

Priddy and St Lawrence's Federation

Headteacher Information Pack

April 2022



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LETTER FROM CHAIR OF GOVERNORS

Dear Headteacher Applicant,

The governing board of Priddy and St Lawrence's would like to welcome your interest and application for the position of Headteacher. We have enjoyed a strong, balanced and very productive working relationship with the previous head, who is moving on into retirement. Our schools have continued to thrive despite the challenges of covid and with our strong staff team we are well prepared for the years ahead. We are pleased to offer the opportunity to join a federation of two schools with a solid foundation and further potential for development and growth.

Our Federation encompasses two primary schools in neighbouring villages with close ties. The schools are the heart of our communities, and we are passionate about the wellbeing and education of our children. We are looking for a creative and dynamic leader who will continue to help our children realise the best of their potential. The governing board very much look forward to meeting and appointing a candidate with whom we can continue to ensure that the federation thrives.

Tim Clements

Chair of Governors



Priddy



St Lawrence's

Welcome to Priddy and St Lawrence's Federation

The Priddy school buildings date from 1952, but its origins as a village school are earlier. Many villagers have passed through, followed by their children and now sometimes grandchildren. Other local residents have worked as staff and served as governors – it is truly embedded in the community.

St Lawrence's developed in parallel in nearby Westbury-Sub-Mendip. St Lawrence's is a Church of England school, with links to the diocese and the church across the road, and as with Priddy, has seen generations of local residents pass through its doors.

Both schools are Local Authority maintained schools, with Somerset County Council offering a wide range of support services.

The two schools have progressed through soft federation with one head, followed by hard federation status. These schools operated in parallel, each with reception to Year 6 classes, supported by community run preschools in each village.

In 2018 the federation increased efficiency and better enabled teachers to deliver the curriculum effectively by restructuring between the two sites. Westbury offered a more secure environment for Early Years and became the KS1 centre of excellence with two classes, and also became home to a merged community run preschool. Priddy became the KS2 centre of excellence, with two classes benefitting from a large grassed playing field and walking access to local forest school sites. The schools continue to be officially listed and assessed separately but administered collectively.

The Federation owns a minibus which enhances connection between the two sites and facilitates transfer of children between key stages, as well as activities off site.

The on-site community run preschool, 'Saplings', was officially taken over by the Federation in 2020, enabling a seamless transition for children entering reception, and allowing preschool and EYFS staff to collaborate without barriers. Further supporting provision of breakfast clubs and after school wraparound care has firmly strengthened the appeal of the federation to new parents.

Infrastructure development and renewal has continued with new outdoors areas at St Lawrence's and a similar project planned for summer 2022 at Priddy.



Priddy and St Lawrence's: Our vision and values

Our Children

Pupils on roll come from our two villages, but also from neighbouring settlements, attracted by our ethos and the nurturing care that children receive at Priddy and St Lawrence's. We have lower than average SEN and pupil premium numbers; however, those pupils we do have achieve well, and are supported by our committed SENCo. Our community of children look after and support each other and feel a strong sense of pride in their school.

Attainment targets

Our last OFSTED inspections rated us as Good in both schools, with biannual SIP visits to ensuring preparedness for future OFSTED. Our SIAMS rating is Good. Pupil statistics are complicated by low numbers in various cohorts, but qualitative assessment around these ensure that individual cohorts and pupils are supported appropriately. Overall, our attainment is in line with relevant metrics.

Continuing professional development objectives

The strength of Priddy and St Lawrence is undoubtedly the teaching and support staff, with an exceptionally committed, caring and capable team. We have a programme of staff progression and development that dovetails with the school development programme and key priorities for each year.

Infrastructure development priorities

The federation has two sites characterised by buildings in keeping with the rural location, but currently in good order. There have recently been major improvements to the outdoor areas at St Lawrence's, with a new dynamic play space and outdoor learning space. A rolling programme of infrastructure renewal is a key part of the school vision, with major improvements to core services scheduled for Summer 2022. Federation financial reserves are available for further improvements.

Financial

The Federation currently has a healthy surplus, which means that staffing levels can be maintained at a robust level. Funding is available for further resources and programmes to support education and wellbeing. Recently, grants have been secured for improvements to the outdoor space. Provision of an on-site preschool has increased the number of children enrolling, and a priority for the future is to continue to attract families through the provision of excellent education, child-centred care and a dynamic approach.

Wider facilities

The appeal of the federation within the local catchment and enhanced educational progression has been strengthened by the addition of on-site 'Saplings' pre-school, breakfast club and 'Greenshoots' wraparound care. These are managed from within the school and have already contributed to stabilising numbers on roll and offering a complete service for prospective parents. The schools also enjoy the use of local facilities such as a forest school site, where regular sessions are held.

Long term partnership strategy – The Somerset Partnership

The governing board are up to date with local options for response to the government white paper of March 2022. The current preferred option, which strongly matches the community ethos of the federation, is the Somerset Partnership (TSP), a collaboration with other schools across Somerset and the popular and well-respected Blue School secondary in Wells. The Blue school is the main recipient of pupils from Priddy and St Lawrence's.

Governing board

The governing board currently is a well-functioning and committed team of five governors, with good coverage in our annual skills audit. We are currently recruiting one parent governor and a diocesan governor. The board meets six times per year plus annual pay committee and welfare as required. The agenda at each meeting covers all aspects of the federation, with deeper focus at relevant points in the year on education, finance, governor visits, infrastructure and future priority review.

Support from PTA

The federation has invaluable support from an active parent and teacher association, with a strong fundraising history and commitment to funding complimentary services and activities for pupils. Priddy hosts an annual, nationally significant and community run folk festival, which provides a regular source of income for the PTA.



Current Key Priorities

2021/22 School Development plan Key Priorities – the baseline for the future.

Our key priorities for 2021/22 strongly reflected the need to restore normality after covid disruption, focussing primarily on the emotional and mental wellbeing foundation that supports effective learning.

Our key priorities were:

- Covid recovery assessment and planning
- Curriculum progression
- Mental health and well-being
- SIAMS preparation for Sept 2022
- Implementing a new EYFS framework



Priddy Primary school OFSTED summary

Inspection dates

12–13 September 2018

Overall effectiveness

Effectiveness of leadership and management	GOOD
Quality of teaching, learning and assessment	GOOD
Personal development, behaviour and welfare	GOOD
Outcomes for pupils	GOOD
Early years provision	GOOD
Overall effectiveness at previous 2012 inspection	OUTSTANDING

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have undertaken considerable work to federate the school successfully with St Lawrence's Church of England Primary School. During this time of significant change, leaders have ensured that pupils receive a good standard of education.
- Governors are skilled and dedicated and are increasingly holding leaders to account robustly. Their work strengthens the leadership of the school.
- Leaders, including governors, know their school well. Self-evaluation is accurate and honest. This means that their plans for improvement identify the areas in need of development correctly. Nonetheless, planning lacks the precision needed to bring about continuous improvement.
- Pupils typically make good progress. Nevertheless, leaders are accurate to identify that more pupils, especially the most able, are not sufficiently challenged to make stronger progress in writing and mathematics.
- Provision in early years is good. This is because children are well looked after, are taught well and so make good progress.

Leaders take appropriate action to ensure that teaching continues to improve. However, occasionally teaching is not closely matched to pupils' needs.

Teachers check pupils' learning regularly. However, they do not yet consistently provide pupils with the guidance that enables them to understand fully how they can improve their learning.

The behaviour of pupils is good. They are considerate and polite and look after each other. Pupils demonstrate positive attitudes to their learning.

Subject leaders are new to post. While they demonstrate the knowledge and passion to lead their subjects effectively, they have not yet had sufficient opportunity to carry out their roles across the school.

The curriculum successfully engages and motivates pupils to learn in a range of subjects. However, it does not yet consistently provide pupils with the knowledge and skills to enable them to make the best progress.

Parents and carers are happy that their children are happy, safe and well looked after.

St Lawrence's School OFTSED summary

Inspection dates 28–29 March 2017

Overall effectiveness

Effectiveness of leadership and management	GOOD
Quality of teaching, learning and assessment	GOOD
Personal development, behaviour and welfare	GOOD
Outcomes for pupils	GOOD
Early years provision	REQUIRES IMPROVEMENT
Overall effectiveness at previous inspection	GOOD

Summary of key findings for parents and pupils

This is a good school

- The headteacher has built a climate of collaboration across the federation, which has widened opportunities for pupils. This collaboration has also contributed positively to improving teaching and the quality of the curriculum.
- Leaders at all levels have a clear understanding of the school's strengths. Their plans for improvement accurately target areas in need of further development.
- The quality of teaching is good. Teachers' specialist skills are used well. As a result, pupils make good progress across the curriculum, particularly in science and technology.
- Pupils, including the most able and those who are disadvantaged, are making rapid progress in writing. Teachers have raised their expectations of what all pupils can achieve.
- Pupils read frequently and fluently. However, teachers are not encouraging pupils to read widely enough to reach the higher standard of which some are capable.
- Strong teaching enables pupils who have special educational needs and/or disabilities to make rapid progress.

Governors are strongly involved in the life of the school. They are well informed about pupils' learning and hold leaders to account for pupils' achievement.

Pupils show great commitment to their learning, behave well and work hard. They enjoy the wider sporting opportunities that are now available to them.

Calculation skills are taught consistently well. However, some pupils do not achieve the standards they are capable of in mathematics because they are given too few opportunities to apply their mathematical skills.

Everyone who works at the school ensures that pupils are kept safe. Parents value the care their children are given and the warm relationships that help children to flourish.

Teaching in the early years requires improvement. Planning and assessment are not precise enough to ensure that children make sufficient progress in writing and number.

St Lawrence's SIAMS

St Lawrence's Church of England Primary School	
School Hill, Westbury sub Mendip, Wells, Somerset. BA5 1HL	
Current SIAMS inspection grade	Good
Diocese	Bath and Wells
Previous SIAMS inspection grade	Good
Local authority	Somerset
Name of federation	The Federation of Priddy and St Lawrence's
Date of inspection	19 September 2017
Date of last inspection	18 September 2012
Type of school and unique reference number	Voluntary Controlled 123779
Headteacher	Rosie Thorner
Inspector's name and number	Alison Appleyard 877

School context

St Lawrence's CofE Primary School is a smaller than average school with 63 children organised into two classes. The arrangement of classes can change as numbers of children are small. The school serves children from its own and other local villages. Pupils are mostly White British and the number of those with special educational needs and for whom the school receives additional Pupil Premium funding, is below national average. The school is federated with Priddy School (not a Church school) and shares a governing body and some staff and systems. The headteacher is new since the last inspection.

The distinctiveness and effectiveness of St Lawrence's Church of England Primary School as a Church of England school are good

- Core values, understood by everyone, create a discernibly Christian ethos which informs the daily life of the school.
- Religious education (RE) and collective worship are highly valued and enjoyed by all stakeholders and they provide opportunities for good personal, spiritual, moral, social and cultural (SMSC) development.
- Prayer and reflection are an important part of school life encouraging and supporting personal spiritual growth.
- The imaginative use of outdoor learning in the school's country setting encourages the experiencing of awe and wonder and offers ways for children and staff to get close to the person of Jesus and to his teachings.

Areas to improve

- Leaders should develop a clear Christian vision which they can articulate so that everyone understands how all policy and practice is informed by Christian teaching.
- The holding to account of the headteacher by governors for the school as a church school should be more thoroughly developed and recorded in order to support growth in this area.
- Children should be more involved in the planning, delivery and evaluation of whole school collective worship to allow them to play a full part in this important shared time of day.
- Opportunities should be taken to further develop the inclusion of Anglican liturgy in collective worship to enable children to become more familiar with Anglican traditions.

Location – about Mendip AONB and local area

Priddy and Westbury-Sub-Mendip are desirable villages within the Mendip Area of Outstanding Natural Beauty, close enough to Bristol and Bath for easy commuting, but not so close as to become dormitory villages with no character of their own. Both villages have dedicated communities with a wide range of ages and professions, with housing to support a range of demographics. Both villages have thriving pubs and Priddy has a farm shop while Westbury-Sub-Mendip has a community owned shop and post office.

Priddy sits at the top of the hill, well within the AONB, and Westbury is located at the bottom, with large nature reserves and extensive hiking trails on the escarpment between the two. The area is popular with cyclists, with the nature-rich Somerset Levels and Moors not far away. It is also a favourite destination for rock climbers, with the nationally renowned Cheddar Gorge on the doorstep. The Mendips also feature some of the most celebrated caving in the UK

The beautiful, historic town-sized city of Wells has extensive facilities, with Glastonbury and Street offering further options close by.

The coastline is only 30 minutes away with sea bathing facilities at Clevedon Marine Lake and coastal walks and beaches at Weston-Super-Mare and Brean. Exmoor is similarly close, with stunning hills dropping down to the sea.

Mendip does have bus services along major roads with mainline train stations available at Yatton and Castle Cary, in addition to Bath and Bristol.



Are you ready to be help us 'be the best that we can be'?

Our next Headteacher will be able to:

- Share our vision and values
- Help both staff and pupils fulfil their potential
- Support further development of our preschool, breakfast and wraparound care
- Manage our infrastructure development to support our educational attainment
- Develop and progress our vision for our role in The Somerset Partnership
- Work with the business manager to ensure good fiscal management
- Bring a dynamic approach to leadership and education, enabling us to stand out locally



Job Description

The post will be required to meet the 2020 Headteachers' Standards as set out on the Gov.uk website.

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Purpose of the post

To lead and manage in a way that implements the Federation's strategic direction with integrity, energy, and enthusiasm, securing high achievement and wellbeing for every child that attends our school. Together with the staff and Governors the Headteacher will commit to continued improvement, supporting outstanding teaching and learning and an excellent nurturing school culture. The Headteacher will lead by example as a champion of our school values.

1. Shaping the future

- To work closely with the Governing Body and others to articulate a shared vision and strategic plan, focused on excellence in education and wellbeing for all its pupils, inspiring and motivating staff and all members of the school community
- Ensure the school vision is clearly communicated, understood, and acted on by all to promote and sustain school improvement
- Support creativity, innovation, and the use of appropriate new technologies and methodologies to achieve excellence
- Be aware of, anticipate and plan around funding, education policy, and demographic developments and trends
- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture that celebrates diversity

2. Leading Teaching and Learning

- Raising the quality of teaching within a successful learning culture
- Personal enthusiasm for and commitment to the learning process, including the principles and practice of effective teaching and learning
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and are engaged in their own learning, with high expectations for the whole school community
- Manage, determine, organise, and implement a diverse, flexible, and creative curriculum as well as an effective assessment framework
- Have the skills and vision to support continuous school improvement
- Challenge underperformance at all levels and ensure effective intervention and follow-up
- Support and encourage the school culture of wide-ranging visits, forest school, outdoor learning and experiences to give children the widest possible opportunities to understand the world and excel
- Implement strategies which secure high standards of behaviour and attendance
- To identify the needs of pupils transferring between the federated sites and on to secondary education, and to implement support initiatives aimed at facilitating a smooth and seamless transition
- Ensure appropriate pastoral support is available to pupils and staff

3. Developing Self and Working with Others

- To conduct oneself in a way that demonstrates the standards required of ethical leaders, and to be able to convey the importance of ethical conduct to members of our school community
- To develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve
- Demonstrate good interpersonal skills
- Foster an open, fair, equitable culture
- To ensure that any internal conflict is readily acknowledged and that any necessary interventions required are undertaken effectively
- Develop, empower, and sustain individuals and teams within the school
- Collaborate and work with others within and beyond the school, including fostering an effective relationship with the Diocese
- Challenge, motivate, and influence others to achieve high performance
- Give and receive effective feedback and act to improve personal performance
- Accept constructive advice and support from others, including Governors, colleagues, the Local Authority, and other appropriate professionals

4. Special Educational Needs

- Promote equality and inclusion in all aspects of school life and ensure that children with Special Educational Needs and Disabilities are fully welcomed into and included in the school
- Actively work to fulfil the school's mission to ensure that each child in our school gains self-belief and achieves their full potential, with particular respect to children with Special Educational Needs and Disabilities or in receipt of Pupil Premium
- Ensure that objective identification procedures are maintained so that all pupils are appropriately provided for, and that special educational needs provision is made throughout the school
- Ensure that the SEND Code of Practice requirements are met, including identification of needs, individual education plans, and records reviewing and assess as necessary
- Implement the school's SEN plans to ensure that pupils' needs are fully met and that resources are targeted, monitored, and evaluated for best value
- Continuously assess and improve the accessibility of premises, curriculum, and information of all pupils



5. Strengthening Community

- Engage with the internal and external school community, collaborate with the Local Authority, other schools' parents and carers, and other agencies for the wellbeing of all children and develop extended services to meet the needs of the community
- Commit to safeguarding and the welfare of children and young people and follow all associated child protection and safeguarding policies as adopted by the school and Local Authority
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural wellbeing of pupils and their families
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools, and promoting innovative initiatives

6. Building Success Through Effective Collaboration with Others

- Establish and sustain appropriate structures and systems
- Manage the school efficiently and effectively on a day-to-day basis
- Delegate management tasks and monitor their implementation
- To determine the strategic and operational priorities effectively, and to plan, prepare and deliver these priorities in a way that is both efficient and effective
- Make professional, managerial, and organisational judgements that are well informed and evidence-based
- Think creatively to anticipate and solve problems

7. Managing the Organisation

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Manage the school's financial resources effectively and efficiently to achieve the school's educational goals and priorities setting appropriate priorities in partnership with the Governing Body
- Recruit, retain, and deploy staff appropriately and manage their workload in a manner that recognises the need to consider the wellbeing of staff, while also delivering the vision and goals of the school
- Ensure individual staff accountabilities are clearly defined, understood, agreed, and subject to rigorous review and evaluation in an appraisal process
- Develop and maintain the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations and maximizes the usefulness of each resource both indoors and out
- Ensure that the range, quality, and use of all available resources is monitored, evaluated, and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school
- Ensure the school places, reviews, and uses contracts effectively
- Actively seek to implement the school's equal opportunity policy and the objective to promote equality of opportunity in relation to the duties of the post
- Work in compliance with all relevant legal practices, including new legislation

Person specification

How will this be assessed?

Application	Manifesto	Interview	References
A	M	I	R

Qualifications and training

QTS	Essential	A
NPQH or CoEPQH or working towards	Desirable	A
Evidence of CPD	Essential	A
DSL trained	Desirable	A

Relevant experience

Successful leadership in a primary school	Essential	A/I/R
Working in a church school	Desirable	A/R
Headteacher or deputy head	Desirable	A/R
Knowledge of strategic financial planning and budgetary management and the contribution these make to the school development and quality of education	Essential	I/R
Developing a broad and balance curriculum that is ambitious and engaging for all pupils	Essential	A/I/R
Significant teaching experience in at least one of EYFS / Key Stage 1 / Key stage 2	Essential	A/I/R
Preparing a school for inspection by external bodies such as OFSTED or SIAMS	Desirable	A/I/M
Working collaboratively with the governing body	Desirable	I/M
Mentoring, coaching and motivating staff to improve practice	Essential	A/M/I/R
Monitoring and evaluating teaching and learning effectively	Essential	A/M/I/R
Successful school improvement	Essential	A/M/I/R

Knowledge and skills

Communicate clearly and effectively, both verbally and in writing to a range of audiences	Essential	A/I/M
Demonstrate a clear understanding and commitment to promoting safe guarding and the welfare of children	Essential	A/M/I/R
Use rigorous self-evaluation, including the analysis and integration of data, to understand the schools' strengths, constraints and areas for development which then inform the school development plan and drive school improvement	Essential	I/R
Use ICT as a teaching, management and communication tool	Essential	I/R
Have a clear understanding of current issues in education and evidence of implementing new approaches and technologies	Essential	A/I

Use a range of marketing tools and social media channels to raise the profile of the school	Desirable	I/R
Lead and inspire others to lead inclusive and invitational worship that promotes spiritual development of adults and children	Essential	I/R

Leadership and management

Lead by example with integrity, clarity, creativity and vision	Essential	A/I
Develop and maintain effective relationships with colleagues, parents, governors, parish, other schools, community, Diocese, Local Authority and Somerset Partnership	Essential	A/I/R
Recruit and retain high calibre staff, enhancing their practice through robust performance management and high-quality professional development	Essential	A/I
Develop, implement and monitor policies and procedures that are fit for purpose and take account of staff workload	Essential	A/I
Build and nurture effective teams where personal contributions are valued, and supportive challenge is welcomed	Essential	A/I
Prioritise and delegate tasks appropriately to manage time effectively and meet deadlines	Essential	A/I
Identify and prioritise barriers to school effectiveness	Essential	A/I
Develop strategies for school improvement that are challenging, but realistic and suited to schools' content	Essential	
Balance educational outcomes with wellbeing of staff and students	Essential	A/I/R
Ensure consistent applications of behavioural management strategies	Essential	A/I
Deal effectively with difficult conversations and conflict at every level	Essential	A/I/R
Develop a culture of continuous improvement that strives for excellence for all	Essential	A/I
Demand ambitious standards for pupils of all ages, promoting equality and overcoming disadvantage	Essential	A/I
Maintain a welcoming ethos that's inclusive to people of all faiths and worldviews	Essential	A/I/M
Promote the federation's vision and ethos, communicating it clearly to all stakeholders and embedding it in all aspects of school life	Essential	A/I/M
Identify emerging talents and nurture aspiring leaders	Desirable	A/I
Welcome and support strategic governance	Essential	A/I/M

Personal qualities

Be able to meet National Standards for Headteachers	Essential	A/I/R
Be able to support Christian practices whilst respecting and celebrating diversity	Essential	A/I/M
Have and understanding of a diverse range of cultural and religious traditions	Essential	A/I/M
Have a passion for developing the whole child	Essential	A/I/M
Have an inspirational presence with and beyond the classroom	Essential	A/I/R
Demonstrate self-awareness and emotional resilience	Essential	A/I
Be flexible open and approachable	Essential	A/I
Have an ability to stay calm under pressure	Essential	A/I
Be an effective listener who values the views of others but has the ability to say no when necessary	Essential	A/I
Have a cheerful disposition and value humour, fun and laughter	Essential	A/I/M/R



We all look forward to meeting you!