities to take part in opportunities that enrich their learning from visiting the Westbury White Horse, taking part in remembrance services in the Melksham Town Centre, celebrating the Queen's 90th birthday, performing in the Wiltshire Schools Dance Festival and the Young Voices in Genting Arena.



River Mead School - Data Summary 2016

Key Stage Two (Year 6)

Subject	% working at Expected Standard or	% working at Greater Depth within the
Reading, Writing and Maths Combined	11% (9%+RB)	0%
Reading (Test)	39% (34% +RB) (2016 National = 66%)	0% (2016 National = 19%)
Writing (Teacher Assessment)	79% (69% +RB) (2016 National = 74%)	21% (19%+RB) (2016 National = 15%)
Maths (Test)	29% (25%+RB) (2016 National = 70%)	0% (2016 National = 17%)
Grammar, Punctuation and Spelling	57% (50% +RB)	0%

Key Stage One (Year 2)

Subject	% working at Expected Standard or	% working at Greater Depth within the
Reading	66% (61% +RB)	34% (32% +RB)
Writing	66% (61% +RB)	14% (13% +RB)
Maths	72% (68%+RB)	21% (19% +RB)

* No National data released for KS1 yet

Early Years

Aspect	% meeting and exceeding the Early	% exceeding the Early Learning Goal
Reading	71% (69% +RB) (2015 National = 76%)	11% (10% +RB) (2015 Local Authority = 19%)
Writing	71% (69% +RB) (2015 National = 71%)	7% (7% +RB) (2015 Local Authority = 8%)
Number	75% (72% +RB) (2015 National = 77%)	11% (10% +RB) (2015 Local Authority = 14%)
SSM	75% (72% +RB) (2015 National = 81%)	7% (7%+RB) (2015 Local Authority = 12%)
% of children reaching a Good Level of	64% (62% +RB)	

Phonics

	% working at the expected standard
By the end of Year 1	82% (73%+RB) (2015 National = 77%)
By the end of Year 2	90% (82% +RB) (2015 National = 90%)

Initial Teacher Training

During 2014/2015 18 students completed school direct programme for the our primary cohort - from this group 17 were successful in obtaining post for start of NQT year with 7 obtaining posts within the Teaching School Alliance. 7 students completed the Secondary programme and all secured posts for their NQT year

We have had a total of 23 NQTs appointed to our Teaching School Alliance over last two years and have filled fifteen ITT places for 16/17 for primary and 8 for secondary.

“I think The Mead has provided an absolutely brilliant induction to the course and everyone that I've met has been so friendly and helpful. It's a very welcoming Trust”

“It is very exciting to be trained by such passionate and inventive professionals. I feel very lucky to be a part of this course and look forward to the year ahead!”



CPD and Leadership

The Teaching School organised and hosted two key conferences organised in with over 140 delegates attending these inspirational days.

- Professor Steve Higgins (Attainment and disadvantage)
- Rob Carpenter (Mastery in the curriculum)

Our 'Inspiring Leaders' programme, funded by NCTL grant, was highly successful in 14/15, and will continue as sustained model in 16/17.

We have developed a robust professional development programme developed for Deputy Headteachers across the Trust and have a number of our senior teachers and aspiring senior teachers attending the 'Teaching Leaders' programme.



Succession Planning

A clear Trust wide succession planning strategy has been developed which includes our Initial Teacher Training alongside our professional development for Senior and middle management.

Senior Leaders of Education (SLEs)

Three intensive school to school deployments have been carried out after a successful funding bid to NCTL. All three schools are within our TS alliance and the outcomes have been successful and evaluations highly positive.

Research and Development - Maths Counts

Maths Counts draws on the most recent evidence about supporting pupils with particular learning needs, including the principles of the highly regarded Every Child Counts 'Numbers Count' programme. This has been adapted based on good practice at The Mead Community Primary School, Trowbridge. **Maths Counts** has a strong commitment to closing the attainment gap and this is a fundamental principle of its design and implementation. The Maths Counts programme of study will be delivered by trained Learning Partners, in three 30 minute sessions per week for 10 weeks. Funded by Education Endowment Fund (EEF) the Mead Teaching School has now completed the pilot phase. The initial analysis of children's progress demonstrates an average maths age gain of 13 months across the pilot schools (10 months within the Trust).

The full trial phase is now in operation, in 40 schools across 4 training hubs (Bristol, Wiltshire, Somerset and Wiltshire). Initial training is now complete and trial schools have begun the programme. The digital tool has been developed and has been especially well received. Further training for the participant schools begins in January 2017.

Adaptations have been made to digital tool to include the 'Maths Bank' resource. This will enable Trust staff to access all the resources linked to 'Maths Counts' to support children who do not meet the full criteria for the intervention programme. Staff have been trained in how to access this excellent resource.



Research and Development—Early Years Connect

Substantial funding of £60k has supported the EY Connect project throughout 15/16. The project has been instrumental in supporting an evolving partnership approach to improvements in Early Years practice with a particular focus on improving outcomes for vulnerable 2yr olds. The project has included establishment of peer to peer and setting to setting support, programmes of learning opportunities including learning walks and visits and growth of leadership capacity.

The project has been fully evaluated in liaison with the Local Authority. The success of this project within the Trowbridge area has been recognized by the LA, who have delegated £10k of funds to The Mead, to support the roll out of this project in other areas.



The Mead Academy Trust



The Mead Academy Trust: - a company limited by guarantee.
Registered in England: Company number 08024396.
Registered office:

The Mead Community Primary School,
Hackett Place,
Trowbridge,
Wiltshire,
BA14 7GN



The Mead Community Primary School
Hackett Place
Trowbridge
WILTSHIRE
BA14 7GN

Twitter: @tweetthemead
Telephone: 01225 759273
Email: office@themead.wilts.sch.uk



Castle Mead School
Mascroft Road
Trowbridge
BA14 6GD

Twitter: @CastleMeadSch
Telephone: 01225 768641
Email: office@castlemead.wilts.sch.uk
Email: nursery@castlemead.wilts.sch.uk



River Mead School
Lowbourne
Melksham
SN12 7ED

Twitter: @tweetrivermead
Telephone: 01225 703428
Email: office@rivermead.wilts.sch.uk



The Mead Teaching School
Hackett Place
Trowbridge
WILTSHIRE
BA14 7GN

Twitter: @MeadTeachingSch
Telephone: 01225 759273
Email: teachingschool@themead.wilts.sch.uk

