



Midsomer Norton  
Schools Partnership

**Annual Report  
2024**





---

“The Partnership strives to ensure everyone in the community achieves more than they thought possible, reaching beyond their aspirations.”

Year 11 Parent, March 2024



# CONTENTS

## Annual Report 2024

---

The Partnership Overview	2
Message from our CEO	4
Information on the Trust	6
MNSP Schools	9
Structure, Governance & Management	25
MAT Strategy	28
Key Performance indicators	30
Trust Impact	34
What parents and students say about MNSP	40
Future Growth Strategy	41
MNSP improvement Plan	43



Midsomer Norton  
Schools Partnership

# THE PARTNERSHIP OVERVIEW

Chair of the Trust: Tony Wells

The Midsomer Norton Schools' Partnership (MNSP) was established in 2010 as a result of the successful merger between Norton Hill and Somervale Schools, situated in Midsomer Norton in Bath & North East Somerset.



Over the past few years, the Trust has grown significantly to include many new schools, expanding its reach and impact both locally and beyond. This collaborative effort has empowered us to provide exceptional educational opportunities for children in communities across Bristol,

South Gloucestershire, Bath & North East Somerset, Wiltshire and Somerset, which were previously beyond reach. As a highly successful Trust with an enviable track record of success, we remain resolute to expanding our reach and transforming life chances for more young people in the South West of England.

At the core of the MNSP Trust lies a shared commitment to supporting our local school communities in their hubs. This region is a fantastic place to live and work and our thirty-five member schools are dedicated to nurturing personal development, wellbeing and academic excellence. We are committed to always putting the needs of our pupils first in everything that we do to support outstanding educational outcomes.

Working together within our hub network offers numerous advantages for the children in our schools. Whether it's through the exchange of resources and the promotion of best teaching practices, or the assurance of immediate assistance from our closely-knit partner network when challenges arise. What is clear, is our collaborative approach is invaluable. Our impact is profound and we are relentless in our pursuit to ensure every child in our Trust attends a good or better school.

Leading this federation of schools is a privilege. As a Board of Trustees, we firmly believe that an outstanding education is the right of every individual in the South West of England. Through our collective endeavours, we aspire to nurture high aspirations in all our pupils, empowering them to lead fulfilling lives. Our moral purpose is the same today as it was in 2010 when the Trust was formed. Simply put, every child attends a good or better school and achieves great outcomes.

If you haven't yet had the opportunity to visit any of the schools in our partnership, we encourage you to do so. We are confident that you will be impressed by the remarkable work taking place within our educational community.





---

“Our impact is profound and we are relentless in our pursuit to ensure every child in our Trust attends a good or better school”.

Alun Williams CEO



## MESSAGE FROM OUR CEO

### Alun Williams CEO and Executive Headteacher:

The academic year 2023/24 has been a truly exhilarating journey for the Trust and I am delighted to share some of the incredible moments with you. Our family of schools has continued to grow, as we welcomed several new schools into our Trust from May 2024 onwards. This expansion has enriched our community of dedicated professionals who, through real and impactful collaboration, are making a profound difference to the lives of children across all the neighbourhoods we serve.

Many of our schools underwent Ofsted inspections from September 2023 to October 2024. Additionally, the MAT as a whole received a summary evaluation inspection (MATSE) from Ofsted in July 2023. Our primary schools have continued to flourish. Notably, St Mary's moving to be graded 'Outstanding' and Peasedown St John Primary rising to 'Good'.

In the Special School sector, Critchill had a very successful Ofsted inspection, judged to be still providing a good education with the potential to be 'Outstanding'. Our secondary schools have all achieved very positive Ofsted inspections. Hayesfield remains 'Good,' Norton Hill was graded 'Outstanding' in three out of five areas. Preston achieved a 'Good' rating, Beechen Cliff improved from 'Inadequate' to 'Good,' and Writhlington, previously 'Requires Improvement' for some time, achieved a 'Good' judgment. Perhaps one of the most pleasing improvements, was seen at Buckler's Mead – graded 'Good' for the first time in five years. These accomplishments are a testament to the hard work and determination of our staff, governors, trustees, students and families.

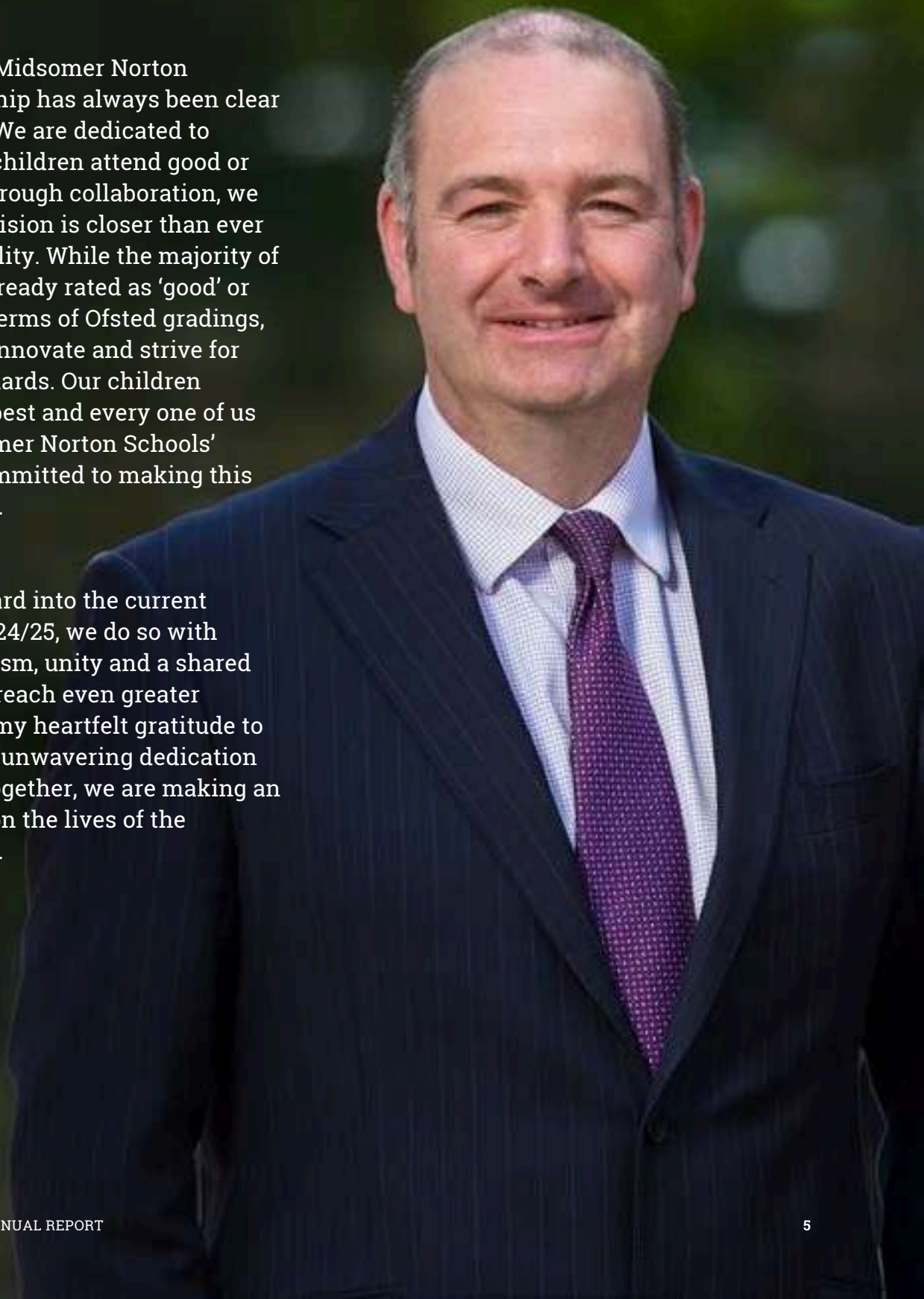
Once again, academic results across our Trust in 2024 have been truly impressive. Our primary schools have consistently demonstrated strong attainment outcomes for all children, including those who may be more vulnerable. The composite data for our primary schools exceeded national averages in every measure, a truly remarkable achievement. In our secondary schools, progress matches or exceeds national averages in the majority of our schools. Every post-16 student has secured positive destinations, with most progressing to university. It's a source of immense pride that the Midsomer Norton Schools' Partnership has been ranked once again, as one of the highest- performing Trusts in the Southwest for GCSE results. Our Special Schools have continued to thrive with excellent destination outcomes for all leavers and strong 'Progress Five' outcomes in Year 11.

**"Together, we are making an indelible impact on the lives of the students we serve."**

“Reflecting on the past year, I am filled with immense pride as I consider the incredible progress and accomplishments of our partnership.”

The vision of the Midsomer Norton Schools' Partnership has always been clear and unwavering. We are dedicated to ensuring that all children attend good or better schools. Through collaboration, we believe that this vision is closer than ever to becoming a reality. While the majority of our schools are already rated as 'good' or 'Outstanding,' in terms of Ofsted gradings, they continue to innovate and strive for even higher standards. Our children deserve the very best and every one of us within the Midsomer Norton Schools' Partnership is committed to making this ambition a reality.

As we move forward into the current academic year 2024/25, we do so with renewed enthusiasm, unity and a shared determination to reach even greater heights. I extend my heartfelt gratitude to all of you for your unwavering dedication and hard work. Together, we are making an indelible impact on the lives of the children we serve.





# INFORMATION ON THE TRUST

---

## Reference and Administrative Details

<b>Company name</b>	Company	Midsomer Norton Schools' Partnership Ltd
<b>registered number</b>		07365778
<b>Principal and registered office</b>		c/o Norton Hill Primary School Silver Street Midsomer Norton Radstock BA3 2UD
<b>Chief Executive Officer</b>		A Williams

<b>Members</b>	J Randles E Gregory S Warrener C Brace K Wilson
----------------	---

<b>Trustees</b>	A Wells (Chair) R Arnold S Baldwin C Hudson T Williams D Lewis S Mills A Sinden J Smith A Williams (Accounting Officer) A Hayton
-----------------	--

<b>Trust Clerk</b>	S Crane
--------------------	---------

<b>Bankers</b>	Natwest Bank 3 High Street Midsomer Norton BA3 2UD
----------------	---

<b>Solicitors</b>	Stone King LLP 13 Queen Square Bath BA1 2HJ
-------------------	--



# INFORMATION ON THE TRUST

## Senior Management Team & Key Management Personnel

Central Team/School Trust	Role	Name
	CEO	A Williams
	Deputy CEO	E Yates
	COO	C Hobbs
	Head of Finance	J Kempton
	Director of Education Primary & Executive Head	K Courtier
	Director of Education Secondary	D Powell
	Director of Education All through	M Lees
	Executive Lead: New Schools Special Projects, Attendance & Safeguarding	C Cattanach
	Executive Head Teacher Critchill SEND & AP	S Addison
<b>Primary Schools</b>		
Clutton Primary	Executive Headteacher	D Turull
Dundry Primary School	Headteacher	A Maggs
Farrington Gurney Primary	Executive Headteacher	D Turull
Hemington Primary	Executive Headteacher	A Randell
High Littleton Primary	Headteacher	G Griffith
Leigh-on-Mendip School	Executive Headteacher	D Turull
Longvernal Primary	Headteacher	K Bazeley
Midsomer Norton Primary	Executive Headteacher	A Randell
Norton Hill Primary School	Executive Headteacher	K Courtier
Peasedown Primary School	Headteacher	R Noall
Shoscombe Primary	Headteacher	T Rorison
St John's Primary	Headteacher	D West-Gaul
St Julian's Primary	Headteacher	I Mills
St Mary's Primary School	Executive Headteacher	M Parsons
Trinity Church School Primary	Executive Headteacher	M Parsons
Welton Primary	Headteacher	J Snell
Westfield Primary School	Headteacher	S Mills
Trinity First School	Headteacher	A Seager



# INFORMATION ON THE TRUST

## Senior Management Team & Key Management Personnel

(Cont.)

### Secondary & Middle Schools

Beechen Cliff	Headteacher	T Markall
Buckler's Mead	Headteacher	M Lawrence
Hayesfield	Headteacher	P White
Writhlington	Headteacher	K Howard
Preston Secondary	Headteacher	C Marsh
Norton Hill Secondary	Headteacher	G Green
Somerset Studio School	Headteacher	B Hain
Somervale Secondary	Headteacher	J Postlethwaite
St Dunstan's Secondary	Headteacher	P Balkwill
St Mark's Secondary School	Headteacher	C England
Frome College	Headteacher	E Reynolds
Oakfield Academy	Headteacher	E Wilkes

### Special Schools & Alternative Provision

Critchill School	Headteacher	E West
Knowle DGE Academy	Headteacher	K Lee Wells
Notton House Academy	Headteacher	M Reysenn
Soundwell Academy	Headteacher	C Abbs
St Matthias Academy	Headteacher	A Morrison



# MNSP SCHOOLS

---

Primary,  
Secondary, and  
Specialist &

Alternative  
Provision



# MNSP SCHOOLS

## Primary Schools

---

### Clutton Primary School



We believe that children who feel happy, safe and secure learn best.

At Clutton Primary School we have high expectations of all our children and staff and encourage everyone to 'be the best they can be'.

We aim to offer an education that encourages each child, and we strive to make learning fun and a place where children love to learn and take pride in their achievements. We recognise individual talents and develop confidence so every child is motivated, inspired and enjoys learning. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

---

### Dundry Primary School



Above all, we will inspire our children to achieve their best in all things.

Dundry School has been serving the community since 1858 and has strong links with the local church.

We aim to help our children develop into confident individuals who show respect for others and the world around them. We are committed to ensuring every child makes exceptional progress in their learning.

---

### Farrington Gurney Primary School



A strong Christian ethos encourages a caring attitude towards one another.

Farrington Gurney Primary School has served the village and the surrounding community for 160 years, consistently producing high standards of education. Our supportive and welcoming environment allows children of all ages and abilities to achieve their best within a safe, secure and creative environment.

We recognise and value the uniqueness of every child and encourage them to develop their independence and confidence. We are determined to improve educational outcomes for every child who attends our school.



---

### Hemington Primary School



Continues to be a “Good” school. – Ofsted 2022

Hemington is a small school in a rural location with 32 children on-roll. Children work in two classes in the original school building. The school has lovely grounds where Forest School work takes place and children are encouraged to learn both in the classroom and by using their immediate environment. Being a small school means that we know our children really well and enjoy outstanding parental support.

---

### High Littleton CofE Primary School



There is a strong Christian ethos of acceptance within the school.

High Littleton is a happy school in which pupils and adults are encouraged to have a caring and considerate attitude towards one another. The school enjoys a good reputation for providing a broad, balanced, challenging and creative environment, made possible by our highly committed and hardworking team of teachers, support staff, parents and governors.

---

### Leigh-on-Mendip Primary School



The uniqueness of every child is recognised and valued.

At Leigh-On-Mendip Primary School, we help all to achieve their best within a happy, secure and creative environment. We aim to teach children to learn skills, knowledge and develop concepts which will enable them to grow into positive, responsible people who can cooperate with others and are better equipped for life in today's rapidly changing society.

# MNSP SCHOOLS

## Primary Schools

---

### Longvernal Primary School



We believe that children who feel happy, safe and secure learn best.

The school aims to equip pupils with the skills and confidence to achieve their best in life and the school has established itself as a hub for promoting learning outside. Longvernal staff are committed to supporting other local schools to become outdoor learning experts and are facilitating the training for other educational providers to become specialists in this field. Over the next year the school is promoting 'learning everywhere', with a focus on the outdoors, learning around heritage and culture and in the local community.

---

### Midsomer Norton Primary School



Graded 'Good' by Ofsted in 2022.

As an inclusive school with a strong community ethos, we see our location in the heart of Midsomer Norton as integral to our identity. We pride ourselves on the supportive partnerships we create with our parents, other schools and organisations locally.

We are an innovative school that puts the needs of every child first. We are relentless in our pursuit of high standards and enjoy outstanding relationships with our parent body.

---

### Norton Hill Primary School



A strong Christian ethos encourages a caring attitude towards one another.

We are delighted to have opened our new £13 million primary school. It is a three form entry school which has been funded by the Department for Education. We have wonderful facilities at the school which are on offer to the Midsomer Norton Community. Facilities include superb sports provision, with two indoor sports halls, a dance studio, two large pitches for football and rugby and a hard surface sports pitch which has basketball, tennis, hockey, football and netball pitches. We specialise in STEM (Science, Technology, Engineering and Mathematics) Forest School and Outdoor Learning.



### Peasedown Primary School



The uniqueness of every child is recognised and valued.

Peasedown St John Primary School was built in 1913. It is a large, lively, vibrant school for approximately 600 children aged 2-11 years. Our aim is “achieving excellence for ourselves and others” and this vision permeates all that we do. Children who come to our school receive good teaching and make good progress, but there is much more to it. We provide a wide range of opportunities for children to develop their musical, sporting and language abilities, as well as many other irresistible learning experiences - all designed to make children enjoy their primary school years in an atmosphere where every child can flourish. During their time with us children are nurtured as individuals. We work hard to develop in them lifelong learning skills and behaviours, as well as self-respect and respect for others.

### Shoscombe Primary School



Our children are polite, happy and excited learners.

Shoscombe Church School is a small and friendly village school where children are inspired and nurtured to discover their unique potential. Our children shine with self-belief and go into the world with the determination and resilience to follow their dreams. Our children are polite, happy and excited learners who live and breathe our Christian core values of joy, creativity & wonder, empathy, respect, resilience and aspiration.

### St John's C of E Primary School



One of the few nationally to achieve the highest grading.

The school is a happy, stimulating and caring place that allows each child to grow and develop in the knowledge of Christ, the world and themselves. Our Christian values support all of our work, and our committed team of staff and governors make sure that every child feels nurtured, respected and proud to belong to the community of St. John's. St John's remained graded as an 'Excellent/ Outstanding' in their SIAMS inspection last year – one of the few nationally to achieve this highest grading.

# MNSP SCHOOLS

## Primary Schools

---

### St Julian's C of E Primary



A warm, secure and stimulating environment for learning.

Our school serves the village community of Wellow and the surrounding areas. St Julian's was once federated with Shoscombe Church School. Now both schools are part of the Midsomer Norton Schools' Partnership Trust but continue to work in very close collaboration with a shared Executive Head Teacher and one governing body. All the Staff and Governors work hard to provide our children with a warm, secure and stimulating environment for learning, within an ethos which strongly promotes Christian values. We believe that children need to develop skills that will equip them for the future, so we offer a rich curriculum that includes outdoor learning as well as the more traditional subject areas. We want to develop lively enquiring minds, confident individuals and focussed learners who can adapt in different situations and who can work well with others.

---

### St Mary's C of E Primary School



We are a warm, nurturing safe place for the children who attend our school.

We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential. We are at the heart of Timsbury village, serving local families, but we also reach out to collaborate with our partners in the wider educational community. We are proud we share our patron saint with our parish church and we have an excellent relationship with our church. This is a school that cares passionately about our environment, protecting God's creation, and all decisions we make are made with that in mind.

---

### Trinity First School



Trinity is a fully inclusive, thriving school where 'pupils cherish the many memorable learning experiences provided to them,' Ofsted 2023.

At Trinity First School, it is our mission to nurture and develop the whole child socially, emotionally, intellectually, physically and spiritually to enable them to become the very best that they can be. We believe in a school community that is full of compassion and free of prejudice. This is embodied in our vision for the school

# MNSP SCHOOLS

## Primary Schools

---

### Trinity Church School



The uniqueness of every child is recognised and valued.

Trinity Church School works with all stakeholders to decide how the school will best meet the needs and interests of the children who attend it. They believe in placing the school at the heart of the community they serve. The aim and ethos for the school is for all children to aim high, reach for the sky and reach their true potential. Trinity has been on a rapid improvement journey and has moved from 'Special Measures' to 'Good' – a stunning achievement for the school and Trust.

---

### Welton Primary School



Welton has recently opened a nursery

Welton Primary is a popular semi-rural school, set in the heart of the beautiful Welton valley providing an education for children from the ages of four to eleven. We are delighted to be part of the Midsomer Norton Schools' Partnership and work closely with the other primary and secondary schools in the Trust for the benefit of the children at Welton.

---

### Westfield Primary School



Learning, teaching, achievement and self-worth are always celebrated.

Westfield's vision is based on a fundamental belief that 'Everyone is Valued'. Westfield is a school where learning, teaching, achievement and self-worth are always celebrated and recognised. Our five year vision will enable our school to identify what will be achieved in the short and long term and how we as a school community will contribute to our joint goals. We will provide a world class education system in a supportive environment for all our pupils, built upon success, inclusivity and forward thinking to equip our children for the 21st century.



# MNSP SCHOOLS

## Secondary Schools

---

### Beechen Cliff



We encourage boys to grow and mature at their own pace.

Beechen Cliff is a thriving, vibrant school in which boys feel safe, valued and happy. We have a strong belief in traditional values and set high standards in our work, conduct and appearance. We also place great emphasis in ensuring our boys develop empathy, tolerance and respect for the diverse society we share.

Beechen Cliff strives to offer a curriculum of opportunity that enables all learners to thrive and develop their academic abilities and to prepare them as effective, caring citizens.

---

### Buckler's Mead



Buckler's Mead believe in an 'Inspiring Education for All.' Ofsted Good 2024

Buckler's Mead believe in an 'Inspiring Education for All' and aim to provide this through a strong sense of community, providing all of students regardless of age, ability, or background a richness of opportunity. School should be an enjoyable place to come every day, which is full of opportunities for success. The curriculum offered is broad and balanced and ensures every student has the opportunity to develop a deep knowledge of each and every subject area. The school has high expectations of all students and supports them to achieve the very best they can, while at the same time recognising that young people develop at different rates, have differing hopes and ambitions.

---

### Hayesfield Girls' School



Graded 'Good' with an outstanding sixth form in 2022.

Hayesfield is a thriving, vibrant school in which girls feel safe, valued and happy. We have a strong belief in traditional values and set high standards in our work, conduct and appearance. We also place emphasis on developing the skills and values that will enable our students to become thinking, informed and confident adults who will be able to meet the challenges of the 21st Century.

# MNSP SCHOOLS

## Secondary Schools

---

### Norton Hill School



A forward-looking school that gives its pupils confidence and skills.

Norton Hill is a forward-looking school that gives its pupils the confidence and skills to play a full and active part in a rapidly changing world. We promote the traditional values of hard work, outstanding behaviour, dedicated study and personal challenge in all areas.

We are committed to excellence and ensuring every child who attends our school realises their potential.

---

### Preston School



Preston School has a clear objective – to guarantee success for every individual.

The school believes that in order to enable learners to reach their full potential and for their unique talents to be nurtured and developed, there needs to be an on-going partnership and dialogue between home and school that provides the foundation for learning and achievement. If students are to learn effectively, they need to be healthy, feel safe, and be happy and secure in school. Preston School has a clear objective – to guarantee success for every individual. Much of what the school does day-to-day, is designed to find the key that unlocks the interests and skills of pupils, enabling them to be successful both at Preston School and beyond.

---

### Somerset Studio School



Every child has a bespoke curriculum.

The Studio school promotes employability skills in the delivery of its unique science based curriculum. As a 14-19 school, the small scale nature of our studio school enables our students to enjoy excellent relationships with our teachers. Every child has a bespoke curriculum which provides them with a unique experience to prepare them for the world of work or higher education. The school benefits enormously from being part of a large MAT.

# MNSP SCHOOLS

## Secondary Schools

---

### Somervale School



Well-above the national average for pupil attainment and progress.

Recent outcomes achieved at Somervale place the school well-above the national average for pupil attainment and progress. The school's excellence in Arts education has also been recognised with the award of the prestigious Arts Mark Gold standard. The school has a rising roll which is a positive sign of growing confidence in the standard of education within the local community. The school was also assessed as still being 'Good' by Ofsted in June 2022.

---

### St Dunstan's



A small school committed to ensuring every child excels.

St Dunstan's is a special place to learn. The ethos for learning is very strong. This is generated through a skilled and strong team of staff with students that are engaged, well-behaved and focused on learning. St Dunstan's is a small school and this is a strength. Students and families are well-known and the pastoral care is excellent. The trend of strong outcomes has continued from 2017 to 2022 and led to the school being judged 'good' by Ofsted in all categories. The school benefits from tremendous support from the MAT given its small size.

---

### Frome College



We fully understand the trust placed in us by families who choose our College to educate and inspire the next generation.

We are a high performing college where, whatever their starting points, students make excellent progress. This means our students achieve some of the best exam results in national, regional and local areas and leave as successful, ambitious and confident young people who are equipped with the skills and attributes needed to lead fulfilling and happy lives.



### St Mark's C of E School



Graded 'Good' in all areas by Ofsted in 2022.

Students at St Mark's thrive and reach their full academic and personal potential through the combination of a personalised, dynamic curriculum, quality teaching, enriching opportunities and high expectations. We are extremely proud of our balanced and varied curriculum. We recognise that all students have different strengths and talents and our staff are dedicated to identifying these to create a personalised learning programme for every child. Being a small school with small class sizes comes with many benefits. It creates a strong family atmosphere that is valued highly by our students, parents and staff. St Mark's also has responsibility for a Moderate Learning Difficulty (MLD) resource base which can accommodate up to 20 children.

### Writhlington School



Students strive to achieve more than they ever thought possible.

Writhlington School provides an incredible learning environment for students, with state-of-the-art resources and exceptional staff in an award-winning campus setting. Students thrive here and strive to achieve more than they ever thought possible in a safe and friendly environment. The school serves a diverse community and has a strong ethos based on ensuring every child genuinely matters and achieves great outcomes.

### Oakfield Academy



Our aim is to enable every pupil at the Academy to achieve their full academic potential.

Our pupils enjoy an inspirational learning environment and benefit from creative staff, wonderful facilities and beautiful grounds situated next to open countryside. We educate children aged between 9 -13 years old and you can find us on the edge of the Mendip Hills, overlooking the medieval market town of Frome. The ability to deliver a seamless transfer and heartfelt welcome for year 4 pupils arriving into year 5 has earned Oakfield an enduring reputation as a friendly and encouraging middle school community.

# MNSP SCHOOLS

## Special Schools

---

### Critchill School



All our youngsters can aspire to exceptional standards.

Critchill School provides education for 80+ pupils from the ages of 4-19. All pupils have an Education, Health and Care Plan and there are a wide variety of ages and levels of ability amongst the school populations. At Critchill, each pupil's needs are carefully evaluated, so that within the context of our expanding curriculum, all our youngsters can aspire to exceptional standards. We believe wholeheartedly that children should have fun at school during their learning and no matter what issues a child may face, they are entitled to the best education and care possible. The school has recently expanded to take more pupils from Somerset, BANES and Wiltshire.

---

### Notton House Academy



A supportive and nurturing environment.

We are a residential academy for boys, aged 8-19, with 50 students on roll and situated in Wiltshire. We deliver both education and care to a wide range of young people with Special Educational Needs and Disability (SEND). This includes Social, Emotional and Mental Health needs (SEMH), Speech, Language and Communication needs (SLCN) and Autistic Spectrum Condition (ASC). The residential aspect of the school enables students to access an extensive range of extracurricular experiences, stability and the time to build confidence and independence skills in a supportive and nurturing environment.



# MNSP SCHOOLS

## Special Schools

---

### Soundwell Academy



A forward-looking school that gives its pupils confidence and skills.

We aim to be a powerful voice for our young people. We will figure out the best way to unlock the individual passions of our young people and reveal and encourage their unique skills. We will help them to develop into confident, curious and capable adults who can live independently and be employable. Whatever career they choose, we will set them up to succeed.

We will continuously drive forward Academy improvement and educational outcomes, develop the careers of all our staff and provide a safe, welcoming and high-quality environment conducive to teaching and learning.

---

### Knowle DGE Academy



We pride ourselves on being a nurturing academy.

The academy caters for a wide range of young people with Special Educational Needs and Disability (SEND). This includes Social, Emotional and Mental Health needs (SEMH), Speech, Language and Communication needs (SLCN) and Autistic Spectrum Condition (ASC) from Key Stage 1-5.

We are situated in two modern buildings with fantastic facilities and provide high quality education and exceptional pastoral support to the young people. We pride ourselves on being a nurturing academy that enables the young people to feel safe, valued and capable of achieving their very best. Our curriculum is designed to help our young people to succeed and become as independent as they can possibly be.

# MNSP SCHOOLS

## Alternative Provision School

### St Matthias Academy



We help and guide our pupils to take the next steps that are right for them.  
Ofsted Good 2024

St Matthias Academy is small education learning community on three sites in Bristol and Bath. The team strive to ensure that the personalised learning journey of all our young people provides academic success and the confidence and skills to break thorough personal barriers. This means our pupils develop a positive attitude to learning which enables them to achieve, grow and succeed.

Supported by a dedicated, skilful and committed staff, our young people successfully move on from St Matthias Academy back into mainstream education, to specialist education or to college. We help and guide our pupils to take the next steps that are right for them.





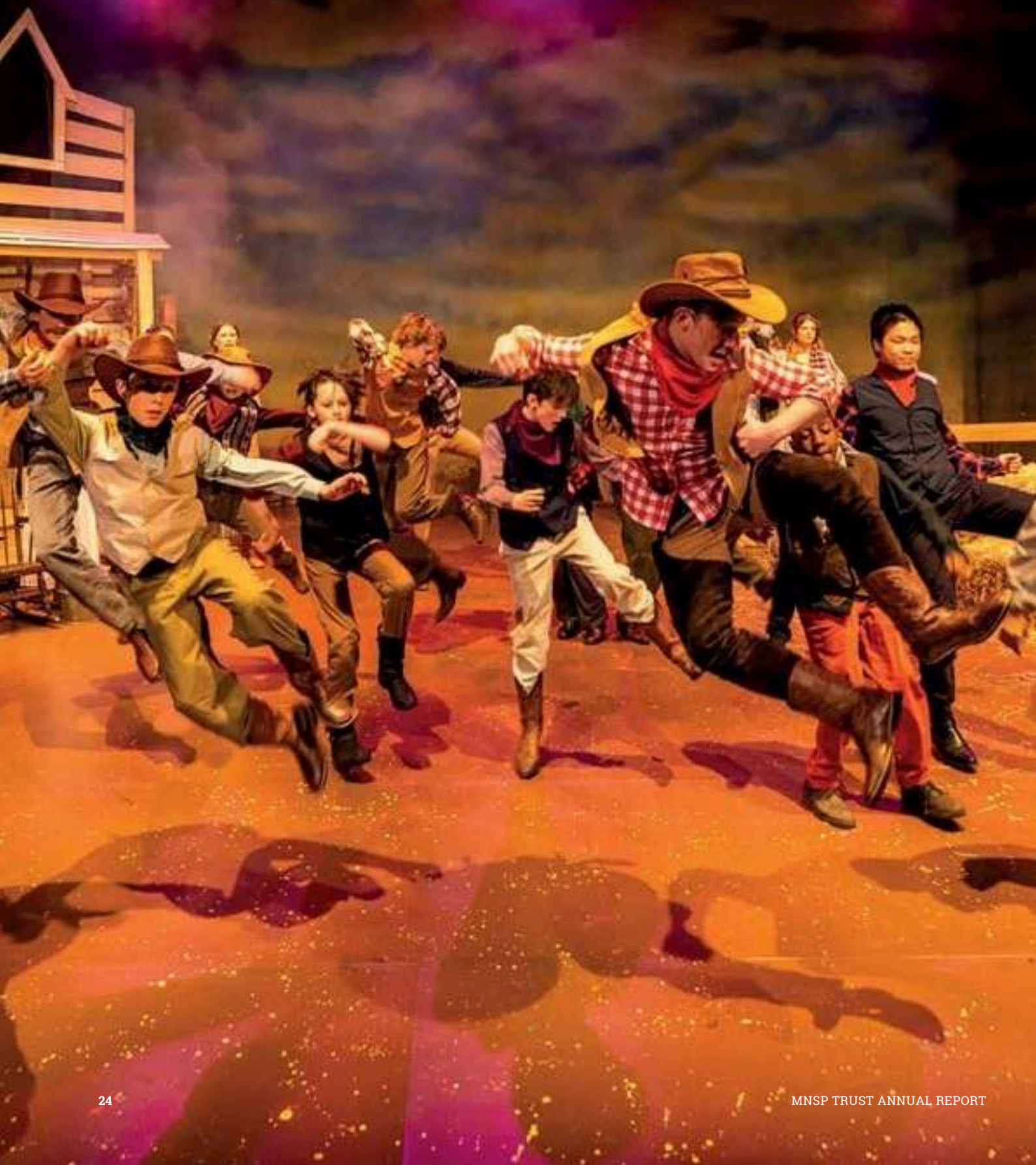
“We are making a profound difference to the lives of children across all the neighbourhoods we serve.”

Bath School Parent January 2024



“The Midsomer Norton Schools’  
Partnership is a high-performing  
Trust.”

OFSTED 2023





# STRUCTURE, GOVERNANCE AND MANAGEMENT

## Constitution

The Academy Trust is an exempt charity and a company limited by guarantee, not having share capital. Every member undertakes to contribute an amount not exceeding £1 to the assets of the company in the event of the company being wound up during the period of membership, or within one year thereafter. The charitable company is known as Midsomer Norton Schools' Partnership.

The Trust was incorporated on 3 September 2010. Norton Hill and Somervale converted to the status of Academy on the 1st October 2010. Midsomer Norton Schools' Partnership is a Multi Academy Trust consisting of thirty two schools. The number on roll across the Trust is 15,239 including nursery.

### PRIMARY SCHOOLS

High Littleton	Welton	Shoscombe Primary
Joined Trust 1.8.2014	Joined Trust 1.7.2016	Joined Trust 1.12.2018
Clutton	Farrington Gurney	St Julian's Primary
Joined Trust 1.3.2015	Joined Trust 1.4.2017	Joined Trust 1.12.2018
Trinity Church School	Midsomer Norton Primary	St John's Primary
Formerly the Dove Trust.	School	Joined Trust 1.12.2018
Joined MNSP Trust 1.6.2016	Joined Trust 01.09.17	Peasedown Primary
Dundry School	Hemington Primary School	Joined Trust 1.4.2019
Formerly the Dove Trust.	Joined Trust 01.08.18	St Mary's Primary
Joined MNSP Trust 1.6.2016	Westfield Primary School	Joined Trust 01.5.2020
Longvernal	Joined Trust 1.10.2018	Norton Hill Primary
Joined Trust 1.7.2016	Leigh-on-Mendip	Trinity First School,
	Joined Trust 1.11.2018	Frome
		Joined on 01.10.2024

### SECONDARY SCHOOLS

Norton Hill School	St Mark's
Academy converter 1.10.2010	Joined Trust 1.05.2020
Somervale School	Hayesfield
Academy converter 1.10.2010	Joined Trust 1.04.2021
St Dunstan's	Buckler's Mead
Joined Trust 1.6.2016	Secondary School
Beechen Cliff	Joined Trust 1.09.2021
Joined Trust 1.2.2019	Preston Academy
Writhlington	Joined Trust 1.02.2022
Joined Trust 1.4.2019	Oakfield Academy
Somerset Studio School	Joined Trust 1.5.2024
Frome College	
Joined on 01.07.2024	

### SPECIAL SCHOOLS & AP

Critchill School
Joined Trust 1.6.2019
Soundwell Academy
Joined Trust 1.9.2023
Notton House Academy
Joined Trust 1.9.2023
Knowle DGE Aacdemy
Joined Trust 1.09.2023
St Matthias Academy
Joined Trust 1.09.2023.



# STRUCTURE, GOVERNANCE AND MANAGEMENT

## Trustees

The Trustees have responsibility for setting and monitoring the overall strategic direction of the Trust, approving decisions, and are involved in appointing key members of staff.

The Trustees have set up procedures that will ensure a regular review of the mix of skills that should be available to the board are in place to ensure the Trust and its schools have a positive impact on the lives of children.

It is anticipated that the great majority of new Trustees will be drawn from the local school communities, being either parents or carers of pupils in Trust schools, or others that have shown an interest in the future well-being of the Trust and its pupils. The Chair of the Trust is Mr Wells. Individual Trustees attend training courses and conferences organised by appropriate bodies, in order to ensure their knowledge and understanding is fully up to date.

All Trustees are expected to undertake the induction programme that includes meetings with the CEO, the Chair, other key MAT personnel as well as undertaking formal training via the NGA where appropriate.

Trustees meet as a Trust Board at least six times in the year. The Scheme of Delegation is available on the Trust website and this details the decisions taken by the Trust Board which include: appointing auditors and legal representative, overall strategic direction for the Trust such as admission of new academies, decisions relating to significant personnel issues including the appointment of senior leaders in schools, agreeing school budgets and all Trust Policies. Beneath the Trust Board there are Local Governing Bodies for all schools. The Local Governing Bodies meet primarily to consider local matters and recommend decisions to the Trust Board. They also challenge the senior teams in each school and hold them to account across a number of key aspects detailed in the Local Governing Body Terms of Reference.

There are three further committees, Audit, Christian Distinctiveness and Remuneration that operate under the instruction of the Trust with clear Terms of Reference. These committees report directly to the Trust Board and have no decision making powers devolved to them, except the Remuneration Committee, which can agree changes to pay in line with Trust policy. Additionally, working groups with clear Terms of Reference are formed on an ad-hoc basis to consider specific issues and make recommendations to the Board.

There is one Chief Executive Officer (CEO) for the Trust. The CEO is also the Accounting Officer and works closely with Trustees and the senior staff of the Trust. The CEO is responsible for school improvement, significant personnel issues, financial matters across the Trust, supporting and improving governance, ensuring accountability of Headteachers and other Trust senior leaders working in the back-office function. The CEO also approves timetabling and staffing for all academies, determines with schools the curriculum delivered, constructs the Trust improvement plan and self-evaluation document and approves and co-writes improvement plans and self-evaluation documents for all schools in the Trust. The CEO determines and writes policy for consideration across all aspects of the Trust's work and provides support for all schools and the Trust Board across the full range of issues facing the sector. The Scheme of Delegation on the Trust website details further the role of the CEO.

The Trustees set strategic objectives and educational targets for the Trust with some of these functions delegated to the Local Governing Bodies. Whilst the Local Governing Body may make recommendations, the responsibility for strategic decisions rests with the Trust Board.

The Senior Leadership Team at each of the schools is responsible for the day-to-day operations and in particular, for educational standards, organising the teaching staff, facilities and children.

---

“Trustees set strategic objectives and educational targets for the Trust with some of these functions delegated to the Local Governing Bodies.”



# MAT STRATEGY

## MAT Vision

The Trust is now fourteen years old and our original purpose of ensuring ALL the young people in our community have similar opportunities is being realised.

This vision document underpins what we are seeking to achieve as an organisation and is used regularly to assess progress being made.

**The MAT** provides support and challenge to all of its schools so that its entire community of children and young people can achieve their best. **The MAT** is committed to providing a broad, balanced and aspirational curriculum in all of its schools, so that all children and young people develop the character and qualifications needed to open doors to their future success. The Trust is determined that all children should be able to attend a good or better school regardless of where they live. A strong focus on developing and providing inspirational teaching and leadership in our schools through school-to-school improvement, ensures outstanding progress and educational enjoyment for all members of the partnership's community.

STRATEGIC INTENT	MAT VALUES	COMMON FEATURES
<ul style="list-style-type: none"> <li>The MAT is effectively structured to enable all schools, their children and staff, to realise their aspirations and potential.</li> <li>A well-planned curriculum secures academic progression and personal development for all children and young people throughout each key stage of their education.</li> <li>Children and young people in all schools across the MAT enjoy learning and secure high outcomes.</li> <li>Children and young people remember knowledge they have been taught and can use this throughout their lives.</li> <li>The development of children will be underpinned by efficient and effective administration and services which will continue to focus on sustainable solutions to support the MAT</li> <li>The MAT is financially secure so that all schools are fully staffed and resourced to provide the highest standards of teaching to all of its students.</li> <li>MAT expansion plans maintain a key focus on school improvement by enabling schools to work together in clusters of local collaboration.</li> <li>The MAT and all its schools are highly regarded by working with other organisations to positively contribute to educational policy and outcomes both locally and nationally.</li> <li>The MAT supports the Christian vision for education throughout its church schools.</li> </ul>	<ul style="list-style-type: none"> <li>Moral values will underpin the strategic intents by defining how the MAT will operate. They are at the heart of our organisation, as we seek to improve the lives of children and all those who work in the MAT.</li> <li>School improvement is at the heart of the work of the MAT; school-focussed challenge is provided within a framework of professional support and guidance.</li> <li>The individual identity and character of each school in the MAT is honoured; educational diversity is nurtured within a culture of high expectations and innovation.</li> <li>Schools work together to support the personal development and academic achievement of all children and young people across the MAT; success is the result of great team work.</li> <li>Funding is used to secure improvement in outcomes; as teaching has the biggest impact on learning all staff have an entitlement to professional development opportunities.</li> <li>The wellbeing of staff and students is secured through a safe and happy working environment that is based on team work, courtesy, the growth of educational passion, enthusiasm, optimism, professionalism, leadership and innovation is encouraged at all times.</li> <li>Ensure the dignity, respect and tolerance runs through all aspects of our work so that people who are associated with the MAT feel valued.</li> </ul>	<ul style="list-style-type: none"> <li>A relentless focus on safeguarding children</li> <li>Academic rigour and a broad and balanced curriculum focussed on knowledge and skills.</li> <li>A sense of community with and beyond the school buildings.</li> <li>A focus on outdoor learning and strong extra-curricular provision including residential experiences.</li> <li>Inspirational teaching</li> <li>Opportunities for children to lead.</li> <li>A focus on developing the whole child so that they are tolerant, resilient and have high aspirations for life.</li> <li>A focus on traditional values of courtesy and good manners.</li> <li>A determination to ensure a love of reading.</li> <li>The best qualified teachers and support staff</li> <li>Intervention programmes to ensure all children including those with a special education need or in receipt of pupil premium funding can achieve at the very highest levels.</li> <li>A strong sense of collaboration with partner schools to realise the vision of the Trust.</li> </ul>



# MAT STRATEGY

What does Ofsted think about the Trust's success to date?

In June 2023, the Trust was subject to an Ofsted summary evaluation inspection known as a MATSE inspection. This is the first time that the Trust as an entity itself has been subject to Ofsted scrutiny. In individual school Ofsted reports, the contributions of the Trust have been praised, but in this evaluation the Trust itself was the focus of scrutiny.

The success of the MAT is not only seen in the pupil outcomes and Ofsted inspections at school level, but this was further confirmed by an extremely positive MAT inspection by Ofsted in June 2023. This four-day process involving 4 inspectors reviewed the systems and structures of the Trust and the impact of these on school improvement and pupil outcomes. Below are a collection of summary quotes from the report which demonstrate again the success of the Trust and the very positive impact the work of the Trust has on schools and therefore children and young people. Ofsted said:

'Midsomer Norton Schools Partnership is a high-performing trust. The centrally planned curriculum is well organised and sequenced for primary and secondary phases. The curriculum is having a positive impact of the outcomes of pupils at all phases. It prepares them very well for the next stage in their education, employment or training.'

'Reading is a top priority for the trust. Trust leaders have ensured that staff in all phases know how to teach phonics effectively. Regular checks of reading in schools, coupled with a forensic use of assessment, allow trust leaders to pinpoint where improvements are needed. Across all phases, disadvantaged pupils make significant improvements in reading. Published outcomes for English and reading are above the national averages.'

'Trust leaders have high expectations of pupils' behaviour. These are shared by staff across schools. Central policies and systems help schools create a culture where excellent behaviour and regular attendance matter.'

'School improvement is at the core of trust leaders' work. Under the skilled guidance of the CEO, they embody an unwavering dedication to securing the best outcomes for pupils. Trust leaders have developed a rigorous and effective model for school improvement that aligns with the trust vision. They strategically target support to schools where it is most needed. For example, schools that need to improve receive extra help from trust leaders and external partners. This approach to school improvement has yielded positive results. The trust boasts an impressive track record of supporting schools to enhance their performance over time.'

'A culture of high expectations and ambition permeates all aspects of trust leaders' work. Lines of accountability within the trust structure are well defined.'

'Trust leaders invest in staff development. They have created a strong professional development offer. Trust leaders meticulously plan their strategy based on trust and school priorities. They quickly identify staff with leadership potential and support them to achieve nationally recognised qualifications.'

'Governance is highly effective. Trust leaders work with a strong sense of moral purpose and in the best interests of pupils. There is a shared commitment to achieving excellence'.

'Trustees bring a high level of expertise to their positions. They regularly review their skills to ensure that the trust has the right people with the necessary skills on board. Trustees are proactive in helping local governors understand their roles and responsibilities.'

'Trust leaders place a very high priority on safeguarding. They have implemented high-quality training for school staff, governors and trustees.'



# KEY PERFORMANCE INDICATORS 2024

## Ofsted outcomes 2022-24:

School	Ofsted Inspection	Previous inspection outcome	New inspection Outcome since joining MNSP
Beechen Cliff	Graded	Inadequate	Good
Beechen Cliff Boarding	Social Care - Graded	Good	Good
Buckler's Mead	Graded	Inadequate	Good
Critchill Special School	ungraded	Good	Rising Good
Dundry Primary	Graded	Requires Improvement	Good
Hemington Primary	Ungraded	Good	Good
Hayesfield Girls' School	Ungraded	Good	Good
Knowle DSG Special	Graded	Requires Improvement	Good
Leigh-on-Mendip	Graded	New School	Good
Longvernal Primary	Graded	Good	Good with Outstanding
Norton Hill	Ungraded	Good	Outstanding (x3) & Good (x2)
Norton Hill Primary	Graded	Not previously inspected	Outstanding
Notton House Boarding	Social Care - Graded	Good	Good & Outstanding (L and M)
Peasedown Primary	Graded	Inadequate	Good
Preston	Graded	Requires Improvement	Good
Shoscombe Primary	Ungraded	Good	Good
Somerset Studio	Ungraded	Good	Good
St Dunstan's	Graded	Good	Good
St John's Primary	Ungraded	Good	Good
St Julian's Primary	Ungraded	Good	Good
St Mark's	Graded	Good - declining	Good
St Mary's Primary	Graded	Inadequate	Outstanding (x5)
St Matthias	Graded	Requires Improvement & Inadequate	Good
Trinity	Ungraded	Good	Good with Outstanding
Westfield Primary	Graded	Good	Good with outstanding
Writhlington	Graded	Requires Improvement	Good

# KEY PERFORMANCE INDICATORS 2024

## Our Secondary Schools:

Achievement and attainment across the Trust Secondary Schools 2023-24:

Achievement aspect	Trust	National	Comparison with national data
Progress 8 2024 whole Trust	+0.22	-0.03	Well above average
Progress 8 2023 Maths	+0.17	0.00	Well above average
Progress 8 2023 English	+0.1	0.00	Above average
Progress 8 2023 EBAC	+0.34	0.00	Well above average
Progress 8 2023 Open Aspect	+0.33	0.00	Well above average
Progress 8 PP 2023 whole Trust	-0.1	-0.49	Well above national
Progress 8 SEND 2023 whole Trust	+0.1	-0.54	Well above national
Attainment 9-4 English and Maths whole Trust	75%	65%	Well above average
Attainment 9-5 English and Maths whole Trust	53%	45%	Well above average
Attainment 8	52	46	Well above average
Average grade post 16	B	C	Above average
A*-A	27%	27%	Average
A*-B	54%	52%	Above average
A*-C	81%	75%	Above average
Percentage attending Russell Group Universities	31%	27%	Above average



## KEY PERFORMANCE INDICATORS 2024

### Our Primary Schools:

Achievement and attainment across our primary school 2023-4

Achievement aspect	Trust	National	Comparison with national data
Percentage of pupils achieving a Good Level of Development in Reception	78%	69%	Well above average
Percentage of pupils passing phonics screening in Year 1	87%	81%	Well above average
Percentage of pupils achieving age related expectation or better in reading, writing and maths	65%	61%	Above average
Percentage of PP pupils achieving or exceeding age related expectation in reading, writing and maths	44%	43%	Average
Percentage of pupils achieving or exceeding age-related expectation or better reading	77%	73%	Above average
Percentage of pupils achieving or exceeding age-related expectation or better writing	81%	72%	Well above average
Percentage of pupils achieving or exceeding age-related expectation or better maths	76%	73%	Above average
Percentage of pupils exceeding age related expectation in reading, writing and maths	8%	8	Average

# KEY PERFORMANCE INDICATORS 2024

## Our special Schools

Achievement aspect	Trust	National	Comparison with national data
Success on PLIMS (Personal Learning Intention Map)	92%	N/A	N/A
Attendance	80%-94% (Depending on setting)	86%	Above national
Percentage of NEETs	0%	4% (all schools)	Above national
Readiness for adulthood	90%	N/A	N/A
Suspension and exclusions	2% of cohort	N/A	N/A
Progress 5	35-100% (Depending on setting)	N/A	

## Our AP School

Achievement aspect	Trust	National	Comparison with national data
Attendance	67%	59%	Above national
Percentage of NEETs	0%	4% (all schools)	Above national
Readiness for adulthood	100%	N/A	N/A
Suspension and exclusions	2% of cohort	N/A	N/A
Progress 5	100%	N/A	

# TRUST IMPACT

The Trust has brought about numerous tangible benefits for its member schools, and learning environments and educational outcomes for children.

## Primary

**Clutton:** New library areas, an additional classroom and improved outdoor areas for better learning securing good ofsted.

**Dundry:** Funded over-staffing to allow 4 classes and therefore improved learning. Moved from RI to Good.

**Farrington Gurney:** Improved outdoor area and library. Support with staffing costs resulting in consistently high results.

**Hemmington:** Additional staff funding to support learning, creating a higher reading score; Phonics achieved 100%.

**High Littleton:** Additional classrooms to realise ambition of one-form entry to aid curriculum planning and progress.

**Leigh-on-Mendip:** Refurbished and extended to move from first-school status to a primary to improve progression. Additional support from the Trust also leads to improved outcomes.

**Longvernal:** Support to extend roll and move to one form entry and therefore improve progression and teaching. Moved from Ofsted 'good' to 'good with outstanding areas'.

**Midsomer Norton Primary:** Support with acquisition of a nursery and curriculum planning leading to improved outcomes which are always now well-above national rates, secured a strong ofsted good judgement.

**Norton Hill Primary:** Supported as a free school from bid writing to opening. Includes a nursery supported by the Trust.

**Notton House Academy:** The Trust provided an interim CEO solution to successfully support and guide the school through its transition leaving Learn@ and joining MNSP.

**Midsomer Norton Primary:** Improved leadership to bring about good provision and improved outcomes for all children across all key measures, many above national rates.

**Shoscombe:** Improved provision following support from Trust Leads, new nursery and leadership structure supporting above national outcomes for pupils.

**St John's:** refurbishment of the nursery and support to ensure financial health leading to better staffing and improved SAT outcomes well-above national rates.

**St Julian's:** support with new leadership structures and quality of teaching and learning to secure better progressions throughout the school.

**St Mary's:** support to establish a new nursery, change teaching staff and resources to lead to coherent curriculum offer and good provision.

**Trinity:** Support to re-establish the school from inadequate to good. Restructured leadership to allow Head to be released to support other schools.

**Welton:** incorporation of nursery and support with systems to ensure improved outcomes – now above national levels.

**Westfield:** Support with governance, curriculum and improvements to the site. Secured a good with outstanding Ofsted.



# TRUST IMPACT

## Secondary

**Beechen Cliff:** Support with leadership, teaching, and learning, leading to outcomes well above national rates and a "Good" Ofsted for boarding. Significant school improvement support and mentoring to Head teacher from the Trust contributed to the school achieving a solid "Good" Ofsted judgement in 2023.

**Buckler's Mead:** On-site residency of the improvement team resulting in better standards and after improved results P8 to 0.14. The school achieved a Good rating in Ofsted 2024.

**Hayesfield:** Improved curriculum and assessment in maths, improved results and achieved a robust "Good" Judgement in 2022. Student outcomes in the school have improved significantly in the last two years with outstanding value added measured by progress 8 metric.

**Norton Hill:** Support with estates and Ofsted preparedness. The school achieved a robust "Good" in its Ofsted inspection in 2023 and expects to achieve "Outstanding" when Ofsted returns in academic year 2023/24.

**Preston:** The Trust has provided robust leadership support leading to improved results, curriculum, and learning. Moved from "Requires Improvement" to "Good" Ofsted in 2023.

**Writhlington:** The impact of the Trust has been profound and in 2023, the school was judged "Good" by Ofsted after many years languishing as a "Requires Improvement" school.

**Somerset Studio:** The Trust provides financial support for this specialist, employability focussed school. Significant support with standards, resulting in significantly raised outcomes. The Trust supported the school's 2024 Good Ofsted rating.

**St Dunstan's:** The Trust has provided robust leadership support to this small school. It has transitioned from "Inadequate" to "Good." in recent years and the Trust continues to provide challenge and support. It achieved a strong Good outcome in its 2024 Ofsted. . A recently constructed new Autism Base has been built on the school site funded by the Trust.

**St Mark's:** Introduced a new Resource Base for MLD children, raising outcomes above national rates. The Trust's significant input to school improvement helped the school achieve a sound "Good" Ofsted judgement in 2022.

**Somervale:** The Trust has provided support on standards and improved outcomes, increasing popularity and roll. New Astroturf funded by the Trust and three successive "Good" Ofsted reports, with the most recent in 2022.

## Special & Alternative Provision

**Critchill:** Support to raise PAN. New provision and building work to improve facilities for children including a playground, new teaching rooms and kitchens. In November 2024, the school achieved Outstanding in its Ofsted.

**SEND Resource Base provisions:** Critchill now supports our own-in-house provision for SEND pupils including SALT, OT, and a range of providers for different therapies. This has supported all schools across the Trust.

**Soundwell Academy:** The Trust seconded an Executive leader as Interim CEO for Learn@ – a Multi Academy Trust comprising seven schools. Soundwell which is now part of MNSP following the dissolution of Learn@ achieved an Ofsted “Good” judgement in 2023. The support from the Trust was instrumental in enabling this school to achieve this rating.

**Knowle DGE Academy:** After much MNSP Trust support, the school was graded Good in 2023/24 up from Requires Improvement achieved in its previous Trust.

**St Matthias Academy:** Formerly, part of Learn@, this academy has had significant financial support from the Trust in 2024 with the establishment of a new base in Bath and the recruitment of additional staff. The school was graded Good in all areas in 2024, up from Requires Improvement.

**Notton House Academy:** The Trust invested considerable time and human resource to support this school as it transitioned from Learn@ to MSNP. The Trust is focused on providing the necessary challenge and support to raise standards further in this day and residential school.





---

“The MNSP has had a significant impact on the schools within its Trust in the last 12 months. The strategic focus on improving attendance is working with substantial improvements recorded in our secondary phase.”





# WHAT PARENTS AND STUDENTS SAY ABOUT MNSP

These comments highlight the collaborative efforts and effective support provided by the Trust, which have been instrumental in driving positive changes and improved outcomes in the schools they oversee.

"The Headteacher, Trust, and senior leaders transformed the school, providing a good quality of education and ensuring pupil safety."

**WRITHINGTON SCHOOL**

Ofsted Parent Survey 2023

"The School has been saved by the Trust. Without the Trust, it would not be financially viable and doing such a good job"

**SOMERSET STUDIO SCHOOL**

Parent Survey 2024

"The Trust provided high-quality support for teaching staff, enhancing leadership capacity and supporting school leaders in improving education quality. They care about us and are always visiting"

**ST DUNSTAN'S SCHOOL**

Year 10 pupil voice interview 2023

"The Trust's support played a crucial role in rapid school improvement, from staff and governor recruitment to comprehensive training and coaching opportunities."

**DUNDY SCHOOL**

Ofsted Parent survey 2022

"Staff within the Trust received additional opportunities for professional development and career progression, indicating the commitment from the Trust to developing staff understanding of SEND."

**SOUNDWELL ACADEMY**

Ofsted Parent Voice 2023

"Leaders from both the school and the multi-academy Trust, along with governors and Trustees, demonstrated high ambition for pupils and made really tough decisions to ensure a good quality education."

**PRESTON SCHOOL**

Year 11 student voice 2023

"The local governing board, in conjunction with the multi-academy Trust, played a significant role in enabling leaders to provide an enhanced curriculum offer."

**MIDSOMER NORTON PRIMARY**

Parent Governor voice

"The MNSP Trust provides effective challenge and support to school leaders, including appropriate training to improve teaching. We all benefit and they care about our future"

**BEECHEN CLIFF**

Pupil Voice 2023

"Adjustments were made to practical work due to COVID-19, and leaders ensured pupils' knowledge gaps were addressed, highlighting the Trust's commitment to students' well-being and learning."

**SOMERVALE SCHOOL**

Year 10 parent 2024

"Trust leaders have been relentless in supporting our school to be better; the CEO's support led to improved standards and curriculum development."

**WRITHLINGTON SCHOOL**

Ofsted Parent Voice 2023

The MNSP Trust effectively supports leaders at all levels, leading to rising standards and rapidly improving teaching."

**NORTON HILL PRIMARY SCHOOL**

Parent Voice 2023

"Support and guidance from the Trust's Executive Head resulted in improvements at the school in areas such as assessment, further enhancing the quality of education they provide."

**ST JULIAN'S**

Ofsted Parent Voice 2024

# FUTURE GROWTH STRATEGY

Successful Multi-Academy Trusts (MATs) such as Midsomer Norton Schools' Partnership (MNSP) share several common characteristics and strategies that contribute to their success. Our compelling case that demonstrates the educational and strategic benefits of expanding our MAT over the next 5 years.

**MNSP LEADERSHIP VISION**

Successful MATs such as MNSP have visionary, effective and impactful leadership at both the Trust level and within individual academies. Strong leaders set clear goals, inspire collaboration, and provide strategic direction.

**CLEAR VISION AND VALUES**

We have a clear and compelling educational vision and a strong set of values that guide decision-making and maintain a consistent ethos across all of our academies.

**SAFEGUARDING AND WELLBEING**

We prioritise the safeguarding and wellbeing of students and staff through robust policies, practices, and support systems.

**MNSP LEADERSHIP CAPACITY TO INNOVATE AND ENGAGE:**

Engaging successfully with parents, local communities, and other stakeholders fosters a sense of ownership and support for the Trust and its academies and our stakeholder feedback is always highly positive.

**PROFESSIONAL DEVELOPMENT**

We value talent at our MAT and provide high quality, ongoing professional development opportunities for staff, recognizing that well-trained teachers and leaders have a positive impact on student outcomes.

**EFFECTIVE GOVERNANCE**

We have robust governance structures and practices, including well-trained Trustees and directors and effective governing bodies at the academy level, ensuring accountability and compliance.

**MNSP LEADERSHIP RIGOUR**

Standards and a commitment to continuous improvement in teaching and learning are paramount. Sharing best practices and collaborating on curriculum development contribute to better educational outcomes for every child and family we serve.

**FINANCIAL MANAGEMENT**

Effective financial management and budgeting ensure the responsible use of resources to support educational outcomes. We are outstanding in terms of financial management.

**ADAPTABILITY AND INNOVATION**

Educational landscapes change and we are willing to innovate to meet the evolving needs of students and communities. We place the child and our communities at the heart of our decision making.

# FUTURE GROWTH STRATEGY

## FOCUS ON INCLUSION

Prioritise inclusive education, ensuring that all students, regardless of their background or abilities, have access to high-quality education and support. We want all of our students to attend Good or better schools no matter their postcode.

## STRONG ETHICAL LEADERSHIP

Lead by example, demonstrating ethical behaviour, integrity, and a commitment to their values.

## COLLABORATION BEYOND THE MAT

In partnerships and collaborations with external organisations, universities, local authorities or other MATs to leverage additional resources and expertise.

## STRONG COMMUNITY ENGAGEMENT

Actively engage with parents, local communities, and other stakeholders to build support and partnerships that enhance the educational experience.

## DATA INFORMED DECISION MAKING

Decisions, identify areas for improvement, and measure progress toward their goals.

## LEVELLING UP: NARROWING THE GAP

Narrowing the attainment gap and provision of strong schools set in their communities that provide the catalyst for levelling up.

## Our Ambitions

### WHAT?

To be a recognised national player

South-West focussed

50 schools, 35,000 children, 7,000 staff

6 or 7 hubs

Up to a 10% top slice for some

The most successful MAT in terms of school improvement

Moral Purpose – transforming life chances

### WHY?

Because we will be able to influence the quality of education for more children. Because we are good at what we do.

So we do not over-stretch ourselves and we have a sensible geography.

To have sufficient scale, influence and expertise to meet our Trust vision.

To provide increased opportunity for staff and pupils.

To provide tight leadership and management under the umbrella of MNSP. To allow cross-school sharing of staff and pupils.

To ensure that we can pool resources and employ all school based site, catering, IT and finance staff.

To ensure the education system supports the wider aims of society.

We want our communities to have a good school accessible for every child no matter their background.








“The MNSP has had a profound impact on its schools in 2024.”

Critchil Parent, 2024

# MIDSOMER NORTON SCHOOLS' PARTNERSHIP IMPROVEMENT PLAN 2024-25

 QUALITY OF EDUCATION	 BEHAVIOUR & ATTITUDES	 PERSONAL DEVELOPMENT
<p>Provide a well-planned and tailored curriculum and rapid catch up in the core subjects for disadvantaged pupils and those with SEND.</p> <hr/> <p>Further develop schools' curriculum for reading, making reading central to schools' improvement plans and ensure strong implementation across key stages (including their plans to develop pupils' reading for pleasure, their understanding of challenging vocabulary, and their access to high quality texts across the curriculum).</p> <hr/> <p>Develop primary teachers' subject knowledge and subject specific pedagogy in art, music, design technology.</p> <hr/> <p>Ensure assessment at KS3 and KS4 is well-planned, proportionate, appropriate, used to enhance learning of knowledge and provides reliable data to track progress and adapt teaching appropriately.</p> <hr/> <p>Ensure all schools are supporting children to develop long-term memory, cultural capital and fluency in their learning.</p> <hr/> <p>Improve KS1 writing outcomes to at least 80% ARE across all schools.</p> <hr/> <p>Further improve curriculum planning in foundation subjects so that granular knowledge is sequenced sensibly and pupils progress in their learning.</p> <hr/> <p>Raise standards of work by boys across the curriculum to match that of girls and outcomes to match girls P8+ 0.26.</p>	<p>Develop staff understanding of the needs of pupils with SEMH, reduce fixed term exclusions and improve outcomes for these pupils at risk of exclusion.</p> <hr/> <p>Improve attendance at secondary schools for vulnerable pupils so that it matches the national 'others'.</p> <hr/> <p>All schools better than national for persistent absence rate.</p> <hr/> <p>Work with the LA to improve AP so that pupils receive 'good' provision by opening a new Free School.</p> <hr/> <p>Eradicate low-level disruption in all schools.</p> <hr/> <p>Invest in Trust-wide SEND provision to support learning and social needs of SEND pupils so that they achieve well.</p> <hr/>	<p>Develop and implement a charter and award across all MAT primary schools, with a special emphasis on disadvantaged pupils gaining cultural capital.</p> <hr/> <p>Ensure mental wellbeing is strong for all children so that they can learn well.</p> <hr/> <p>Schools ensure that all aspects of statutory RSE are planned well and that pupils have a good knowledge of expected behaviour.</p> <hr/> <p>Careers education ensures all pupils have quality destinations and success factors/retention is above national.</p> <hr/> <p>Continue work on eradicating prejudicial behaviour and harmful sexualised behaviour in all school communities.</p> <hr/>

LEADERSHIP & MANAGEMENT	EYFS / POST-16
Further develop the evaluation and monitoring roles of subject leaders, especially in small schools.	MAT nurseries ensure children are school-ready and have the necessary skills and knowledge to ease into school life.
Enhance central team improvement capacity so that schools can make more rapid improvement to be at least Ofsted 'good'.	MAT nurseries ensure a sequentially planned curriculum, so that progression between F1 and F2 is carefully planned for all children. EYFS and KS 1 foundation and prime curriculum are sequenced.
Improve sharing of best practice and therefore improvement of schools through the development of a hub structure.	The curriculum in EYFS is planned to ensure that children make rapid progress in reading, writing and number – GLD 79%+.
Improve the provision and working practices of the Trust to ensure positive mental well-being of staff and a reduction in unnecessary workload.	Vocabulary is ambitious and mapped well for all children within the EYFS.
Further develop the Trust CPD programme so that all staff are supported to fulfil their role to the highest standards.	All children will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; with new vocabulary modelled by the adults/teachers.
Develop offer from within the Trust for SEND and Behaviour provision initially in the primary phase.	Reading and phonics are a priority, preparing children for fluent and confident reading in Y1, but also through to secondary school if required - phonics is viewed as a 'body of knowledge'.
Reduce energy consumption by 15% across the MAT in 2023/24 to bring our carbon footprint down by at least 15%.	Consistency of expectation across all sites is high and therefore outcomes improved to be above national for attainment and progress.
Develop Hubs of schools and associated governance structures to ensure accountability for better collaboration and therefore improvement at school level.	Post 16 outcomes across all sixth forms are at +0.3 VA for academic, Voc-ed and attainment is at 65%+ A*-B.
Review primary school improvement offer and adjust as necessary to continue raising standards for children.	Teacher subject knowledge is excellent and therefore top grades rise to be 40% of all grades.











Midsomer Norton Schools' Partnership  
Norton Hill Primary School,  
Silver Street,  
Midsomer Norton,  
BA3 2UD

Tel: 01761 205630

[headoffice@msnpartnership.com](mailto:headoffice@msnpartnership.com)

[www.midsomernortonschoolspartnership.com](http://www.midsomernortonschoolspartnership.com)



Midsomer Norton  
Schools Partnership

