



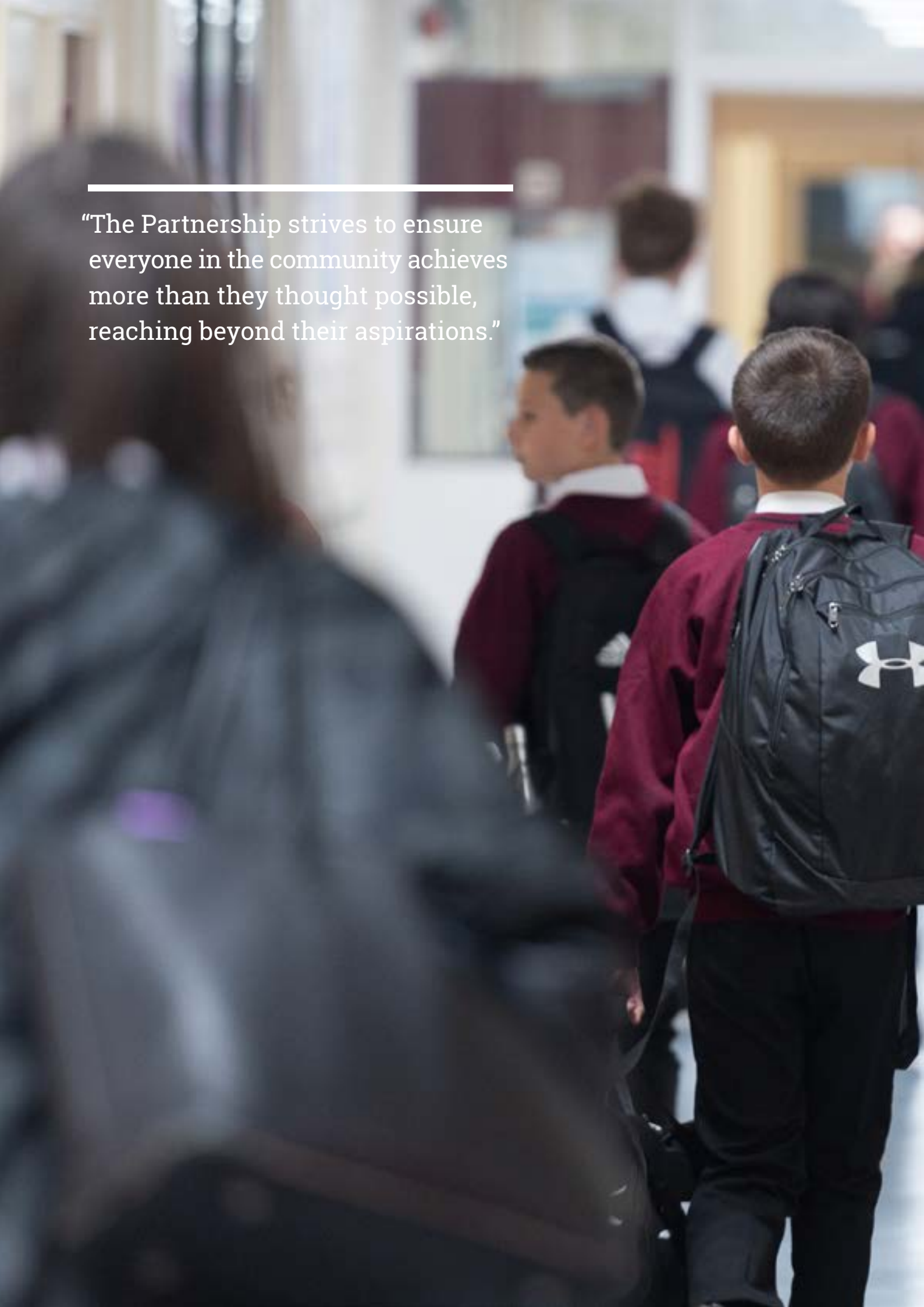
Midsomer Norton  
Schools Partnership

Annual Report 2023



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



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Annual Report 2023

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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 several 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-two member schools are dedicated to nurturing personal development, wellbeing, and academic excellence. We are committed to always putting the needs of our students 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 students, 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.**



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



## MESSAGE FROM OUR CEO

**Alun Williams** CEO and Executive Headteacher:

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The year 2022/23 has been a truly exhilarating journey for the Trust and I am delighted to share some of the remarkable moments with you. Our family of schools has continued to grow as we welcomed several new Specialist schools into our Trust in September 2023. 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.

Fifteen of our schools, just under half of all Trust schools, underwent Ofsted inspections from September 2022 to October 2023. 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, Dundry School improved from "Requires Improvement" to a "Good" judgment during the year. Hemington, Longvernal, Shoscombe, St. John's, St. Julian's, and Westfield all achieved "Good" ratings in their inspections. Peasedown St. John Primary improved from "Inadequate" to "Good," and Norton Hill Primary School achieved an "Outstanding" grading in its first-ever Ofsted inspection.

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 remains "Good" with the potential to be "Outstanding," Preston achieved a "Good" rating, Beechen Cliff improved from "Inadequate" to "Good," and Writhlington, previously "Requires Improvement" for some time, achieved a "Good" judgment. 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 2023 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 the highest-performing Trust in the Southwest for GCSE results. Our Special Schools have continued to thrive with excellent destination outcomes for all leavers.

**"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,' 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 2023/24, 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

Company name	Midsomer Norton Schools' Partnership Ltd
Company registered number	07365778
Principal and registered office	c/o Norton Hill Primary School Silver Street Midsomer Norton Radstock BA3 2UD
Chief executive officer	A Williams
Company secretary	N/A
Members	J Randles E Gregory S Warrener C Brace K Wilson
Trustees	A Wells (Chair) R Arnold S Baldwin D Lewis S Mills A Sinden J Smith A Williams (Accounting Officer) A Hayton
Trust Clerk	S Crane
Bankers	Natwest Bank 3 High Street Midsomer Norton BA3 2UD
Solicitors	Stone King LLP 13 Queen Square Bath BA1 2HJ



# INFORMATION ON THE TRUST

## Senior Management Team & Key Management Personnel

Central Team/School	Role	Name
Trust	CEO	A Williams
Trust	Deputy CEO	E Yates
Trust	COO	C Hobbs
Trust	Head of Finance	J Kempton
Trust	Director of Education Primary & Executive Head	K Courtier
Trust	Director of Education Secondary	D Powell
Trust	Director of Education All through	M Lees
Trust	Executive Lead: New Schools & Special Projects	C Cattanach
Trust	Executive Head Teacher Critchill SEND & AP	S Addison

## PRIMARY SCHOOLS

Clutton Primary	Executive Headteacher	D Turull
Dundry Primary School	Headteacher	A Maggs
Farrington Gurney Primary	Executive Headteacher	D Turull
Hemington Primary	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	Executive Headteacher	T Rorison
St John's Primary	Headteacher	D West-Gaul
St Julian's Primary	Executive Headteacher	K Courtier
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

# INFORMATION ON THE TRUST

## Senior Management Team & Key Management Personnel (Cont.)

### SECONDARY SCHOOLS

Beechen Cliff Secondary	Headteacher	T Markall
Buckler's Mead	Headteacher	M Lawrence
Hayesfield	Headteacher	P White
Writhlington Secondary School	Headteacher	K Howard
Norton Hill Secondary	Headteacher	G Green
Preston Secondary	Headteacher	C Marsh
Somerset Studio School	Headteacher	B Hain
Somervale Secondary	Headteacher	J Postlethwaite
St Dunstan's Secondary	Headteacher	L Bevan
St Mark's Secondary School	Headteacher	B Ash

### SPECIAL SCHOOLS AND ALTERNATIVE PROVISION SCHOOLS

Critchill School	Executive Headteacher	S Addison
Knowle DGE Academy	Headteacher	K Lee-Wells
Notton House Academy	Headteacher	M Reysenn
Soundwell Academy	Headteacher	C Abbs
St Matthias Academy	Headteacher	A Morrison

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## MNSP SCHOOLS

Primary, Secondary,  
and Specialist &  
Alternative Provision

# MNSP SCHOOLS

## Primary Schools

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### 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.

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### 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.

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### 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.

# MNSP SCHOOLS

## Primary Schools

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### 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.

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### 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.

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### 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

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### 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.

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### 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.

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### 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.

# MNSP SCHOOLS

## Primary Schools

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### 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

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### 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.

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



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

We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued.

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.



# MNSP SCHOOLS

## Primary Schools

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### 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.

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### Welton Primary School



Welton has received a 'Good' OFSTED judgement recently.

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.

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### 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

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### 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.

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### Buckler's Mead



**Buckler's Mead believe in an 'Inspiring Education for All.'**

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.

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### 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

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### **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.

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### **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.

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### **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

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### 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.

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### 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.

# MNSP SCHOOLS

## Secondary Schools

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### 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.

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### 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.

# MNSP SCHOOLS

## Special Schools and Alternative Provision

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### 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 both Somerset, but also BANES and Wiltshire.

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### 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 and Alternative Provision

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### 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.

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### 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.

Our young people are guided to discover, enjoy and explore the curriculum through a wide variety of learning opportunities both inside and outside the classroom.

## MNSP SCHOOLS

### Special Schools and Alternative Provision

#### St Matthias Academy



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

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.





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

WRITHLINGTON SCHOOL





“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 12,670 including nursery.

### PRIMARY SCHOOLS

**High Littleton**

Joined Trust 1.8.2014

**Clutton**

Joined Trust 1.3.2015

**Trinity Church School**

Formerly the Dove Trust.

Joined MNSP Trust 1.6.2016

**Dundry School**

Formerly the Dove Trust.

Joined MNSP Trust 1.6.2016

**Longvernal**

Joined Trust 1.7.2016

**Welton**

Joined Trust 1.7.2016

**Farrington Gurney**

Joined Trust 1.4.2017

**Midsomer Norton Primary School**

Joined Trust 01.09.17

**Hemington Primary School**

Joined Trust 01.08.18

**Westfield Primary School**

Joined Trust 1.10.2018

**Leigh-on-Mendip**

Joined Trust 1.11.2018

**Shoscombe Primary**

Joined Trust 1.12.2018

**St Julian's Primary**

Joined Trust 1.12.2018

**St John's Primary**

Joined Trust 1.12.2018

**Peasedown Primary**

Joined Trust 1.4.2019

**St Mary's Primary**

Joined Trust 01.5.2020

**Norton Hill Primary**

Opened on 01.9.2020

### SECONDARY SCHOOLS

**Norton Hill School**

Academy converter 1.10.2010

**Somervale School**

Academy converter 1.10.2010

**St Dunstan's**

Joined Trust 1.6.2016

**Beechen Cliff**

Joined Trust 1.2.2019

**Writhlington**

Joined Trust 1.4.2019

**Somerset Studio School**

Joined Trust 1.4.2019

**Critchill School**

Joined Trust 1.6.2019

**St Mark's**

Joined Trust 1.05.2020

**Hayesfield**

Joined Trust 1.04.2021

**Buckler's Mead Secondary School**

Joined Trust 1.09.2021

**Preston Academy**

Joined Trust 1.02.2022

### 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 Academy**

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 community, 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. At the end of the academic year 2022/23, our Chair, Mr Warrener retired and was replaced by 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.

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“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 thirteen 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 unique character of each school is celebrated and nurtured to ensure choice and variety in educational provision. The Trust is determined that all children should be able to attend a good or better school regardless of where they live.

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. A strong focus on developing and providing inspirational teaching and leadership in all 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 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>	<p>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.</p> <ul style="list-style-type: none"> <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 expectation 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 that 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 within and beyond the school buildings.</li> <li>• A focus on outdoor learning and strong extracurricular 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

## How do we measure our success and what did Ofsted say about MNSP in June 2023?

### Key Performance Indicators

#### Achievements and Performance

Outcomes for each school are detailed on school websites and DFE performance tables, with composite results detailed on the Trust website when appropriate.

Ofsted inspection outcomes for each school are also used to determine the success of individual schools and these are also available to the Trust Board and

detailed on the Trust website. Finally, reviews from the school improvement team, internal auditors and other external contractors – such as School Improvement Partners, also inform Trustees about the success or otherwise of the Trust schools and therefore Trust overall.

### Key Performance Indicators used by leaders to help determine the success of schools:

#### PRIMARY PHASE:

- % attendance for all groups
- % of Early Years children making a Good Level of Development
- % of children passing phonics screening
- KS1 scaled score
- % making expected progress KS1-2
- KS 2 scaled scores
- % achieving RWM at KS 2
- Attainment and progress in grammar assessment
- Progress of Pupil Premium and SEN students

#### ATTAINMENT AT GCSE

- % attendance of all and groups
- % PA for all and groups
- % achieving 5+ in English and Maths at GCSEs
- % achieving 4+ in English and Maths at GCSE
- % achieving the English Baccalaureate
- The attainment 8 score
- Progress 8 score
- Progress 8 score for E, M, EBAC, Open
- The above measures for vulnerable pupils including those designated as Pupil Premium and SEND

#### POST 16

- Average point score per student
- Average point score per examination entry
- % A\*-B (academic and vocational)
- % A\*-C
- % pass rate
- Retention rate
- Value-added score
- Value-added score for retake E and M
- The above levels for vulnerable pupils
- % attending Russell Group universities
- Average of best 3 A levels

#### SECONDARY PHASE

##### Key Stage 3

- % attendance of all and groups
- % PA for all and groups
- % making Age Related Expectation
- % exceeding Age Related Expectation
- % meeting or exceeding Age Related Expectation who are designated SEN, PP, higher ability, etc.

#### PROGRESS FROM YEAR 7 TO YEAR 11

- % of pupils at the end of Key Stage 4 achieving the expected level of progress in English
- % of pupils at the end of Key Stage 4 achieving the expected level of progress in Maths
- % of pupils at the end of Key Stage 4 achieving above the expected level of progress in English
- % of pupils at the end of Key Stage 4 achieving above the expected level of progress in Maths
- The above measures for vulnerable pupils
- Progress 8 measure

#### SPECIAL SCHOOLS /ALTERNATIVE PROVISIONS

- Destinations
- Number of NEETS (Not in employment, education or training)
- EHCP objective completion rates
- % meeting or exceeding expectations at key phases of transition.
- % achieving Personal Learning Intention map (PLIMS) success criteria.
- % successful reintegration to mainstream.
- KS2 SATS
- Key stage 4 GCSE outcomes

## 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 Ofsted summary evaluation findings:

#### THE IMPACT OF THE TRUST ON ITS SCHOOLS

##### QUALITY OF EDUCATION

- Midsomer Norton Schools' Partnership is a high-performing Trust. The centrally planned curriculum is well organised and sequenced for primary and secondary phases. Trust leaders allow schools the freedom to adapt the curriculum to suit their individual contexts. They keep close oversight to ensure that all pupils are making the progress they should. School leaders in all phases value the centralised approach. They recognise how this supports the development of expertise and collaboration across schools. 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.
- In many subjects, the Trust has implemented a model where subject leaders facilitate high-quality development through networks of colleagues. School leaders and staff speak highly of these network groups. Primary staff, for instance, appreciate the opportunity to

learn from secondary experts in other schools. However, leaders identify that the network groups are not well established in a few subject areas in the primary phase. Consequently, the level of staff subject-specific knowledge in these areas is more variable than in others.

- The Trust is growing and welcoming new specialist and alternative provision schools. Trust leaders recognise the need to establish appropriate structures to support their operational and strategic work. This is essential to ensure a continued focus on high-quality education for all pupils.

##### BEHAVIOUR AND ATTITUDES

- 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 leaders adjust these policies and systems to ensure that they are suitable for their schools' context and age groups.
- Trust leaders actively monitor pupils' behaviour as part of their routine visits to schools. For example, they track incidents of inappropriate behaviour and 4 investigate any patterns or trends. Where they identify areas that need fixing, Trust leaders provide effective support and clearly define the boundaries to secure rapid progress. As a result, pupils' behaviour improves over time.
- Schools take a proactive approach to teaching and demonstrating what good behaviour looks



# MAT STRATEGY

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

like. Pupils are clear about expectations and understand why they are important. In some cases, the Trust has provided material support to help school leaders 'reset' the culture, such as buying new uniforms. They have also provided funding for parent support assistants to work with families, particularly where attendance is an issue. Consequently, leaders' actions have reduced the number of pupils who are persistently absent.

- Schools inspected in stage 1 of the summary evaluation received good or outstanding judgements for behaviour and attitudes. However, Trust leaders are not complacent. They acknowledge the ongoing need to reduce suspensions and improve attendance further, especially for a minority of disadvantaged pupils and for boys. Nonetheless, they have effective systems and processes in place to maintain the upward trajectory of improvement.

### LEADERSHIP AND MANAGEMENT

- 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. For example, Trust leaders hold headteachers responsible for their

performance through school monitoring visits, target setting and appraisal systems. School leaders view this process as collaborative and an integral part of the 'improvement culture'.

- 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.
- There is a Trust-wide approach to staff workload and well-being. For example, centralised systems, such as human resources and finance, enable school leaders to focus on improving the quality of education. Trust leaders consult with staff on policies such as assessment to ensure that workload is manageable. Consequently, staff turnover and absences within the Trust are low.

### GOVERNANCE

- 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, Trust leaders and local governors articulate a clear and straightforward vision: 'a determination that all children should be able to attend a good or better school'. This guides their actions and is fully understood and embraced by all.
- Trust leaders ensure that effective systems are in place for Trustees and governors to do their job well. For example, they provide them with 'notes of visits' from monitoring so they can track schools' progress. Trust leaders promote open and transparent communication. A dedicated chairs' group provides local governors with a forum to question and challenge the systems in place.

## MAT STRATEGY

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

Trustees bring a high level of expertise to their positions.

They regularly review their skills to ensure the Trust has the right people with the necessary skills on board. Trustees are proactive in helping local governors understand their roles and responsibilities. For example, they attend meetings and scrutinise minutes to ensure effective governance. Trustees and governors fulfil their statutory obligations well.

Trust leaders and Trustees have a clear and accurate understanding of the Trust's financial and compliance position. They manage finances and resources astutely to secure improvements in pupils' outcomes.

Members receive the information they need to assure themselves of the effectiveness of the Trust's governance. They have confidence in the Trust's leadership, including its growth strategy.

#### SAFEGUARDING

- Trust leaders place a very high priority on safeguarding. They have implemented high-quality training for school staff, governors and Trustees. This gives leaders the knowledge they need to carry out their duties effectively. Through regular quizzes, Trust and school leaders test the impact of training, which helps shape future Trust-wide professional development plans.
- Trust leaders have set up a designated safeguarding lead (DSL) steering group. This DSL group meet regularly to share best practice and plan strategic priorities across the Trust. For example, they have recently prepared training based on the amendments to Keeping Children Safe in Education 2023, including updated guidance on internet filtering systems.

- Trustees, including governors, review safeguarding policies at least annually. They ensure alignment with other policies and statutory guidance. Trustees receive a 'one-page safeguarding update' for each school. They use this information to challenge the safeguarding culture and understand the impact of policies and systems.
- The Trust has developed a curriculum that equips pupils with age-appropriate knowledge and understanding of safeguarding topics. The Trust's approach to safeguarding aims to educate and empower pupils to keep themselves and others safe. For example, where necessary, external partners deliver sessions on subjects such as knife crime.

#### RECOMMENDATIONS

- The Trust is entering a new phase of expansion. Consequently, it is considering ways to maximise the positive impact of development, especially through the growth of specialist and alternative provisions. Trust leaders, including Trustees, should ensure that there are appropriate structures to support the operational and strategic work across all schools as the Trust changes and evolves.
- Trust leaders identify that the staff development programme is not as well established in a few subjects in the primary phase. As a result, the level of staff subject-specific expertise is variable. Trust leaders should continue their programme of staff development to expand existing effective practice across all subject areas in the primary phase.

# KEY PERFORMANCE INDICATORS 2023

## Individual Schools

### Ofsted outcomes for individual schools 2022-23:

School	Ofsted Inspection	Previous Inspection Outcome	New Inspection Outcome since joining MNSP
Beechen Cliff	Graded	Inadequate	<b>Good</b>
Critchill Special School	Ungraded	Good	<b>Rising Good</b>
Dundry Primary	Graded	Requires improvement	<b>Good</b>
Hemington Primary	Ungraded	Good	<b>Good</b>
Hayesfield Girls' School	Ungraded	Good	<b>Good</b>
Longvernal Primary	Graded	Good	<b>Good with Outstanding</b>
Norton Hill	Ungraded	Good	<b>Rising Good</b>
Norton Hill Primary	Graded	Not previously inspected	<b>Outstanding</b>
Peasedown Primary	Graded	Inadequate	<b>Good</b>
Preston	Graded	Requires improvement	<b>Good</b>
Shoscombe Primary	Ungraded	Good	<b>Good</b>
St John's Primary	Ungraded	Good	<b>Good</b>
St Julian's Primary	Ungraded	Good	<b>Good</b>
Westfield Primary	Graded	Good	<b>Good with Outstanding</b>
Writhlington	Graded	Requires improvement	<b>Good</b>

# KEY PERFORMANCE INDICATORS 2023

## Our Primary Schools

### Achievement and attainment across our Primary Schools 2022-3

Achievement aspect	Trust	National	Comparison with national data
Percentage of pupils achieving a Good Level of Development in Reception	78%	67%	Well above average
Percentage of pupils passing phonics screening in Year 1	86%	79%	Above average
Percentage of pupils achieving age related expectation or better in reading, writing and maths	67%	59%	Well above average
Percentage of PP pupils achieving or exceeding age related expectation in reading, writing and maths	45%	43%	Above average
Percentage of pupils achieving or exceeding age related expectation or better reading	80%	73%	Well above national
Percentage of pupils achieving or exceeding age related expectation or better writing	79%	71%	Well above average
Percentage of pupils achieving or exceeding age related expectation or better maths	80%	73%	Well above average
Percentage of pupils exceeding age related expectation in reading, writing and maths	12%	8%	Well above average
Combined progress score year 6 for reading	1.0	0.0	Above national
Combined progress score year 6 for writing	1.2	0.0	Above national
Combined progress score year 6 for maths	1.1	0.0	Above national

## Critchill School

### Achievement and attainment at Critchill School 2022-3:

Achievement aspect	Trust	National	Comparison with national data
Success on PLIMS (Personal Learning Intention Map)	87%	N/A	N/A
Attendance	90%	0.00	Above national
Percentage of NEETs	0%	0.00	Above national
Readiness for adulthood	100%	0.00	N/A
Suspensions and exclusions	0%	0.00	N/A

# KEY PERFORMANCE INDICATORS 2023

## Our Secondary Schools

### Achievement and attainment across our Secondary Schools 2022-3:

Achievement aspect	Trust	National	Comparison with national data
Progress 8 2023 whole Trust	+0.28	-0.03	Well above average
Progress 8 2023 Maths	+0.19	0.00	Well above average
Progress 8 2023 English	+0.21	0.00	Well above average
Progress 8 2023 EBAC	+0.24	0.00	Well above average
Progress 8 2023 Open Aspect	+0.38	0.00	Well above average
Progress 8 PP 2023 whole Trust	0.01	-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	76%	65%	Well above average
Attainment 9-5 English and Maths whole Trust	54%	45%	Well above average
Attainment 8	53	46	Well above average

Average grade post 16	B	C	Above average
A*-A	27%	27%	Average
A*-B	55%	8%	Above average
A*-C	80%	0.0	Above average
Percentage attending Russell Group Universities	34%	27%	Above average

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“The Trust provides a strong network of support for its primary schools and acts as an insurance policy for all schools.”



## 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 is on track to improve on its previous Ofsted rating in 2023/24.

**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.

**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.

**Somerset Studio:** The Trust provides financial support for this specialist, employability focussed school. Significant support with standards, resulting in significantly raised outcomes. The Trust is preparing the School for a "Good" Ofsted outcome in academic year 2023/24.

**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 is providing challenge and support to the leadership team to ensure it maintains and improves its rating in its forthcoming Ofsted inspection in academic year 2023/24. 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.

**Writhlington:** New leadership and improved results, now well above national rates for progress. The CEO acted up as Head Teacher for 9 months as part of intensive support for this school. 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.



## Special & Alternative Provision

**Critchill:** Support to raise PAN and ensure financial sustainability. New provision and building work to improve facilities for children including a playground, new teaching rooms and kitchens.

**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:** A Learn@ school that has had significant Trust improvement support from MNSP and recently joined the Trust in 2023.

**St Matthias Academy:** Formerly, part of Learn@, this academy has had significant financial support from the Trust in 2023 with the establishment of a new base in Bath and the recruitment of additional staff. The Trust is working hard to improve standards of Education in this “Requires Improvement” school and prepare it successfully for its next Ofsted.

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



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“The MNSP has had a significant impact on the schools within its Trust in the last 12 months.”



# 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 2023

“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.”

**DUNDRY 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 2022

“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 2023

# FINANCIAL REVIEW

## Income & Expenditure

### Revenue Income

ESFA funding: 94.3% £81.2m GAG  
and other Grant funding

Unrestricted income: £4.9m

Restricted: 94.3% / Unrestricted: 5.7%

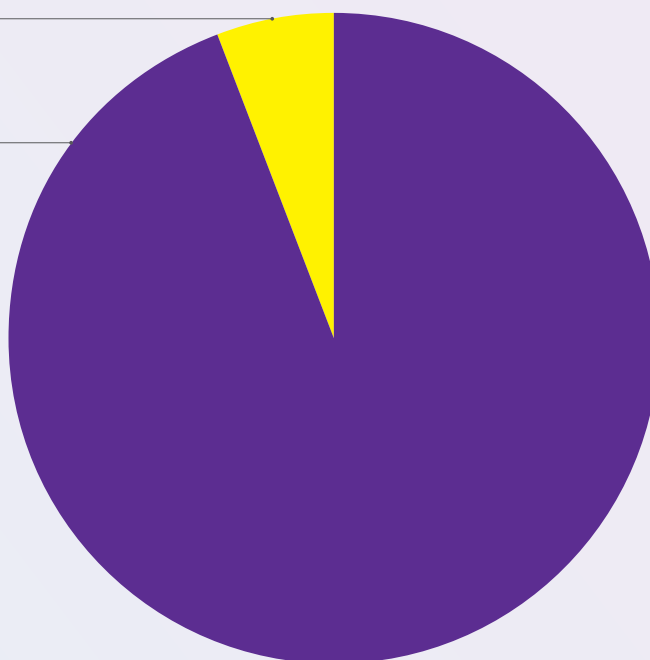
Condition Fund: £1.9m

Unrestricted income

5.7%

Restricted income

94.3%



The Trust's accounting period is from 1 September to 31 August each year. Most (94.3%) of the Partnership's income is obtained from the Education & Skills Funding Agency ("ESFA") in the form of recurrent grants, the use of which is restricted to particular purposes. In the Academic year 2022/23, the Trust used these funds to educate young people aged 2 to 19. During the financial year 2022/23

the Trust received £81.2m grant income. Unrestricted income comprises catering income, sports centre and other lettings, and departmental sales. During the financial year 2021/22, this equated to £4.9 m.

The Trust also receives an ESFA Condition Fund allocation, currently £1.9m per annum, which is being used to upgrade buildings across the Trust.

# FINANCIAL REVIEW

## Income & Expenditure

### Revenue Expenditure

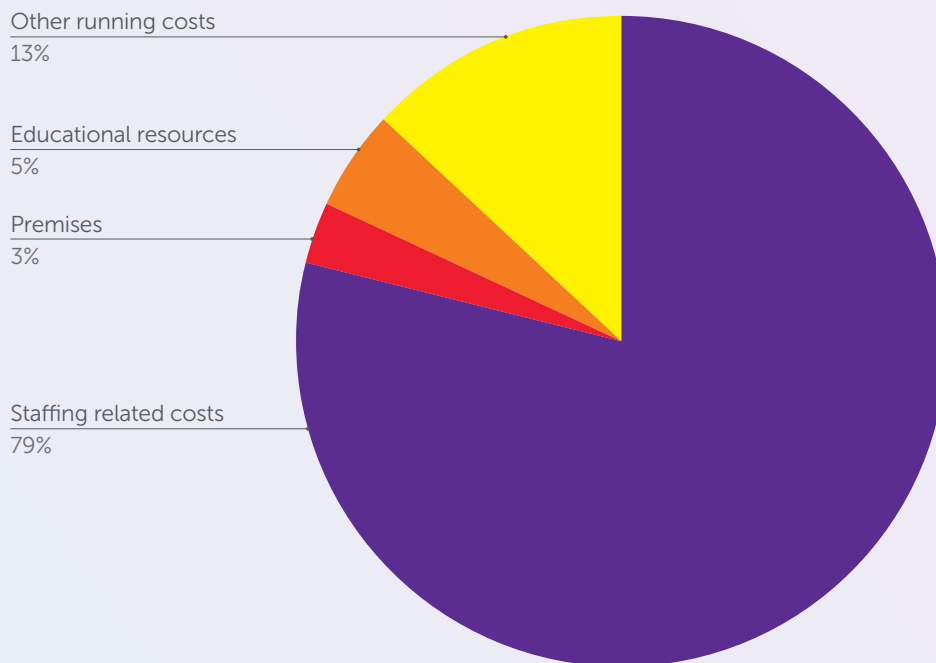
% of total cost:

Staff – 79%

Ed resources – 5%

Premises – 3% (excludes energy)

Other – 13% (includes energy 3%)



79% of the Trust's expenditure was on staffing related costs, 5% on educational resources, 3% on premises and 13% on other running costs.

# FINANCIAL REVIEW

## Future Plans

The Trust policy is to generate reserves to provide funds to continue to enhance the quality of education and facilities of schools.

### PUPIL PREMIUM FUNDING

The Trust receives pupil premium funding for each school to help ensure that disadvantaged pupils make expected progress. This funding is used to provide:

- English and Maths Intervention for KS1-KS4 students.
- 1:1 Tuition implemented as a result of PEP, SEN and medical reviews for pupil premium children.
- Interventions to develop social and emotional aspects of learning.
- Enhanced KS2/3 transition support including home/school liaison and summer holiday programme.
- KS1 & KS2 support including class interventions, additional tutoring and social skills support. Mentoring including transition support for post 16 education and employment.
- Adapted timetables for personalised learning programmes.
- Funded lunch clubs for homework support.
- Increased frequency of multi-agency meetings.
- Financial assistance for extra-curricular activities, trips, school uniform and equipment.
- Closer teaching of Pupil Premium children and monitoring to help them succeed.

### RISK MANAGEMENT

The Trust has been through a process to assess various risks, and to identify and implement strategies for addressing these risks. This process identified various categories and their potential operational and financial impact, the probability of such occurrences and hence the overall gross risk.

The Trustees have identified clear mechanisms to manage these risks in particular those relating to the specific teaching, provision of facilities and other operational areas of the Trust and its finances. Appropriate and adequate insurance cover is in place as well as an effective system of internal financial controls. A detailed Business Continuity plan also exists which covers potential risks and recovery from all types of disruption.

### THE PRINCIPAL RISKS FACING THE TRUST ARE:

- **Financial** – the Trust is reliant on continued Government funding through the ESFA. There is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms.
- **Failures in governance and/or management** – the risk in this area arises from potential failure to effectively manage the Trust finances, internal controls, compliance with regulations and legislation, statutory returns, etc. The Trustees continue to review and ensure that appropriate measures are in place to mitigate these risks.
- **Reputational** – the continuing success of the Trust is dependent on continuing to attract applicants in sufficient numbers by maintaining the highest educational standards. To mitigate this risk, Trustees ensure that student success and achievement are closely monitored and reviewed.
- **Safeguarding and child protection** – the Trustees continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health and safety and discipline.
- **Staffing** – the success of the Trust is reliant upon the quality of its staff and so the Trustees monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring there is clear succession planning.
- **Fraud and mismanagement of funds** – the Trust has specific policies to mitigate the risk of fraud and mismanagement of funds. These include but are not limited to financial procedures, scheme of delegation, fraud policy, purchasing policy, register of business interests, whistleblowing policy. A system of checking and authorisation is in place for all transactions with segregation of duties. All finance staff receive training to keep them up to date with financial practice requirements and develop their skills in this area.

### MEASURES TO IMPROVE ENERGY EFFICIENCY

The COO has formed a team to review all projects for energy saving opportunities. The team's objective is to consider energy saving measures with the primary goal of reducing the Trust's carbon footprint whilst being mindful of value for money.

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Within the financial year, a boiler replacement project has been initiated whereby all sites will replace existing boilers with modern efficient ones, firstly prioritising the oldest and least efficient. The Trust has undertaken a project to, where possible, introduce double glazing in schools where most needed.

These improvements to insulation will therefore reduce energy consumption. Electric charging points for vehicles have been installed at two school sites in the Trust and solar panel installation is due to commence at Writhlington Secondary School in early 2023. Academies continue to replace light fittings with more efficient LED fittings where this is possible.



# 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:

- ✓ **Strong Leadership:** 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.
- ✓ **Effective Governance:** Successful MATs 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:

- ✓ **Academic Excellence:** High academic 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.
- ✓ **Collaboration and Resource Sharing:** We are relentless in promoting collaboration amongst our academies, allowing for the sharing of resources, expertise, and innovative practices. This collaboration leads to improved *efficiency and cost savings*.

- ✓ **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.
- ✓ **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:

- ✓ **Engagement with Parents and Communities:** Building strong relationships 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.
- ✓ **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:** We are responsive to changing educational landscapes and 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.
- ✓ **Continuous Evaluation and Improvement:** We regularly assess the Trust and our performance allows for continuous improvement and strategic adjustments.



# FUTURE GROWTH STRATEGY

- ✓ **Focus on Inclusion:** As a successful MAT, we prioritize 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.
- ✓ **Levelling up:** Narrowing the attainment gap and provision of strong schools set in their communities that provide the catalyst for levelling up.
- ✓ **Strong Community Engagement:** We actively engage with parents, local communities, and other stakeholders to build support and partnerships that enhance the educational experience.
- ✓ **Commitment to Data-Informed Decision-Making:** We use data to inform our decisions, identify areas for improvement, and measure progress toward their goals.
- ✓ **Long-Term Sustainability:** We plan for long-term sustainability, considering leadership succession, growth strategies, and financial stability.

- ✓ **Strong Ethical Leadership:** Successful MATs lead by example, demonstrating ethical behaviour, integrity, and a commitment to their values.
- ✓ **Collaboration Beyond the MAT:** We engage in partnerships and collaborations with external organizations, universities, local authorities or other MATs to leverage additional resources and expertise.

## MNSP LEADERSHIP TRACK RECORD OF EFFECTIVE SCHOOL IMPROVEMENT:

- ✓ **Ofsted Quality Assurance:** Our track record in school improvement and realising our aim to run Good or better schools is exemplary and valued and validated by our Ofsted inspection record over recent years which is exemplary. Our capacity to improve schools and contribute to wider system improvement is strong.

## Our Ambitions

WHAT?	WHY?
To be a recognised national player	Because we will be able to influence the quality of education for more children. Because we are good at what we do.
South-West focussed	So we do not over-stretch ourselves and we have a sensible geography.
50 schools, 35,000 children, 7,000 staff	To have sufficient scale, influence and expertise to meet our Trust vision. To provide increased opportunity for staff and pupils.
6 or 7 hubs	To provide tight leadership and management under the umbrella of MNSP. To allow cross-school sharing of staff and pupils.
Up to a 10% top slice	To ensure that we can GAG pool resources and employ all school based site, catering, IT and finance staff.
The most succesful MAT in terms of school improvement	To ensure the education system supports the wider aims of society.
Moral Purpose – transforming life chances	We want our communities to have a good school accessible for every child no matter their background.

# MIDSOMER NORTON SCHOOLS' PARTNERSHIP IMPROVEMENT PLAN 2023-24

 <p>QUALITY OF EDUCATION</p>	 <p>BEHAVIOUR &amp; ATTITUDES</p>	 <p>PERSONAL DEVELOPMENT</p>
<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>	<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 well-being 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>

## LEADERSHIP & MANAGEMENT

Further develop the evaluation and monitoring roles of subject leaders, especially in small schools.

Enhance central team improvement capacity so that schools can make more rapid improvement to be at least Ofsted 'good'.

Improve sharing of best practice and therefore improvement of schools through the development of a hub structure.

Improve the provision and working practices of the Trust to ensure positive mental well-being of staff and a reduction in unnecessary workload.

Further develop the Trust CPD programme so that all staff are supported to fulfil their role to the highest standards.

Develop offer from within the Trust for SEND and Behaviour provision initially in the primary phase.

Reduce energy consumption by 15% across the MAT in 2023/24 to bring our carbon footprint down by at least 15%.

Develop Hubs of schools and associated governance structures to ensure accountability for better collaboration and therefore improvement at school level.

Review primary school improvement offer and adjust as necessary to continue raising standards for children.

## EYFS / POST-16

MAT nurseries ensure children are school-ready and have the necessary skills and knowledge to ease into school life.

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.

The curriculum in EYFS is planned to ensure that children make rapid progress in reading, writing and number – GLD 79%+.

Vocabulary is ambitious and mapped well for all children within the EYFS.

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.

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'.

Consistency of expectation across all sites is high and therefore outcomes improved to be above national for attainment and progress.

Post 16 outcomes across all sixth forms are at +0.3 VA for academic, Voc-ed and attainment is at 65%+ A\*-B.

Teacher subject knowledge is excellent and therefore top grades rise to be 39% of all grades.





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