

Inspection of a school judged good for overall effectiveness before September 2024: Knighton Mead Primary Academy

Knighton Fields Road West, Leicester, Leicestershire LE2 6LG

Inspection dates:

11 and 12 March 2025

Outcome

Knighton Mead Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Rebecca Smith. 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 (CEO), Sarah Ridley, and overseen by a board of trustees, chaired by Anthony Glover.

What is it like to attend this school?

Knighton Mead Primary Academy is a warm and welcoming school. Staff have created a culture of high expectations, rooted in the school's values of 'be kind, work hard and strive for excellence'. Pupils typically achieve well.

Pupils make new arrivals and visitors feel part of the school community. This is because they care about each other and celebrate differences in this diverse school. At social times, pupils enjoy spending time with their friends. Pupil 'play leaders' are on hand to distribute play equipment. They help younger pupils to play games and learn new skills. This has further developed the strong sense of belonging in this highly inclusive school community.

The school's high expectations of pupils' behaviour are consistently applied by staff. This has a positive impact on behaviour around the school. Pupils behave well. There are warm relationships between staff and pupils. Pupils know that their teachers will always help them. As a result, they feel happy and safe in school.

Pupils value opportunities to be active citizens in school. For example, pupils have 'jobs' such as running the 'Snack Shack' and raising money for local charities. These opportunities develop pupils' character and help to prepare them for their next steps in education.

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

Since the previous inspection, the school has reviewed some curriculum subjects. The school has worked out the knowledge that pupils need to learn and when. The curriculum has been sequenced in a way which allows pupils to make sense of new learning by building on what they have been taught previously. The school has made some changes to the English curriculum. These have started to improve pupils' writing overall. However, there are some inconsistencies in how well the early writing curriculum is implemented. This affects how well some pupils build up their early writing skills, including letter formation. Some children in the early years benefit from well-considered help to support their language and communication development. Staff use their expertise well to help children to learn and use new words accurately across the curriculum. This supports children in the early years to be well prepared for future learning.

The school identifies pupils' additional needs effectively. Support for pupils with special educational needs and/or disabilities (SEND) is a particular strength of the school. It ensures that any barriers to pupils' learning are considered so that pupils can access learning. However, in some subjects, staff do not adapt the curriculum sufficiently well enough to meet the needs of some disadvantaged pupils as well as some pupils who have English as an additional language. When this happens, these pupils do not learn as much as they could.

Reading is prioritised throughout the school. Children in early years have daily phonics lessons. The teaching of phonics is effective and supports pupils to read fluently. Staff provide effective additional support and catch up for pupils who need it. Pupils read books that are well matched to their phonics knowledge. Consequently, pupils achieve well in reading.

Improvements in the management of pupils' behaviour mean the number of suspensions has reduced. The school has a harmonious and calm environment, including during social times. Pupils are engaged in lessons and learning is rarely disrupted. Pupils treat each other with respect and friendliness around school. The school manages attendance well. This is because it works effectively to support families to overcome barriers to regular attendance.

The school teaches pupils, in an age-appropriate way, about themselves and others. For example, pupils find out about different faiths and different types of family. They learn about topics such as equality and diversity. This prepares them well for life in modern Britain. Pupils enjoy a wide range of extra-curricular clubs and make good use of them. These nurture their talents and interests. Pupils' aspirations are developed routinely, for example through visits to local universities. Pupils welcome the trips and visits they experience to extend their understanding of the curriculum, such as exploring the stone age at Cresswell Crags or visiting different places of worship. They benefit from listening to visitors to the school, such as members of the emergency services.

Trustees, trust leaders and governors have strong systems to evaluate, support and challenge the school's work. The trust provides effective support where needed while

ensuring that the school keeps its distinctive ethos and values. Decisions are made in the best interests of the pupils. Staff hold very positive views about how the school supports their well-being and manages their workload. Staff highly value the professional development opportunities and collaboration across the trust.

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, staff do not adapt the curriculum sufficiently well enough to meet the needs of some disadvantaged pupils, as well as some pupils with English as an additional language. This affects how well some pupils learn the curriculum in these subjects. The school should ensure that, where this is the case, teaching is adjusted appropriately for these pupils so that they learn well.
- There are some inconsistencies in how well the school's early writing curriculum is implemented. This affects how well some pupils secure the foundations for writing, such as accurate letter formation. The school should ensure that these aspects of the writing curriculum are delivered consistently well so that pupils' foundational skills are secure for future learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Knighton Fields Primary School and Community Centre, to be good for overall effectiveness in February 2016.

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	142848
Local authority	Leicester
Inspection number	10347617
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	235
Appropriate authority	Board of trustees
Chair of trust	Anthony Glover
CEO of the trust	Sarah Ridley
Principal	Rebecca Smith
Website	www.knighton-tmet.uk
Date of previous inspection	2 May 2019, under section 8 of the Education Act 2005

Information about this school

- The principal and vice-principal took up their posts in August 2023. The special educational needs and disabilities coordinator took up her post in January 2024.
- The school does not make use of any alternative provision.
- The school offers a breakfast club run by the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

- The inspector visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector also observed pupils from Year 1 to Year 3 read to a familiar adult.
- The inspector observed pupils' behaviour during lessons and breaktimes. She also spoke with pupils about their views of school life.
- The inspector met with the trust leaders, representatives of the local academy council, the principal, other leaders and staff.
- The inspector reviewed a range of documents, including information published on the school's website, attendance and behaviour records, records in relation to governance of the school, school development plans and the school's self-evaluation document.
- The inspector considered the responses to the online survey for parents, Ofsted Parent View.

Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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