



Diocese of Norwich
Education and
Academies Trust

Cawston Church of England Primary Academy



Headteacher Recruitment Pack

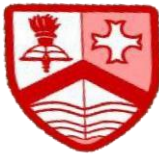




CONTENTS

- 3. Welcome and Vision
- 4. Letter from the Chair of the Local Governing Body
- 5. Letter from the Departing Head Teacher
- 6. Headteacher – Cawston CE Primary Academy (advert)
- 8. Headteacher Selection Criteria/Person Specification
- 12. Headteacher Job Description
- 15. Overview of Priorities
- 16. Staffing and Classes
- 17. Curriculum
- 18. Location/How to Find Us/Getting in Touch
- 20. The Diocese of Norwich Education and Academies Trust (DNEAT)
- 21. What are the benefits of being part of DNEAT?
- 23. DNEAT Model of Learning-Centred Leadership





Welcome to Cawston Church of England Primary Academy

‘Growing Excellence’

**Our Vision is based on the Parable of the Sower [Luke 8.4-8]:
Growing Excellence
Planting, Nurturing, Flourishing,
for ‘life in all its fullness’**

**We recognise the diverse talents and gifts that children and adults bring to
our community.**

**Jesus says that the seeds will thrive if they are well nurtured.
Our school offers an ideal environment for individuals to grow for ‘life in all its
fullness’.**

ETHOS

Our aim is for all our pupils to achieve their best and to become successful learners, confident individuals and responsible citizens. Academic success is vitally important as is the children’s spiritual, moral, social and cultural development. Our academy serves the community by providing high quality education within the context of Christian belief and practice.

***We live by our core community values of
respect, responsibility, resilience and compassion.***





Letter from the Chair of the Academy Local Governing Body

Cawston Church of England Primary Academy

Aylsham Road, Cawston, NORWICH, NR10 4AY

Headteacher: Mrs Kay Swann

Phone Number: 01603 871249

March 2021

Dear Prospective Headteacher,

Thank you for your interest in Cawston Primary Academy. We are a village school which draws children from beyond the catchment area. Cawston sits between the market towns of Aylsham and Reepham. The Greater Norwich Local Plan (GNLP) allows for some growth in population in the next 10 years. We are lucky to have experienced, committed staff and an excellent Assistant Headteacher. Our OFSTED rating in 2019 was Good. The school is integral to the local community and is situated in attractive grounds. Our Eco-Park area, school garden and playing fields are a great asset for outside play and our established Learning Outside the Classroom (LOtC) curriculum. As a church school we enjoy strong links with the local parish of St Agnes and have developed a vision for the school which is firmly located in Christian principles.

Our current Headteacher has been with the school for over 26 years, 13 of these as Headteacher. She has overseen the school's journey from local authority control to Academy status and nurtured a strong, capable leadership team which has a close and beneficial relationship with the Diocese of Norwich Education and Academies Trust (DNEAT) as well as receiving healthy challenge from our local board of governors.

The current pandemic has prioritised remote learning, a recovery curriculum and use of outdoor facilities. I believe that there is a golden opportunity to take the school forward on its path to being Outstanding, by learning the lessons of lockdown and improving the resilience of the school with regards to future challenges. In these times of global connectivity and interdependence, we seek to develop a stronger understanding of our school's place in the world and lift the horizons of our youngsters. Our aim is to prepare our pupils for the challenges of secondary school and later life, to ensure their voices are heard and to help them realise their potential to contribute to the community.

Do you think you can meet our requirements and help us continue our momentum towards higher standards and accelerated progress? Do you want to develop your career with a school that is absolutely committed to the needs of children? Do you relish the joy and challenge of Leadership? Can you support and inspire our team to reach ambitious levels of performance? If so, we would love to hear from you. I can assure you that you will be welcomed by a friendly, open group of people who are focussed on the continuous development of our academy and in serving the needs of our community.

I warmly encourage you to take a look around our school. View the virtual tour, see the park and the playing fields, come and visit the picturesque local village. I am proud to be associated with a group of committed governors and a school that is going from strength to strength.

Yours sincerely,

Roy Apps
Chair of Governors



Letter from the Departing Headteacher
Cawston Church of England Primary Academy
Aylsham Road, Cawston, NORWICH, NR10 4AY
Headteacher: Mrs Kay Swann
Phone Number: 01603 871249

March 2012

Dear Prospective Candidate,

Welcome to Cawston Primary Academy, where the Headteacher vacancy presents an attractive opportunity to lead and manage a school that has a bright future ahead of it.

Ofsted recognise that Cawston Primary is a 'happy place where pupils are keen to learn and achieve'. The extensive grounds provide a stimulating environment where children can learn and play outside. We have designed the curriculum to maximise on a wide range of opportunities in several subjects and areas with excellent opportunities for teaching and learning.

The talented staff team are committed and hard-working, enjoying the teamwork and camaraderie that exists here. Teachers are passionate subject leaders and curriculum development is an on-going priority as they work hard to provide memorable cross-curricular learning activities, including visits and whole school impact days.

The children at Cawston are really engaged with their learning and respond enthusiastically to our high expectations. Families are supportive and want the best for their children. The Friends group of parents is active in its fundraising to provide enhanced opportunities for children and families.

The school has excellent links with the local church and is very grateful for the support and involvement from the local minister. The diocese also provides support through training and advice. Staff are actively supported through the DNEAT joint training offer, which provides an entitlement for staff across the academy at all points in their career. This includes opportunities to benefit from collaborative enterprise.

Our governors bring many professional strengths to the decision-making process and the committees meet termly to ensure that the provision is best suited to the needs and aspirations of our pupils.

The pandemic has brought its challenges but the team is stronger and the Cawston values of resilience and compassion have come to the fore with staff as well as children.

I hope you will be encouraged to apply to become the next Headteacher of Cawston CE Primary Academy, a privilege I have thoroughly enjoyed over the past 13 years.

Regards

Kay Swann
Retiring Headteacher



Headteacher – Cawston Church of England Primary Academy

NOR: 150

Salary scale: Leadership L10-L16

These are exciting times at Cawston Church of England Primary Academy. Our last inspection judgement was 'Good' and we are ambitious in further developing an excellent provision in order to secure an 'Outstanding' outcome next time around.

We want to accelerate into the next phase of our development and require a highly motivated and skilled individual to lead the way in a thriving community that cannot wait to work with you!

Personal Qualities:

Cawston needs someone with the:

- **insight** into the challenges specific to education in a rural context
- **character** to ensure that personal virtues and organisational values enhance outcomes
- **passion** to focus relentlessly on what's best for pupils in their context
- **initiative** to promote new and innovative ideas whilst sustaining what already works
- **ability** to develop outstanding educational provision that results in outstanding outcomes
- **willingness** to understand what the team has to offer and get the best from them
- **ambition** to drive a rich and varied curriculum which engages and inspires every child
- **aspiration** to take the school to the next level
- **inspiration** to take us with them on the journey
- **vision** to cultivate collaborative relationships with other academies in the Diocese of Norwich Education and Academies Trust (DNEAT)

You will be supported by the Diocese of Norwich Education Academies Trust (DNEAT). Ofsted (May 2018) reported that '*Headteachers speak highly of the value added to their provision through becoming part of the family of Trust schools*' and that '*vacant posts are offered not just as jobs, but as career development opportunities*' in a '*culture of collaborative learning*'. We can therefore offer you:

- peer to peer networking, collaboration, challenge and support
- geographically focussed development opportunities within the east and central hub of academies including dedicated support from a key professional
- the security of working in a climate of shared accountability
- investment in your professional development and future career
- opportunities to contribute to the development of a growing organisation and trust-wide improvement initiatives



- access to a suite of core services that enable you to focus more on leading, teaching and learning
- a research-based approach to academy improvement that builds capacity from within
- a values-led approach that underpins the attitudes and behaviour of individuals and the family of Church academies

Don't miss the opportunity to find out more by reading our information pack and visiting our website at: www.cawstonprimary.dneat.org

See our Virtual Tour of the site on our website **or via this link:**

<https://vimeo.com/523421112>

We can also put you in touch with any DNEAT headteacher of your choice to find out what it is really like to be part of our truly collaborative multi-academy trust. Just ask Mandy!

The post holder will need to be able to communicate effectively in English both orally and in writing in order to undertake the requirements of the role.

This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

We are committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Criminal Records check.

We strongly encourage potential candidates to visit the school to experience what it has to offer, although understand that this may not be possible. Please contact Mandy Cameron-Heffer on: 01603 871249, or office@cawstonprimary.dneat.org to arrange a visit.

Closing date: 12 April 2021 at 9.00am

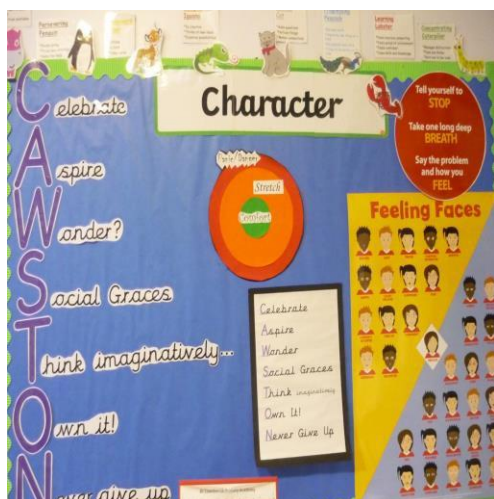
Interviews: 22/23 April 2021

Taking up post: 1 September 2021

How to apply:

For further details and to complete an online application form, please view the advert at www.educationjobfinder.org.uk and follow the instructions detailed under 'How to apply'.

We regret that, for safeguarding reasons CVs will not be accepted and only applications on the specified application form will be considered.



**“Pupils demonstrate positive behaviours for learning.”
Ofsted**

“Pupils are considerate, sensitive and supportive of one another.” Ofsted

Cawston Church of England Primary Academy Headteacher Selection Criteria/Person Specification

Qualification, Experience and Professional Development

- Qualified teacher status with practical understanding of the National Curriculum and assessment arrangements and current national developments.
- Relevant further leadership and management qualifications. (The NPQH or equivalent is desirable)
- Evidence of further appropriate professional development (In-Service Training).
- Evidence of impactful leadership and management within the primary age range.
- Evidence of successful teaching within the primary age range.

Academy Specific Knowledge and Professional Competencies

To demonstrate the capacity and commitment to:

- Raise achievement, expectations and accelerate progress – and thus give this community pride and confidence in its academy
- Further nurture a strong sense of ‘team’ and a genuinely shared vision for the academy’s future
- Sustain high-quality teaching and an enriched curriculum which engages all pupils and staff, and enthuses their commitment to learning
- Engage parents and the community as partners in their children’s learning and in the life of the academy
- Lead the development of this academy as an inclusive church school, drawing on its heritage, distinctive contribution and service to its community
- Develop the leadership capacity of this academy and engage in collaborative working with other schools within and beyond the Academy Trust to contribute to an effective school-improvement network
- Articulate a clear and coherent vision for continued improvement to meet the DNEAT ambition for excellence
- Promote the welfare and safeguarding of children
- Promote, implement and monitor equal opportunities across all aspects of the academy



Generic Knowledge and Professional Competencies

Applicants must be able to demonstrate their competency against the National Standards of Excellence for Headteachers (2020). The Trustees and Local Governors will use these as a check to ensure that their selection process is sufficiently comprehensive, covering all of the key areas of headship:

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their 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

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- 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

3. 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 that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil 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

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils 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 pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. 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

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, 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

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school 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

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations 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 pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance



- 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

Personal Qualities

Applicants must be able to demonstrate the following general attributes:

- Commitment to high standards of achievement
- Excellent communication, interpersonal and organisational skills
- Calmness to diffuse conflict and inspire optimism
- Adaptability and creativity
- Passion to provide an innovative curriculum
- Clarity of thought to prioritise, plan and organise self and others
- Dedication and integrity
- Confidence to empower others
- Enthusiasm, perseverance and resilience
- Rises to challenge and takes the initiative
- Personal impact and presence
- Insight to innovate and manage change for positive impact
- Sense of humour
- An approachable rapport with children and parents
- Commitment to well-being of staff and self
- Sympathetic to the aims, values, ethos and distinctiveness of Church of England schools and academies



Cawston Church of England Primary Academy Headteacher Job Description

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations and the National Standards for Headteachers.

The Headteacher will be responsible to the Diocese of Norwich Education and Academies Trust (DNEAT) and the Cawston Church of England Primary Academy Local Transition Board for the conduct, management and administration of the academy, subject to any policies which the Department for Education, DNEAT and the Governors may make. The job description is subject to annual review.

Section A: Role outline

- Lead and manage the academy effectively and efficiently ensuring the highest possible quality of education and range of educational opportunities for all pupils.
- Provide clear vision and positive, incisive and purposeful leadership with strategic direction to ensure high standards of achievement for all.
- Promote the ethos, vision and values of the Diocese of Norwich Education and Academies Trust (DNEAT) and contribute positively to wider school improvement developments within the Trust
- Ensure that resources are efficiently and effectively used to achieve the academy's aims and objectives.
- Lead a culture that promotes excellence, equality and high expectations.
- Evaluate the academy's performance to identify the priorities for continuous improvement and raising standards.
- Manage the day-to-day organisation and administration of academy.
- Lead and develop the academy's identity and character as a Church of England school, strengthening its distinctive offering and working closely and proactively with the local church.
- Have overall responsibility for safeguarding.

Section B: Specific responsibilities

1. Leadership and management of staff and the organisation

- Create a shared vision and strategic plan which inspires and motivates pupils, staff, governors and all members of the academy community.
- Adopt a strong, caring and flexible leadership style which will both influence and motivate staff and pupils to achieve their potential.
- Set a climate of high performance within the academy where each individual member of the team is encouraged, supported and developed to deliver outstanding results for our pupils and children.
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities.



- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the academy.
- Implement successful performance management processes with all staff ensuring effective arrangements for appropriate, accurate and timely management information to enable continuous evaluation of performance and satisfy relevant external bodies.
- Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that all the facilities always provide a safe, clean and welcoming environment for pupils, staff, parents and other visitors.
- Attend to the well-being of all staff and oneself through example and exercising of duty of care.
- Play an active part in DNEAT's Headteacher Regional Alliance and collaborative working across the Trust

2. Learning and teaching

- Ensure high standards of teaching, leading to highest standards of achievement for all pupils regardless of needs through high expectations and an inclusive creative curriculum.
- Ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure the academy continues to develop as a pupil and family focused community using innovative and creative approaches to meet the needs of all pupils, children and families.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Maintain strategies which secure high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge under performance at all levels and ensure effective corrective action and follow up.

3. Finance, accountability and governance

- Responsibility for overseeing the production of the annual budget and financial strategy for approval by the Local Governing Body and Academy Trust.
- Provide a clear and accurate account of academy performance to the Local Governing Body and all other audiences including parents/carers, OFSTED and the Academy Trust.
- Ensure compliance with child protection, safeguarding, health and safety and other statutory requirements.



- Ensure that all those who have specific responsibilities regarding the operation of the academy, in any aspect of teaching and learning, legal compliance and safeguarding are clear on their responsibilities.

4. Wider stakeholder and community management

- Carry the confidence of the Academy Trust and involve them at a strategic level with relevant local and regional education groups and forums.
- Build a culture and curriculum which takes account of the richness and diversity of the academy and its communities celebrating and championing the academy as a Church school.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve children's achievement and personal development.
- Ensure that the successes of the academy are shared with the community to reinforce our position at the heart of the community.
- Co-operate and work with relevant agencies to protect children.
- Have an understanding of working within a range of socio-economic communities and the challenges that doing so brings to the role.

“All pupils have participated in competitive sport, representing the school.”





Cawston Church of England Primary Academy - An Overview of Priorities

Cawston Church of England Primary Academy benefits from seven spacious classrooms, a multi-purpose hall and enviable outdoor spaces, which provide a great setting for excellent teaching and learning. Our superb grounds include a playground, a large playing field, a school garden and an Eco Park with environmental and gardening facilities. Our aim is to ensure that our curriculum embraces these opportunities and that we make best use of them. We promote other opportunities such as music tuition, School Sports Partnership events and educational visits for children at the academy.

See the *Virtual Tour of the school grounds on our website* **or on the link below:**

<https://vimeo.com/523421112>

We have a hard-working staff team who are committed to taking our academy forward on its journey with new successes and achievements. There is a good range of teaching expertise and together with enthusiastic children, we continue to make further improvements including:

Ofsted Next Steps Priorities:

- Priority 1: Work started on improving provision for the most able pupils is extended and streamlined to ensure that most-able pupils achieve well
- Priority 2: Planned activities for Reception children include potential for extra stretch and challenge for those who demonstrate that they are ready for it
- Priority 3: Pupils with lower starting points are given more opportunities to independently practise their basic skills.

The main focus areas for our Single Change Plan (School Improvement Plan) during the current academic year are:

School Improvement Objectives:

- Objective 1: To implement a curriculum with appropriate coverage, content, structure and sequencing that meets the specific needs of pupils, particularly for those working at Greater Depth.
- Objective 2: To lead on the improvement from the actions identified as best practise in the 'Curriculum Champions' agenda.
- Objective 3: To develop the evaluation skills of all subject leaders, but with a particular focus on RSHE / SIAMS preparation and the leadership of PiXL assessments.





Cawston Church of England Primary Academy Staffing and Classes 2021-2022

The precise arrangements for year groups and classes varies according to the fluctuating cohort sizes. The Published Admission Number (PAN) is 30 and we have seven classrooms but the Reception intake varies and we often have children join the school in other year groups.

	Pupil nos	Year	Teacher	Responsibilities
Headteacher	150			SENDCo/RE/EVC Safeguarding DSL
Assistant Headteacher		PPA	Mrs Brett	Mathematics/Science/LOtC Safeguarding ASL
Sycamore Class	25	R	Mrs Ward	Early Years/ PSHE/RSHE
Poplar Class	16 7	1 2	Mrs Lucas	DT
Oak Class	12 13	2 3	Mrs McCann	Art
Hazel Class	21	4	Miss Adams	Computing / Languages
Beech Class	30	5	Mrs Dafforn	English/ Geography/Library
Alder Class	26	6	Mr Page	PE/ History/ Music/

Support Staff

Teaching Assistants	Lunchtime Staff	Admin	Premises
Ms Goode	Mrs Kuiiri	Mrs Cameron-Heffer	Miss Hook -caretaker
Ms Horde	Mrs Allum-Greenfield		Ms Overton-cleaner
Mrs Mawe	Ms Hord	Childcare Club	Mr Howe-cleaner
Mrs Smith	Ms Goode	Mrs Latham	
	Mrs Burch	Ms Edwards	

KEY INFORMATION

Ofsted Rating (June 2019)	Good
SIAMS Rating (July 2015)	Good
Children with SEND	17%
Children with Pupil Premium Funding	14%
Children with EAL	0%



The Curriculum at Cawston Church of England Primary Academy

At Cawston Church of England Primary Academy, we have developed our broad and engaging curriculum to provide a wide range of opportunities in several subjects and areas for all pupils. The core subjects are taught both stand alone and as part of our creative curriculum of half term topics. We use the National Curriculum and beyond to prepare children for the next stage of their education and for life in modern Britain. Pupils' experience of 'Learning Outside the Classroom' contributes to their academic achievement and their holistic development.

	SYCAMORE	POPLAR	OAK	HAZEL	BEECH	ALDER
Term	YEAR R/I	YEAR 1 / 2	YEAR 3	YEAR 4	YEAR 5	Year 6
1a	Brilliant Bodies	Brilliant Bodies	Planting Seeds	All About Me	Marvellous Me	Healthy Hearts WWI
Visit	St Agnes	Harvest	Festival	St Agnes Visit	Harvest	Festival
Black History						
1b	Enchanted Toyshop	Enchanted Toyshop	Amazing Amazon	Ancient China	Vile Victorians	Home Front Heroes WW2
	Nativity	Nativity	Virtual Tour	Virtual Tour	Virtual Museum	Carol Service
2a	When I grow up...	When I grow up...	Bronze & Iron Age	Saxons and Vikings	The Mayans	Pole to Pole Arctic/Antarctic
Holocaust Reflective Space	Remote Education	Remote Education	Remote Education	Remote Education	Remote Education	Remote Education
2b	Eggcellent	Eggcellent	Set in the Stone Age	Wild West	To the Stars	Shakespeare Macbeth
3a	Where does it come from?	Where does it come from?	Art on the Doorstep Studio Visit	Raging Rivers	A Voyage of Discovery Darwin	The Tomb of Tutankamun
Village walk	St Agnes	Easter Service	St Agnes	Easter Service	St Agnes	Easter Service
3b	Amazing Africa	Amazing Africa	Rotten Romans	Italy Pizza (Olympics)	Groovy Greeks (Olympics)	A Time to Shine (Olympics)
Visit	Gressenhall	How Hill Trust	Aylsham Archaeology	Holt Hall Camp	Hilltop Residential	Hilltop Residential

Here is an overview of the topics covered by our creative curriculum:

Our website will give you more detail of our curriculum Long Term Plans 2020-2021.

www.cawstonprimary.dneat.org





Location

Cawston is a thriving rural village in North Norfolk. Norwich is about 16 miles to the south on the A140 and Cromer is 16 miles to the north. Cawston is on the B1145 between the bustling market towns of Aylsham and Reepham. The school is set near the centre of the village within walking distance of St. Agnes, the historic Parish Church and a range of local amenities including a village hall, playing fields, shops and businesses. The nearby Cawston Heath is a site of Special Scientific Interest.

Please see the *Virtual Tour of the school site on our website* **or on the link below:**

<https://vimeo.com/523421112>

Getting in Touch:

Address: Aylsham Road, Cawston, NORWICH, NR10 4AY

Phone Number: 016003 871249

Email: office@cawstonprimary.dneat.org

Headteacher: Ms Kay Swann

Chair of Governors: Mr Roy Apps

Website: www.cawstonprimary.dneat.org

Ofsted Report: [Cawston Church of England Primary Academy](#)

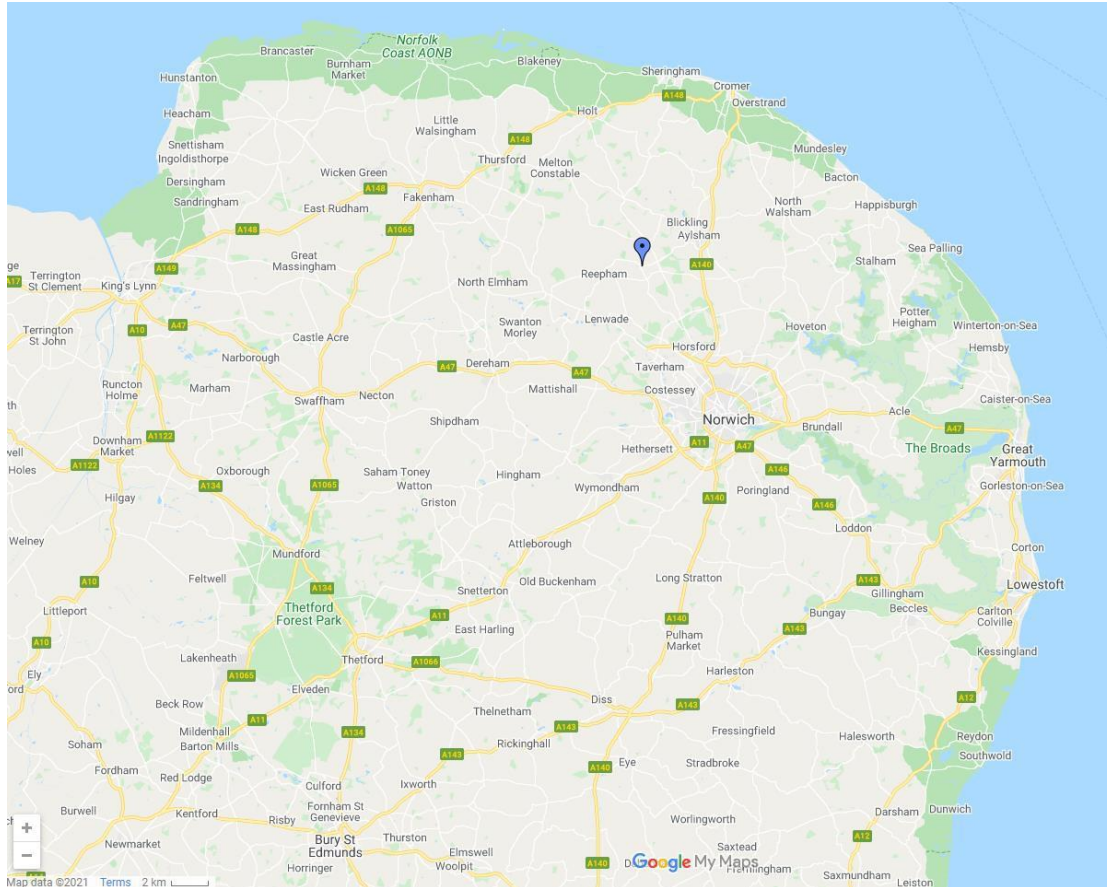
Trust Website: www.dneat.org





How To Find Us:

Google map



View [Cawston Primary School](#) in a larger map



The Diocese of Norwich Education and Academies Trust (DNEAT)

Vision: The Trust aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The Trust is driven by the moral purpose of making a significant difference to the outcomes of young people in order to best prepare them for their next stage of education and adult life. The Trust is focused on transforming young people's lives and therefore life chances by providing the perfect balance between excellent education and uncompromising pastoral care.

The Trust seeks to develop with its academies 'a system of continuous improvement and innovation that is simultaneously bottom-up, top-down and sideways' and through which it 'cultivates a culture of purposeful learning that is neither tightly controlled nor too loose' (Michael Fullen).

DNEAT is not simply a holding body for a series of largely autonomous units. Instead, it creates opportunities for academies to learn from and support each other through: *shared purpose, shared leadership, shared systems, shared resources and shared accountability.*

DNEAT enables individual academies to work together in order to:
promote and sustain a culture of high expectation, rapid improvement and interdependency.

DNEAT ensures that:
autonomy does not lead to isolation; diversity does not become a barrier to collaboration and accountability does not rely exclusively upon regulation.

Cawston CE Primary Academy is part of this family of academies.

This year our priorities are to:

- Continue to raise standards
in reading, writing and maths and make sure that all children make as much progress as possible
- Develop our workforce
via excellent training, and by identifying and sharing talent and best practice
- Further develop the DNEAT SEND provision
across our academies

More detailed information about how this will be achieved can be found in the DNEAT Strategic Change Plan (*available for reference at interview*).



What are the benefits of being part of DNEAT?

I. Doing things right

Trust governance:

- Ensuring compliance with recognised governance practices and frameworks
- Development and dissemination of Trust Core Policies
- Small Schools Review response
- Clerking support and quality assurance
- Provision of Governor Improvement Associates
- Facilitating Academy Improvement Reviews
- Development of GovernorHub as a resource and a repository for the MAT

Local governance:

- Annual timetable of meetings, and resources (agenda/designed governor resources/templates/skills/self-assessment) to support local governors
- Development of Critical Guide to Questioning
- Quality assurance visits and reports
- Training – standard offer plus specific face to face training
- Chair of Governors' termly forum
- Bespoke support to each local governing body
- PEX/Complaints/Grievance Panels including clerking and support

Performance Management:

- Leading process of Headteacher Performance including write up of review and quality assurance across the Trust
- Teachers' appraisal data capture and statutory reporting to Trustees and Unions

2. Staying safe

- A cycle of safeguarding audits
- Health and Safety audits
- General Data Protection Requirement (GDPR) updates and training
- Rapid response to safety issues
- Support for HR concerns and liaison with EPM
- Finance support and budget management

3. Improving together

Quality and Accountability:

- Academies Group Executive Principal bespoke support and challenge
- Termly, quality assured Academy Improvement Review
- Annual Effectiveness Review (led by Ofsted inspector)
- Leadership capacity reviews as needed
- Quality Assurance of Local Governing Body function



Improvement and Development:

- Assess to DNEAT 'tools' (Single Change Plan format, Operational Overview format, Head teacher's report/SEF format, SOAP)
- Regular Ofsted updates
- Support before, during and after Ofsted inspection (and SIAMS inspection)
- Comprehensive Continuing Professional Development programme (100 events) to include moderation of work opportunities for all year groups
- Annual Staff CPD event
- Annual Support Staff CPD event
- Senior and middle leader networks (heads, deputies, SendCos, Subject leads, Early Years Leads)
- Head teacher Regional Alliance
- Brokerage and subsidy of Better to Best offer (linked to regional priorities)
- Externally brokered Pupil Premium Reviews and Impact Assessments
- Externally commissioned Trust wide GL Assessments
- Bespoke Trust wide opportunities (Shirley Clarke – Assessment for Learning)
- Assessment and data analysis support
- HMI project
- Involvement in Strategic School Improvement Funded projects
- Trust wide celebrations – The Big Sing

And that's not all!

“Cawston Academy is a happy place where pupils are keen to learn and achieve.” Ofsted





DNEAT Model of Learning-Centred Leadership

Principal Foundation:

- DNEATs approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at *all* levels across the organisation, including within and beyond individual academies.
- DNEAT expects leaders to exhibit the **character** required to be 'servant' leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principal foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders DNEAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

Learning-centred leadership:

DNEAT expects that leadership across the Trust will involve a strong commitment and concern for pupils' learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils' developments and achievements.

Research tells us that school leadership has significant effects on student learning, second only to the effects of the quality of the curriculum and teachers' instruction. Leadership is therefore most powerful and potent when it focuses on developing pupils' learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DNEAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school's purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning. In order to create the right capacity for Headteachers to make this their primary function DNEAT will strip away as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.

DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in



others, for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the AGEPS. It will dominate the way they communicate, the way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DNEAT will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, DNEAT will promote three powerful tactics for leaders to use:

- Modelling
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DNEAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is exquisitely sensitive to the context.
- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is *distributed* because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.
- Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.