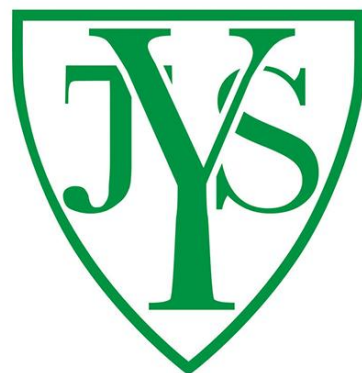




LIGHTHOUSE
SCHOOLS PARTNERSHIP



Executive Headteacher
Yatton Schools Federation

Application Pack
June 2025

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LIGHTHOUSE
SCHOOLS PARTNERSHIP



Lighthouse Schools Partnership:
‘A mature partnership dedicated to the flourishing of our pupils, our colleagues and our whole communities.’

Welcome from Gary Lewis, Chief Executive

Dear Applicant,

Thank you for your interest in the role of Executive Headteacher at the Yatton Schools Federation. Yatton Schools have a reputation for being caring and supportive and for providing a rich and inclusive education. After nearly twenty years Jo Keeble will be retiring at the end of the calendar year and we are now looking for a successor to build on the schools' many strengths.

After consultation with the school community, Governors and Trustees are looking for a leader who:

- has a proven track record of navigating change while encouraging and enabling a culture of partnership, support and collaboration
- will be an approachable and understanding school leader, who seeks to build meaningful connections with both children and adults in our community
- will be ambitious for our school's future and the future of every child
- is supportive of and committed to the schools' values-led approach
- values the wider curriculum through creative arts, learning outdoors and celebrating through music and drama
- will support our continued journey in excellence with a focus on maintaining and developing our pedagogical practice
- brings a track record of success in enabling all pupils to reach their potential, including priority pupils and children with SEND
- has the knowledge and qualities needed to support colleagues in their personal and professional development so that they achieve the highest standards of teaching and learning
- demonstrates an authentic personal commitment to inclusion and diversity with experience in embedding and supporting whole school practice
- will understand and develop the Christian distinctiveness of Yatton Juniors as a Church of England school
- sees value and opportunity in collaborating with schools across our Trust and beyond

I hope that you are interested and decide to apply. We would invite you to speak to the Director of School Improvement prior to making an application to understand more about the school and how Lighthouse Schools Partnership (LSP) supports Headteachers to be the leader of their school, please contact [Neil Lankester, Director of School Improvement](#).

Applications should be submitted via our online eRecruitment system [here](#).

Deadlines for applications, addressing the person specification, are to be submitted by **12noon Monday 30 June 2025**. Proposed interview dates are 10 and 11 July 2025.

Dr Gary Lewis, Chief Executive



Trust Vision and Values



We believe that:





Together is better,
achieving
excellence in happy
schools

Welcome from Chair of Governors

We're delighted to introduce you to Yatton Infants and Junior School and we thank you for your interest in the post of Executive Headteacher. Due to the impending retirement of our Executive Headteacher, we are looking to appoint a permanent Headteacher for January 2026.

Yatton Schools is a federation of infant and junior schools on the same large site in Yatton, benefitting from large school grounds and a new infants building from November 2025. Federated in 2011, the infant school is a community school and the juniors is a church school (VC model). Connected to many local organisations, the school provides plenty of opportunities for children to support and contribute to their local community through creative, cultural, sporting and other activities.

Yatton Schools are values-led with a strong reputation for being happy, caring places where children are inspired to do their best. Our ethos focuses on nurturing children to be well-rounded people who are curious, actively involved in their own learning and have the confidence and self-belief to achieve their ambitions. Our children are encouraged to see themselves as having unique value as individuals, to take on meaningful responsibility and to become successful, responsible and confident life-long learners in the process.

We see education as a deeply collaborative undertaking and value the strong and open relationships between our staff and leaders, who work in partnership with parents and carers to provide children with a secure foundation for learning and preparation for their transition to secondary school and beyond. The school benefits from a strong and well-established executive leadership team, each with their own key expertise, and an experienced and dedicated staff committed to the school values and the principles of Nurture UK which are being embedded across the school. Staff say, 'Each staff member is deeply committed to making sure that every child has opportunities to succeed and reaches their highest potential,' and parent and staff comments often emphasise this family-feel and caring approach at the school.

We would like to encourage prospective candidates to visit our schools prior to application. School visits will be led by the Acting Co-Headteachers.

To arrange to attend please contact the school office on office@yattonschools.co.uk or 01934 833524/554.

Thank you for reading our application pack. We hope it makes you as excited about our lovely schools as we are and that you're eager to apply.

Ian Harris, Chair of Governors



School Context



Yatton Schools Federation is set in the village of Yatton in North Somerset. The schools have a strong reputation for being a very caring and supporting pupils to achieve well through a rich and inspiring education and a strong pastoral care offer. Our dedicated staff have the highest aspirations for our children and are committed to nurturing and developing children’s learning. Each child is valued for their own talents, strengths and personality and we encourage the children to succeed and reach their potential, to have high self-esteem and a belief that they can achieve.

The Infant and Junior Schools federated in 2011 and the schools work very closely together under the direction of one executive leadership team to deliver the best provision for all children across both schools. In April 2018, the Federation became a member of the Lighthouse Schools Partnership (LSP). Working together in partnership with local schools, is an opportunity that we relish. We believe that by working together we can deliver more fully the aims to which we were committed as individual schools. Our Trust values excellence and collaboration but the real identity of each school remains its own and LSP does not seek to standardise the culture of its schools.

The intake at the Infant School was reduced from three to two forms several years ago. In 2025-26 only Years 5 and 6 will be of the old three form structure although we will be breaching to admit an additional 10 pupils in Year R at the request of the Local Authority. The LA anticipates that further house building in Yatton will require us to revert to the three-form entry in the future. The buildings will allow for this without further expansion.

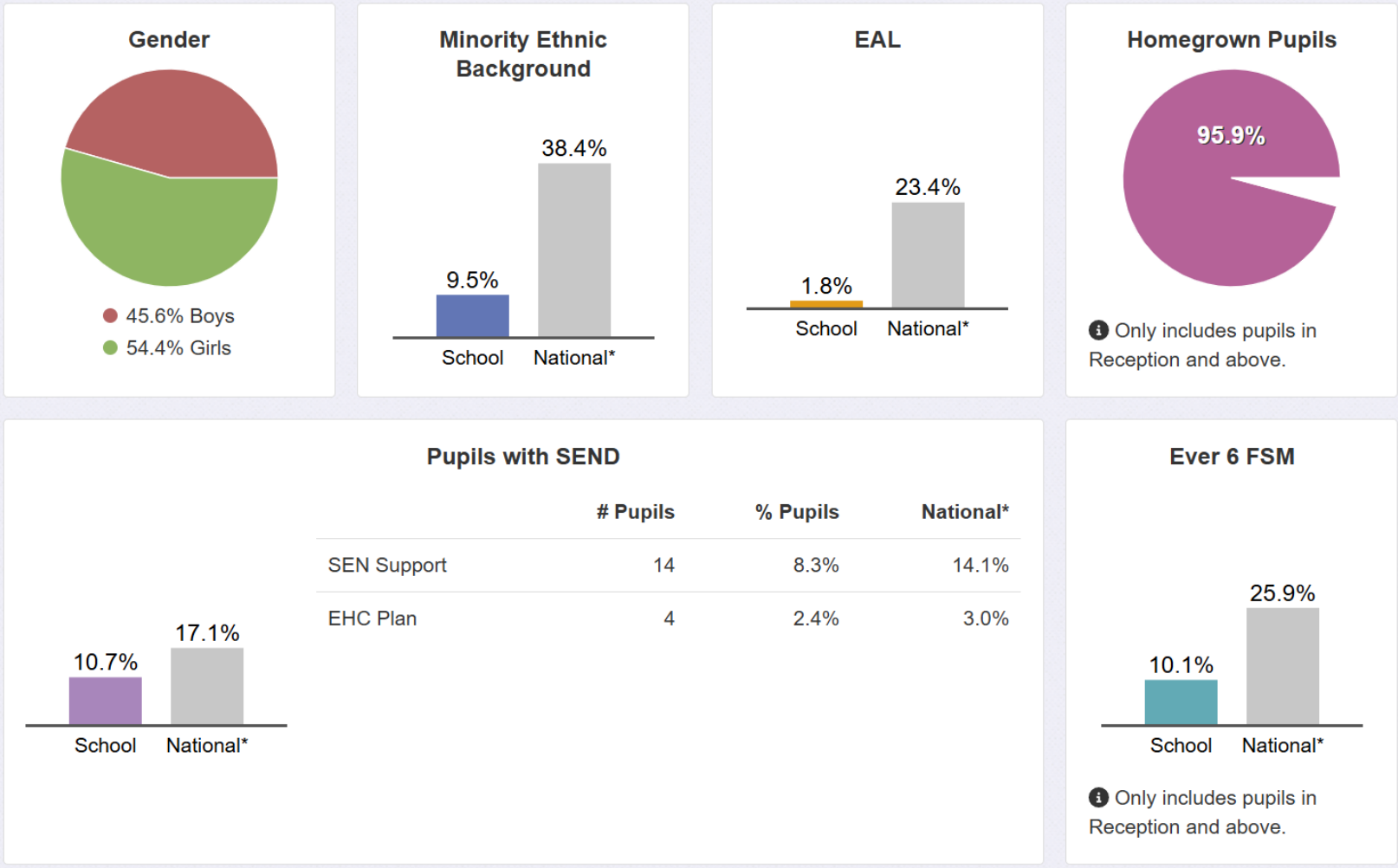
Following a fire in summer 2023 the infant school building is currently being rebuilt and is due to open in November of this year.

Both schools are currently graded as good by OFSTED. The junior school achieved a grading of good in the 2022 SIAMS inspection.



School Context

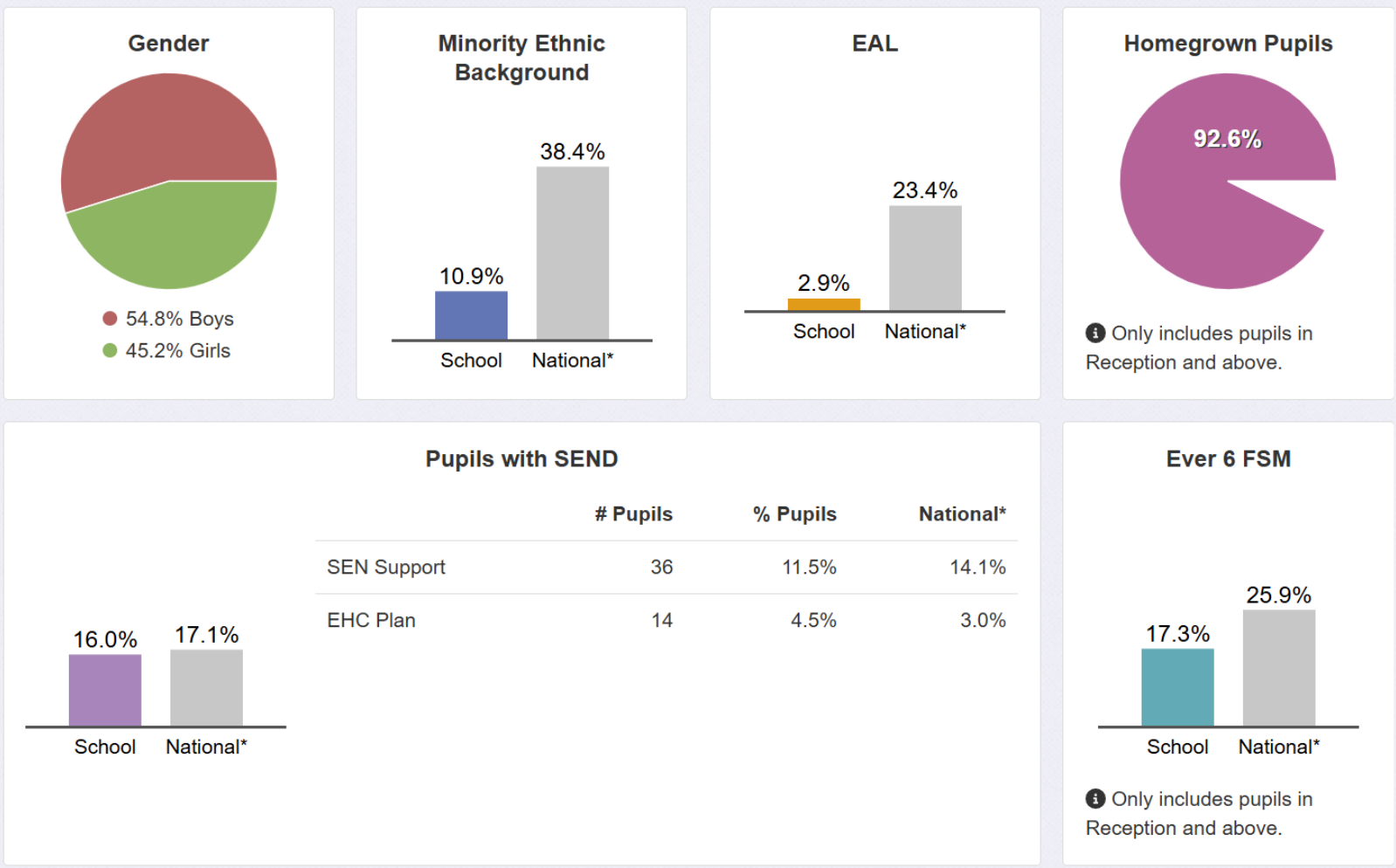
Yatton Infants Key Data at June 2025





School Context

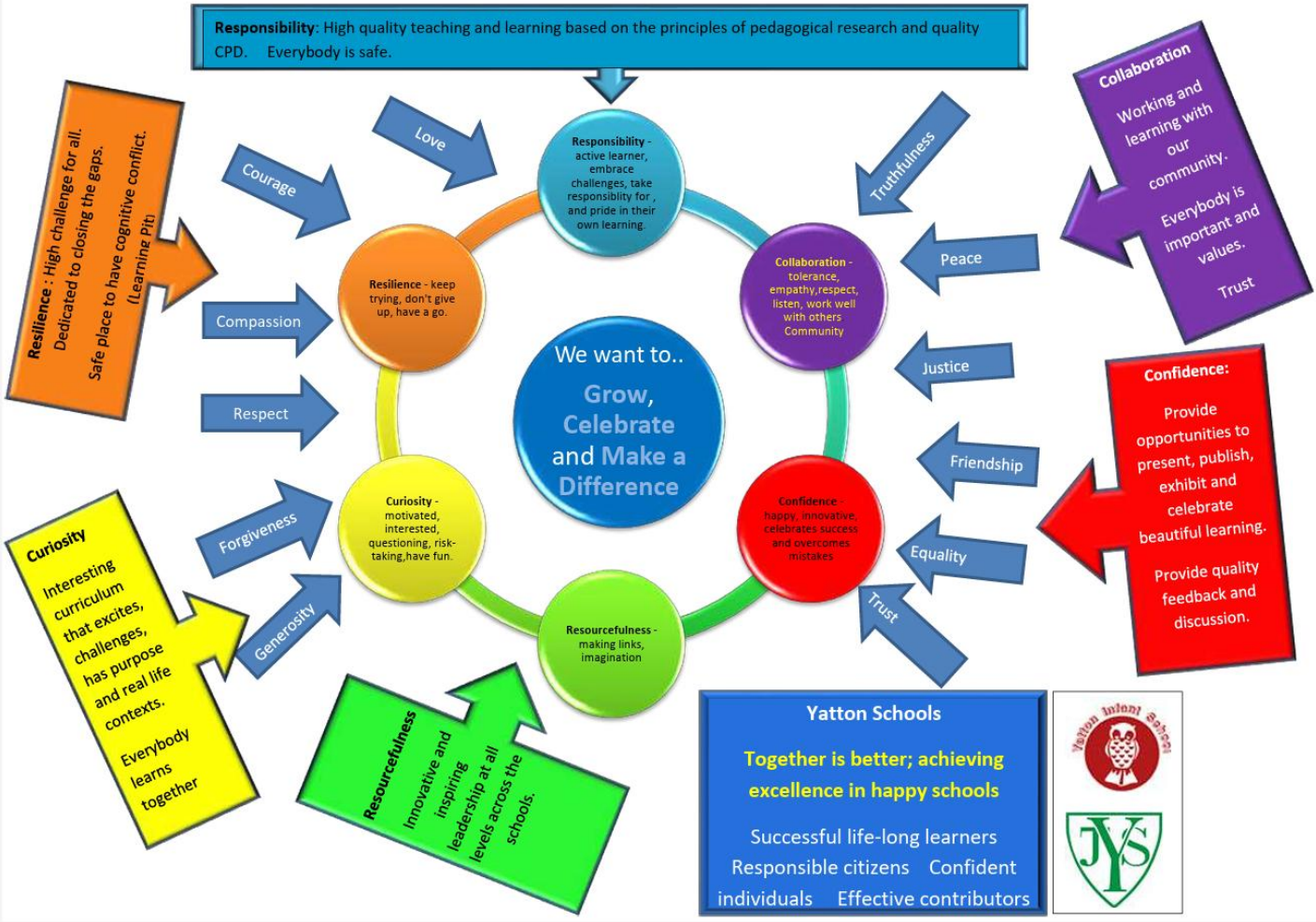
Yatton Juniors Key Data at June 2025





School Vision and Values

Together is better, achieving excellence in happy schools





School Vision and Values

Our aim is to nurture children to be successful life-long learners, responsible citizens, confident individuals and effective contributors. Children are encouraged to show tolerance and respect for all, and 'difference' is seen as a positive and valued. Equality of opportunity for all children is paramount. Through values-driven assemblies and our PSHE programme, children are taught about personal responsibility, choices and aspirations.

Our values weave through our curriculum and the school day. We have high expectations of our children, expect them to be positive ambassadors for our school and to make a positive contribution to our community.

Through our personal development curriculum, we equip children with good communication and social skills, enabling them to work independently and collaboratively and develop the personal characteristics and qualities they require to succeed in life.

The school's vision and values are given the highest priority so that all children are nurtured to learn how to live successful and happy lives where they are informed, courageous advocates of the things that matter to them.

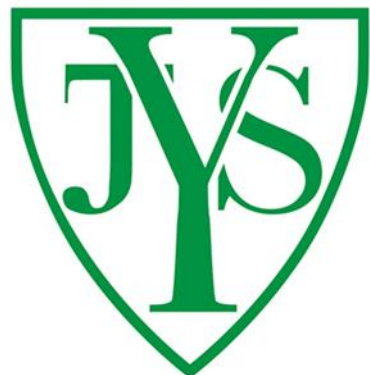
The children take part in local and regional sporting events, various art competitions and musical activities across North Somerset. Many children participate in the school choir or learn an instrument and confidently demonstrate a range of talents.

The curriculum is also designed to provide opportunities for children to take on responsibilities for example School Council, anti-bullying ambassadors and lunchtime buddies. We encourage all children to participate in these groups and undertake additional responsibilities.

The school takes pride in providing an inclusive environment where learners demonstrate high levels of enjoyment and can demonstrate positive attainment and talents within a range of subject areas.

The OFSTED report for the infant school noted, *'Pupils enjoy strong relationships with staff and each other. They talk confidently about the importance of being kind and considerate.'*

The OFSTED report for the junior school noted, *'Pupils are rightly proud of their school. They can explain how the motto of 'grow, celebrate and make a difference' guides them in all they do.'*

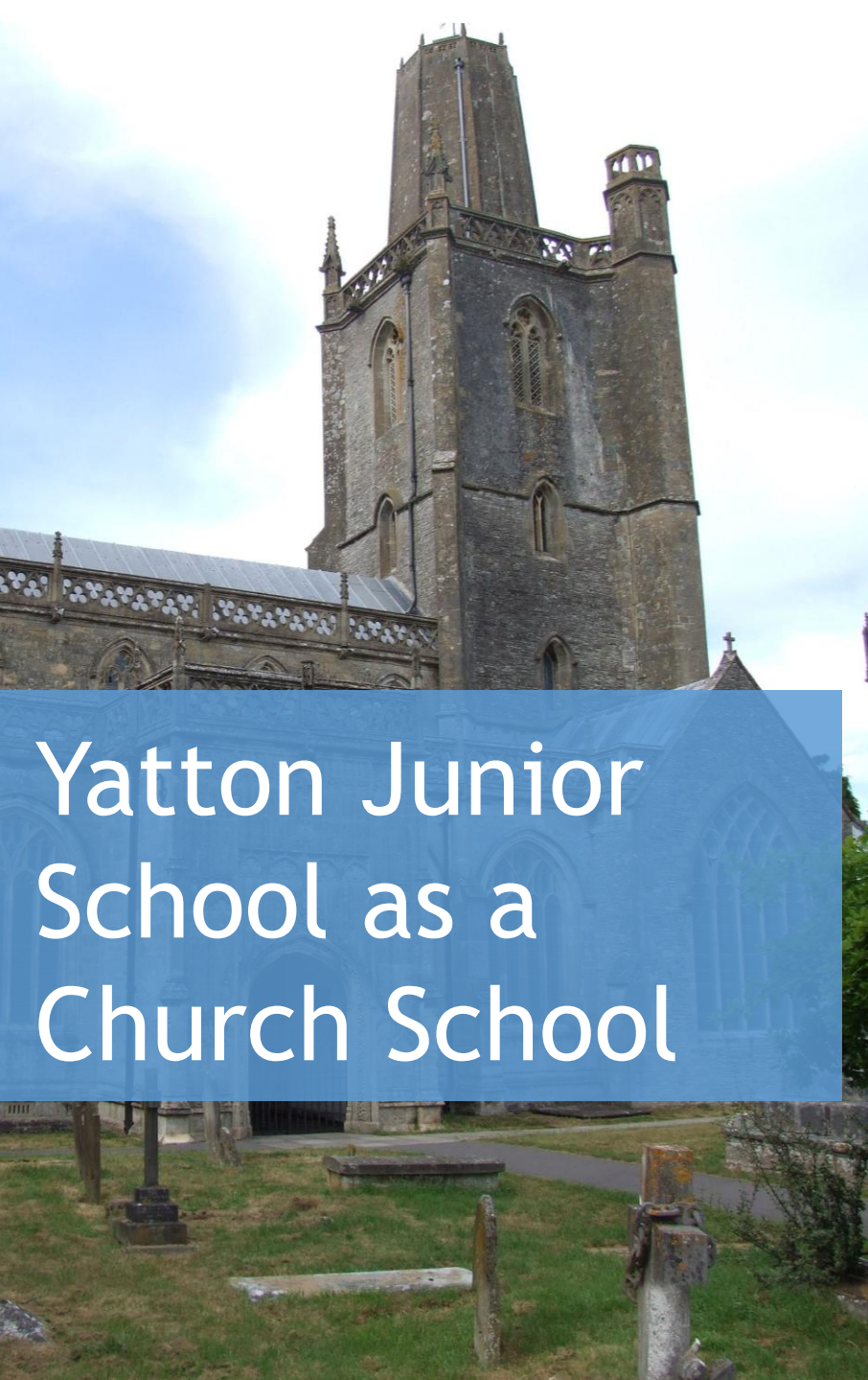


Our pupils say they would like...

- Someone who is kind, thoughtful and generous.
- Someone who is supportive, helpful and keeps us safe.
- Someone who is creative.
- A cheerful, approachable, and energetic headteacher who will be visible in the playground, spend time in class and makes sure learning is fun.
- Someone who checks in to make sure children are happy at school and has time to talk to us.
- Someone who is firm but fair.
- Someone who is resourceful, hardworking and knows how to do the job.
- Someone who is a great problem solver who will love the school as much as we do.
- Someone who helps you do your best and praises you for it.

We can offer you...

- Happy, caring, and confident pupils who are ready to learn.
- The opportunity to lead a lovely school community which staff and parents alike refer to as a family.
- A supportive parent body and an active PTA (YSA).
- A culture of transparency with good relationships across our school and wider community and the opportunity to grow and develop these.
- A large and well-resourced school site with outdoor learning areas where children can be active and learn about the environment and the opportunity to consider and develop the site use as a whole.
- The support of a capable and engaged local governing body and a positive and transparent relationship.
- The chance to lead a welcoming, supportive, dedicated and experienced staff team that is focused on inclusion and every child's individual success.
- Opportunities to grow and develop as a leader.
- A commitment to wellbeing and work-life balance.
- Significant opportunities for collaboration and professional development within the Lighthouse Schools Partnership Trust.



Yatton Junior School as a Church School

Yatton Junior School was founded as a Church of England school. The school aims to provide an education of the highest quality within the contexts of Christian beliefs and practices.

Our Christian Vision:

We want to provide a happy, considerate, secure and supportive environment that promotes respect for self and others, valuing friendships and a life-long love of learning – *life in all its fullness*. (John 10:10.)

In short, as we say to the children: We want to ... 'Grow, Celebrate and Make a Difference'

We are very proud of our Church School distinctiveness. Our Vision underpins and drives everything we do in our school. It is built upon our Christian Values which form the basis of our collective worship and inform the way we learn and behave towards one another.

Our school's Christian vision and values are at the heart of our curriculum provision, driving our commitment to provide the very best education for **all** children in a positive, inclusive and supportive environment.

An **Ethos Group** meets frequently to ensure that the children have a say in our self-evaluation process and are involved in assisting and leading aspects of Collective Worship and other activities relating to our Christian Vision and Values. We have close links with St Mary's Church and other local churches. Worship leaders from the local community come in to lead services in school and the school celebrates key Christian festivals in St Mary's.

Collective Worship forms an important part of our school day, providing an opportunity for all children to come together to praise, give thanks and reflect. A planner for collective worship is drawn up termly built around our Christian Values and significant religious festivals. As well as teaching staff, there are regular opportunities for children to play a part in planning and leading collective worship. Local worship leaders also come in regularly to lead and the '**Open the Book**' assemblies – where a team of adults from local churches performs Bible stories to Y3/Y4 children – are proving to be an exciting and popular addition to our collective worship programme.

Curriculum in LSP schools



LIGHTHOUSE
SCHOOLS PARTNERSHIP

‘Excellent curriculum’ in the primary phase at Lighthouse Schools Partnership

At Lighthouse Schools Partnership we believe that an excellent curriculum arises as the result of deep partnership between subject leaders across our family of schools because we recognise that primary teachers cannot be specialists in every subject that they teach.

Our shared curriculum means that pupils will experience the same sequence of learning regardless of which school they attend because long and medium-term planning is agreed at across the Trust with an option for schools to also use Trust-wide short term planning and resources.

Trust curriculum planning defines and sequences substantive concepts and disciplinary knowledge vertically through each subject so that new knowledge in each unit of work builds on secure foundations as pupils move through the curriculum.

Curriculum commonality allows us to:

- have a mutual understanding of what we want pupils to know and achieve in each area of our curriculum
- work collaboratively to share and learn from our best practice at scale
- share planning and support workload
- grow our leadership capacity and benchmark our expectations of pupil achievement.

LSP schools retain their uniqueness in their communities under the stewardship of their Headteacher. So whilst the sequencing and much of the content is defined, the implementation will be aligned to the school’s individual vision and ethos. This means that short term planning is defined at a school level.



Teaching and learning

The teaching team, across both schools, is highly experienced.

Subject leaders in both schools work closely together to ensure clear progression and continuity for the children. Staff are involved in LSP led professional development based upon Rosenshine's principles, Teaching WalkThrus and recent Teach Like a Champion (TLAC) training has provided clear professional development linked to shared modelling and precision teaching.

Staff ensure children are engaged with their learning and use checking for understanding strategies, effective questioning and incisive feedback to move learning forward. The teaching for mastery approach ensures that staff consider small steps explicit teaching, enabling the children to have a depth of understanding that supports them to apply their skills in different contexts.

Enjoyment of the curriculum promotes achievement, confidence and good learning behaviours. It is important for the school to offer a wide and varied curriculum to ensure all children can excel as individuals. Children at Yatton School have high aspirations for the future and are well prepared for their next stage of education. It is our aim to ensure that children have 'the self-belief and confidence to achieve their ambitions; and the values and passion to make our community and the wider world a better place'.



School Leadership within Lighthouse Schools Partnership



Working as a Headteacher within Lighthouse Schools Partnership (LSP) offers advantages that contribute to both professional growth and personal well-being. LSP is a well-established multi-academy trust comprising 33 primary and secondary schools across North Somerset, Bristol, Bath and North East Somerset, serving nearly 13,000 students and 1600 staff. This expansive network provides a dynamic and supportive environment for our Headteachers.

Collaborative Leadership and School Improvement

Within LSP school improvement is a collaborative and strategic endeavour, placing headteachers at the core of self-evaluation and shared learning among schools. This approach fosters a culture where best practices are disseminated, and innovative strategies are developed collectively. As a headteacher, you are empowered to lead your school while benefiting from the collective wisdom and support of a broad network of educational leaders.

Supportive Community and Governance

Being part of LSP means joining a supportive and active governing body, along with encouraging and involved parents. This community fosters a positive atmosphere where headteachers can thrive, knowing they have a robust support system. The partnership's commitment to safeguarding and promoting the welfare of children and young people ensures that headteachers operate within a framework that prioritises student well-being.

Commitment to Equality and Inclusion

The partnership is deeply committed to equity, striving to ensure that all pupils achieve their full potential. This commitment involves prioritising the experience and progress of disadvantaged pupils and vulnerable learners. As a headteacher within LSP, you have the opportunity to implement and influence policies that break down barriers and create inclusive educational environments, thereby making a significant impact on students' lives. We have a Director of Inclusion and our SEND and Inclusion Team who work closely with our school leaders.



School Leadership within Lighthouse Schools Partnership



Professional Development Opportunities

LSP places a strong emphasis on continual professional learning, delivered through Lighthouse Learning. Headteachers have access to meaningful Continuing Professional Development (CPD) programmes, mentorship, coaching and training opportunities designed to enhance leadership skills and educational expertise. This focus on professional growth ensures that you remain at the forefront of educational best practices and leadership strategies.

Comprehensive Employee Benefits

Understanding the importance of staff wellbeing LSP offers a comprehensive benefits package. This includes:

- Access to a 24-hour confidential Employee Assistance phoneline
- Healthcare Cash Plan
- Cycle to work discounts
- Retail discounts

Find out more about these [on our website](#).

These benefits are designed to support the personal and professional wellbeing of staff, allowing them to focus on their pivotal role in education.

Staff surveys show our school leaders are supported by the Trust and value the opportunities to work collaboratively across our schools. Most are eager to stay within our Trust and take advantages of the career development we offer.



Job Description

Job Description

Purpose of the post:

To provide professional leadership of the school, securing its continuing success and improvement ensuring high quality education for all its pupils and excellent standards of learning, progress and achievement.

Reporting to:

The Chief Executive of Lighthouse Schools Partnership (LSP) (or nominated designate) and the School's Local Governing Body.

Line Managed by:

A member of the LSP Education Team and accountable to the School's Local Governing Body.

Headteacher Responsibilities:

This job description reflects and references the DfE Headteacher Standards 2020.

Ethics and Behaviour

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to this professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit the position, students' vulnerability or might lead students to break the law.

As the head of the school community and the leading professional:

- serve in the best interests of the pupils
- conduct yourself in a manner compatible with this influential position in society by behaving ethically, fulfilling the professional responsibilities, and modelling the behaviour of a good citizen
- uphold the obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for your own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

continued....



Job Description

continued....

School Culture

- strengthen and sustain the school vision and ethos in partnership with the Local Governing Body and through consultation with the school community
- continue to create a culture where students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students from all backgrounds for the next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- work with Governors and LSP to ensure that Yatton is the school of choice within its local community
- be ambitious for the school's future and lead its growth and development

Teaching

- establish and sustain high-quality, expert teaching across all subjects and key stages
- built on an evidence- informed understanding of effective teaching and how students learn
- ensure that effective strategies are in place, closely monitored and reviewed, to continue to rapidly close the gap for disadvantaged students and other vulnerable groups
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment to shape and develop the curriculum

Curriculum and Assessment

- ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure valid, dependable, and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair, and respectful approaches to managing behaviour ensure that adults within the school model and teach the behaviour of a good citizen

continued....



Job Description

continued....

Additional and Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND code of practice

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational Management

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately in line with the School Improvement Plan, ensuring efficiency, effectiveness, and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing, and mitigating risk

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit the school's effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

continued....



Job Description

continued....

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit the school to collaborate successfully with other schools and organisations within and beyond Lighthouse Schools Partnership in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students

Governance and Accountability

- understand and welcome the role of effective governance, delivering leaders' obligations to give account and accept responsibility
- establish and sustain professional working relationship with the Local Governing Body and the Board of Trustees
- ensure that staff know and understand their professional responsibilities and are held to account ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

*This job description may not necessarily be a comprehensive definition of the post.
It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.*

A young girl with blonde hair in a ponytail, wearing a red school uniform and red tights, is running. The background is blurred, showing other children and a school building.

Person Specification

Essential Requirements		Form of Assessment
Qualifications and experience		
1	Qualified Teacher Status.	Application
2	Evidence of continuous professional development.	Application
3	At least three years of proven strong, successful leadership as a Deputy Headteacher or more senior role in a primary school.	Application, Reference & Interview/Assessment
Leadership		
4	Be fully supportive of and committed to the aims and ethos of our schools noting the junior school's CE foundation.	Application, Reference & Interview/Assessment
5	The ability to think strategically and take the leading role to develop, build on and communicate a shared vision and strategic plan which inspires and motivates the whole school community.	Application, Reference & Interview/Assessment
6	Evidence of successfully implementing, managing and evaluating change.	Application, Reference & Interview/Assessment
7	The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement.	Application, Reference & Interview/Assessment
8	A clear understanding of and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new research/approaches/technologies which are relevant to teaching and learning.	Application & Interview/Assessment
9	Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	Application, Reference & Interview/Assessment
10	Significant experience in evaluating and using data to plan and improve pupil experience and outcomes.	Interview/Assessment

Pupils and staff		
11	A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.	Interview/Assessment
12	A commitment to valuing, supporting and encouraging the professional development of all staff members.	Application & Interview/Assessment
13	An understanding of how to create whole community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of pupils.	Interview/Assessment
14	Experience in financial planning and budget setting.	Application & Interview/Assessment
15	A clear understanding of and commitment to promoting and safeguarding the welfare of children.	Application, Reference & Interview/Assessment
Community		
16	Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	Application, Reference & Interview/Assessment
17	A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools.	Application, Reference & Interview/Assessment

Personal qualities		
18	Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	Interview/Assessment
19	Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents.	Application, Reference & Interview/Assessment
20	The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.	Application & Interview/Assessment
21	Knows how to set limits on working life and supports others in doing so.	Application, Reference & Interview/Assessment

Desirable experience		
1	NPQH or equivalent	Application
2	Relevant postgraduate qualification such as Master's degree	Application
3	Previous/current Headship experience	Application
4	Experience in budget setting, monitoring and review at whole school level	Application
5	Leadership of collaboration between schools	Application
6	Experience in leading CPD or shaping educational thought through publication or academic activity	Application
7	Have worked in a Church of England school.	Application



How to apply

Executive Headteacher

Start date: January 2026

Permanent full-time contract

Pay Scale: L20 – L25

Salary: £79,475 - £89,830 (pro-rata per annum),
and reducing to L23 in 2028 due to an overall PAN
reduction.

We do hope to receive your application for this exciting opportunity.

Please find below a summary of the key information on applying for this position.

If you wish to discuss the role informally prior to making an application, please contact [Neil Lankester](#) Director of School Improvement or [Gary Lewis](#), Chief Executive to discuss this opportunity.

We would encourage prospective candidates to visit the school prior to application. School visits will be led by the Acting Headteachers. To book a visit attend please contact the School Office via office@yattonschools.co.uk or 01934 833524.

Applications should be submitted via our online eRecruitment system [here](#).

You should also submit a cover letter detailing why you wish to apply for this position. This should be submitted online with your application form and should be no more than two sides A4.

Deadlines for applications, addressing the person specification, are to be submitted by **12noon on Monday 30 June 2025**.

Proposed interview dates: Thursday 10 and Friday 11 July 2025.

Find out more about the school by [visiting their website](#).

Lighthouse Schools Partnership is committed to safeguarding and promoting the welfare of children.

All appointments will be subject to a satisfactory completion of safeguarding and reference checks.

The images used in this document are indicative and feature primary schools from across LSP.



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Lighthouse Schools Partnership, St Marys Road,
Portishead, Bristol ,BS20 7QR

01275 841396

www.lsp.org.uk

